

QUEENS COLLEGE

# Undergraduate Bulletin

2012-2013





# Undergraduate Bulletin

2012–2013



James L. Muyskens, President

65-30 Kissena Boulevard | Flushing, New York 11367-1597  
718-997-5000 | [www.qc.cuny.edu](http://www.qc.cuny.edu)



# A Message from the President



As we celebrate our 75th Anniversary, Queens College is old enough that generations of our graduates have influenced our city, our nation, and our world, and yet it is young enough that members of our earliest classes still return to campus each year to take part in the college's Commencement and Homecoming celebrations.

In 1937, undaunted by the Great Depression, Queens College welcomed its first students, many of them the sons and daughters of the newest Americans. Queens College was known then as “the College of the Future,” a prophetic phrase. In every decade since, the extraordinary students who passed through our front entrance— whether their journeys began in a nearby neighborhood or in a village in Korea or Kenya—received a fine education that prepared them to live up to our motto, *Discimus ut Serviamus*: We Learn so that We May Serve.

The great poet William Butler Yeats once noted that “Education is not the filling of a pail, but the lighting of a fire.” Although the goal is always to light the fire of intellectual curiosity in our students, the way in which this is done changes through the years.

To be sure we at Queens College are lighting fires as effectively as possible, we recently revised our curriculum, the first major revision the college has undertaken in almost a quarter century, a time that has witnessed an explosion of knowledge and a revolution in technology. The curriculum at Queens College

is now carefully designed so that when our students graduate, they will have the ability to: think critically; address complex problems; communicate their ideas clearly; explore various cultures; and use modern technologies and information resources.

If you are a high-achieving student, you should know that Queens College participates in the City University of New York's Macaulay Honors College, which offers terrific perks such as free tuition and a free laptop computer. We also offer honors programs in the Humanities, Mathematics and Natural Sciences, and Social Sciences. And all our students can take advantage of countless opportunities to study abroad and intern with top researchers and professionals.

It will be easy for you to become involved on campus as we have over 100 clubs and sports teams to choose from, including 19 teams that compete in Division II sports. And our award-winning Freshman Year Initiative will hook you up with a small group of students you can attend classes and study with, so it feels as if you are starting your college years with a group of old friends.

There is no better time to become a Queens College student. I invite you to learn more about the extraordinary learning community that is Queens College.

A handwritten signature in black ink that reads "James Muyskens". The signature is fluid and cursive, written in a professional style.

James Muyskens

# Contents

<b>CALENDAR</b>	<b>4</b>	<b>DEPARTMENTS</b>			
<b>QUEENS COLLEGE TODAY</b>	<b>6</b>	Academic Support	76	Macaulay Honors College	238
<b>ADMISSIONS &amp; PROGRAMS</b>	<b>14</b>	Accounting & Information Systems	77	Honors in the Humanities	239
<b>STUDENT LIFE</b>	<b>24</b>	Adult Collegiate Education	82	Honors in the Mathematical & Natural Sciences	241
<b>TUITION &amp; FEES</b>	<b>31</b>	Africana Studies	84	Honors in the Social Sciences	242
<b>PAYING FOR COLLEGE</b>	<b>35</b>	American Studies	86	Interdisciplinary & Special Studies	244
<b>CURRICULUM</b>	<b>41</b>	Anthropology	88	Irish Studies	246
<b>GENERAL EDUCATION REQUIREMENTS</b>	<b>46</b>	Art	95	Italian-American Studies	247
<b>SCHOLARSHIPS, HONORS &amp; AWARDS</b>	<b>58</b>	Asian-American Community Studies	107	Jewish Studies	248
<b>ACADEMIC POLICIES &amp; PROCEDURES</b>	<b>63</b>	Biology	108	Journalism	251
<b>COURSES OF STUDY</b>	<b>75</b>	Business & Liberal Arts	116	Labor Studies	253
<b>CITY UNIVERSITY OF NEW YORK</b>	<b>343</b>	Byzantine & Modern Greek Studies	118	Latin American & Latino Studies	255
<b>UNIVERSITY POLICIES</b>	<b>345</b>	Chemistry & Biochemistry	121	The Library	258
<b>FACULTY</b>	<b>353</b>	Classical, Middle Eastern & Asian Languages & Cultures	126	Library & Information Studies	259
		College English as a Second Language	141	Linguistics & Communication Disorders	260
		Comparative Literature	142	Mathematics	266
		Computer Science	146	Media Studies	273
		Cooperative Education & Internships	153	Music, Aaron Copland School of Music	279
		Drama, Theatre & Dance	154	Neuroscience	292
		Earth & Environmental Sciences, School of	160	Philosophy	294
		Economics	165	Physics	299
		Education Division	175	Political Science	303
		Elementary & Early Childhood Education	178	Psychology	310
		Secondary Education & Youth Services	182	Religious Studies	317
		Educational & Community Programs	186	Science	319
		English	187	Social Sciences Seminar	319
		European Languages & Literatures	196	Sociology	320
		Family, Nutrition & Exercise Sciences	211	Special Programs (SEEK)	325
		Film Studies	221	Student Personnel	326
		Hispanic Languages & Literatures	222	Urban Studies	328
		History	228	Women's Studies	336
		Honors Programs at Queens College	238	Worker Education: LEAP & BASS	338
				World Studies	339
				Courses in Reserve	340

# Calendar

Note: The information on this calendar is subject to change; check the QC website for updates.

## FALL 2012

### August 27 – Monday

First day of Fall weekday classes.

### September 3 – Monday

Labor Day – College closed.

### September 17–18 – Monday-Tuesday

No classes scheduled.

### September 25–26 – Tuesday-Wednesday

No classes scheduled.

### October 8 – Monday

Columbus Day observance – College closed.

### October 10 – Wednesday

Classes follow a Monday schedule.

### November 22–25 – Thursday–Sunday

Thanksgiving recess – College closed.

### December 12 – Wednesday

Last day of Fall weekday classes.

### December 14–21 – Friday-Friday

Final examinations.

## SPRING 2013

### January 28 – Monday

First day of Spring weekday classes.

### February 12 – Tuesday

Lincoln's Birthday – College closed.

### February 18 – Monday

Presidents' Day – College closed.

### February 20 – Wednesday

Classes follow a Monday schedule.

### March 25–April 2 – Monday-Tuesday

Spring Recess.

### May 16 – Thursday

Last day of Spring weekday classes.

### May 18–24 – Saturday-Friday

Final examinations.

### May 27 – Monday

Memorial Day observance – College closed.

### May 30 – Thursday

Commencement

## EMERGENCY CLOSINGS

The fastest way to be notified about emergencies or weather-related closings, via phone or email, is through CUNY Alert (sign up at [www.cuny.edu/news/alert.html](http://www.cuny.edu/news/alert.html)). Should some emergency necessitate the closing of the college, every effort will be made to provide a timely announcement over the following radio stations:

<b>WADO</b>	<b>1280 AM</b>	
<b>WBLS</b>		<b>107.5 FM</b>
<b>WCBS</b>	<b>880 AM</b>	<b>101.1 FM</b>
<b>WFAS</b>	<b>1230 AM</b>	<b>104 FM</b>
	<b>www.fasam.com</b>	<b>www.fasfm.com</b>
<b>WINS</b>	<b>1010 AM</b>	
<b>WLIB</b>	<b>1190 AM</b>	
<b>WOR</b>	<b>www.wor710.com</b>	

### 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 100 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.

The Princeton Review's *America's Best Colleges* annually lists the college for its outstanding academics, generous financial aid packages, relatively low costs, and diversity. Indeed, the students of Queens College represent a vibrant mix of cultures; they hail from 170 different countries and speak more than 90 native languages, providing an extraordinary educational environment.

It would be easy to think of Queens College as a 77-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 surprisingly peaceful and attractive campus with a magnificent view of the Manhattan skyline. Students find the campus a comfortable place to be, with new cybercafés and over 100 clubs and sports in which they can participate. Queens is also the only City University college that participates in Division II sports. Recently the college opened its first residence hall, The Summit, an environment-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 Railroad and New York City public transportation.

## ENROLLMENT

Queens College, with the most rigorous admissions standards in the City University system, has a student population that is achievement oriented. Over 20,000 students are enrolled in all divisions. Our students are dedicated to learning; over 40% are the first in their families to attend college, and two-thirds work at least part-time to support their education.

## STUDENT ACHIEVEMENT

Recent graduates have won fellowships, scholarships, and assistantships for study at many of the country's leading graduate schools, including Yale, Columbia,

Duke, Sarah Lawrence, and MIT. A number of our students have received special awards for graduate study, most notably several recent Salk Fellowships, Marshall Scholarships, a Goldwater Scholarship, a Truman Scholarship, a Clark Foundation Fellowship, a Fulbright Grant, and a National Security Education Program (NSEP) Boren Scholarship.

## FACULTY

Queens College has an outstanding faculty of scholars who care deeply about teaching, research, and community issues. Over the years they have received numerous fellowships and research grants, including two Guggenheim Awards and two Fulbright Grants, plus a recent \$19.5 million award from the U.S. Department of Energy, one of the largest grants the college has ever received. The City University of New York (CUNY) has recognized the excellence of the faculty by honoring a number of its members with the title of Distinguished Professor in fields as diverse as chemistry and biochemistry, economics, English, earth and environmental sciences, history, Italian American studies, physics, psychology, and sociology. For day and evening classes, there are more than 1,000 faculty (including adjuncts).

## RESEARCH

The college receives millions of dollars in funding for research each year. Support comes from such organiza-



tions as 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 day-care training services; 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 undergraduate and graduate levels. In addition, there is a Weekend College and Winter and Summer Sessions. The college has four academic divisions: Arts and Humanities, Education, Mathematics and the Natural Sciences, and Social Sciences. Each division is divided into academic departments and programs, each with its own chair/director and the faculty members who teach within it.

**The Division 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 American Studies, Film Studies, Honors in the Humanities, and World Studies.

**The Division of Education** includes the departments of Elementary and Early Childhood Education; Educational and Community Programs; and Second-

ary Education and Youth Services, which includes the TIME 2000 honors program in secondary education mathematics.

**The Division 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 a program for Honors in Mathematical and Natural Sciences.

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

## HONOR SOCIETIES

**Phi Beta Kappa**, a nationwide organization and the oldest college society still active, 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 whose programs

live up to the society's ideals. More information may be obtained from members who serve as liaison officers in each academic department.

**Golden Key International Honor Society** is an interdisciplinary undergraduate academic honors organization with over 300 chapters around the world. The purposes of the Society 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 membership society of nearly 75,000 scientists and engineers who were elected to the society 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 honor in science and engineering, science education, science policy, and the public understanding of science.

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 National Honor Society in Education founded in 1911, recognized the Kappa Gamma Chapter at the college on December 16, 1963.



Kappa Delta Pi encourages excellence in scholarship, high personal standards, improvement in teacher preparation, distinction in achievement, and contributions to education. Invitations are extended to students on the basis of their cumulative education accomplishments and promise in the field of teaching.

**Alpha Sigma Lambda**, Upsilon Chapter, is a national college honor society. The opportunity to join is offered to a limited 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 Commission on Higher Education: Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680; 215-662-5606; fax 215-662-5501. The college is also approved by the Middle States Association of Colleges and Secondary Schools. 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/Approval for Dietetics Education
- American Library Association
- American Psychological Association, Committee on Accreditation
- National Association of Schools and Music, Commission on Accreditation
- National Council for Accreditation of Teacher Education

## FACILITIES

The college's campus, lined with trees surrounding grassy open spaces, consists of 35 buildings on 77 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 Enrollment Management and 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 laboratories and offices for five science departments. At the western edge of the Quadrangle is the Benjamin S. Rosenthal Library. 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 Welcome Center, Admissions, Bursar, Registrar, and Financial Aid offices. Delany Hall, Colwin Hall, and Remsen Hall are at the southern edge of the Quad. FitzGerald Gymnasium is home to the physical education and athletics programs. A large Student Union and Dining Hall provide food service and recreation areas. The latest addition to the campus is The Summit, the college's first residence hall, centrally located between the library and the gymnasium.

## BENJAMIN S. ROSENTHAL LIBRARY

The Benjamin S. Rosenthal Library is a state-of-the-art facility incorporating innovations in space configuration and information retrieval. A community landmark is the distinctive Chaney-Goodman-Schwerner Clock Tower, dedicated to the memory of three civil rights workers murdered in Mississippi during the Freedom Summer of 1964 (one of whom, Andrew Goodman, was a Queens College student). The tower also houses the Queens College Bells, five beautifully crafted instruments that chime each quarter hour during the daytime.

The Library maintains a carefully selected collection of print and nonprint material, including approximately 900,000 books, 5,836 current print and electronic periodicals (with access to an additional 25,000), as well as a growing collection of multimedia in its Media Center. There also is an extensive collection of microform material. In addition, the Library is a selective depository for many United States government publications. A reference collection contains print

materials and electronic resources for research on a wide range of social science, humanities, education, and science topics. Internet access is available at workstations on all floors of the Library.

Access to an expanding collection of Internet resources—including online databases, electronic journals, reference sources, and a collection of electronic books—can be obtained via links from the Library’s homepage ([www.qc.cuny.edu/Library](http://www.qc.cuny.edu/Library)).

**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.

### Special Collections

The Library houses significant collections of specialized materials.

*Art Library.* Resources include art slides, exhibition catalogs, and a picture collection.

*Education Materials.* Special holdings include juvenile books, school textbooks, curriculum materials, filmstrips, audio and video recordings, pictures, teaching aids, and pamphlets. The Queens College

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.*

Library is a repository for ERIC (Educational Resource Information Center) documents.

*Music Library.* Located in the Music Building, the Music Library is a major resource for students and faculty. It offers an extensive collection of books and periodicals, the complete works of over 150 composers in scholarly editions, a collection of recorded music, and extensive microform holdings; the performance library includes scores, orchestral and other instrumental parts, and a large collection of choral music. On two levels, the library includes listening facilities and ample provision for study.

*The Department of Special Collections and Archives.* The department houses the college’s archives and collections of rare books, manuscripts, and primary source materials.

### Services

*Reference.* Professional librarians are available to assist students in the use of the Library’s resources and to answer research questions.

*Circulation.* Books are charged out with a current Queens College ID card. In order to activate the ID card for Library use, students should bring their validated ID card to the Circulation Desk in the Library. An open-access program enables Queens faculty and students to borrow from most other CUNY libraries.

*Reserve Collection.* The Reserve Collection contains books and media assigned as required for students by an instructor. All other reserved readings are available via “E-Reserve” on the Library’s homepage.

*Interlibrary Loan.* Through Interlibrary Loan, students can borrow book and periodical articles that are unavailable at the college. For information, contact the Interlibrary Loan Office at 718-997-3704.

*Instructional Services.* The Library has several state-of-the-art computer classrooms for instruction in research methods and information literacy and for individual

course-related instruction upon request. The Library also regularly offers for-credit courses in information literacy and library research.

*Photocopying.* Card-operated photocopying machines are available in the Library. Photocopying services are also available in the basement of the Student Union Building.

More information on the Library can be found by accessing the Library's homepage.

### **OFFICE OF CONVERGING TECHNOLOGIES**

The Office of Converging Technologies (OCT) provides a full range of academic and administrative computing and multimedia support to the college community. OCT support areas include the operation of computer laboratories and classrooms; design and maintenance of the campuswide computing infrastructure; maintenance of the college's presence on the Internet; delivery and presentation of media materials for classroom instruction; and coordination of satellite teleconferences. OCT offices are located in I Building and Kiely Hall, with user facilities in I Building, the Dining Hall Building, the Science Building, Kiely Hall, and Rosenthal Library. For more information, 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.

### **GOVERNANCE: THE ACADEMIC SENATE**

The Academic Senate is the chief legislative body of the college, responsible, subject to the Board of Trustees, 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.

The Academic Senate meets on the second Thursday of each month from September through May. Meetings, held in Kiely Hall 170, are open to all members of the college community—faculty, staff, and students—and all have the right to participate in discussions. A complete description of the Academic Senate, including the apportionment of representatives and the duties and composition of Senate committees, is available in the Senate office in Kiely Hall 141C (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 reinvented 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, which considered the needs of an undergraduate curriculum for students in the 21st century.

### **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; Student Union facilities and programs; and the varied offerings of the **Selma and Max Kupferberg Center for the Visual and Performing Arts**, which include exhibits in the Queens College Art Center, the Godwin-Ternbach Museum, and Louis Armstrong House Museum; as well as plays, concerts, dance recitals, lectures, and other cultural and educational programs presented in Colden Auditorium, Goldstein Theatre, and LeFrak Concert Hall; in addition to special programming by the Aaron Copland School of Music and the Drama, Theatre, and Dance and Media Studies departments. A number of specialized venues that serve the community are described below.

**Colden Auditorium**, a 2,121-seat hall, and the 475-seat **Goldstein Theatre** both have facilities for presentations. Colden Auditorium is available for rental year-round (for information call 718-544-2996). Recent renovations to Colden Auditorium and Goldstein Theatre include expanded lobbies and modernized restroom and 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 Music Building, is designed for almost any musical performance and is also available for rental year-round (718-544-2996). 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 is a teaching museum with a permanent collection of over 4,000 works of art. It is the only museum in Queens whose collection represents all media from antiquity to the present. The museum presents three exhibitions a year and holds lectures, workshops, tours, symposia, and a variety of public programs that are free and open



to students and the public. 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** is open to members of the community and to students, faculty, and staff of the college. The Choral Society is dedicated to performing great masterpieces of choral literature, such as Handel's *Messiah*, Mozart's *Requiem*, and Mendelssohn's *Elijah*. Two concerts are given annually—in December and May—with the assistance of the Queens College Orchestra. Rehearsals are held every Wednesday evening when the college is in session. For more information contact Music Director 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**, operated by the Department of Linguistics and Communication Disorders, is located in the Gertz Building between Rathaus and King Halls. The center provides diagnostic evaluations and therapy for children and adults with communication disorders. Its facilities are used for research and to provide supervised clinical practica for students.

The center includes an augmentative communication unit that provides innovative services to persons with severe communication impairments using alternative means of communication and technology. It also houses a pre-school language program that explores the special language needs of young children whose speech and language development is delayed. The center offers scholarship funds for those who have difficulty paying the fees. For information call 718-997-2930; fax 718-997-2935.

**The Queens College Campus Ministers** is an association of the Catholic, Greek Orthodox, Jewish, and Protestant ministries on campus. 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 unaffiliated students,

faculty, and staff are welcome to participate in the activities of the various centers.

*The Catholic Newman Center* (Student Union 207, 208; 718-997-3969 or 718-793-3130/fax same number; email [catholic\\_center@qc.edu](mailto:catholic_center@qc.edu) or [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.

*Hillel: The Foundation for Jewish Campus Life* (Student Union 206; 718-997-3980 or 718-793-2222; [www.qchillel.org](http://www.qchillel.org); fax 718-793-2252) provides religious, cultural, and social programming, counseling, and outreach for Jewish students, faculty, staff, and the community.

*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 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.

**The Center for the Biology of Natural Systems** conducts research on energy, pollution, and environmental health in urban ecosystems. Its staff collaborates with faculty, students, and local community groups to investigate such problems as the environmental

impact of alternative municipal trash disposal systems, health problems affecting workers involved in the cleanup of lower Manhattan following the collapse of the World Trade Center, the health effects of dioxin and pesticides, and the detection and reduction of environmental and occupational diseases. Professor Steven Markowitz, MD, is director of the center, located in Remsen Hall 312M. For information call 718-670-4180; fax 718-670-4189.

**The Center for Byzantine and Modern Greek Studies** promotes Byzantine and neo-Hellenistic 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.

**The Center for Ethnic, Racial & Religious Understanding** is committed to the idea that dialogue and shared experiences are essential to combating intolerance, overcoming stereotypes, and promoting understanding. The center brings together diverse groups of students to discuss contentious issues in a safe space and enhance cross-cultural understanding through structured dialogues, classroom simulations of historic conflicts, role-playing, community service, and music, art, and theatre. For information contact the center at 718-997-5293 or visit [qccenterforunderstanding.org](http://qccenterforunderstanding.org).

**The John D. Calandra Italian American Institute** is a University institute 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.

**The Michael Harrington Center for Democratic Values and Social Change** exists to promote public, democratic discussion of social issues, and to work with others in partnership to build a more just, equitable, and democratic society. The center's programs now focus on criminal justice reform, a harm-reduction approach to drug abuse, and educational equity. For information contact Prof. Mark W. Rosenblum at 718-997-3070.

**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.

**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.

**The Joseph S. Murphy Institute Center for Labor, Community, and Policy Studies**, founded in 1991 as the Queens College Labor Resource Center and now a part of the City University's School of Professional Studies, promotes discourse and debate among labor, academia, and the general public on labor and public policy issues. The center also designs an array of educational services and materials for unions and the public, with an emphasis on enabling rank-and-file workers to play more active and informed roles in their unions, workplaces, and communities. The center organizes monthly breakfast forums; develops educational material; organizes national conferences; offers research awards; and places college students in union internships. The center also publishes *New Labor Forum*, a national journal of ideas, debate, and analysis on labor issues. For more information contact Director Gregory Mantsios or Associate Director Paula Finn at 212-827-0200; fax 212-827-5955.

**The Neuroscience Research Center** promotes a collaborative educational and multidisciplinary research experience within the field of neuroscience for faculty and students at Queens College. By working within a research center, persons with individual areas of expertise can interact with each other and contribute to a better understanding of a broader area of neuroscience

investigation. The center hosts a Neuroscience Research Day during the fall semester as well as biweekly seminars to bring distinguished speakers in the field of neuroscience to the campus and allow faculty and students to present their research efforts. For more information contact Prof. Richard J. Bodnar at 718-997-5190.

**The Research Center for Korean Community** promotes research on Korean Americans and disseminate data and information on Korean Americans to the Queens College community, the Korean community, and the Korean government. For more information contact Director Pyong Gap Min at 718-997-2810.

**The Taft Institute.** Queens College has a long-standing collaborative relationship with the Robert A. Taft Institute of Government, an autonomous non-partisan, non-profit entity dedicated to promoting informed citizen participation in public life. Collaborative efforts with the Taft Institute have focused primarily on the instruction of elementary and secondary school teachers in order to enhance the teaching of government and social studies to promote active civic engagement. For information contact the institute's Co-directors, Profs. Jack Zevin and Michael Krasner, or Associate Director Prof. François Pierre-Louis. For information call 718-997-5546; 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, applicants are encouraged to contact the Undergraduate Admissions Office in the lobby of Jefferson Hall (718-997-5600) for current information.

## Student Definitions

Applicants may be admitted 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.

## 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 (a four-year, 120-credit degree, unless otherwise noted in the department listings of this *Bulletin*) in many disciplines; Bachelor of Business

Administration; Bachelor of Fine Arts; Bachelor of Music; Bachelor of Science in computer science, geology, nutrition and exercise sciences, physical education, and physics; Bachelor of Science in Applied Social Science; Master of Arts; Master of Arts in Liberal Studies; Master of Arts in the Social Sciences; Master of Arts in Teaching; Master of Fine Arts; Master of Library Science; Master of Science; and Master of Science in Education; as well as combined BA/MA degrees in chemistry and biochemistry, computer science, music, philosophy, physics and political science.

## BA/MA Degrees

Several departments offer qualified undergraduate students the opportunity to receive combined bachelor's and master's degrees. Application to the BA/MA program should be made in the upper sophomore or lower junior semester through the Office of Graduate Studies. Admission is granted only in the junior year. Full details and application forms are obtainable from the chair or graduate advisor of the department in question or from the Office of Graduate Studies in Kiely Hall 139.

The BA/MA degree programs are officially registered with the New York State Department of Education under the following HEGIS codes:

Program	Degree	HEGIS Code
Chem./Biochem.	BA/MA	1905
Computer Sci.	BA/MA	0701
Music	BA/MA	1004
Philosophy	BA/MA	1509

Physics	BA/MA	1902
Political Sci.	BA/MA	2207

**Important Note:** The BA/MA program is an accelerated program. It is a *combined* degree program, with students receiving the combined BA/MA diploma. In accordance with the *CUNY Fee Manual*, students are billed at the *undergraduate* rate for the first 120 credits of the program, regardless of whether courses taken are graduate or undergraduate. Beyond 120 credits, 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. Students who have questions should see the Dean of Research and Graduate Studies in Kiely Hall 139A (718-997-5191).

## Evening and Weekend Classes

Students who attend classes at night may earn a degree in one of the following areas: accounting; biology; computer science; economics; English; history; mathematics; philosophy; political science; psychology; secondary education\*; sociology; and urban studies. In addition, the courses offered in other disciplines allow students to pursue a balanced and complete liberal arts education. (See also *Weekend College*.)

\*Secondary education is a minor taken in conjunction with an academic major; students must schedule student teaching during the daytime.

## Second BA Degree

Transfer students who have earned a bachelor's degree from an accredited institution may apply to matriculate for a second baccalaureate degree through the Queens College Second BA program. Written permission is required from the department chair and the divisional dean. Applications may be obtained from the Admissions Office in the lobby of Jefferson Hall.

## 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; 718-997-5599) as early as possible in their academic careers to learn more about the program and the application process.

## FRESHMEN

Admission to Queens College is based on a variety of factors, including high school grades, academic program, and SAT scores. Successful candidates will have chosen a well-rounded program of study with a *B+* average that includes academic coursework in mathematics (3 years), English (4 years), lab science (2 years), social studies (4 years), and foreign language (3 years).

New York State GED recipients may be considered with a minimum score of 350 on the equivalency exam and corresponding high school units.

In addition to any other admissions criteria, all students (except those enrolled in SEEK or English as a Second Language programs) must demonstrate readiness for college-level work in reading, writing, and mathematics prior to enrollment.

Freshman applicants should submit the application for admission on or before February 1, along with a high school transcript and an SAT score report (the ACT is also acceptable). Applicants whose native language is other than English are encouraged to submit TOEFL (Test of English as a Foreign Language) scores.

## HONORS PROGRAMS AT QUEENS COLLEGE

Queens College Honors Programs enhance your education by providing opportunities for faculty mentorship, advanced research, and other individualized projects. Honors at Queens creates a community 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 City University of New York's Macaulay Honors College

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 free tuition for four years, an academic expense account to assist them in studying abroad or other intellectually enriching activities, and a free laptop computer. Students also receive special

academic advising; early registration priority; and numerous additional educational benefits. For further details, contact the director, Dr. Ross Wheeler (718-997-3180).

## Queens College Scholars Program

Freshman applicants with excellent grades, SAT scores of 1250, and a rank in or near the top 10% of their class are encouraged to apply. An essay and teacher recommendations are required, and SAT II subject tests are strongly recommended. In addition to completing the CUNY Freshman Application with Queens College listed as their first choice, scholarship applicants must file the QC Scholarship Application available from the Admissions website. Application deadline is early December. Call the Admissions Office (718-997-5600) for details.

Queens College Scholars offers a variety of scholarships to Fall semester freshmen and transfers. Typically over 200 merit-based scholarships are awarded to new freshmen and transfers, ranging from \$2,000 to \$4,500 per year. 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. E. Gordon Whatley (718-997-3180) or visit [www.qc.cuny.edu/humanitieshonors](http://www.qc.cuny.edu/humanitieshonors).

*Honors Program in Education*: TIME 2000 is a nationally recognized mathematics teacher-preparation program in which undergraduate students major in mathematics and minor in secondary education. The courses emphasize applications of mathematical ideas, connections between college and high school mathematics, and strategies for the learning and

## HOW TO APPLY TO QUEENS COLLEGE

- Queens College participates with all CUNY colleges in a centralized application process for freshmen and transfers.
- Freshman applicants, including SEEK and international freshmen, apply through the process outlined at [www.qc.cuny.edu/cunyapply](http://www.qc.cuny.edu/cunyapply).
- If you are applying to the Macaulay Honors College, you must use the online CUNY Honors Application ([www.cuny.edu/honorscollege](http://www.cuny.edu/honorscollege)), not the regular CUNY Freshman Application.
- Transfer applicants, including Second BA and international transfers, file the CUNY Transfer Application. The process for this type of application is outlined at [www.qc.cuny.edu/cunyapply](http://www.qc.cuny.edu/cunyapply).

teaching of mathematics. For further details, contact Prof. Alice Artzt (718-997-5377).

*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).

*Honors in the Social Sciences* introduces students to the traditions and methods of social science investigation. For further details, contact the director (718-997-5210).

### OTHER SPECIAL PROGRAMS

#### Business and Liberal Arts (BALA)

The BALA program recognizes the business community's need for broadly educated, articulate college graduates. A minor for liberal arts majors, BALA combines 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).

#### 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, history, and philosophy in

which the subjects are linked chronologically and thematically. For further details, contact Ms. Esther Smolar (718-997-5502).

#### 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

#### 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. The first thing you'll do as an incoming FYI student is choose two linked courses as the starting point for your first semester schedule. One is a Perspectives course in one of the college's four academic divisions. It will satisfy one of the core General Education requirements and will be taught by one of our very best and most popular professors. The second is a College Writing course with a thematic focus that complements the Perspectives course. Moving between two linked courses enables you

to learn and practice ways of thinking that lead to making intellectual connections and building confidence in your ability to succeed in college work.

FYI is also the academic home of the Freshman Seminar Abroad, a unique program that allows students to earn college credit during the summer before their first semester by studying abroad for two weeks with a faculty member and a small group of fellow freshmen.

As a student in the FYI program you will also 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, or visit us on the web at [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, or CD to have access to Queens College.

The SEEK Program helps students achieve academic success by providing support and assistance in three major areas: instruction, financial aid, and counseling. The program's offices are located in Delany Hall 128 (718-997-3100).

**Instruction.** Based on their admissions credentials (including the CUNY Assessment Test, if required), SEEK students will register for the required reading, writing, and mathematics courses. These courses, with specialized instruction designed to master learning skills, meet the college's basic skills requirements. Satisfactory completion of basic skills and Perspectives on Liberal Arts and Sciences (PLAS) requirements will enable students to pursue majors of their choice.



**Financial Aid.** All SEEK students must file a Free Application for Federal Student Aid (FAFSA) and the TAP Application. These forms are used to apply for the following types of financial aid: (1) TAP; (2) Pell grants; (3) SEEK stipend, books, and fees; (4) College Work-Study Program; (5) Perkins Loans; and (6) Supplemental Educational Opportunity Grants.

**For incoming SEEK students, the documentation presented with the FAFSA determines economic eligibility for the SEEK Program. A student is not officially accepted until economic eligibility has been verified.**

**It is mandated by the state that all SEEK students must apply for TAP and Pell before receiving financial assistance from the SEEK Program.**

Financial aid counselors are located in Jefferson Hall 202 (718-997-5100).

**Counseling.** Counseling services for each student are an integral part of the program. All students are assigned a counselor when they enter SEEK, and remain with a counselor from pre-admission through graduation. SEEK counselors provide full-time academic, career, and personal counseling services for upper classmen through individual, group workshop, and classroom sessions.

Each incoming freshman is required to register for a Student Life Workshop, which is taught by members of the counseling staff. The course provides students with an orientation to SEEK and Queens College requirements and procedures. It also equips them with the skills to succeed in college. SEEK counseling offices are located in Delany Hall 231 (718-997-3150).

**Support Services.** Academic support services are offered to SEEK students in all courses. Supplemental instruction, individual tutoring, subject area study groups, ESL reading groups, essay consultations, and writing and study skills workshops are available through the Learning Center (Room 112) and the Writing Center (Room 113) in Delany Hall.

### **High Jump**

Through the High Jump program, selected high school seniors may take one college course in their senior year. Eligibility is selective and determined by the high school academic record, maturity, and CUNY Assessment Test scores.

Applications and information are available in the QC Admissions Office (718-997-5602). Deadlines are June 1 for Fall and December 1 for Spring admission.

### **TRANSFER STUDENTS**

Transfers are those students who have continued their education beyond high school or secondary school at another institution of higher learning. Queens College admits students who have earned credits from other accredited colleges and universities. Admission is based on the previous college record; in cases where few credits have been completed, the high school record will also be used.

In addition to any other admissions criteria, all students must demonstrate readiness for college-level work in reading, writing, and mathematics prior to enrollment.

**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 at least 45 credits at Queens College in order to receive a degree. Consequently, a maximum of 75 transfer credits may be counted toward the 120 credits required for graduation. Contact the Undergraduate Admissions Office (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 regular 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.

In addition to any other admissions criteria, all students must demonstrate readiness for college-level work in reading, writing, and mathematics prior to enrollment. Contact the Office of Admissions (718-997-5600) for information and applications. Reentry applications will not be processed if there are any “holds” on a student’s record.

### **INTERNATIONAL APPLICANTS**

All students educated abroad—including U.S. permanent residents and foreign nationals—must file the appropriate CUNY Freshman or Transfer application for admission. Academic transcripts as well as official translations are required to complete the application. The results of the Test of English as a Foreign Language (TOEFL) may be required.

In addition to any other admissions criteria, all students must demonstrate readiness for college-level work in reading, writing, and mathematics prior to enrollment.

International students will be required to submit personal background information in order to obtain and/or maintain legal U.S. Student Visa and Immigration Status. Such information will include a financial statement demonstrating the ability to meet all financial obligations while enrolled at the college. For information about admission requirements and enrollment procedures for international students, visit the CUNY website at [www.cuny.edu](http://www.cuny.edu).

## PRE-PROFESSIONAL AND PROFESSIONAL PROGRAMS

**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 this integrated curriculum. Teamwork and group projects are also critical ingredients that help ensure that 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.

**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.

**Education.** The Division 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 further information.

**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 the lawyer's effectiveness. Study of the social sciences, with special emphasis on government and economic and social institutions, offers an 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.

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.lsats.org](http://www.lsats.org) to sign up for the LSAT.

**Health Professions: Dentistry, Medicine, Optometry, Podiatry, 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. The office is located in Science Building B338 (718-997-3470); Ms. Valli Cook is the director.

The HPAS office and the affiliated Committee on Health Professions offer help with academic and career planning, provide guidance when applying to professional schools, and prepare the evaluation letter required by these schools. Pre-health students are strongly advised to meet at least once each academic year with the Health Professions director.

Schools for health professions generally require a bachelor's degree and two semesters each of college-level English, biology, inorganic chemistry, organic chemistry, and physics. The requisite science courses must be at the major level and have a laboratory component. At least two semesters of college-level mathematics are generally required. We recommend additional science courses, calculus, and statistics. Pre-health students may choose a science or non-science major.

Application for admission to doctoral health professional schools generally occurs in the Summer or early Fall, one full academic year before the student intends to enter the school. The application is usually submitted shortly after the student sits for a nationally administered exam.

### **Non-Doctoral Health Professions: Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant.**

Students considering a career in any of these health professions should consult with the Office of Health Professions Advisory Services (Science Building B338; 718-997-3470) as early as possible in their college career.

**Post-Baccalaureate Pre-Health Concentration.** A 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 the Office of Health

Professions Advisory Services (Science Building B338; 718-997-3470). The office will work with each post-baccalaureate student on an individual basis to design an appropriate curriculum.

**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 the equivalent of the majority of those taken in the first years of an engineering curriculum. In addition to these traditional offerings, the college offers 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.

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.

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.

For more information, contact the pre-engineering advisor, Prof. Vinod M. Menon (Science Building B204; 718-997-3147; vmenon@qc.cuny.edu).

## **WEEKEND COLLEGE**

Weekend College (WC) is designed to serve a very diverse group of students who want to earn a degree by attending classes only on the weekend, or by easily mixing evening and weekday classes with WC classes. By itself, Weekend College offers:

- All the courses needed to meet the General Education requirements, which are usually taken during the first two years of study for a BS/BA degree;
- Majors in Accounting, Psychology, Interdisciplinary Liberal Arts, Psychology, Sociology, and Spanish, plus many of the requirements for Economics, the BBA in Finance, and English (additional majors are being considered). All other majors can be earned by mixing WC classes with evening and weekday classes; and
- Faculty who are engaged, knowledgeable, experienced, and available at the times you need them.

Open on weekends are our library—which houses over 900,000 volumes—and computer labs in buildings where WC classes are held. Academic support services include advising, subject tutoring, individual and group writing support; career counseling; and training in how most effectively to learn from online courses. “Life support” services include a reduced cost day-care center for eligible children; food in both cafes and machines; and access to the gym, art museum, and lectures by visiting scholars and artists.

For additional information, call 718-997-4848 or visit the Weekend College Office in Kiely 137 or, during WC class times, in Powdermaker 202 .

## **DEGREE PROGRAMS FOR STUDENTS 25 YEARS OR OLDER**

### **Adult Collegiate Education (ACE)**

Adult Collegiate Education is an accelerated baccalaureate curriculum for highly motivated adults 25 years and older who have a high school education

or its equivalent. In day, evening, and weekend classes, ACE offers a personally rewarding education that also provides a secure foundation for career advancement and for graduate and professional study.

The four major components of an ACE student’s curriculum are (1) Basic ACE Seminars: a special series of interdisciplinary seminars in the arts, sciences, and social sciences that fulfill most of the college’s entry-level distribution requirements; (2) evaluation of prior learning for Life Achievement credits; (3) the academic major; and (4) elective courses.

To apply for ACE, you must be at least age 25 and have a high school diploma or a GED. Transfer students need room for entry-level liberal arts ACE courses. For more information call the ACE office at 718-997-5717.

### **Labor Education & Advancement Project (LEAP)**

The Labor Education & Advancement Project (LEAP) offers educational services to working adults and the labor community. Working in cooperation with a number of New York City unions, LEAP provides union members with the opportunity to analyze and understand the world of work, the economy, and society in general; and to develop the skills and intellectual foundation necessary for career advancement. Prospective students who have a high school diploma and are 25 years of age or older may be eligible for admission under special Worker Education policies.

Matriculated LEAP students are eligible to enroll in an accelerated curriculum, including a series of four- and six-credit interdisciplinary seminars in the arts, sciences, and social sciences (some courses are shared with the ACE program; others are offered specifically by LEAP). LEAP students select an academic major and electives, and may earn credits for life experience. They can choose from more than 50 undergraduate majors and from 30 master’s degree options.

The Worker Education Extension Center (WEX), located in midtown Manhattan, offers an array of classes as well as student services (admissions, academic counseling, etc.). At the Extension Center, students may pursue a Bachelor of Science degree in Applied Social



Science (BASS), a program designed to prepare them for advocacy work in one of three areas: government, labor unions, or community organizations. They may also pursue a Bachelor of Arts with a major in labor studies or urban studies, and a Master of Arts in urban affairs.

For more information, call the campus office (718-997-3060; fax 718-997-3069) or the Worker Education Extension Center (212-827-0200; fax 212-827-5955).

## REENTERING STUDENTS

Students who attended Queens College as matriculants, left while meeting retention standards, and have not attended other schools, are encouraged to reenter the college to complete their degree. Deadline dates for reentry applications are July 1 for Fall and December 1 for Spring admission.

Matriculants who attended Queens and did not meet retention standards may also apply to reenter, but readmission will be decided by a faculty committee. A reentry application must be submitted by April 15 to be considered for the Fall semester and by November 1 for the Spring semester.

Students who wish to matriculate at Queens after having attended as a visiting student or on permit from another college may do so by filing the CUNY Transfer Application.

Readmission to the college is not automatic. Reentry applications are available online at the Admissions website. Reentry applications will not be processed if there are any “holds” on a student’s record.

## NON-DEGREE ADMISSION

The following guidelines will be helpful for those wishing to apply for admission as a non-degree undergraduate. Admission is not guaranteed, but applicants who meet these guidelines will be considered for admission. Applications are available through the Admissions website. Deadline dates are August 1 for Fall and December 1 for Spring admission.

Non-degree students are defined as:

- Visiting or permit students from another accredited university/college.
- Casual students with a bachelor’s degree from a U.S.-accredited college.
- Applicants who are eligible for admission as a freshman or transfer but who do not intend to pursue a degree.
- Students who do not meet requirements for admission as freshmen may be considered for non-degree admission if: they satisfactorily completed high school or a GED; they never attended college; and three years have elapsed since high school graduation.

Non-degree students must meet the University Proficiency Requirements prior to registration and will be responsible for satisfying all conditions pertaining to non-degree students and their matriculation as adopted by the Academic Senate.

Non-degree students may register for day or evening courses, but are limited to 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. Non-degree students may apply for matriculation after completing 12 credits, but must apply before accumulating 24 credits. Matriculation forms are available in the QC Admissions Office. Applications for reentry with non-degree status will not be processed if there are any “holds” on a student’s record.

## SENIOR CITIZENS

New York State residents 60 years or older who have completed high school may qualify to audit classes on a space-available basis. Auditors receive no credit for coursework and pay \$80 per semester. Those interested must file the Senior Citizen Auditor Application and provide proof of age. Applications are available in the QC Admissions Office. Deadlines are July 15 for Fall and December 1 for Spring.

## FINANCIAL AID

Approximately half of Queens College students receive some form of financial aid. Possibilities include state and federal loans, grants, scholarships, and work-study programs. You may obtain further information from the Financial Aid Office (718-997-5100) and in the “Paying for College” section of this *Bulletin*.

## VETERANS

The college is an approved training institution for veterans, disabled veterans, and children of deceased or totally and permanently disabled veterans. Students who believe they are eligible for benefits can be certified to the Veterans Administration by going to the Registrar’s Office in Jefferson Hall, 1st floor, as soon as possible after registration.

Students must notify the certifying official of all changes in their credit load in order to ensure their eligibility for future benefits. Call 718-997-5539 for information.

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

### I. Students called up to the reserves or drafted 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).
- B. *Refunds*. A student called up to the reserves or drafted 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 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 members of the armed services, their spouses, and their dependent children, on full-time active duty and stationed in the state of New York.

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. *Veterans Tuition Deferrals*. Veterans are entitled to defer the payment of tuition pending receipt of veterans' benefits.

F. *New York National Guard Tuition Waivers*. Active members of the New York National Guard, who are

legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

### UPWARD BOUND PROJECT

J Building; 718-997-3165

#### Academic Year Hours:

Monday	closed
Tuesday–Thursday	11 am–7 pm
Friday	10 am–6 pm;
Saturday	9:30 am–5:30 pm

#### Summer Hours:

Monday–Thursday	8 am–6 pm
-----------------	-----------

Since 1966 the federally funded Upward Bound program at Queens College has been providing fundamental support to Queens public high school students as they prepare for college. The program offers opportunities that help participants to graduate from high school, and ultimately from college, equipped with the necessary academic, social, and financial skills.

Upward Bound serves high school students who wish to enter postsecondary education and who come from low-income families and/or families in which neither parent holds a college degree. Instruction is provided in English literature and composition, math, laboratory science, and foreign languages. The program also partners with a number of on-campus departments to provide wide-ranging services, among which are:

- Regents exams and SAT preparation
- Academic, financial, and personal counseling
- Exposure to diverse academic programs and cultural events
- Tutorial and mentoring programs
- Information on career choice and postsecondary educational opportunities
- Assistance in completing college entrance and financial aid applications

- Work-study positions to expose participants to future career options
- An intensive six-week summer program
- Bridging the digital divide with computer-based math, arts, and science instruction

Parents are crucial to the success of Upward Bound. Accordingly, students and parents participate in topical seminars, workshops, and socials staffed by faculty and professional people. The workshops and seminars are designed to help students and families negotiate everyday difficulties and challenges. Parental support is solicited and encouraged to ensure that participants have the diverse support necessary to overcome the many obstacles and detours frequently encountered on the road to success.

*Eligibility Requirements:* Students must have completed the eighth grade, be between the ages of 13 and 19, currently perform at the overall *C* or *D* grade level, and have a demonstrable need for (and willingness to engage with) academic support. Students must complete 60 days of classroom instruction during the academic year and 10 days during the summer component. Students are selected based on recommendations from local educators, social workers, clergy, or other interested parties.

### GRADUATE PROGRAMS

Queens College offers the Master of Arts degree in applied linguistics, art history, audiology,\* biology, chemistry and biochemistry, computer science, economics,\* English, French, geology, history, Italian, Latin American area studies,\* mathematics, media studies,\* music, physics, political science and government,\* risk management, general psychology, psychology: behavioral neuroscience and psychology: applied behavior analysis, sociology, Spanish, speech pathology, 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, and early childhood education (birth–grade 2).

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 Science degree is offered in accounting, applied environmental geoscience, and nutrition and exercise sciences.

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 educational leadership and school psychology.

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, educational psychology, 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.

## PROFESSIONAL & CONTINUING STUDIES

Professional & Continuing Studies (PCS) offers unique academic and international educational programs, technology training, and professional development opportunities. Options range from specialized classes within the English Language Institute (ELI) and membership in the Lifelong Learning Institute (LLI), to project management, health care career training, ABA-approved paralegal studies certificates, and the Queens College Networking Academy.

The *English Language Institute* is a comprehensive academic program for learning English as a second language. Established in 1945, it is the oldest English-language school in the City University of New York

system and the second oldest in the United States. All of its faculty members possess graduate degrees in applied linguistics and/or teaching English as a second language. The ELI provides intensive and well-rounded instruction and has trained more than 35,000 ESL students from 47 countries. Information about the program may be obtained in Kiely Hall 111, by calling 718-997-5720, or visiting [www.qc.cuny.edu/eli](http://www.qc.cuny.edu/eli).

The *Lifelong Learning Institute* offers a diverse repertoire of stimulating educational and cultural opportunities for adults who are interested in learning simply for the joy of learning. Through these activities, LLI has enriched the well-being of its members and has begun to develop unique intergenerational links with other students at the college in an effort to foster a greater understanding of participants' histories and lives. Information about the program may be obtained in Kiely Hall 111, by calling 718-997-5700, or visiting [www.qc.cuny.edu/lli](http://www.qc.cuny.edu/lli).

Through its *Community Services* division, PCS offers a wide variety of corporate and contract training options, as well as access to various facilities and summer overnight accommodations on campus to outside groups and organizations. For more information call 718-997-5739.

---

\*New admissions have been suspended.





# Student Life

**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 posted on the QC website.

**The Student Life Office**  
**Student Union, Room 320**  
**718-997-3970**

**Student.Life@qc.cuny.edu**

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**  
**Hours: Monday–Thursday, 7 am–10:30 pm;**  
**Friday–Sunday, 8 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. Over 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 beverage and snack options. The *SA Diner*, open for breakfast, lunch, and dinner, features hot and cold entrées, an Italian kitchen, and grill items.

Other services offered at the Student Union 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. Over 90 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 Campus Bookstore in the Student Union and food services located on campus. There are three main dining rooms:

*Q Cafe* is the largest of the dining rooms, and offers several dining options. An ATM is also located in this room. *Q Cafe* offers complete breakfast, lunch, and dinner service. Choices include pizza, burgers, Chinese food, sandwiches, and salads.

*The Dairy Stop* is a special area that serves only kosher food, under strict rabbinical supervision

Rosenthal Library houses the Internet café *Books and Bytes*, where you can get coffee, snacks, and light meals. Laptop computers are also available for use at no charge.

**The QCard Office** is located in the Dining Hall in Room 116C. The QCard is Queens College's ID card. It provides instant identification for members of the QC community and serves as a key card at buildings with secured doors. It is also a quick and convenient method for buying things on campus.

**The Summit Residence Hall** offers students a stimulating, safe, and exceptional value for on-campus housing. It has a total capacity of just over 500 students and is located in the heart of the campus between FitzGerald Gymnasium and the Rosenthal Library. This beautiful residence hall, with a spectacular view of Manhattan, creates a unique environment that fosters a strong feeling of community. The Summit has fully furnished 2- and 4-bedroom suites available with full kitchens and private bathrooms. For more information call 718-997-4881 or visit [www.qc.cuny.edu/housing](http://www.qc.cuny.edu/housing).



**The Campus Bookstore**, located on the lower level of the Student Union, sells all course books, reference books, bestsellers, sale books, stationery and art supplies, college apparel, emblematic gifts, and other related items. Approximately \$590 a semester is a reasonable estimate for the cost of books and supplies. Bookstore hours are posted outside the store.

If you need financial assistance to buy books, contact the Financial Aid Office (Jefferson Hall 202).

## THE STUDENT ASSOCIATION

### Student Union, Room 319 718-997-3965

The Student Association, also known as the SA, is the student government. All Queens College students are entitled to vote for representatives in the SA elections, held every Spring. There are 30 senators, a president, vice president, and University Student Senate delegates. Services provided by the SA include free legal advice, free income tax preparation, voter registration, lobbying, and a student computer lab.

**The Academic Senate** governs the college and determines many of its policies. There are 30 student representatives and 60 faculty. Student representatives are elected every Spring by the student body. In addition, there are 13 active Academic Senate standing 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 online at [www.qc.cuny.edu/senatenominations](http://www.qc.cuny.edu/senatenominations). The Senate office is located in Kiely Hall 141C (718-997-5880; fax 718-997-5884).

**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 Cards.** The college supplies each student with an identification card called the QCard. Students must carry these cards on campus and present them to a member of the faculty or staff if requested to do so. The QCard not only protects the college from persons not authorized to be on campus or to use college facilities, but also extends to registered students all the privileges of membership in the college community. Incoming students must have their ID photographs taken during their first semester. To obtain a QCard (new or replacement), students must show both proof of school registration and a picture ID, such as a driver's license. The QCard can be obtained at the QCard Office (718-997-4240) in the Dining Hall in Room 116C (across from the Patio Room).

You must show a validated QCard at the time of collecting any checks from the Bursar's Office and when using the library.

A \$5 fee is charged if the QCard is not obtained during the first semester at Queens College.

### Health Immunizations

Queens College requires that *all* students comply with the New York State Health Immunization mandates of Public Health Laws #2165 and #2167.

Public Health Law #2165 requires that college students born *on or after January 1, 1957* present proof of immunity against measles, mumps, and rubella. Acceptable proof must indicate one of the following:

1. Two doses of measles vaccine administered on or after January 1, 1968 and 12 months of age. Second dose administered at least 28 days after the first dose and at least 15 months of age.
  - One dose of live mumps vaccine administered after 12 months of age on or after January 1, 1969.
  - One dose of live rubella vaccine administered after 12 months of age on or after January 1, 1969.

2. Blood test (titer) showing immunity to all three diseases, including *laboratory report* with range of positive immunity and actual laboratory results.

Tuberculosis Skin Test: NYC Department of Health Guidelines state that "recent immigrants (those who have been in the U.S. less than five years) should receive a skin test the first time they enter the medical care system in the U.S." The Health Service Center at the college (Frese Hall, 3rd floor; 718-997-2760) will provide free TB testing sites if you need assistance in finding providers. Please submit TB test results along with your Immunization Form.

Public Health Law #2167 requires colleges to distribute written information about meningococcal meningitis disease and vaccination and students to complete, sign, and return to the college a meningococcal meningitis response form that (a) confirms that the college has provided the information about meningococcal meningitis; and (b) indicates that either the student has received immunization against meningococcal meningitis within the 10 years preceding the date of the response form *or* the student has decided against receiving the vaccination. This law applies to students who are enrolled in at least six semester hours (or the equivalent) per semester. No student may be exempt from receiving information or returning the response form.

Information about meningococcal meningitis disease is provided on the QC Immunization Form and must be signed by the student (or parent or guardian if the student is less than 18 years of age). If you have not yet filed a QC Immunization Form or submitted a physician's verification at the Health Service Center (Frese Hall, 3rd floor), you must do so prior to registering.

According to CUNY policy, students who do not submit proof of measles, mumps, and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the institution.



**Disability.** A student who becomes disabled should consider discussing various alternatives regarding current and future academic plans with a counselor from the Office of Special Services for Students with Disabilities (Kiely Hall 171). Alternatives include continuation of attendance, a leave of absence, or a program adjustment. Complete documentation from a physician, which is filed in the Health Service Center (Frese Hall, 3rd floor), will help in determining what options and services are feasible and could be beneficial should the student require any medical services while on campus.

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

## **ACADEMIC ADVISING**

### **Academic Advising Center Kiely Hall 217; 718-997-5599**

Academic advising is a valuable tool that enhances a student's undergraduate experience. The Academic Advising Center seeks to help students chart their own course through the college's degree requirements, services, and educational opportunities. Working jointly with an advisor, students may tailor their educational experience to make the most of the opportunities available at Queens.

Undergraduates may take advantage of the following throughout their college careers: exploration of academic goals and strategies to achieve them; explanation and check of overall degree requirements, including General Education; other graduation requirements (writing-intensive units and capstone/synthesis requirement); discussion of major and minor opportunities; information on academic policies and deadlines; workshops on course selection and program planning, and choosing a major; and referral to academic departments and student services offices.

From mid-May through August, the center coordinates advising and registration services for new freshmen and transfer students. All entering freshmen

must attend a Freshman and Family Orientation, where they learn general information about the college, have the opportunity to interact with faculty, staff, and other students, and develop an academic program with guidance from professional advisors.

Transfer students have the opportunity to attend Transfer Advising and Registration Workshops, which are offered in January for the Spring semester and in mid-May, July, and August for the Fall semester. While not mandatory, these workshops orient students to the transfer process and the college's policies, procedures, and requirements.

During the Fall and Spring semesters the center provides walk-in advising (Monday, 9:30 am–3:30 pm; Wednesday, 9:30 am–6:30 pm), advising by appointment (Tuesday and Thursday, 9:30 am–6 pm; Friday, 9:30 am–12:30 pm), and evening hours (see below).

When classes are in session, advisors are available in the Academic Advising Center Tuesday and Thursday, 5–6:30 pm (by appointment, 718-997-5599), and Wednesday (without appointment, 5–6 pm).

Walk-in weekend advising is available Saturday and Sunday, 9 am–2:30 pm. Call the center for hours of service, or visit the center to ask questions about your academic progress.

### **Pre-Professional Advisement**

The Office of Health Professions Advisory Services offers assistance to students planning careers in medicine, dentistry, pharmacy, or 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 1107) works directly with students in planning interdisciplinary programs.

### **Committee for Disabled Students**

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

## **FINANCIAL AID SERVICES**

### **Jefferson Hall, 2nd Floor**

**718-997-5100; fax 718-997-5122**

**Hours: Monday–Friday, 9 am–4:30 pm;**

**Tuesday & Wednesday, 5–7 pm**

**(when classes are in session)**

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

Counselors are available to assist students with the completion and processing of aid applications, and to help them resolve problems related to their financial aid.

## **DIVISION OF THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS**

### **Frese Hall, 1st Floor**

**718-997-5500; fax 718-997-5640**

The Division of the Vice President for Enrollment Management and 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.

## **COLLEGE COUNSELING AND RESOURCE CENTER: COUNSELING SERVICES**

**Frese Hall, 1st Floor; 718-997-5420**

**Hours: Monday–Friday, 9 am–5 pm**

Students deal with a variety of personal, emotional, and interpersonal issues that can affect their college adjustment. Many students have found it helpful to discuss their current life situations and plans with a counselor in the College Counseling and Resource Center.

Students are seen on an individual basis. There is no fee for services. Students may make appointments on their own or may be referred by an advisor, an instructor, or administrative office. Counselors are ready to consult with faculty and staff concerned with student needs or problems.

The professional counselors, including licensed psychologists, see students for personal counseling and developmental issues for as few as one or two sessions to as long as one or two semesters. The contact may involve referral to other college services—such as Career Development, the Office of Special Services, the Undergraduate Scholastic Standards Committee, and the Advising Center—or to various community resources, including longer-term counseling centers and practitioners. Counselors also see students who are at risk of not completing college because they are on academic probation or are having other difficulties that impede their academic success.

*Counseling services are strictly confidential.*

## **COLLEGE COUNSELING AND RESOURCE CENTER: PEER SERVICES**

**Frese Hall, 1st Floor 718-997-5419**

**Available Fall and Spring semesters**

Peer Counselors are undergraduate students who have achieved at least lower sophomore status and who 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 College Counseling and Resource Center.

## **INTERNATIONAL STUDENTS AND SCHOLARS**

**Student Union 327; 718-997-4440**

**iss@qc.cuny.edu; 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.

## **OFFICE OF MINORITY STUDENT AFFAIRS AND PRE-PROFESSIONAL ADVISEMENT**

**Frese Hall, 1st Floor; 718-997-5420**

**Hours: 10 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 ensure effective outreach toward, support of, and sensitivity to the needs of underrepresented students. Services include:

- Course and major selection.
- Assistance with academic appeals.
- Information on opportunities, meetings, and services available for minority students.
- Health professions and pre-law advisement.

- Graduate school planning and assistance with the application process.
- Personal counseling and referrals.
- Support group meetings.

## **OFFICE OF CAREER DEVELOPMENT AND INTERNSHIPS**

**Frese Hall 213**

**718-997-4465; fax 718-997-4463**

**Hours: Monday–Friday, 9 am–5 pm (Wednesday until 7:30 pm when classes are in session)**

The Office of Career Development and Internships is the student's link between the academic and the business and professional worlds. In addition to one-on-one career counseling, many other resources are available:

- Counseling and assessment to assist in choosing an academic major.
- Counseling on how to select a career.
- Computer-assisted counseling and information to explore different graduate schools.
- Part-time job placement postings for current students who wish to develop practical work experience while earning money.
- Internship referral and assistance.
- Workshops on career exploration for students who are in the process of defining their career goals.
- Job-search counseling for graduating students preparing to enter the work force.
- Summer job placements as well as summer job referrals and information.
- Workshops on resume writing, interview techniques, and job-search strategies where students develop skills to organize their educational and work experience to prepare for the transition from college to work.
- On-campus recruitment for graduating students through an extensive campus interview program.
- Full-time job information for graduating students and recent alumni.

- Information on recruiting organizations, employer and career directories, current job vacancy listings, and an array of other career resources.
- QC Carelink: A password-protected online system for students, alumni, and employers to post and access resumes and information about internships and jobs.
- Credentials Service: Information about this web-based service is available at the office.

An internship is a supervised education program that integrates classroom learning with work experience. The program provides students with an individualized, structured, career-exploration plan that includes:

- Career counseling.
- Resume preparation.
- Interviewing techniques.
- Job-search strategies.
- Work experience.
- Professional enrichment.
- A credit-bearing course on the world of work.

The program is administered by the Office of Career Development and Internships in cooperation with academic departments that sponsor internships.

## HEALTH SERVICE CENTER

**Frese Hall, 3rd Floor; 718-997-2760; fax 718-997-2765**

**Hours: Monday–Friday, 9 am–5 pm**

The Health Service Center provides emergency medical treatment to the student in the event of accident or sudden illness.

The center ensures that all students comply with the NYS Public Health Law, which requires proof of immunity for Measles, Mumps, and Rubella before registration. Pending availability, free Measles, Mumps, and Rubella vaccinations are available for students.

The center offer health and education workshops and counseling for substance and alcohol abuse, safer sex, nutrition, hypertension, cardiovascular disease, HIV/

AIDS, STDs, and other health issues. Assistance is provided to obtain access to government and community health programs, and referrals are made to clinics and health care professionals. Insurance options can be found at [www.qc.cuny.edu/health](http://www.qc.cuny.edu/health).

Students' health records and consultations are strictly confidential. The staff is especially sensitive to the needs of students, and preventive health care is a high priority. For additional information, visit [www.qc.cuny.edu/health](http://www.qc.cuny.edu/health).

## THE CHILD DEVELOPMENT CENTER AT QUEENS COLLEGE

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

**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. We also offer an after-school program for children (5 to 10 years of age) from 4 to 8 pm. We offer homework help as one component of a comprehensive program. Students register their children according to their own 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 staffed by professional educators. Our programs offer a multicultural environment that promotes the strength and value of human diversity. Our curriculum is based on developmentally appropriate activities that stimulate children's intellectual and creative abilities, enhance motor development, and contribute to the acquisition of social skills.

## OFFICE OF SPECIAL SERVICES

**Kiely Hall 171; 718-997-5870; fax 718-997-5895**

**Hours: 8 am–5 pm**

The Office of Special Services (OSS) is the contact office for students with disabilities. OSS provides a full

range of services to enhance educational and vocational opportunities for students with disabilities. These services include orientation, alternative registration, counseling, academic advisement, vocational testing, peer counseling, and career development activities. The office has an Assistive Technology Lab to accommodate students through state-of-the-art technological hardware.

In addition to serving students on campus, the office offers a program for temporarily homebound students via a two-way telephone conference system.

## PARKING

Parking in college parking lots is **by decal only**. All vehicles must be registered with the Security & Public Safety Office in order to park on college property. Information about applying for and purchasing a parking decal is available online ([www.qc.cuny.edu/Security/park\\_app.html](http://www.qc.cuny.edu/Security/park_app.html)) or by calling the Security Office at 718-997-4443. All unregistered vehicles as well as vehicles 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.)

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, including financing construction, maintenance, lighting, security, and administration of the parking operation.



Fall/Spring/Summer – \$250

(Parking for Summer Session(s) is included in the yearly decal.)

Spring Semester only – \$125

Summer Session(s) only – \$125

Summit parking – \$400 underneath, \$350 outside (plus \$25 deposit for a swipe card)

For information, contact the Security & Public Safety Office in Jefferson Hall 201.

## ATHLETICS

In the belief that an integrated curriculum should foster students' physical as well as cognitive abilities, the Athletics Office presents students with an opportunity to participate in and enjoy varsity as well as intramural and recreational athletics.

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 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, swimming, tennis, track & field, volleyball; *Women*: basketball, cross country, fencing, soccer, softball, swimming, tennis, track & field, volleyball.

The recreation program is made up of organized intramural activities and informal open recreation. Students who wish to participate in either program should contact the Recreation Office. Open recreation consists of basketball, swimming, weightlifting, running, tennis, and many other activities. The hours when the facilities for these activities are available are posted in the office at the start of each semester. The intramural program is composed of many of the same activities listed above plus special events such as three-on-three basketball and a 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 Recreation Office in FitzGerald Gymnasium 204 (718-997-2777).

Students interested in any of these areas may contact the Athletics or Recreation Office in FitzGerald Gymnasium.

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.





# 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, and notification will be given of the additional amount due and the time and method of payment. Class schedules should be checked for fee changes prior to registration.

## Payment of Tuition and Fees

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

Students may view their bills on their CUNYfirst account. Payments can be made online with a MasterCard, American Express, or Discover Card or with an echeck.

Students may sign up with TuitionPay (a third-party payer) to make paying their bill easier with five monthly installments.

If a student pays by check or money order, his or her QC ID number must be written on the check or money order. Students may send 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 EDS (third-party processor for online payments) will be liable for tuition and fees in addition to a reprocessing fee. A Stop Payment on a student's check does not cancel registration. The student must withdraw officially.

Once a student registers for classes, the student assumes a financial responsibility. If the student chooses not to attend, the student must drop his or her courses before the first day of class. 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. In addition, 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 Newsletter at [www.qc.cuny.edu/admissions/bursar](http://www.qc.cuny.edu/admissions/bursar) or see [www.qc.cuny.edu/tuition](http://www.qc.cuny.edu/tuition).

## TUITION FEES

### Resident

Full-time Matriculated	\$2,715/semester (Maximum)
Part-time Matriculated (No enrollment restriction)	\$230/credit
Non-Degree	\$340/credit
Senior Citizen Fee	\$80/semester

### Non-Resident

Full-time Matriculated	\$485/credit (No Maximum)
Part-time Matriculated	\$485/credit
Non-Degree	\$720/credit (No Maximum)

### Note:

To qualify for resident 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.

## GUIDELINES FOR TUITION SCHEDULE

A full-time undergraduate student is one who is enrolled for 12 or more credits or billable equivalent credits. A part-time 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 students. Therefore, both Summer and non-degree 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).



## REFUND OF TUITION FEES

Once students have registered, they must pay for their classes by the payment due date. Students may change their registration via the web registration system. 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 some other action has been taken.

Refunds will be made in accordance with the following schedule. Students should refer to each semester's Class Schedule for specific calendar dates.

<b>Fall and Spring</b>	<b>Refund</b>
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 Registrar's 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.

Except as otherwise noted, no other fees are refundable.

## **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 classes begin will receive a refund.

## **Special Fees**

The following fees will also be charged:

1. 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 \$10 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. A fee of \$250 per year, including 6% New York City parking tax, is charged for campus parking, if granted. (See Campus Parking in the Regulations section.)
6. Duplicate Records fees are: (a) duplicate ID card, \$5; (b) duplicate diploma, \$15; (c) each transcript of record, \$7 (waived when the transcript is to be forwarded to another unit of the City University); (d) other duplicate records, \$5.
7. A fee of \$25 is charged for the binding of the master's degree thesis.
8. The per-semester fees for maintenance of matriculation are: \$180 for NYS residents; \$295 for out-of-state students.

## **Activity Fee**

All students are required to pay an activity fee that covers 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 activity fee for full-time undergraduate students is \$123.25 for each session of attendance. Part-time students pay \$90.75. The breakdown of the fee is shown on the next page.

The activity fee or any part thereof is not refundable at any time, nor can it 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:

1. 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 Registrar's Office immediately.
2. The PIRG fee portion of the activity fee is refundable if application is made to the Queens College PIRG Office, Student Union B22, within three weeks after commencement of classes.

### UNDERGRADUATE ACTIVITY FEES

	Total	Consol. Serv. Fee	Technology Fee*	Student Govt. Fee	College Assn. Fee	Student Union Fee	Sports Fee	PIRG Fee	Disabled Students Fee	Spec. Non-Instruc. Fee	Child Care Fee	Univ. Govt. Fee
Full-time	\$238.25	\$15	\$100.00	\$6.00	\$11.00	\$71.00	\$23.00	\$6.00	\$2.70	-0-	\$2.70	\$.85
Part-time	155.75	15	50.00	3.00	5.50	55.00	15.00	6.00	2.70	-0-	2.70	.85

#### COOPERATING TEACHERS

Full-time	140.00	15	100.00	-0-	-0-	-0-	-0-	-0-	-0-	\$25.00	-0-	-0-
Part-time	90.00	15	50.00	-0-	-0-	-0-	-0-	-0-	-0-	25.00	-0-	-0-

#### SENIOR CITIZENS

(NYS residents over 60 auditing undergrad courses only)	80.00	15	-0-	-0-	-0-	-0-	-0-	-0-	-0-	65.00	-0-	-0-
---------------------------------------------------------	-------	----	-----	-----	-----	-----	-----	-----	-----	-------	-----	-----

- The \$6 PIRG fee is refundable if application is made to the college PIRG Office (Student Union B22) 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 Care 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 validated 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 activity 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.

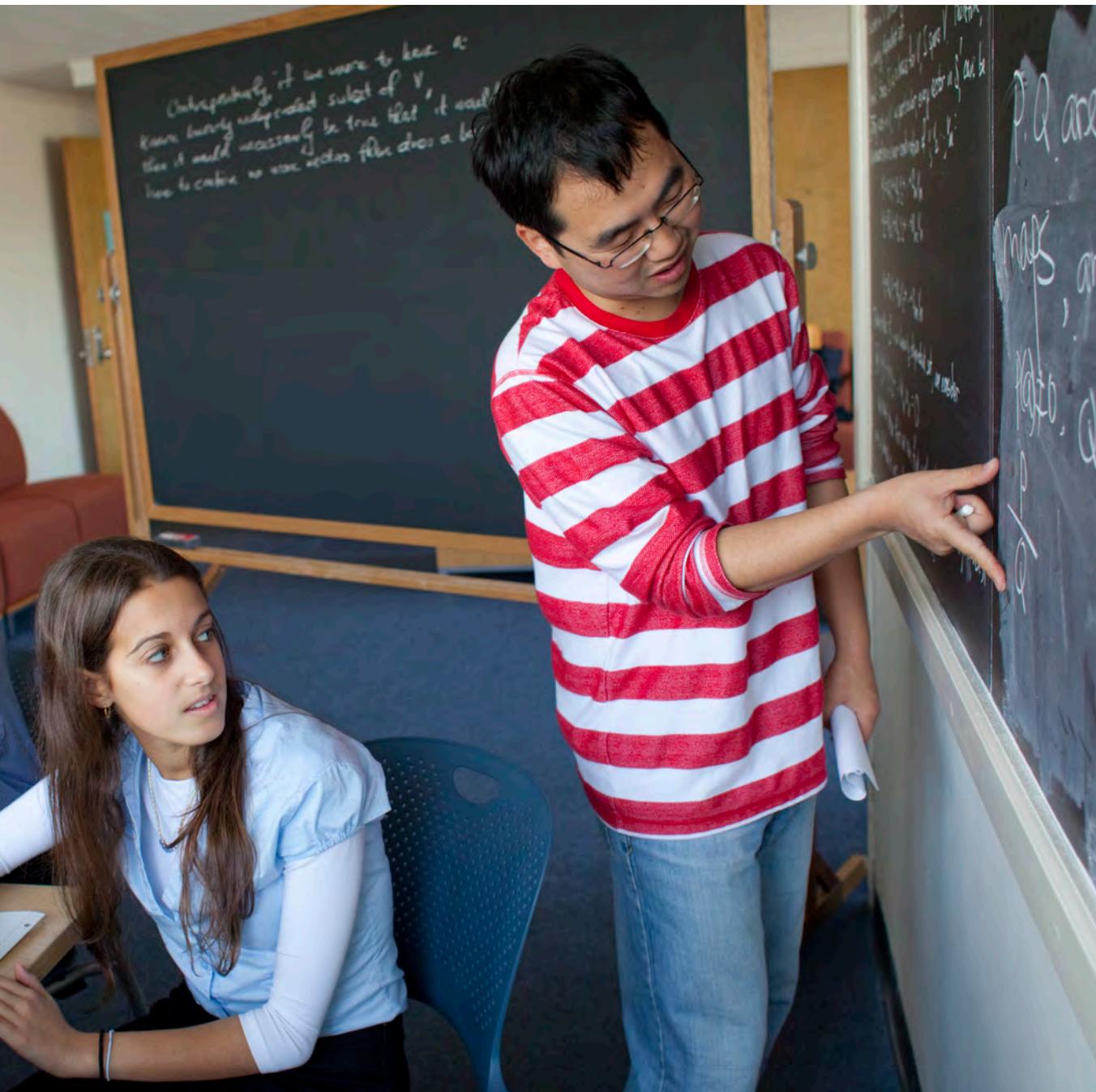
- A \$15 non-payment service fee is charged whenever a student does not pay any bill by its due date. It applies to students who receive hardship deferrals and who are declared eligible for financial aid as well as to those not receiving deferrals or aid.
- A payment reprocessing fee of \$15 is charged 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 requires reprocessing. 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 reprocessing fee. A "stop payment" on a check or echeck does not cancel any liability.

- 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. Information about payment of registration fees can be found at [www.qc.cuny.edu/tuition](http://www.qc.cuny.edu/tuition).

The Bursar's Office is open Monday through Thursday from 9:30 am to 4:30 pm, Friday 9:30 to 1 pm, and Tuesday and Wednesday evenings from 5 to 7 pm, when classes are in session.



### 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 insure you assume no financial liability. If you have already paid your bill, a refund of 100% of your payment will be mailed to you. In such case, you will receive a 100% refund of tuition and fees. As stated in paragraph 10 on the previous page, any check tendered to the college by a student that is not honored by the bank upon which the check is drawn will result only in a reprocessing fee of \$15.
2. **Other:** If your check or echeck is returned by the bank as not presentable for collection (NG), you will be liable for all tuition and fees in addition to the \$15 reprocessing fee.

### 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 [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and the New York State Aid Tuition Assistance Program (TAP) application available at [www.hesc.com](http://www.hesc.com). For further information regarding the aid application process, please visit our website at [www.qc.cuny.edu/fao](http://www.qc.cuny.edu/fao). The Financial Aid Office is located in Jefferson Hall, Room 202. Our phone number is 718-997-5100. The office is open from 9 am to 4 pm, Monday through Friday, and on Tuesday and Wednesday evenings, when classes are in session, from 5 to 7 pm. Counselors are available to advise you regarding the financial aid process.

## 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.

### Financial Aid Programs

If available resources are not sufficient to cover the cost of your attendance, you should look into the financial aid available. Financial assistance, provided through the college, is intended for eligible students who need assistance in meeting costs.

### “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 living 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).

What follows is a brief description of 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 Financial Aid Office.\*

## 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 2010–11 academic year is May 1, 2011. The deadline for the 2011–2012 academic year is May 1, 2012. The New York State Higher Education Services Corporation (HESC) determines your eligibility based on the information provided on your application.

---

*\*Note:* 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 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.
- 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.
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

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

## Selection of Recipients

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

### Requirements:

1. You must be a legal New York State resident and a U.S. citizen, or eligible non-citizen;
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 repeated for additional credit or required by the student's curriculum.

### 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 30 days from the end of the add/drop period in the first term of your junior year (61 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 the previous 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 reception area). 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.com](http://www.hesc.com).

### 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

### NYS Aid to Native Americans

### Flight 587 Memorial Scholarships

### Flight 3407 Memorial Scholarships

### Military Service Recognition Scholarships

### New York Lottery—Leaders of Tomorrow Scholarship

### NYS Math & Science Teaching Incentive Scholarships

### NYS Scholarships for Academic Excellence

### NYS Volunteer Recruitment Service Scholarships

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

## AID FOR PART-TIME STUDY (APTS)

To be considered for an award, you must:

1. have, if dependent, a family net taxable income of \$50,500 or less or, if independent, a family net taxable income of \$34,250 or less;
2. be a New York State resident for at least a year and be a U.S. citizen or an eligible non-citizen;
3. not yet have received the maximum number of TAP or Regents Scholarship payments;
4. be matriculated and enrolled for at least 6 but not more than 11 credits per semester;



5. have declared a major no later than within 30 days from the end of the add/drop period in the first term of your junior year (61 credits or above);
6. 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;
7. be in good academic standing.

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

To be eligible for CUSTA, you must be:

1. enrolled in an undergraduate program at a CUNY senior or technical college;
2. enrolled on a full-time basis;
3. eligible for the maximum TAP award;
4. at least a fifth-semester TAP recipient, not have exhausted your TAP eligibility, and have a TAP reduction.

### **SEARCH FOR EDUCATION, ELEVATION, AND KNOWLEDGE (SEEK)**

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 Perkins Loans, FWSP, Ford Federal Direct Loan, and FPLUS), you must:

1. complete a Free Application for Federal Student Aid (FAFSA);
2. be enrolled at least half time as a matriculated student;
3. be a U.S. citizen or an eligible non-citizen;
4. show evidence of need;
5. not be in default of a federal student loan, or owe a repayment of a Federal Pell or FSEOG;
6. file a statement of educational purpose and Selective Service Registration Compliance with the Financial Aid Office prior to being awarded federal aid;
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, the University 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. Conditional Standard:** If the above regular standard is not met but the student has attempted fewer than 150% of the total program credits, eligibility may be retained by meeting the following conditional standard:
  - for baccalaureate programs, student’s accumulated (or earned) credits must be equal to or greater than  $(\lceil 75 \times \text{cumulative credits attempted} \rceil - 18)$ ;

#### **Appeal/Reinstatement**

Undergraduate students who fall beneath the conditional undergraduate standard may appeal by filing an appeal application through the College Counseling and Resource Center in 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 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.

### **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 Perkins Loans**

Recipients must meet federal eligibility requirements listed above. However, after the completion of 28 credits Perkins recipients **MUST** maintain a minimum GPA of 2.0.

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

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.

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

To be eligible for a Direct Loan, you must meet the federal eligibility requirements listed above and fill out the request for a Direct Loan. After completing 28 credits or more, all borrowers **MUST** maintain a minimum GPA of 2.0.

### **Federal Unsubsidized Direct Loans**

To be eligible, you must meet the federal eligibility requirements listed above and be an independent

undergraduate enrolled on at least a half-time basis. After completing 28 credits or more, all borrowers **MUST** maintain a minimum GPA of 2.0.

*Note:* The college reserves the right to withhold transcripts from students who default on any student loan.

### **Federal Parents' Loans for Students (FPLUS)**

To be eligible for an FPLUS, the applicant must:

1. be a U.S. citizen or permanent resident alien;
2. be the parent of a dependent student who is enrolled at Queens College as a matriculated student attending at least half time;
3. not be in default of any previous student loan;
4. fill out the PLUS Request form.

### **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.

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

Service persons who entered active duty between July 1, 1985 and June 30, 1988.

#### **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.

#### **GI Bill (Chapter 34)**

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 (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 Funds of Students 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. In general, loans are limited to \$50 to \$100 and are to be repaid within 30 days. Apply in person at the Financial Aid Office. Approved loans usually may be obtained in two days.

### **Adele Fox Book Loan fund**

Students may borrow up to \$250 per semester to purchase books at the Queens College Bookstore and repay from their financial aid award.



# 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 (page 46);\*\*
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

---

\*Students majoring in Elementary & Early Childhood Education should consult the departmental 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. If these students have less than one year of a foreign language at the college level, however, they will be requested to gain or demonstrate proficiency at that level.

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 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 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. The student who holds a baccalaureate degree from an institution other than Queens must satisfy the college's General Education requirements in effect at the time of admission by:
  - (a) having prior coursework evaluated as being the equivalent of courses used to satisfy the General Education requirements; or

- (b) completing successfully at Queens all courses necessary to satisfy the General Education requirements; or
  - (c) a combination of (a) and (b) above.
8. A student who already holds a baccalaureate degree from Queens has satisfied the requirements noted in point 7, above, but is bound by the other requirements.

### Academic Support Center

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/ACT Basic Skills Tests in reading, writing, and mathematics, and the Math Placement Exam. All students are required to take these 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) or Regents' scores. Students wishing to take calculus must take the Math Placement Exam.

The Academic Support Center also coordinates the Writing Center (Kiely Hall 229; 718-997-5676) and the Academic Support Lab (Kiely Hall 131; 718-997-5677), which provide tutoring and other support services in writing, reading, and a variety of academic courses. 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/ACT basic skills 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 Freshman Skills Assessment Tests (also known as the CUNY Assessment Tests) in 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 a score of 480 or above on the verbal section of the Scholastic Aptitude Test (SAT) or an English Regents grade of 75 or above are exempt from the CUNY Reading and Writing Assessment Tests.
- Students who have received a score of 480 or above on the mathematics section of the Scholastic Aptitude Test (SAT) or a Mathematics Regents grade of 75 or more in Sequential Math II or III or Math A or B are exempt from the CUNY Mathematics Assessment Test. However, they are still required to take the Math Placement Exam if they wish to register for calculus.

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 Basic Skills Tests. Students are retested at the end of the courses.

The Academic Support Center conducts courses and workshops to help students prepare for the CUNY Proficiency Exam (CPE).

### 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. It is also responsible for administering the CUNY Proficiency Exam, which students need to pass in order to graduate. Students with physical or learning disabilities that require special accommodation are served through the following procedure:

1. Students make a request for special test conditions to the Office of Special Services (Kiely Hall 171). Medical and/or psychoeducational documentation is required.
2. Office of Special Services staff review the documentation and determine the appropriate accommodations. All such accommodations—extended time for testing, oral presentation of exam materials, use of visual enlargers or calculators, etc.—are offered to students whose disabilities handicap them during standard test administration.
3. Students are then referred to the Testing Center (Kiely Hall 232) for an appointment.
4. The Testing Center and the Office of Special Services work together to assure appropriate time, space, and personnel considerations.

### ABOUT QUEENS COLLEGE’S DEGREE REQUIREMENTS

#### College Writing Courses

The basic sequence of writing courses for all students graduating from Queens College is ENGL 110 and three additional courses designated as “writing intensive” (W). *Courses taken to fulfill the composition requirement may not be taken P/NC.* See page 54 for a list of courses currently designated as writing intensive.

For transfer students, the Director of Writing at Queens shall have sole responsibility to authorize

writing-intensive units for transferred courses other than ENGL 120W. 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.*

ENGL 120W is a writing-intensive (W) course that may be recommended by the instructor of ENGL 110 for selected students. 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 a required English course more than once 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.

Townsend Harris High School graduates may be granted credit or exemption from ENGL 110 and 120W, as long as the writing component of their program is judged by the English Department to equal or exceed that of ENGL 110 and 120W.

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 attain knowledge of a foreign language 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 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 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 51 percent. Students should be aware that the graduation rate varies significantly based on individual preparedness.

### **The Undergraduate Scholastic Standards**

**Committee (USSC)** and staff are available to discuss questions involving appeals of academic and CPE dismissals, registration for additional credits, course withdrawals, extensions of time to resolve temporary grades, the reopening of closed temporary grades, and other questions pertaining to the college's and CUNY's academic policies and standards. A student has the right to appeal to the USSC for possible adjustments in academic requirements that would be both appropriate for the student and compliant with the standards of the college. The USSC's *Handbook of Grades, Degree Requirements, and General Scholastic Standards* and appeal forms and filing instructions may be obtained online from the USSC website ([www.qc.cuny.edu/ussc](http://www.qc.cuny.edu/ussc)).

The USSC is a standing committee of the college's Academic Senate. Its office is located in Frese Hall 201, and is open Monday–Thursday, 9 am–4 pm, and Friday, 9



am–3 pm. When classes are in session, the office is open on Wednesday evenings by appointment only, 5–7 pm.

USSC contact information:

Phone: 718-997-4488

Fax: 718-997-4895

Email: qc\_ussc@qc.cuny.edu

## 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.

## THE MINOR

Some departments offer a minor—a program of 15 or more credits—which 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 the mathematics 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* with the Office of the Registrar (Jefferson Hall, first floor) 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.)

Graduation applications are available at the Office of the Registrar. 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

Effective Fall 2009, entering freshmen and transfer students will follow a revised curriculum that includes writing, mathematics, quantitative reasoning, foreign language study, the Perspectives on the Liberal Arts & Sciences, and a capstone or synthesis course (for students entering Fall 2010). Students who matriculated prior to Fall 2009 will complete their degree requirements under the prior curriculum guidelines. The Academic Advising Center provides information about all degree requirements. Here are the rudiments of the college curriculum, required of all students.

A minimum of 120 credits (approximately 40 courses) that includes a major course of study and the following General Education requirements:

## CRITICAL ACADEMIC ABILITIES

### Writing

All students are required to complete ENGL 110 and three additional courses designated as “writing-intensive” (W). A list of courses with the “W” designation being offered each semester is available online prior to registration.

### Mathematics

All students are required to complete a course numbered MATH 110 or above, or to place into a course numbered above MATH 122 based on the COMPASS exam.

### Abstract & Quantitative Reasoning

All students are required to complete one course carrying the QR designation. Some QR courses also satisfy General Education requirements.

### Foreign Language

The foreign language requirement can be met by passing an intermediate course at Queens College or by successful completion of one of the following:

- A course taught in a foreign language or American Sign Language at the third-semester level or higher.
- Three years of high school education in the same foreign language.
- A minimum grade of 80 on the New York State Regents exam in a foreign language.
- Completion of 11th grade or higher in which the language of instruction is a foreign language.
- A satisfactory score on a scheduled departmental proficiency exam at Queens College.
- A satisfactory score on an approved external placement exam in a foreign language.

Students should consult the Arts & Humanities Division webpage for a list of approved departmental and external proficiency exams in foreign language.

## PERSPECTIVES ON THE LIBERAL ARTS & SCIENCES

The Perspectives Curriculum invites students to explore the world through a broad range of disciplines and ways of understanding. These eight courses should be taken by students early on in their undergraduate experience, before they complete 60 credits.

### Core Areas of Knowledge & Inquiry

- *Reading Literature (RL)*: two courses.
- *Appreciating and Participating in the Arts (AP)*: one course.
- *Cultures and Values (CV)*: one course.
- *Analyzing Social Structures (SS)*: two courses, from two departments.
- *Natural Science (NS)*: two courses, one with a laboratory component (NS+L).

### Global Contexts

- *United States (US)*: one course.
- *European Traditions (ET)*: one course.
- *World Cultures (WC)*: one course.
- *Pre-Industrial Society (PI)*: one course.

The *US*, *ET*, *WC*, and *PI* requirements may be fulfilled by any course carrying these respective designations. Some of these courses also satisfy the *Areas of Knowledge and Inquiry* requirements described above.



## MAJOR

Each student is required to complete an approved major area of study. (Completion of a minor is recommended, but not required.)

## UPPER-LEVEL DEGREE REQUIREMENT

### Capstone or Synthesis

Students who entered the college as freshmen or transfer students as of the Fall 2010 semester must take one course designated as *Capstone* or *Synthesis*.

Capstone courses are open to upper-level students in a specific major, while synthesis courses are open to upper-level students across varied majors who meet the prerequisites for the course. These courses are meant to offer opportunities for students to integrate areas of knowledge drawn from varied perspectives and ways of understanding, and to produce a body of work that advances their critical and creative abilities.

This requirement does not apply to students graduating in the Fall 2012, Spring 2013 or Summer 2013 semesters.

## KNOWLEDGE AND INQUIRY

**Courses that fulfill the new General Education requirements as of FALL 2012.**

## KEY TO ABBREVIATIONS

AP	<i>Appreciating and Participating in the Arts</i>
CV	<i>Cultures and Values</i>
ET	<i>European Traditions</i>
NS	<i>Natural Science</i>
NS+L	<i>Natural Science with a Lab</i>
RL	<i>Reading Literature</i>
SS	<i>Analyzing Social Structures</i>
US	<i>United States</i>
WC	<i>World Cultures</i>
PI	<i>Pre-Industrial Society</i>

ACCT 261.	Business Law I. 3 hr.; 3 cr. (CV, US)	BIOL 34.	Genomics Research Exp. I. 3 lec., 3 lab. hr.; 4 cr. (NS+L)
ACE 4.	Studies in Visual Arts and Music. (AP, US)	BIOL 35.	Genomics Research Exp. II. 3 lec., 3 lab. hr.; 4 cr. (NS+L)
ACE 5W.	Great Works of Literature. 3 hr.; 3 cr. (RL)	BIOL 105.	Genl. Biology I: Physiology & Cell Biology. 3 lec., 3 lab. hr.; 4 cr. (NS+L)
ACE 15.	Social Science Seminar I. 3 hr.; 6 cr. (CV, ET)	BIOL 106.	Genl. Biology II: Life-forms & Ecosystems. 3 lec., 3 lab. hr.; 4 cr. (NS+L)
ACE 16.	Social Science Seminar II. 3 hr.; 6 cr. (SS)	CLAS 150.	Greek & Latin Classics in Translation. 3 hr.; 3 cr. (RL ET PI)
AMST 110/110W	Intro to American Society and Culture (CV, US)	CMLIT 101W.	Global Literatures I. 3 hr.; 3 cr. (RL, WC, PI)
ANTH 101.	Intro. to Cultural Anthropology. 3 hr.; 3 cr. (SS, WC, PI)	CMLIT 102W.	Global Literatures II. 3 hr.; 3 cr. (RL, WC)
ANTH 102.	Intro. to Human Evolution. 3 hr.; 3 cr. (NS)	DANCE 150.	Intro. to Dance. 3 hr.; 3 cr. (AP, WC)
ANTH 103.	Intro. to Archaeology. 3 hr.; 3 cr. (SS, WC, PI)	DANCE 151.	Dance and Culture: Dancing Values. (CV)
ANTH 104.	Language, Culture & Society. 3 hr.; 3 cr. (CV, WC)	DRAM 1.	Intro. to Drama & Theatre. 3 hr.; 3 cr. (AP)
ARTH 110.	Survey of Ancient Art (AP, ET, PI)	DRAM 100.	Intro. to Acting. 3 hr.; 3 cr. (AP)
ARTH 220.	Renaissance Art & the Birth of Modernity. 3 hr.; 3 cr. (AP, ET, PI)	DRAM 101.	Intro. to Play & Performance. 3 hr.; 3 cr. (AP)
ARTH 233.	Naturalism & Art in 17th-Century Europe. 3 hr.; 3 cr. (AP, ET)	DRAM 111.	Intro. to Theatre Design. 3 hr.; 3 cr. (AP)
ARTH 256.	Contemp. Art Practices. 3 hr.; 3 cr. (AP)	DRAM 155.	Theatrical Texts & Times. 3 hr.; 3 cr. (AP)
ARTS 185.	Contemp. Art in a Global Society. 3 hr.; 3 cr. (AP, WC)	EAST 250.	Mod. Chinese Fiction in Translation. 3 hr.; 3 cr. (RL, WC)
ASTR 1.	Genl. Astronomy. 3 hr.; 3 cr. (NS)	ECON 100.	Economics and Society. (SS, US)
ASTR 2.	Genl. Astronomy with Laboratory. 3 lec., 2 lab. hr.; 4 cr. (NS+L)	ECON 101.	Introduction to Macroeconomics. (SS, US)
BIOL 11.	Intro. to College Biology. 3 lec., 3 lab. hr.; 4 cr. (NS+L)	ECON 102.	Introduction to Microeconomics. (SS, US)
BIOL 22.	Intro. to Human Physiology. 3 hr.; 3 cr. (NS)	EDUC 105.	Education In Global Times: Radical to Conservative. (CV, WC)
BIOL 24.	Biology & Society. 3 hr.; 3 cr. (NS)	ENGL 151/151W.	Works of English Lit. 3 hr.; 3 cr. (RL, ET)
BIOL 25.	Biological Evolution. 3 hr.; 3 cr. (NS)		

ENGL 152/152W.	Works of American Lit. 3 hr.; 3 cr. (RL, US)	GERM 250/250W.	German Cinema. 4 hr.; 3 cr. (AP, ET)	HSS 200.	Social Sciences & Society. 3 hr.; 3 cr. (SS, ET)
ENGL 153/153W.	Introduction to the Bible. (CV, WC, PI)	GRKMD 41/041W.	Mod. Greek Lit. in Translation. 3 hr.; 3 cr. (RL, ET)	HTH 102.	Freshman Humanities Colloquium. 3 hr.; 3 cr. (RL)
ENGL 161/161W.	Intro. to Narrative. 3 hr.; 3 cr. (RL)	GRKMD 250.	Mod. Greek Cinema. 4 hr.; 3 cr. (AP, ET)	ITAL 41W.	Masterpieces of Italian Lit. in Translation. 3 hr.; 3 cr. (RL, ET)
ENGL 162/162W.	Literature & Place. 3 hr.; 3 cr. (RL)	HEBRW 150.	Mod. Hebrew Lit. in Translation. 3 hr.; 3 cr. (RL, WC )	ITAL 45.	Italian Civ. 3 hr.; 3 cr. (CV, ET)
ENGL 165W.	Intro. to Poetry. 3 hr.; 3 cr. (RL)	HIST 101/101W.	Early Modern Europe 1500–1815. 3 hr.; 3 cr. (SS, ET, PI)	ITAL 250W.	Italian Cinema: Reading Italy Through Film. (AP, ET)
ENGL 251.	British Lit. Survey I. 3 hr.; 3 cr. (RL, ET)	HIST 102/102W.	Modern Europe, 1815–Present. 3 hr.; 3 cr. (SS, ET)	ITAST 100.	Italian Americans: An Interpretation of a People. 3 hr.; 3 cr. (CV, US)
ENGL 252.	British Literature Survey II. (RL, ET)	HIST 103/103W.	American History, 1607–1865. 3 hr.; 3 cr. (SS, US, PI)	LCD 100.	Language in Context. 3 hr.; 3 cr. (CV)
ENGL 253.	American Lit. Survey I. 3 hr.; 3 cr. (RL, US)	HIST 104/104W.	United States History, 1865–Present. 3 hr.; 3 cr. (SS, US)	LCD 103.	Multilingualism in the U.S. 3 hr.; 3 cr. (CV, US)
ENGL 255.	Global Lit. in English. 3 hr.; 3 cr. (RL, WC)	HIST 160.	Global History: World [Variable Topic]. 3 hr.; 3 cr. (SS, WC)	LCD 144.	Language & Social Diversity. 3 hr.; 3 cr. (SS, WC)
ENSCI 100.	Our Planet in the 21st Century: Challenges to Humanity. 3 lec., 3 lab. hr.; 4 cr. (NS+L, US)	HIST 163.	Social & Cultural History: U.S. [Variable Topic]. 3 hr.; 3 cr. (SS, US)	MEDST 101.	Contemporary Media. (CV)
EURO 210.	The Enlightenment. 3 hr.; 3 cr. (CV, ET, PI)	HIST 164.	Social & Cultural History: European [Variable Topic]. 3 hr.; 3 cr. (SS, ET, PI)	MEDST 143.	History of Cinema I, 1880–1930. 4 hr.; 3 cr. (AP)
FNES 163.	Genl. Nutrition. 3 hr.; 3 cr. (NS)	HIST 166.	History & Memory [Variable Topic]. 3 hr.; 3 cr. (CV, WC)	MEDST 144.	History of Cinema II, 1930–1970. 4 hr.; 3 cr. (AP)
FREN 41/041W.	Masterpieces of French Lit. in Translation. 3 hr.; 3 cr. (RL, ET)	HIST 168.	History & Memory: U.S. [Variable Topic]. 3 hr.; 3 cr. (CV, US)	MEDST 146.	History of Cinema III: 1970–present. 4 hr.; 3 cr. (AP)
FREN 45/045W.	French Civilization. 3 hr.; 3 cr. (CV, ET)	HIST 229.	Politics, Religion, & Lit. in Early Modern England & Ireland. 3 hr.; 3 cr. (RL, ET, PI)	MEDST 240.	Styles of Cinema. 4 hr.; 3 cr. (AP)
FREN 250.	French Cinema. 4 hr.; 3 cr. (AP, ET)	HNRS 125W.	The Arts in New York City: Seminar 1. 3 hr.; 3 cr. (AP)	MNSCI 113.	Contemporary Issues in Science. (NS)
GEOL 8.	Oceanography. 3 hr.; 3 cr. (NS)	HNRS 126W.	The Peopling of New York City: Seminar 2. 3 hr.; 3 cr. (SS, US)	MUSIC 1.	Music Appreciation. 3 hr.; 3 cr. (AP, ET)
GEOL 11.	Meteorology. 3 hr.; 3 cr. (NS)	HNRS 225.	Science and Technology in New York City. 3 hr.; 3 cr. (NS, US)	MUSIC 8.	Politics of Music. 3 hr.; 3 cr. (AP)
GEOL 12.	Natural Disasters. 3 hr.; 3 cr. (NS)	HNRS 226.	Shaping the Future of New York City. 3 hr.; 3 cr. (SS, US)	MUSIC 28.	Introduction to World Music. 3 hr.; 3 cr. (AP, WC)
GEOL 16.	Earthquakes, Volcanoes and Moving Continents (NS)			PHIL 101.	Intro. to Philos. 3 hr.; 3 cr. (CV, ET)
GEOL 25.	Natural Resources & the Environment. 3 hr.; 3 cr. (NS)			PHIL 104.	Intro. to Ethics. 3 hr.; 3 cr. (CV, ET)
GEOL 101.	Physical Geology. 3 lec., 3 lab. hr.; 4 cr. (NS+L)			PHIL 116.	Intro. to Philos. of Religion. 3 hr.; 3 cr. (CV, ET)
GERM 41/041W.	Masterpieces of German Literature. 3 hr.; 3 cr. (RL, ET)				

PHIL 140. Ancient Greek Philosophy. 3 hr.; 3 cr. (CV, ET, PI)

PHYS 1. Concept. Physics. 6 hr.; 4 cr. (NS+L)

PHYS 5. Physics & the Future. 3 hr.; 3 cr. (NS, WC)

PHYS 7. Intro. to Physics of Musical Sound. 3 hr.; 3 cr. (NS)

PHYS 103. Physics for Computer Science I. 3 lec., 1 rec., 2 lab. hr.; 4 cr. (NS+L)

PHYS 121. Genl. Physics I. 4 lec. & rec., 2 lab. hr.; 4 cr. (NS+L)

PHYS 122. Genl. Physics II. 4 lec. & rec., 2 lab. hr.; 4 cr. (NS+L)

PHYS 145. Principles of Physics I. 4 lec. & rec., 2 lab. hr.; 4 cr. (NS+L)

PHYS 146. Principles of Physics II. 4 lec. & rec., 2 lab. hr.; 4 cr. (NS+L)

PHYS 204. Physics for Computer Science II. 3 lec., 1 rec., 2 lab. hr. (every other week); 4 cr. (NS+L)

PSCI 100. Intro. to American Politics. 3 hr.; 3 cr. (SS, US)

PSCI 101. Intro. to Political Science. 3 hr.; 3 cr. (SS, US)

PSCI 102. Contemporary Political Controversies. 3 hr.; 3 cr. (SS)

PSCI 103. Intro. to Comparative Politics. 3 hr.; 3 cr. (SS, WC)

PSCI 104. Intro. to International Politics. 3 hr.; 3 cr. (SS, WC)

PSCI 105. Intro. to Political Thought. 3 hr.; 3 cr. (CV, ET)

PSCI 210. American State and Local Government. (SS, US)

PSCI 234. Contemporary Western Europe. (SS, ET)

PSCI 238. Contemporary Asia. 3 hr.; 3 cr. (SS, WC)

PSCI 257. Western Europe in World Politics. 3 hr.; 3 cr. (SS, ET)

PSYCH 101. General Psychology. 4 hr.; 4 cr. (NS)

PSYCH 103. Pleasure and Pain (NS)

SOC 101. Intro. to Sociology. 3 hr.; 3 cr. (SS)

SOC 212W. Sociological Analysis. 3 hr.; 3 cr. (SS)

SOC 215. Sociology of Education (SS, US)

SOC 222. Social Welfare as a Social Institution. 3 hr.; 3 cr. (CV, US)

SPAN 41. Hispanic Lit. in Translation. 3 hr.; 3 cr. (RL)

SPAN 45/045W. Hispanic Cultures in English. 3 hr.; 3 cr. (CV, WC)

SPAN 47. Hispanic Film in English Translation. 4 hr.; 3 cr. (AP)

SPAN 51. Hispanic-Jewish Literature in Translation. (RL, ET)

SPAN 53. Don Quixote in Translation. (RL, ET)

SPAN 60. Hispanic Lit. in the United States. 3 hr.; 3 cr. (RL, US)

RUSS 155, 155W Keys to Russian Literature. 3 hr., 3 cr. (RL, ET)

RUSS 244, 244W Russian Cinema (AP, ET)

URBST 101. Urban Poverty & Affluence. 3 hr.; 3 cr. (SS, US)

URBST 103. Urban Diversity. 3 hr.; 3 cr. (SS, US)

URBST 105. Urban Politics. 3 hr.; 3 cr. (SS, US)

URBST 107. Urban Communities: Local-Global Connections in Queens. 3 hr.; 3 cr. (SS, US)

### ADDITIONAL COURSES THAT FULFILL THE GLOBAL CONTEXTS REQUIREMENTS AS OF FALL 2012

AFST 101. African Civilization I (PI, WC)

AFST 102. African Civilization II (PI, WC)

AFST 201W. Introduction to Black Cultures (US)

AFST 202. The Black Urban Experience (US)

AFST 232W. Caribbean Literature (WC)

AFST 234W. Black Women Writers (WC)

ARTH 1. Introduction to Art (WC)

ARTH 101. History of Western Art I (ET)

ARTH 102. History of Western Art II (ET)

ARTH 110. Survey of Ancient Art (ET)

ARTH 111. Survey of Medieval Art (ET)

ARTH 112. Survey of Renaissance and Baroque Art (ET)

ARTH 113. Survey of Modern Art (WC)

ARTH 114. Survey of Asian Art (WC)

ARTH 115. Principles of Architecture (WC)

ARTH 203. Art and Archaeology of the Ancient Near East (WC)

ARTH 204. Art of Ancient Egypt (WC)

ARTH 205. Art of Early Greece: Aegean Art (ET)

ARTH 206. Art of Archaic, Classical and Hellenistic Greece (ET)

ARTH 207. Roman Art (ET)

ARTH 211. Early Christian and Byzantine Art (PI)

ARTH 212. Early Medieval Art in Western Europe (PI)

ARTH 214. Romanesque Art (PI)

ARTH 215. Gothic Art (PI)

ARTH 221. Early Renaissance Art in Italy 1250–1400 (ET)



- ARTH 222. Renaissance Art in Italy: The 15th Century (ET)  
 ARTH 223. Renaissance Art in Italy: The 16th Century (ET)  
 ARTH 225. Early Netherlandish Painting (PI)  
 ARTH 226. German Painting and Printmaking, 1400–1530 (PI)  
 ARTH 229. Renaissance and Baroque Architecture (ET)  
 ARTH 234. Baroque Art in Italy (ET)  
 ARTH 238. Baroque Art in Northern Europe (PI)  
 ARTH 239. 17th-Century Painting in France and Spain (PI)  
 ARTH 240. The 18th Century in Europe (PI)  
 ARTH 246. European Art, 1789–1848 (ET)  
 ARTH 247. European Art, 1848–1900 (ET)  
 ARTH 250. Impressionism (ET)  
 ARTH 251. Art of the United States, Colonial Era to 1900 (US)  
 ARTH 252. Art of the United States, 1900–1970 (US)  
 ARTH 254. 20th-Century Art (WC)  
 ARTH 255. Late Modern and Contemporary Art (WC)  
 ARTH 257. History of Modern Sculpture (WC)  
 ARTH 258. History of Photography (WC)  
 ARTH 259. Modern Architecture (WC)  
 ARTH 270. Art of India (WC)  
 ARTH 271. Art and Architecture of Southeast Asia (WC)  
 ARTH 272. Art of China (WC)  
 ARTH 273. Art of Japan (WC)  
 ARTH 274. Art of Korea (WC)  
 ARTH 277. Buddhist Art and Architecture (WC)  
 ARTH 278. Chinese Painting (WC)



- |                                                            |                                                               |
|------------------------------------------------------------|---------------------------------------------------------------|
| ARTH 280. Art and Architecture of Ancient Mesoamerica (WC) | ENGL 320. Literature of the English Renaissance (ET)          |
| ARTH 282. Art and Architecture of the Andes (WC)           | ENGL 321. Literature of the 17th Century (ET)                 |
| ARTH 284. Post-Conquest Art of Latin America (WC)          | ENGL 322. Literature of the Restoration and 18th Century (ET) |
| ARTH 286. African Art (WC)                                 | ENGL 323. The Age of Romanticism in England (ET)              |
| ENGL 252. The American Novel to 1918 (US)                  | ENGL 324. Victorian Literature (ET)                           |
| ENGL 253. American Fiction 1918–1945 (US)                  | ENGL 330. Chaucer: The Early Works (ET)                       |
| ENGL 310. Old English (ET)                                 | ENGL 331. Chaucer: The Canterbury Tales (ET)                  |
| ENGL 311. Literature of the Anglo-Saxon Period (ET)        | ENGL 332. Shakespeare I (ET)                                  |
| ENGL 312. Medieval Literature (ET)                         | ENGL 333. Shakespeare II (ET)                                 |
| ENGL 313. The Arthurian Tradition (ET)                     | ENGL 334. Milton (ET)                                         |

ENGL 340.	English Drama from Its Beginnings to 1642 (ET)	HIST 100.	Europe Middle Ages (ET, PI)	HIST 210.	Byzantine Empire 1025–1453 (ET, PI)
ENGL 341.	Drama of the Restoration and 18th Century (ET)	HIST 105.	Latin America to 1825 (PI, WC)	HIST 211.	History of Christianity (ET)
ENGL 344.	The English Novel I (ET)	HIST 106.	Latin America 1825–Present (WC)	HIST 213.	Intell. Hist. Renaissance (ET)
ENGL 345.	The English Novel II (ET)	HIST 107.	England to 1603 (ET, PI)	HIST 215.	Age of Reformation (ET)
ENGL 346.	British Fiction 1900–1945 (ET)	HIST 108.	Great Britain 1603–Present (ET)	HIST 215.	Age of Reformation (PI)
ENGL 354.	Afro-American Literature I (US)	HIST 109.	Russia to 1855 (ET, PI)	HIST 216.	Old Regime: Europe (ET)
ENGL 355.	Afro-American Literature II (US)	HIST 110.	Russia 1855–Present (ET)	HIST 216.	Old Regime: Europe (PI)
ENGL 356.	Literature of the American Indian (US)	HIST 111.	History of Africa (PI, WC)	HIST 217.	French Revolution (ET)
ENGL 357.	Puritanism in American Literature (US)	HIST 112.	Intro. East Asia History (PI, WC)	HIST 218.	19th-Century Europe (ET)
ENGL 358.	19th-Century American Transcendentalism (US)	HIST 113.	Intro. Ancient History (PI)	HIST 222.	Europe Since 1945 (ET)
ENGL 359.	Regionalism, Realism, and Naturalism in American Literature (US)	HIST 114.	History Jewish People I (PI)	HIST 225.	Eng. Tudors/Stuarts (ET)
ENGL 361.	The American Dream (US)	HIST 115.	History Jewish People II (ET, PI)	HIST 225.	Eng. Tudors/Stuarts (PI)
ENGL 362.	The Immigrant Experience (US)	HIST 116.	History Jewish People III (ET)	HIST 227.	England 1815–1901 (ET)
ENGL 363.	Studies in Global Literature in England (WC)	HIST 118.	Caribbean History (WC)	HIST 228.	20th-Century Britain (ET)
ENGL 365.	Celtic Myth and Literature (ET)	HIST 121.	History of Brazil (PI)	HIST 230.	Ireland to 1690 (ET, PI)
ENGL 366.	Introduction to Irish Literature (ET)	HIST 125.	World Civ. to 1715 (WC)	HIST 231.	Ireland 1690–Present (ET)
ENGL 367.	Modern Irish Literature (ET)	HIST 126.	World Civ. 1715–Present (WC)	HIST 232.	France 1815–Present (ET)
ENGL 368W.	Irish Writers (ET)	HIST 140.	China to 1500 (PI, WC)	HIST 233.	History of Modern Italy (ET)
ENGL 369.	Asian-American Literature (WC)	HIST 141.	China after 1500 (WC)	HIST 236.	Germany 1870–Present (ET)
ENGL 377.	Modern South Asian Literature (WC)	HIST 142.	History of Japan (PI, WC)	HIST 238.	The Industrial Revolution (ET)
ENGL 378.	Topics in Caribbean Literature (WC)	HIST 144.	Early South Asia (PI, WC)	HIST 239.	Europe 1354–1804 (ET)
ENGL 379.	Topics in Translation/Postcolonial Literature (WC)	HIST 145.	Modern South Asia (WC)	HIST 239.	Europe 1354–1804 (PI)
ENGL 380.	Classical Backgrounds of English Literature (ET)	HIST 146.	Hist. Mideast: 18th C (WC)	HIST 240.	Europe 1804–Present (ET)
ENGL 381.	The Literature of the Bible (ET)	HIST 147.	Modern Mideast 1789–1923 (WC)	HIST 241.	Mod. Greece 1821–1923 (ET)
FNES 157.	History of Costumes and Furnishing: Ancient Egypt to the French Rev. (PI)	HIST 148.	Islam Civ. 600–1517 (PI)	HIST 242.	Modern Greece 1923–Present (ET)
		HIST 148.	Islamic Civilization 600–1517 (WC)	HIST 251.	Jews Med. Christendom (ET)
		HIST 149.	Islam Civ. 600–1517 (WC)	HIST 252.	Med. Spanish Jewry (ET)
		HIST 204.	Ancient Near East and Egypt (PI)	HIST 253.	Jews in Early Modern Europe (ET)
		HIST 205.	Greece: Byz Age–Hellen. Period (PI)	HIST 254.	Jews in East Europe (ET)
		HIST 206.	Hellen. Med. and Roman Rep. (PI)	HIST 258.	Colonial American History (US)
		HIST 208.	Roman Empire (PI)	HIST 259.	Am. Rev. & Rep. 1763–1800 (US)
		HIST 209.	Byzantine Empire 324–1025 (ET, PI)	HIST 260.	New Nation 1800–1850 (US)
				HIST 262.	Civil War/Reconst. (US)

HIST 263.	Urb-Ind AM 1878–1920 (US)	HIST 343.	History American City (US)	PSCI 220.	(American) Politics and the Media (US)
HIST 265.	The U.S. 1920–1945 (US)	HIST 345.	Race, Gender & Poverty (US)	PSCI 221.	VT: Public Policy (US)
HIST 266.	Contemp AM 1945–Present (US)	HIST 347.	American Military History (US)	PSCI 222.	Power in America (US)
HIST 267.	US Diplo. Hist. to 1999 (US)	HIST 348.	History Borough of Queens (US)	PSCI 224.	The Public Service (US)
HIST 270.	Hist. of Women in US (US)	HIST 350.	American Soc. & Intell. History (US)	PSCI 225.	Women in Politics and Government (US)
HIST 271.	US Women 1880–Present (US)	HIST 351.	The American West (US)	PSCI 226.	Capitalism and Democracy (US)
HIST 272.	Family in the U.S. (US)	PHIL 118.	Introduction to Oriental Philosophy (WC)	PSCI 228.	American Politics and Film (US)
HIST 273.	American Labor to WWI (US)	PHIL 141.	History of Medieval Philosophy (ET)	PSCI 230.	Politics of Development (WC)
HIST 274.	American Labor Since WWI (US)	PHIL 142.	History of Renaissance Philosophy (ET)	PSCI 232.	Comparative Political Economy (WC)
HIST 276.	Immigrant American Hist. (US)	PHIL 143.	History of Modern Philosophy I: Descartes to Hume (ET)	PSCI 233.	Transition to Democracy (WC)
HIST 277.	Afro-American History I (US)	PHIL 144.	History of Modern Philosophy II: Kant to Nietzsche (ET)	PSCI 234.	Contemporary Western Europe (ET)
HIST 278.	Afro-American History II (US)	PHIL 145.	History of Contemporary Philosophy I: Phenomenology and Existentialism (ET)	PSCI 235.	Contemporary Russia (WC)
HIST 284.	New York State History (US)	PHIL 146.	History of Contemporary Philosophy II: The Analytic Tradition (ET)	PSCI 237.	Contemporary Africa (WC)
HIST 285.	New York City History (US)	PHIL 148.	History of American Philosophy (US)	PSCI 238.	Contemporary Asia (WC)
HIST 291.	Sci. Antiq/Middle Age (PI)	PHIL 264.	The Philosophy of Plato (WC)	PSCI 240.	Contemporary Middle East (WC)
HIST 292.	Rise of Modern Science (ET)	PHIL 271.	Nietzsche; Nihilism and Beyond (ET)	PSCI 242.	Politics of the Welfare State (ET)
HIST 294.	Palestin/Israel Rel. (WC)	PSCI 210.	State/Local Government (US)	PSCI 244.	Contemporary Analysis of Revolutions (WC)
HIST 297.	South-Asian Diaspora (US)	PSCI 211.	(American) Urban Politics (US)	PSCI 254.	The Politics of International Economy (WC)
HIST 299.	Viet Nam War in America (US)	PSCI 212.	American Presidency (US)	PSCI 256.	Africa in World Politics (WC)
HIST 301.	VT: Ancient History (PI)	PSCI 213.	The Legislative Process in America (US)	PSCI 257.	West Europe in World Politics (ET)
HIST 302.	Studies Eur. Intel. Hist. (ET)	PSCI 217.	Decision Making in the White House (US)	PSCI 258.	Asia in World Politics (WC)
HIST 303.	Ital. Renais. 1300–1600 (ET)	PSCI 218.	Political Parties and Elections (US)	PSCI 259.	Latin America in World Politics (WC)
HIST 303.	Ital. Renais. 1300–1600 (PI)	PSCI 219.	Politics of Bureaucracy (US)	PSCI 260.	The Middle East in World Politics (WC)
HIST 305.	Industrial Revolution (ET)			PSCI 261.	Russia in World Politics (WC)
HIST 308.	Hist. Women Modern Europe (ET)			PSCI 262.	U.S. Foreign Policy (US)
HIST 310.	Fascism, Nazism, Stalinism (ET)			PSCI 270.	Democracy (ET)
HIST 312.	The Holocaust (ET)			PSCI 271.	The Origins of Western Political Theory (ET)
HIST 313.	Second World War (ET)			PSCI 273.	American Political Thought (US)
HIST 315.	War & Society (WC)			PSCI 277.	Black Political and Social Thought I: Protest Thought (US)
HIST 332.	Colonialism & Cult. (ET)				
HIST 340.	American Const. to 1865 (US)				
HIST 341.	American Const. Since 1865 (US)				
HIST 342.	Afr.-American Women's History (US)				





- PSCI 278. Black Political and Social Thought II: Civil Liberties and Civil Rights (US)
- PSCI 280. The Judicial Process (US)
- PSCI 281. Constitutional Law I: The American Federal Scheme (US)
- PSCI 282. Constitutional Law II: Civil Liberties and Civil Rights (US)
- PSCI 285. Race, Class, Gender and Law (US)
- PSCI 292W. Internship in Urban Policies (US)
- PSCI 294. Internship in Legislative Politics (US)
- PSCI 381W. VT: Seminar in American Politics (US)
- URBST 102. Urban Services & institutions (US)
- URBST 113. Urban Subcultures (US)
- URBST 117. Urban Education (US)
- URBST 132. US Health Services and Policy (US)
- URBST 141. Introduction to Urban Planning (US)
- URBST 151. Neighborhoods (US)
- URBST 202. Ethnic Groups (US)
- URBST 204. Women in the City (US)
- URBST 205. Urban Cultural Diversity (US)
- URBST 207. Development of the American City (US)
- URBST 210. Urban Social Movements (US)
- URBST 212. Religion and Politics (US)
- URBST 214. Urban Religious Movements (US)
- URBST 216. Immigrants in Queens (US)
- URBST 221. Making Public Policy (US)
- URBST 223. Public Administration (US)
- URBST 225. Urban Criminal Justice System (US)
- URBST 226. Drugs and Criminal Justice (US)
- URBST 227. Law and Urban Society (US)
- URBST 228. Domestic Violence and Criminal Justice (US)
- URBST 232. Healthy Policy Making (US)

- URBST 233. Aids and Public Policy (US)  
 URBST 235. Urban Epidemics: TB to AIDS (US)  
 URBST 237. Social Welfare Policy (US)  
 URBST 240. Labor Unions and Industrial Relations (US)  
 URBST 243. Public Management (US)  
 URBST 244. Human Resources and Law (US)  
 URBST 247. Race, Ethnicity and Public Policy (US)  
 URBST 252. Urban Environment (US)  
 URBST 254. Urban Transportation Policy (US)  
 URBST 256. NYC Land Use Planning Process (US)  
 URBST 257. Public Budgeting (US)  
 URBST 310. Community Organization (US)

- ENGL 120W, 134W, 135W, 140W, 150W, 200W, 201W, 210W, 211W, 301W, 303W, 368W, 391W, 399W  
 ENSCI 373W  
 FNES 161W, 228W, 307W  
 GEOL 239W  
 GRKMD 41  
 HEBRW 250W  
 HIST 134W, 135W, 200W, 392W, 395W  
 HNRS 126W, 135W  
 JOURN 101W, 200W  
 LCD 134W, 135W  
 MATH 213W  
 MEDST 300W, 343W  
 MES 255W  
 ORTST 140W  
 PHIL 135W, 383W  
 PHYS 220W, 395W, 396W  
 PSCI 135W, 292W, 295W, 296W, 381W–384W, 386W, 387W, 1143W  
 PSYCH 213W  
 SEYS 201W  
 SOC 135W  
 URBST 134W, 135W, 360W, 390W  
 WLDST 134W, 135W  
 WOMST 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  
 ECON 219, 223, 228, 230, 383, 390–392, 1241, 1242, 1252  
 ENGL 151–156, 327, 395

- EURO 101, 201–203, 250, 301  
 FREN 41, 45, 250  
 GERM 41, 45, 250  
 GRKMD 100  
 HIST 101–106, 216, 217, 265, 266, 271, 1132  
 ITAL 41, 45, 250  
 JPNS 255  
 LABST 101, 1141, 1251, 1253  
 MATH 385  
 MEDST 320, 321, 322, 325, 326, 330, 341, 342, 344, 345, 346, 350, 352, 353, 355, 357, 359, 360, 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, 310, 330, 1134, 1142, 1261–1263, 1272, 2434  
 WOMST 101

**Abstract & Quantitative Reasoning Courses**

- ANTH 238  
 BASS 1211, 1212\*\*  
 BIOL 230  
 CSCI 12, 18, 80, 86, (Students who receive permission to take computer science courses at the 200 level or above will be deemed to have satisfied this requirement.)  
 ECON 249  
 LCD 283  
 MATH 113, 114, 116, 119, 131, 132, 141, 142, 143, 151, 152, 157, 158 (Students who receive permission to take mathematics courses at the 200 level or above will be deemed to have satisfied this requirement.)  
 PHIL 109  
 PSYCH 107  
 SOC 205, 212, 333  
 URBST 200, 201

**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  
 BALA 103W, 302W  
 BASS 1112W, 1381W  
 BUS 341W, 392W  
 CHEM 316W, 379W  
 CMAL 101W  
 CMLIT 135W, 220W, 221W  
 DRAM 344W  
 ECON 134W, 135W

## CAPSTONE COURSES

This requirement does not apply to students graduating in the Fall 2012, Spring 2013 or Summer 2013 semesters.

ACCT 322.	Auditing II
ANTH 363.	Interpreting the Human Skeleton
ARTH 300.	Senior Colloq in Art Hist
ARTH 300.	Senior Colloq in Art Hist. Methods.
ARTS 391.	VT: Senior Project
ARTS 395.	Senior Portfolio
CHEM 395.	Senior Thesis
ENGL 399W.	Honors Seminar
ENGL391W.	Senior Seminar: Topics in Literature
ENSCI 373W.	Environmental Problem Solving
GEOL 361.	Geology in the Field
HIST 392W.	Colloquium
HNRS 350.	Senior Thesis
HSS 390.	Senior Honors Colloquium
MUSIC 377.	Musical Form and Analysis
PCSI 382W.	Seminar in Law and Politics
PHIL 383W.	Research Paper
PSCI 381W.	Seminar in American Politics
PSCI 383W.	Seminar in Comparative Politics
PSCI 384W.	Seminar in International Politics
PSCI 386W.	Seminar in Political Theory
PSYCH 311.	Adv. Exp. Psych.: Learning

PSYCH 312.	Adv. Exp. Psych: Sensation and Perception
PSYCH 313.	Adv. Exp. Psych: Cognition
PSYCH 314.	Adv. Exp. Psych: Social Personality
PSYCH 316.	Adv. Exp.Psych: Neurobiology
PSYCH 317.	Adv. Exp. Psych: Behavior Modification
PSYCH 321.	Adv. Exp. Psych: Clinical
SOC 381W.	Post-Human Society
URBST 330W.	Contemporary Urban Theory

## SYNTHESIS COURSES

This requirement does not apply to students graduating in the Fall 2012, Spring 2013 or Summer 2013 semesters.

ANTH 354.	Time
ANTH 375.	The Human–Primate Interface
ANTH/LCD 288.	Voices of NY
BIOL 352/ANTH 364.	Anthropological Genomics
DRAM 302.	Dramatizing Science
DRAM/DANCE 381.	Collaborative Workshop in Theatre
HIST 390W.	Film Aesthetics and History
HIST 391W.	VT: History and Literature
LCD/ANTH 288.	Voices of NY
URBST 385/ 385W.	Experiments in Democracy: New Voices in the U.S. Public Sphere

## DEGREE AND CERTIFICATE PROGRAMS

On pages 56 and 57 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 QC MAJOR CODE)</b>	<b>MINIMUM CREDITS</b>	<b>HEGIS CODE</b>	<b>STATE CODE</b>
Accounting	BA (002)	120–128	0502	02701
Actuarial Studies	BBA (142)	120	0512	27980
Africana Studies	BA <sup>1</sup> (003)	120	0305	26461
American Studies	BA (004)	120	0313	02695
Anthropology	BA <sup>1</sup> (006)	120	2202	26459
Applied Social Science	BS (015)	120	2299	21878
Art (also see Studio Art)	BA <sup>2</sup> (011)	120–131	0831	26445
Art History	BA (012)	120	1003	02727
Biology	BA <sup>1</sup> (016)	120–144	0401	26453
Byzantine and Modern Greek Studies	BA (018)	120	0399	84212
Chemistry	BA <sup>1</sup> (020)	120–131	1905	26454
	BA/MA (021)		1905	02798
Communication Arts and Media (Media Studies)	BA (022)	120	0601	02702
Communication Sciences and Disorders	BA (100)	120	1220	77457
Comparative Literature	BA (024)	120	1503	02766
Computer Science	BA (026)	120–122	0701	02706
	BS (027)		0701	93111
	BA/MA (025)		0701	19797
Drama and Theatre	BA (028)	120	1007	77742
East Asian Studies	BA (032)	120	0302	02691
Economics	BA <sup>1</sup> (034)	120	2204	26458
Elementary and Early Childhood Education	BA (036)	120–153	0802	26419
English	BA <sup>1</sup> (038)	120	1501	26451
Environmental Sciences: Biology	BA (114)	120	0401	21978
	BS (115)		0401	21979
Environmental Sciences: Chemistry	BA (112)	120	1905	21976
	BS (113)		1905	21977
Environmental Sciences: Geology	BA (110)	120	1914	21974
	BS (111)		1914	21975
Environmental Studies	BA (116)	120	0420	21980
Family and Consumer Sciences (Home Economics)	BA (058)	120	1301	02759
Film Studies	BA (040)	120	1010	81206
Finance	BBA (140)	120	0504	27978
French	BA <sup>1</sup> (042)	120	1102	26464
Geology	BA <sup>1</sup> (044)	120–137	1914	26456
	BS (045)		1914	82333
German	BA <sup>1</sup> (046)	120	1103	26465
Graphic Design	BS (143)	120	1009	29049
Greek (Ancient)	BA (048)	120	1110	02754
Hebrew	BA (054)	120	1111	02755

<b>EDUC. PROGRAM</b>	<b>DEGREE (WITH QC MAJOR CODE)</b>	<b>MINIMUM CREDITS</b>	<b>HEGIS CODE</b>	<b>STATE CODE</b>
History	BA <sup>1</sup> (056)	120	2205	26457
Home Economics (Family Science)	BA <sup>2</sup> (059)	120	1301	26470
Interdisciplinary Major	BA (060)	120	4901	02822
International Business	BBA (141)	120	0513	27979
Italian	BA <sup>1</sup> (062)	120	1104	26466
Jewish Studies	BA (064)	120	0309	85304
Labor Studies	BA (066)	120	0516	85416
Latin	BA (068)	120	1109	26467
Latin American & Latino Studies	BA <sup>1</sup> (070)	120	0308	26462
Linguistics	BA (072)	120	1505	02768
Linguistics: TESOL	BA <sup>2</sup> (073)	120	1505	26443
Mathematics	BA <sup>1</sup> (074)	120	1701	26452
Music	BA (075)	120–127	1004	02732
	BA/MA (076)		1004	02733
	BA <sup>2, 3</sup> (078, 79)	122–147	0832	26469
	BMus (077)	120–151	0832	02729
Neuroscience & Biology	BA (144)	120	0425	30040
Neuroscience & Psychology	BA (145)	120	2001	30041
Nutrition and Exercise Sciences	BS (117)	120	1299.30	22283
Philosophy	BA (080)	120	1509	02775
	BA/MA (081)		1509	02772
Physical Education	BS <sup>2</sup> (082)	120–133	0835	26413
Physics	BA <sup>1</sup> (084)	120–121	1902	02789
	BS (083)			28701
	BA/MA (085)		1902	02787
Political Science and Government	BA <sup>1</sup> (086)	120	2207	02817
	BA/MA (067)		2207	76096
Psychology	BA (090)	120	2001	02805
Religious Studies	BA (091)	120	1510	92256
Russian	BA (092)	120	1106	02751
Sociology	BA <sup>1</sup> (096)	120	2208	26460
Spanish	BA <sup>1</sup> (098)	120	1105	26468
Studio Art	BA (009)	120–138	1002	02725
	BFA (010)			82209
Theatre-Dance	BA (102)	120	1099	02734
Urban Studies	BA <sup>1</sup> (104)	120	2214	26463
Women's Studies	BA (106)	120	2299	91059

<sup>1</sup>Includes BA for Secondary School Teaching, grades 7–12.

<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 also considers and passes upon waivers of requirements for graduation with an honors degree. The committee works with the college administration and other appropriate individuals and agencies regarding the establishment, criteria, and award of other than college-wide honors and prizes, evaluates all proposals for new college-wide awards involving academic excellence, and works to stimulate recognition and appreciation of high academic achievement. To this end, it sponsors an Honors Recognition Reception honoring outstanding students recommended by the faculty.

## **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 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**

### **The QCRA Scholarship**

**The Molly Weinstein Memorial 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 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 Jack Barham Creativity Prize** 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 Marc 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 Charlotte S. Garfinkel Memorial Alumni Scholarship** is given annually to a graduating senior who has maintained an outstanding academic record and has contributed generally to the best interests of the college.

**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 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 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 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 Amy and Judi Sturm Memorial Scholarships**, provided annually by the family and friends of Amy Sturm, a June 1982 graduate, and Judi Sturm, a June 1980 graduate of the college, are given in their memory to graduating seniors in the liberal arts who have maintained an outstanding record at the college, have made significant contributions in campus affairs, and have been accepted to graduate study in mass communications, preferably at a branch of the City University of New York.

**The Arthur H. Kahn Memorial Law Scholarship** is provided annually by the family and friends of Arthur H. Kahn, former Special Counsel to the Board of Higher Education of the City University of New York. It is presented to a graduating senior who has maintained a high academic average, contributed to the best interests of the college, and been accepted for study at the City University of New York School of Law at Queens College.

**The Herbert 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 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 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 Sunny and Saul Budow Memorial Scholarship** is provided annually by the Budow family and is given in their memory to a graduating senior in a health-related discipline who has maintained an outstanding academic record at the college, has made significant contributions to campus affairs, and has displayed qualities of concern for others, as Sunny and Saul did.

**The Queens College Campus Ministers Scholarship** is provided annually by the Campus Ministers to a graduating senior who has worked to foster harmony among the various traditions and promote spiritual and ethical growth on campus.

**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 Martin David Dahlmann Memorial Alumni Scholarship** is provided annually by the family of Martin David Dahlmann, a February 1970 graduate of the college. It is given in his memory to a graduating senior who has maintained an outstanding record at the college, has made significant contributions in campus affairs, and has been accepted to medical school.

**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 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 Abe Rothenberg Memorial Award** is given annually for outstanding academic achievement to a graduating senior who plans to go on to graduate school.

**The Graduate Award** is presented to a student graduating with a master's degree in recognition of outstanding scholarship and exceptional research or accomplishment in the creative arts and humanities or the mathematical, physical, biological, or social sciences.

**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.

## OFFICE OF HONORS & SCHOLARSHIPS

**Honors Hall 16**  
**718-997-5502; fax 718-997-5498**  
**email: [honors@qc.cuny.edu](mailto:honors@qc.cuny.edu)**  
**Hours: 9 am–5 pm**

The Office of Honors and Scholarships administers the Queens College Scholars Program; these are scholarships awarded to entering students through the Office of Undergraduate Admissions. The director of the

office is the college's representative for major national scholarship competitions. The director and staff are available to discuss these scholarship opportunities with students, and also to work with students interested in applying for such awards. In addition, the office oversees a number of college-based scholarships for which Queens College students may apply. To help students locate additional sources of support for their education, the office also maintains a website that provides extensive information about other scholarship and academic opportunities, including fellowships and study abroad awards sponsored by public- and private-sector sources. 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.

## SCIENCE AWARDS

**The Ivan C., Sr. and Helen H. Daly Scholarship in the Physical Sciences** is awarded to a black student, of junior class standing and with financial need, who is majoring in one of the physical sciences. The recipient shall have maintained an outstanding academic record at the college. The scholarship is to be used for educational expenses.

This scholarship was originally established by Dr. Marie M. Daly, an honors graduate of the Class of February 1942, in memory of her father. Information on the application deadline is available from the Office of Honors and Scholarships.

**The Kenneth Kupferberg Memorial Scholarship** is awarded to a full-time junior or senior majoring in the natural sciences. Academic excellence and

financial need are both taken into account in selecting the recipient. The scholarship endowment is funded by the Kupferberg Foundation and the family and friends of Kenneth Kupferberg, Class of 1941. Information on the application deadline is available from the Office of Honors and Scholarships.

## NATIONAL SCHOLARSHIPS

The following are 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.

**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.

All these are highly competitive scholarships. Students are encouraged to visit the Office of Honors and 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 and Scholarships  
718-997-5502; honors@qc.cuny.edu.





QUEENS  
COLLEGE

QUEENS  
COLLEGE

QUEENS  
COLLEGE

QUEENS  
COLLEGE

QUEENS  
COLLEGE

QUEENS  
COLLEGE

QUEENS  
COLLEGE

QUEENS  
COLLEGE

QUEENS  
COLLEGE

QUEENS  
COLLEGE



# 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 Enrollment Management and Student Affairs, Counseling and Resource Center, Academic Advising Center, or Undergraduate Scholastic Standards Committee, as appropriate, for information on any topic not covered here.

The Undergraduate Scholastic Standards Committee (USSC) is the committee of the Academic Senate charged with reviewing and acting upon students' appeals for waivers of the college's academic policies and procedures. The USSC requires a completed appeal form and typed appeal statement, along with supporting documentation, for any appeal. *The review of appeals requires time, and not all appeals are granted.* Students who have filed an appeal are therefore advised *not* to assume the appeal will be granted. Decisions of the USSC cannot be overturned.

## **Student Number**

The college will set a CUNY Student ID number for each student through registering 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 may 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 written authorization of the student. Such a request

may be submitted in three ways: (1) in person at the Registrar's Office; (2) through the college's website at [www.qc.cuny.edu/registrar](http://www.qc.cuny.edu/registrar) (there is an additional processing fee of \$2 when ordering transcripts online); or (3) by mail, using the downloadable Transcript Request Form on the college's website and sending it to Queens College, Registrar's Office, Attn.: Transcript Unit, Jefferson Hall, First Floor, Flushing, NY 11367.

The following information must be included in your request: name (last, first, middle initial); any other name used while in attendance; student ID number; date of birth; current address; phone number; dates of attendance; graduation date; and degree awarded. The forwarding (recipient's) name and address must be indicated clearly. All requests must be signed and dated.

There is a charge of \$7 for each request (no charge for transcripts sent to other CUNY units). The fee may be paid by a check or money order made payable to Queens College. If paying by cash, payment must be made in the Bursar's Office (Jefferson Hall 200). Fill out the Transcript Request Form completely and return it with your Bursar's receipt to the Registrar's Office. (Please do not detach any copies of the form.) More information can be found at [www.qc.cuny.edu/transcripts](http://www.qc.cuny.edu/transcripts).

Transcripts are normally processed in two 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 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, go to [www.cuny.edu](http://www.cuny.edu) and click the Portal Log-in/Blackboard/eSims Log-In. If you do not have a CUNY Portal account, click on “Register for a New Account.” Once registered, a personalized [cuny.edu](http://www.cuny.edu) homepage will appear with an e-Permit link prominently displayed. Follow the instructions for filing a permit request.

A Queens College student wishing to take a course at a non-CUNY college and transfer those credits to Queens *must* obtain, complete, and return to the Registrar’s Office a permit to do so *before* taking the course. This requirement includes courses taken during Summer or Winter Sessions. Permits are authorized by the appropriate department and administered by the Registrar. Permit forms are obtained at the Registrar’s Office (Jefferson Hall, 1st floor) and at [www.qc.cuny.edu/epermit](http://www.qc.cuny.edu/epermit). To qualify, you must meet the following conditions:

- be a degree (matriculated) student with a cumulative GPA of at least 2.00;
- be at least in your 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.

A department may refuse to authorize a permit if, in its judgment, it is inappropriate to do so.

It is the responsibility of students who study at other institutions on permit to have official transcripts of their work sent to the Registrar’s Office. These should be sent to the attention of the Permit Officer, Registrar’s Office (Jefferson Hall, 1st floor).

### Overseas Study Programs

The *CUNY/Paris Exchange Program* offers students of all disciplines the opportunity to study for either a semester or year at one of the Universities of Paris.

Requirements include either three semesters of college-level French *or* an equivalent linguistic proficiency. For information and applications for this program, contact Prof. Maxine Fisher (Klapper Hall 353; 718-997-4608; fax 718-997-4636; [maxine.fisher@qc.cuny.edu](mailto:maxine.fisher@qc.cuny.edu)). The *Study Abroad Program* allows students to receive instruction at various sites outside of the United States. Students may participate in programs offered by Queens College or by other CUNY colleges. For information and applications for this program, contact Prof. Helen Gaudette (Kiely Hall 183; 718-997-5521; [Helen.Gaudette@qc.cuny.edu](mailto:Helen.Gaudette@qc.cuny.edu)).

### 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). Click on the Semester Guide tab.

### 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 [courses.qc.cuny.edu](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 com-

putation. 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. The 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*. To be eligible for honors, a student must have completed at least 60 credits with letter grades (*A*, *B*, *C*, *D*, *F*) at Queens College.



## 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.\*

\*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	12– 27.5
Lower Sophomore	28–44.5
Upper Sophomore	45–60.5
Lower Junior	61–77.5
Upper Junior	78–93.5
Lower Senior	94–110.5
Upper Senior	111 or more

## Graduation

A student must complete 120 degree credits to be eligible for graduation unless a waiver has been granted for a specific program.

## 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.

*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.

### Freshman Grading Policy

A first-semester freshman, for the purpose of the conversion of an earned *F* to the *NC* or *R* grade, is defined as a student who is:

- A. A full-time student in his or her first semester at Queens College with fewer than 12 credits from any institution of higher learning. The only exception is for Fall semester entrants who attend the immediately preceding Summer Session. In this case only, an *NC* or *R* will cover all *F* grades submitted by an instructor both for that Summer Session and the immediately following Fall semester; or
- B. A part-time student during that time in which his or her first 12 credits are attempted at Queens College, and who has fewer than 12 credits from any institution of higher learning.

All grades of *F* submitted by an instructor for first-semester students will be converted to *NC* or *R*. Grades of *WU* and *WF* remain on the student's record. If a grade of *INC* is not resolved, they will convert to *FAB*, *FIN*, or *FPN*, respectively, and 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.

### Pass/No Credit (P/NC) 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 (*A*, *B*, *C*, *D*, and *F*) 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.

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. Student 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 following the procedures in the academic calendar deadlines portion of the Student Service center of the student's CUNYfirst account. To register for a CUNYfirst account, visit [www.qc.cuny.edu/CUNYfirst](http://www.qc.cuny.edu/CUNYfirst). 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 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 Office of the Vice President for Enrollment Management and Student Affairs (718-997-5500).

***Z (No Grade)*** is assigned by the Registrar when an instructor has failed to submit grades for the entire class. Students who receive a *Z* on their semester grade report 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 F*, 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 *F*.

**Temporary Grades Converted to F.** 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 an *F* 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 an *F*.

**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.
2. If dissatisfied, the student may make an appointment to discuss the grade with the department chair or program director.
3. If the matter is not resolved after step 2, the student may make an appointment to discuss the grade with the *divisional dean* (not the Vice President for Enrollment Management and Student Affairs).

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, Room 201).

**Repetition of Courses.** Students may repeat a course either because they initially failed it or because they need to improve a passing grade to meet a departmental or major requirement. In such cases, all grades earned will be recorded on the student's official transcript, but only the *most recent grade* for that course will be calculated in the GPA. (See *Grade-Replacement Policy*, below.) Some courses *may* be repeated for credit if the course title (content) is different. Please consult the individual department listings under the course number to determine whether the course may be repeated. Each grade recorded in such courses will be counted in the student's GPA.

**Grade-Replacement Policy.** When students repeat a course, all previous grades will remain on their record, but only the *most recent grade* will be computed in the cumulative GPA. This Grade-Replacement Policy applies to courses first taken in Fall 1984 and later, and first repeated in Fall 1991 and later.

*Note:* Any grade in a course first taken before Fall 1984 and repeated after Fall 1991 will not be deleted from the cumulative GPA. Any course repeated before Fall 1991 will not cause the deletion of an earlier grade from the cumulative GPA.

No more than 16 credits may be deleted from any student's GPA under the Grade-Replacement Policy. After a student has repeated courses totaling 16 credits, any further repetition will result in the grades for both courses being averaged into the cumulative GPA.

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

Students should not drop or withdraw from courses except for serious reasons.

### 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 CUNY First Account. To register for a CUNYfirst account, visit [www.qc.cuny.edu/cunyfirst](http://www.qc.cuny.edu/cunyfirst) beginning with the first three weeks of the Fall and Spring semesters or the first two days of Winter Session. For Summer Sessions 1 and 2, students may drop a course online in accordance with the procedures described in the *Summer Session Bulletin*. Dropping a course is considered a program adjustment, and the course will not appear on the student's record.

### Course Withdrawals: Fall and Spring Semesters

Beginning with the fourth week through the end of the eighth week of the semester, students may withdraw from a course online in accordance with the procedures described in the academic calendar deadline portion of the Student Service Center area of the student's CUNY-first Account. To register for a CUNYfirst account, visit [www.qc.cuny.edu/cunyfirst](http://www.qc.cuny.edu/cunyfirst). An instructor's evaluation is not required during this period; the grade of *W* will appear on the student's official record.

Beginning with the ninth week through the last day of classes of the semester, 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: [www.qc.cuny.edu/registrar/schedule/Pages/PNCWithdrawalInformation.aspx](http://www.qc.cuny.edu/registrar/schedule/Pages/PNCWithdrawalInformation.aspx). 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: [www.qc.cuny.edu/registrar/schedule/Pages/PNCWithdrawalInformation.aspx](http://www.qc.cuny.edu/registrar/schedule/Pages/PNCWithdrawalInformation.aspx).

### 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 the College Counseling and Resource Center, Counseling Services (718-997-5420; [www.qc.cuny.edu/counseling](http://www.qc.cuny.edu/counseling))

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 the Office of the Vice President for Enrollment Management and Student Affairs. The grade of *W* will be entered on the student's record. 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 USSC. (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, the GPA is based *only on grades earned at Queens College*. Credits attempted are the total number of all recorded registered courses, regardless of grades earned. 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 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 Spring and Fall semesters (in January and June). 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 Spring or Fall semester (in January and June). 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 Spring and Fall semesters (in January and June). 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 Spring and Fall semesters (in January and June). 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 a student in the Second Baccalaureate Degree Program achieve a grade-point average of at least 2.00 at the end of the first term (or first 10 credits) to remain in the program, and must thereafter maintain a 2.00 GPA (cumulative index).

### **Student Records**

Student records and information are maintained by the college and are available in the Registrar's Office, Jefferson Hall, 1st floor (718-997-4400). 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 provides 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, date and place of birth, 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, previous school attended, 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 [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html) at Non-Disclosure Forms; and [www.qc.cuny.edu/registrar/Pages/DownloadableForms.aspx](http://www.qc.cuny.edu/registrar/Pages/DownloadableForms.aspx) 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 a release form, in person, at the Registrar's Office to authorize the release of records and information to others, such as financial institutions, employers, and other designated persons or entities, including military recruiters.

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 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 policy concerning FERPA (Guidelines for the Implementation of the Student Records Access Policy and FERPA), which can be found at [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html) under FERPA; and [myqc.qc.cuny.edu/StudentLife/conduct/default.aspx](http://myqc.qc.cuny.edu/StudentLife/conduct/default.aspx) under Office of Judicial Affairs, FERPA.

### **Freedom of Information**

Requests to inspect public records pursuant to the New York State Freedom of Information Law at the college should be made to the Records Access Officer, Meryl Kaynard, General Counsel to the President & Special Counsel for Labor/Management Relations (Kiely

1305, 718-997-5725). Requests should provide sufficient explanation and specificity in order to formulate a response and identify documents responsive to the request.

Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. For the procedures for making Freedom of Information Law requests, see: [www.cuny.edu/about/administration/offices/la/Procedures-for-Public-Access-to-Records.pdf](http://www.cuny.edu/about/administration/offices/la/Procedures-for-Public-Access-to-Records.pdf).

Pursuant to the federal Student Right-to-Know Act, the college provides information to current and prospective students describing the college graduation rate for degree-seeking full-time undergraduate students. This information is provided annually, and may also be obtained from the Office of Institutional Research (Kiely 711, 718-997-5788).

### **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 [www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Student Conduct, and [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html), 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 [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html), under Academic Integrity. See also [myqc.qc.cuny.edu/StudentLife/conduct/default.aspx](http://myqc.qc.cuny.edu/StudentLife/conduct/default.aspx), and [myqc.qc.cuny.edu/StudentLife/conduct/AcademicIntegrityPolicy/default.aspx](http://myqc.qc.cuny.edu/StudentLife/conduct/AcademicIntegrityPolicy/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 320 (718-997-3971). Academic Integrity Report Forms are found at [myqc.qc.cuny.edu/StudentLife/conduct/default.aspx](http://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.

### **Student Conduct**

In addition to policies with respect to Academic Integrity discussed above, the university and college's policies and procedures applicable to student conduct include Article 15 of CUNY's By-Laws (concerning Student Conduct and Discipline), Rules and Regulations for the Maintenance of Public Order pursuant to Education Law Section 129(a) (a/k/a the Henderson Rules), Residence Hall Disciplinary Procedures,

and Anti-Bullying Policy. See [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html), under Article XV of the CUNY By-Laws (Students), Rules for Maintenance of Public Order, and Residence Hall Disciplinary Procedures; [www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Student Conduct, Student Life and Other Student-Related Policies. [myqc.qc.cuny.edu/StudentLife/conduct/default.aspx](http://myqc.qc.cuny.edu/StudentLife/conduct/default.aspx) at Office of Judicial Affairs, Article XV, Henderson Rules and Anti-Bullying Policy; and [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html) at Article XV of the CUNY Bylaws (Students), Policies and Procedures Concerning Sexual Assault, Stalking and Dating, and Domestic Violence Against Students. Under appropriate circumstances, the Behavioral Intervention Team will be involved. See [myqc.qc.cuny.edu/StudentLife/conduct/default.aspx](http://myqc.qc.cuny.edu/StudentLife/conduct/default.aspx), Office of Judicial Affairs, Behavioral Intervention Team.

It is critical that students familiarize themselves with these policies and procedures in order to understand the applicable standards of behavior, how to report any concerns, and the applicable 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 By-Laws 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 By-Laws may result in disciplinary action.

The college handles matters of student discipline through the Vice President for Enrollment Management and Student Affairs (718-997-5500) 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 under Academic Integrity. See [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html), Article XV of the CUNY By-Laws (Students) for the Disciplinary Process. As noted earlier, other academic departments such as the Athletics Office may have additional standards of conduct and procedures, and students should make appropriate inquiries to identify these.

Please note that the college is not in a position to supervise the use by student groups of leased or purchased off-campus facilities, and student organizations are responsible for their conduct and for the management of their off-campus activities and/or housing.





# Courses of Study

**Course information** in this *Bulletin* is correct as of June 2012. 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 web page.

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; or the department and the Dean of the Division 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 additional information, students should consult with the department chair or graduate advisor.

# Academic Support

*Director:* Howard H. Kleinmann

*Testing Director:* Richard Kaufman

*Writing Center Director:* John Troynaski

*Writing Center Coordinator:* Richard Pisciotta

*Academic Support Lab Manager:* William Offenbaker

*Department Secretary:* Victoria Fu-Yim

*Testing Secretary:* Mary Hanratty

*Office:* Kiely 227, 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

*Deputy Chair for Evening Studies and Weekend College:*  
Marc H. Levine

*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, Levine, Qureshi, Simon, Walker; *Associate Professors:* Leibowicz, Milich; *Assistant Professors:* Huang, Solieri, Stevens, Weiss; *Clinical Professor:* Dignam; *Sub-Assistant Professor:* Nussbaum; *Distinguished Lecturer:* Mintz; *Lecturers:* Dauber, David, Davidovitz, Erlach, Hornung, Lahijani, Milo, Ruthizer, Satenstein; *Department Secretaries:* Piorkowski, Sanchez-Hernandez

*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 78 for the specific requirements for the major. 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.

### 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 economics courses required for the accounting degree may be included for the major in economics. ECON 205, 206, and 382 must be part of the 30 credits in economics

## ACCOUNTING & INFORMATION SYSTEMS

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 205 or 206 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 78 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 in the department office.)

### 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 students taking courses in Accounting & Information Systems must earn a minimum grade of *C* in any department course (*C-* for ACCT 101) to advance to the next course in the sequence. Students earning a grade of *C-* or less must retake the course in which the *C-* or less was earned (*D+* or less for ACCT 101). Students who repeat a course in accounting are reminded that credit can be received only once. 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 (*C-* or better for ACCT 101) after two such retake attempts will be dropped from the major.

*C* is the minimum grade required in all accounting courses (*C-* for ACCT 101). (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 major (i.e., accounting, economics, business, and other electives that qualify for 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. Prereq.: Minimum of 12 credits completed. 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. 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

**REQUIREMENTS FOR THE MAJOR IN ACCOUNTING (MAJOR CODE 002)**

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 18 (preferred) or 12; 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 205, 206, 213, 214, 217, 218, 220, 225, 227, 229, 240, 242, 246, 326, and 382.

Students must read the specific department listings for prerequisite requirements.

*C* is the minimum grade required in all accounting courses (*C-* for ACCT 101). (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 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 (*C-* or better for ACCT 101) 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 02)**

A minimum of 12 credits must be taken at Queens College for the minor.

**Required (19 credits)**

ACCT 101, 102, 201, 261, 305, 361, 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 in the department office.)

*C* is the minimum grade required in all accounting courses (*C-* for ACCT 101). (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 major (i.e., accounting, economics, business, and other electives that qualify for the minor).

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 (*C-* or better for ACCT 101) 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).

COMPUSTAR, EDGAR, and Morning Star). Coverage includes the basic accounting equation from an accrual perspective. Prepares students to use footnote disclosures to estimate adjustments to account data in 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. Fall, Spring

**ACCT 305. Cost Accounting.** 3 hr.; 2 cr. Prereq.: ACCT 201 and junior 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-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



## ACCOUNTING & INFORMATION SYSTEMS

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 311 (coreq.) and senior 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.: CSCI 12 or 18, and ACCT 201 and 305. 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.: CSCI 12 or 18 and ACCT 202 and 305. 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 202. 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 398. Internship.** 140 hr.; 3 cr. Prereq.: Permission of the chair. Open only to Accounting majors who are at least lower seniors 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 (CV, US)

**ACCT 362, 362W. Business Law II.** 3 hr.; 3 cr. Prereq.: ACCT 361 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.: Successful completion of ACCT 391, 392, and permission of the department.

# Actuarial Studies for Business

See the Economics Department.

# Adult Collegiate Education

*Director:* Richard Adams

*Office:* Kiely 134A, 718-997-5717

*Professor:* Sirlin; *Adjunct Assistant Professor:* Emmett;  
*Adjunct Lecturers:* Budd, Colon, Kanellopoulos, Miceli, Nici; *Administrative Assistant:* White

The Adult Collegiate Education (ACE) curriculum provides an opportunity for adults 25 years or over to obtain the baccalaureate degree. The foundation of ACE is a special series of seminars, both conventional and interdisciplinary, in the arts, sciences, and social sciences, which satisfies a good portion of the college's General Education requirements. Successful completion of this series of seminars will constitute about a third of the work for the degree. The remaining credits required for graduation will be distributed between the student's chosen field of concentration, the balance of General Education courses, and elective offerings. Students may also qualify for a maximum of 36 life achievement credits.

The seminars are conducted by panels of faculty members from different departments, and draw upon the maturity and experience of the adult student, while at the same time encouraging the student to engage in independent study.

The ACE courses described below are open only to students formally admitted to ACE. (ACE students are identified by program code AC.) Except for BIOL 11,

the following courses may not be taken with the *P/NC* (Pass/No Credit) option:

ACE 1.	English Composition (or ENGL 110)
ACE 4.	Studies in Visual Arts & Music
ACE 5W.	Great Works of Literature
ACE 15.	Social Science Seminar I
ACE 16.	Social Science Seminar II
BIOL 11.	Fundamentals of Biology
MATH 110, 115 or a math course numbered 122 or higher	
PSYCH 101.	General Psychology

For details of admission requirements and procedures, contact the ACE office.

## PROGRAM AWARDS

ACE students may apply in the ACE office 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 Memorial Scholarship* are each awarded to a part- or full-time student with academic potential. Applications and complete criteria for these scholarships are available in the ACE office (Kiely 134A).

The following awards may be presented to top graduating seniors during the ACE graduation ceremonies each spring: the *M. Hratch 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. Graduating seniors are asked to submit biographical and academic data, which is used by ACE faculty/administration selection committees for making these awards.

## COURSES

**ACE I. English Composition.** 4 hr.; 3 cr. Prereq.: Passing grade on the CUNY Assessment Test or its equivalent as approved by the department. Emphasis will be on clear, correct, and effective writing. Students will be introduced to methods of research and documentation.

**ACE 4. Studies in Visual Arts and Music.** 3 hr. plus attendance at selected concerts and museums; 6 cr. The many convergences between music and the visual arts will be studied as they reflect aesthetic concerns common to both arts.

**ACE 5W. Great Works of Literature.** 3 hr.; 3 cr. Prereq.: ACE 1 or ENGL 110. An introduction into what it means to study literature, involving close reading and critical analysis of a wide variety of literary texts. This course combines a study of literature with continued training in clear and effective expression. (RL)



## ADULT COLLEGIATE EDUCATION

**ACE 15. Social Science Seminar I.** 3 hr.; 6 cr. A study of the history of ideas in Western civilization from classical antiquity to the Reformation, from the perspective of the disciplines of history, philosophy, and related social sciences. Through an analysis of sources, both original and secondary, emphasis will be placed on political developments, philosophical trends, religious movements, and social institutions. Extensive independent reading under faculty supervision; oral and written presentations, research papers, and final examination. (CV, ET, PI)

**ACE 16. Social Science Seminar II.** 3 hr.; 6 cr. Prereq.: ACE 15. A continuation of the study of the historical development of Western civilization from the Reformation to modern times, through an analysis of sources, both original and secondary. In addition to the perspectives of the older, well-established disciplines of history and philosophy, the course will draw upon the insights of the newer social sciences: economics, sociology, and political science. (SS)

**BIOL 11. Fundamentals of Biology.** 3 lec., 3 lab. hr.; 4 cr. A survey course in biology designed for students in ACE. 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 is assumed.

**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.

## PLAS AND BASIC SKILLS REQUIREMENTS

Satisfactory completion of the Basic ACE Seminars by students enrolled in ACE will fulfill the Queens College's basic and advanced learning skills requirements and **most** of the Perspectives on the Liberal Arts & Sciences (PLAS) categories. These requirements became effective for students enrolling in ACE in the fall 2010 semester and thereafter. Transfer students, as a rule, may not apply courses taken at other institutions as substitutes for ACE seminars.

Upon completion of the Basic ACE Seminars, ACE students must also take one course from the current list in each of the following PLAS categories:

- Abstract or Quantitative Reasoning
- Reading Literature (in addition to ACE 5W)
- Analyzing Social Structures (in addition to ACE 16)
- Capstone or Synthesis Course
- United States (Area of Knowledge)
- World Cultures (Area of Knowledge)

Some courses in these categories are offered by ACE during Summer Session.

## FOREIGN LANGUAGE REQUIREMENT

Queens College requires that all baccalaureate students attain a knowledge of a foreign language at a level equivalent to three semesters of study. ACE subscribes to the view that the satisfactory completion of the foreign language requirement is an essential element of a liberal education. The ACE administration is also confident that adult students are fully capable of acquiring competence in a foreign language and encourages students to meet the college requirement by completing three semesters of a foreign language.

Students may be exempted from this requirement by having successfully completed the third level (three years) of foreign language instruction at the high school

level, or by prior completion of three semesters of a foreign language at an accredited college, or by having achieved a minimum grade of 80 on the New York State Regents Comprehensive Language Examination (Level 3). In addition, students who have studied a foreign language or whose native language is not English may be exempted from part or all of this requirement by passing competency exams given or approved by the foreign language departments at the college.

ACE students may satisfy the foreign language requirement in one of the following ways:

1. Successfully complete three semesters of a foreign language. This is the normal Queens College requirement.
2. ACE students who matriculated in Fall 1983 or thereafter and do not satisfy the language requirement by taking three semesters of foreign language may exercise the following option:
  - A. They must complete the first-level course of a foreign language of their choice (e.g., French, Spanish, Italian, Hebrew).
  - B. They must also successfully complete LCD 101, Introduction to Language.
  - C. They may then choose **three** other courses distributed in literature in English translation or in the culture and history relating to their chosen foreign language. Lists of authorized courses are regularly updated.

Courses used to satisfy the language requirement may **not** be used to satisfy any other requirement toward a major or PLAS.

Courses taken to satisfy the language requirement may be taken *P/NC* (Pass/No Credit). The ACE language option is available only to students who are formally registered for and complete ACE.

# Africana Studies

*Director:* Evelyn Julmisse

*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 003)

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; PSCI 237 and 256; SOC 273.
2. The Caribbean (Concentration code 00B): AFST 232/232W; HIST 118, 119, and 243/243W; LALS 203, 204, 208; SOC 261 and 274; SPST 94.
3. African-American (Concentration code 00C): AFST 102, 201, 202, 203, 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 01)

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. 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.

## AFRICANA STUDIES

**AFST 232, 232W. Caribbean Literature.** 3 hr.; 3 cr. Prereq.: 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.

**AFST 234, 234W. Black Women Writers.** 3 hr.; 3 cr. Prereq.: 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.: 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:* Bette Weidman

*Advisory Committee:* Allen, Buell, Schechter, Tucker, Warren

*Office:* Klapper 345, 718-997-4633

*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 004)

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.

## REQUIREMENTS FOR THE MINOR IN AMERICAN STUDIES (MINOR CODE 03)

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.

## 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.

## 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.: 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. 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. 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.

*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 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.

**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:* Ekaterina Pechenkina

*Dept. Office:* Powdermaker 314

718-997-5510; Fax: 718-997-2885

*Professors:* Birth, Stinson; *Associate Professors:*

Collins, Halliburton, Limbert, Makihara, Moore, Pechenkina, Plummer, Pugh, Strassler, Swedell;

*Assistant Professors:* Bauer, Elisha; *Department*

*Secretary:* Greene; *Professor Emeritus:* DeBoer

*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

permit a student to emphasize cultural, biological, or archaeological 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

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 *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 Honors* are awarded to graduating majors upon successful completion of a Senior Honors Thesis (ANTH 390).

### REQUIREMENTS FOR THE MAJORS IN ANTHROPOLOGY (MAJOR CODE 006)

All courses applied to the major must be completed with a grade of C– or better.

**General Anthropology** requires 33 credits distributed as follows:

**Required (12 credits):** ANTH 101, 102, 103, and 200.

**Electives (21 credits):** One course from ANTH 201, 240, 260; one course from ANTH 201 (if not already taken), 205–219, 241–249; two 300-level courses; three additional courses, two of which must be 200 or above.

### Pre-Professional Concentration

**(CONCENTRATION CODE 13A)** requires 39 credits distributed as follows:

**Required (15 credits):** ANTH 101, 102, 103, 200, and 238.

**Electives (24 credits):** One course from ANTH 201, 240, and 260; one course from ANTH 201 (if not already taken), 205–219, 241–249; one course from ANTH 320, 340, 360; two additional 300-level courses; three additional courses, two of which must be 200 or above.

### REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY (MINOR CODE 06)

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, 235, 240, 260; any two additional courses from ANTH 200 or above.



## ANTHROPOLOGY

### 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.

### 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. (SS, WC) Fall, Spring

<sup>†</sup> Offered either Fall or Spring.

<sup>††</sup> May be offered.

#### **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. (NS) 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. (SS, WC) 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

#### **ANTH 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.

#### **ANTH 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.

#### **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); 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

## ANTHROPOLOGY

representations. After preliminary discussions of the early history of Islam and the fundamentals of practice and belief, the course will explore such topics as 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 or adjunct 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.: 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.: 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 nonwestern systems of healing.

**ANTH 227. Educational Anthropology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Anthropological approaches to the study of education and culture transmission in this and other societies. A consideration of education as a cultural institution from the cross-cultural perspective.††

**ANTH 229. Practicing Anthropology.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology or instructor’s permission. This course offers a brief overview of the field of Practicing (Applied) Anthropology. Beginning with a history of the field and through selected case studies, it examines the reciprocal relationship between general theory and practice, looks at the ethical and intellectual problems confronted by anthropologists when they make or enable government policy, and describes the various areas—health, education, intercultural communication, business, social services, government, law—which currently employ anthropologists to solve problems.††

## ANTHROPOLOGY

**ANTH 231, 231W. Music, Culture, and Society.** 3 hr.; 3 cr. Prereq.: 6 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. Visual Anthropology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Development of perceptual, interpretive, and technical skills for the use of visual media in ethnographic representation.

**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, 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 235. Essentials of Practical Ethnography.** 3 hr.; 3 cr. Prereq.: ANTH 101, 102, and 104. Through classroom instruction and practical exercises, both in Anthropology’s Cultural Diversity Laboratory and in the field, students will develop the practical skills, specific abilities, and anthropological perspectives essential for successfully conducting and reporting the ethnographic field experience.†

**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.: 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.: 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 246W. Archaeology of the Near East.** 3 hr.; 3 cr. Prereq.: 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



## ANTHROPOLOGY

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 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 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 Prehistory.** 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.: 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 288/LCD 288. 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 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.

**ANTH 289. Topics in Linguistic Anthropology.** 3 hr.; 3 cr. Prereq.: 6 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.

## ANTHROPOLOGY

**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 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 6 credits of courses which satisfy the Analyzing Social Structures PLAS requirement, 3 credits of Culture and Values, and 3 credits of Natural Science. The exploration of human understanding and experience of time from multiple perspectives including the social sciences, philosophy, literature, and the natural sciences.

**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 361. 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 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.

## ANTHROPOLOGY

**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 hr. lec., 1 hr. lab.; 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.

**ANTH 380. Seminar in Linguistic Anthropology.** 3 hr.; 3 cr. Prereq.: 12 credits in anthropology or linguistics, or permission of the instructor. Course may be repeated for credit provided the topic is different.

**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.††

**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:* Tony Gonzalez

*Art History Deputy Chair:* Judy Sund

*Studio Art Deputy Chair:* Glen Goldberg

*Graphic Design Deputy Chair:* Kathryn Weinstein

*Art Education Advisor:* Glenn Goldberg

*Department Office:* Klapper 172, 718-997-4800

*Art History:* Klapper 168, 718-997-4803

*Studio Art:* Klapper 172, 718-997-4800

*Professors:* Chave, Clark, Cohen, Connor, Gonzalez, Hoshino, Lane, Mitchell, Priestly, Saslow, Sund;  
*Associate Professors:* Ho, Kauper, Weinstein;  
*Assistant Professors:* Atkins, Goldberg, Nelson, Powers, Sholette, Woodfin; *Department Secretary:* Smyth; *Art History Secretary:* Nocera; *College Lab Technicians:* Costanzo, Murphy

## Majors Offered

Art History (State Education Code 02727), Studio Art BA (State Education Code 02725), and Studio Art BFA (State Education Code 82209), BA in Art, K–12 Teacher (State Education Code 26445), Graphic Design BS (State Education Code 29049)

*Please note:* Changes have been made in the Studio Art curriculum that affect the BA degree and the total number of required credits for the major (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), Graphic Design (BS), 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 pur-

suits 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 *Elias Friedensohn Memorial Award*.

## THE MAJORS

All students majoring in art are required to take ARTH 101 and 102, except that students who elect to become art majors after having taken ARTH 1 should take either ARTH 101 or 102 in addition. No more than 6 credits from these three courses may be applied to the baccalaureate degree requirements.

### 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.

### Graphic Design

The department offers a Bachelor of Science in Graphic Design that prepares students for careers or graduate study in the rapidly evolving field of graphic design. Coursework emphasizes the basic principles of design as well as the constantly changing technology used in the field. This program prepares students for a variety of professions in print and multimedia. See the box on page 96 for the specific requirements for the major.

Transfer students who want to major in graphic design must present a transcript, or a transcript and portfolio, to the Graphic Design faculty for evaluation. Regardless of which transfer courses are accepted for credit, entering students must be able to demonstrate a current working knowledge of basic page layout and imaging software, or they will be required to complete ARTS 191. Except as specifically exempted by portfolio review, all transfer students must take ARTS 246, 345, and 395, along with three electives chosen from ARTS 242, 245, 277, 278, 279, 289, 290, 291, and 296 at Queens College. Up to 15 studio credits may be granted toward the major. In addition, students may receive as many additional blanket studio credits as permitted by the BS degree, which requires that at least half the degree credits be in liberal arts.

### 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 concentration (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.

## ART

All Studio Art majors must obtain at least a grade of *C* in each Studio Art course in order to have it count toward their major requirements. 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 descriptions. All Studio Art majors who intend to pursue the Bachelor of Fine Arts degree 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 the next page). 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 the next page 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 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 ARTS 350, 391, and, for BFA students, ARTS 392 at Queens College.

### THE MINORS

See the box on page 97 for the specific requirements for the minors.

### ART HISTORY

No more than 6 credits in introductory courses (ARTH 1, 101, 102) in Art History may be applied to the baccalaureate degree.

### 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 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

**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.)

**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.)

**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. (AP, ET)<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 recent trends. Focus on the relationship of works of art to the philosophies of Confucianism, Buddhism, and Taoism.<sup>††</sup>

\*MAT charges possible.

<sup>†</sup>Offered either Fall or Spring.

<sup>††</sup>May be offered.

**REQUIREMENTS FOR THE MAJORS IN ART****ART HISTORY (MAJOR CODE 012)****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 French, German, Italian, or Chinese, 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.

**GRAPHIC DESIGN (MAJOR CODE 143)**

For the BS degree (total of 54 credits), a student must complete the following basic sequence:

**Art History Core Courses (12 credits)**

ARTH 101, 102, plus two electives: from the following: ARTH 200–299, MEDST 144, 146.

**Graphic Design Required Courses (24 credits)**

ARTS 171, 241, 242, 243, 245, 246, 345, 395.

Majors must have a working knowledge of software for page layout, image editing, and drawing, or they must take ARTS 191 before ARTS 241.

**Graphic Design Elective Courses (18 credits)**

Six of the following courses: ARTS 157, 165, 188, 193, 195, 205, 207, 210, 213, 215, 217, 221, 277, 278, 279, 286, 287, 289, 290, 296, 370.

In addition, Graphic Design majors may take additional studio art courses (including those needed for the Minors in Digital Graphics, in Animation and Illustration, and in Digital Moviemaking and Imagemaking), but no more than a total of half of their credits for graduation, as limited by the BS degree. Students who elect any of the minors listed above cannot count the same courses for both the graphic design major and the minor. Instead, additional courses must be taken.

**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 009)**

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 010)**

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 organizations 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 011)**

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, 222, 333, 365, and 375.

*Note:* ARTH 499.1, 499.2, and 499.3 cannot be used as part of the major requirements.



**REQUIREMENTS FOR THE MINORS IN ART****Art History (Minor code 07)—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.

**Digital Graphics (Minor code 63)—Required: 21 credits**

Seven courses from ARTS 157, 165, 171, 188, 193, 195, 205, 207, 210, 213, 215, 217, 221, 243, 277, 278, 279, 287. Basic drawing skills (ARTS 151 or equivalent) and a good working knowledge of page layout, image editing, and drawing software (ARTS 191 or equivalent) are recommended before beginning the minor.

**Graphic Design (Minor code 61)—Required: 21 credits**

ARTS 171, 191, 241, plus any four from ARTS 242, 243, 245, 246, 286, 289, 290, 296, 357, 370, 387, 396. Note: BA in Studio Art or Art Ed. Majors, and all BA students with more than 9 nonliberal arts credits, are not eligible for this minor. (BFA majors are eligible.)

**Studio Art (Minor code 08)—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—Required: 21 credits**

Seven courses from ARTS 171, 188, 193, 205, 207, 213, 215, 221, 259, 277, 278, 279, 359. Students should have previous experience in drawing (ARTS 151 or equivalent). *Note:* The following students are not eligible for this minor: BA in Studio Art or Art Ed. majors and any BA student with more than 9 non-liberal arts credits. BFA and BS in Graphic Design majors are eligible, but they cannot use 4 courses applied to their major to satisfy this minor. Instead, additional courses must be taken.

**Digital Moviemaking and Imagemaking—Required: 21 credits**

Seven courses from ARTS 157, 165, 205, 207, 217, 221, 225, 235, 277, 278, 279, 287. *Note:* The following students are not eligible for this minor: BA in Studio Art or Art Ed. Majors and any BA student with more than 9 non-liberal arts credits. BFA and BS in Graphic Design majors are eligible, but they cannot use courses applied to their major to satisfy this minor. Instead, additional courses must be taken.

**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.

## ART

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 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. (AP, ET, PI)

**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.††

## ART

**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 254. 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 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. (AP)

**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.††

**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.††



## ART

**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, Maya, Aztec, and Teotihuacan 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 c. 2500 BCE until the Spanish Conquest in the 15th-century CE. Covers the Chavín, Moche, and Inca cultures, among others.††

**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.: 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

## ART

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

### 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 art works and, through class discussions, learn to analyze and criticize them.

**ARTS 151. Drawing I.** 4 hr.; 3 cr. A hands-on studio course which 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 representational concepts. Issues of space, surface, volumetric representation, the function of color, value, scale, placement, and proportion will be presented.

**ARTS 165. Digital Imagemaking.** 4 hr.; 3 cr. Introduction to digital imagemaking. 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.

**ARTS 171. Color and Design I.** 4 hr.; 3 cr. An introduction to design fundamentals intended primarily for graphic design majors.

**ARTS 176. 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.

**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.** 4 hr.; 3 cr. The various ways that artists have learned to interact with a world constantly made smaller and more complex, thanks to the impact of new technologies and globalization. While the primary focus of the course is art made since the 1960s, some comparison to past artistic practices is included and considered essential for the development of critical judgment. Through a combination of lectures, readings, research, and studio workshops students will explore the theories, techniques, and formal vocabulary of contemporary art (painting, sculpture, or another medium, which may vary from professor to professor

within the same basic framework of issues and projects) from a variety of cultural settings; compare and contrast these findings with past practices; and ultimately fabricate their own artistic design projects, while relating this work to an area of chosen research before the entire class. (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 191. Basic Software for Graphic Design.** 4 hr.; 3 cr. Introduction to Adobe Creative Suite software applications including InDesign, Illustrator, Flash, Photoshop, and Dreamweaver. This class prepares students with the necessary technical skills in preparation for ARTS 241 and 242. Topics include basic typography, file preparation, and other programs used in graphic design.

**ARTS 193. VT: Introduction to Digital Animation.** 4 hr.; 3 cr. Introduction to digital animation using an industry-standard program such as Toon Boom Studio. Topic will be announced before registration.

## ART

**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 Final Cut Pro I.** 4 hr.; 3 cr. Introduction to video editing using Final Cut Pro. 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 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 215. 2D 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.

**ARTS 225. Digital Imagemaking II.** 4 hr.; 3 cr. Prereq.: ARTS 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.

**ARTS 235. Digital Imagemaking III.** 4 hr.; 3 cr. Prereq.: ARTS 225. Required equipment will be announced before pre-registration.

### *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. Graphic Design I.** 4 hr.; 3 cr. Prereq.: a basic knowledge of page layout and web authoring software; coreq.: ARTS 242 and 243. Introduction to graphic design for students who have a basic knowledge of page layout and web authoring software (InDesign and Dreamweaver), or have completed ARTS 191 or equivalent. Knowledge of introductory 2D design (ARTS 171) is also recommended. Fall

**ARTS 242. Typography I.** 4 hr.; 3 cr. Introduction to typography, mainly intended for graphic design majors. Students must have a basic knowledge of page layout and web authoring software (InDesign and Dreamweaver) or they must complete ARTS 191 or equivalent. May be taken at the same time as ARTS 241. Fall

**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 which 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. Graphic Design II.** 4 hr.; 3 cr. Prereq.: ARTS 241. A continuation of ARTS 241 with a new emphasis on the use of research methods, critical thinking, oral presentation, and writing skills as part of the design process. Assignments may include three-dimensional, time-based, and large-scale projects. In addition to the prerequisite, graphic design majors should have completed ARTH 102 and ARTS 242 and 243. Spring

**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 253. Drawing III.** 4 hr.; 3 cr. Prereq.: ARTS 240. Emphasis on the individual student's concerns and contemporary issues in drawing.††

**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.††



## ART

**ARTS 260. Painting II.** 4 hr.; 3 cr. Prereq.: ARTS 151 & 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 264. Painting III.** 4 hr.; 3 cr. Prereq.: ARTS 260. A continuation of ARTS 260.

**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; ARTS 278 is recommended. The graphic design of online services, multimedia presentations, and electronic kiosks. Class assignments begin with the research and planning for an interactive project and continue on to design and implementation, as well as to issues arising from working with content providers and technical support staff.

**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. The design of magazines, newspapers, and other printed periodicals considered from theoretical, practical, and technical aspects. Class assignments include the design of a simple newsletter as well as more complicated projects involving 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. Motion graphics can move an audience emotionally and have a significant impact on society through its affect on our senses of sight and hearing. This course examines how graphic designers use sound, moving images, and type to communicate a message in a variety of media including cinema, commercials, and Web sites.

## ART

**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 345. Graphic Design III.** 4 hr.; 3 cr. Prereq.: ARTS 246. A continuation of ARTS 244 with an increased recognition of the designer's personal style and working methods, and of specific audiences, commercial contexts, and production issues. Fall

**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 1 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 355. VT: Photography III.** 4 hr.; 3 cr. Prereq.: ARTS 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.

**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 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 graphic design majors will create portfolio pieces demonstrating their acquired skills and personal interests in graphic design. Documentation of process and a final presentation are required. Should be taken in a student's final semester before graduation. Generally offered Fall and Spring only. (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 which 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 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.

**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.††**

**ARTS 372. Intaglio SP. Prereq.: ARTS 272.††**

**ARTS 373. Lithography SP. Prereq.: ARTS 273.††**

**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: 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 FOR THE MINOR IN ASIAN-AMERICAN COMMUNITY STUDIES

**AACS 107. Experience Queens: Cultural Diversity and Local-Global Communities.** 3 hr.; 3 cr. An introduction to the diverse communities of Queens and the local and global issues and networks encountered in them. The students will have an

opportunity to analyze their individual identity in the context of the cultural diversity of Queens and to perceive their own community within an increasingly globalized world.

**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.

CMLT 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
HIST 200	Oral History and Community Activism in Queens
LCD 288/ANTH 288	Voices of New York
FNES 390.3	Healthy Dietary Practices in Northeast Asian Culture
SOC 275	Sociology of Asian Americans
URBST 220	Asian American Racial Formation
URBST 220	Planning the Future of Downtown Flushing



## BIOLOGY

# Biology

*Chair:* PoKay Ma

*Department Office:* Science Building D346,  
718-997-3400; Fax: 718-997-3445

*Professors:* Boissinot, Chabora, Savage-Dunn, Waldman, Zakeri; *Associate Professors:* Baker, Ma, Melendez, Short, Sperling, Weinstein; *Assistant Professors:* Dennehy, Fath, Glickman-Holtzman, Lahti; *Lecturers:* Muehlbauer, Vesanen; *Laboratory Technicians:* Birne, Castillo, David, Freilich, Hudson, Tessitore; *Department Secretaries:* Capellan, Clement; *Professors Emeriti:* Geller, Michels, Roze, Szalay, Wasserman; *Associate Professors Emeriti:* Alsop, Calhoon, Koepfer, Nathanson, 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—General 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.

### 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 *Adele Mae Gottschalk Scholarship Fund*, to provide a tuition scholarship each year for a female student in her sophomore, junior, or senior year who intends to pursue a medical career; 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).

### Evening Session

*Advisor:* Inquire at the department office.

For students who wish to major in biology but can only attend during evening hours, the department will offer in the evening session, on a rotating basis, a sufficient number of advanced courses to permit completion of a major in biology within a six-year period.

If permission of the chair is listed as a prerequisite, evening students should interpret this to mean permission of the Evening Advisor.

### 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 either the Undergraduate Advisor or the Evening Studies Advisor.

## BIOLOGY

### REQUIREMENTS FOR THE MAJOR: BIOLOGY (MAJOR CODE 016)

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 107, 108, 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 107 and 108 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 017)

#### Required

At least 30 credits in biology, including BIOL 107, 108, 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 107 and 108 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 10)

Students who minor in biology must complete BIOL 107 and 108 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.

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. Tutorial or research courses (BIOL 387, 390, 391, 395, 396) may not be credited toward the biology major. 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 this page 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

*Advisor:* V. Cook

*Secretary:* C. Farley

*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 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

## BIOLOGY

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 the previous 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.

## 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. (NS+L)

**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.

**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. (NS)

**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

\*MAT charges possible.

## BIOLOGY

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. (NS)

**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. (NS)

**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. Immunology, 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 bacte-

riophages will be characterized structurally by electron microscopy, and their DNA will be purified and sequenced. (NS+L) 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. (NS+L) Spring

**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 or 106; CHEM 102.1, 102.3 or the equivalent. 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 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. (NS+L)

**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. (NS+L)

**BIOL 108. General Biology: Physiology and Cell Biology.** 3 lec., 3 lab. hr.; 4 cr. Students are advised to have completed one semester of college chemistry prior to taking this course. The second semester of a two-semester sequence for biology and science majors and minors, pre-health professionals, and those majoring in related areas. Topics include principles of cell biology, physiology, development, and molecular genetics.

## 200-LEVEL MAJOR COURSES

**BIOL 200. Foundations of Research in Biology.** 2 hr lec.; 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



## BIOLOGY

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. 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.

### *Cell and Developmental Biology*

**BIOL 262. Laboratory Techniques in Molecular Biology.** 2 rec., 3 lab. hr.; 3 cr. Prereq.: BIOL 106; CHEM 114.1, CHEM 114.4 or the equivalent. Prereq. or coreq.: BIOL 285. Introduction to the basic laboratory techniques of molecular biology.

**BIOL 263. Laboratory Techniques in Cellular Biology.** 2 rec., 3 lab. hr.; 3 cr. Prereq.: BIOL 106; CHEM 114.1, CHEM 114.4 or the equivalent. Prereq. or coreq.: BIOL 286. Introduction to the basic laboratory techniques of cellular biology.

### *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 106; 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 106; 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.

## BIOLOGY

### 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 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.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: 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.

## BIOLOGY

**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 hr. lec., 1 hr. rec.; 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.

**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 biology: 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 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.

### **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.

### **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 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.**

---

<sup>†</sup>Offered either Fall or Spring.

<sup>††</sup>May be offered.



# Business Administration

See the Economics Department.

## Business & Liberal Arts (BALA)

*Director:* Barbara Sandler

*Adjunct Faculty:* Barker, Boehm, Kuhn, Lawrence, Leach, Miller, Milo, Nazerian, Rosen, Rubino, Shanon, Weinman; *Substitute Instructor:* S. Leventhal; *Instructor:* D. Leventhal

*Secretary:* Woolery

*Office:* Honors Hall 06, 718-997-2860;  
Fax 718-520-7659

The Business & Liberal Arts (BALA) program marries the study of the arts and sciences with carefully selected exposure to basic business disciplines, 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 business, combining a curriculum of eight courses (24 credits) with any of the college's more than 60 liberal arts and sciences majors.

Designed by top business executives with an eye toward preparing students to enter the business world, BALA teaches students not only business terms and concepts, but also the diverse skills necessary to excel any place in today's competitive environment. 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 business experience.

BALA facilitates entry into the business world in many respects. 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 business and the university.

But BALA is also designed for those who do not wish to go on to business careers. More than just a program on how to succeed in business, BALA seeks to help students succeed in life in an increasingly business-centered world. Whatever your future goals, BALA can help you achieve them.

### Department Awards

*Mitsui USA Scholarships* are two \$5,000 scholarships that are awarded annually to students enrolled in their last two years of study in the BALA minor. Applicants should show interest in international business and its cultural environment, as demonstrated by their chosen course of study, special research projects or papers, and participation in organizations or events related to international commerce. Other criteria include strong academic performance, financial circumstances, and community activities. Applicants must be U.S. citizens or permanent residents (student visa status not eligible). These scholarships are funded by the Mitsui USA Foundation on behalf of the trading company Mitsui & Co. (USA), Inc.

### REQUIREMENTS FOR THE MINOR IN BUSINESS AND LIBERAL ARTS (MINOR CODE I2)

#### Required (24 credits)

BALA 100, 103W, 165, 302W, and 303; ACCT 100, Financial and Managerial Accounting; CSCI 18, Computers with Business Applications; and ENGL 201W, Essay Writing for Special Fields: Writing for Business.

### 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. BALA 103W and 302W and ENGL 201W each fulfill one unit of the writing-intensive requirement. CSCI 18 fulfills the Abstract or Quantitative Reasoning General Education requirement.

### Eligibility Requirements

Only a limited number of students can be admitted each semester, since we must work within existing faculty resources while maintaining our commitment to small class size. Students will be selected based on grade-point average, a writing sample, and an interview with the director.

### Retention Requirement

Retention in the BALA minor requires maintenance of a 3.0 overall GPA, and a 3.0 GPA in the required BALA courses.

## BUSINESS & LIBERAL ARTS

### Curriculum

Of the eight required courses, four provide an interdisciplinary, conceptual context for linking business and the liberal arts (Introductory Seminar, Law and Ethics of Business, Analytical Problem-Solving and Decision-Making, Critical Thinking in Business); four make explicit how fundamental skills within the liberal arts apply to business (Oral Communication in the Workplace, Computers with Business Applications, Financial and Managerial Accounting, Essay Writing for Special Fields).

### 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. Assignments will include short papers and oral presentations related to the seminar topic. (This course is limited to students enrolled in the BALA minor.)

#### **BALA 103W. Critical Thinking in Business.**

3 hr.; 3 cr. Prereq.: Limited to students enrolled in BALA minor. Introduces students to effective reasoning as used in business. Students will learn how to define issues, ask key questions, clarify assumptions, evaluate evidence, avoid stereotypes, assess risk and opportunity, and resolve conflicts. Examples are selected from domestic and international business contexts.

#### **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 302W. 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 302W. 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 360. Virtual Enterprise.**

3 hr. + 20 additional hr. (field trips to corporate locations and VE Trade Shows); 3 cr. Open to BALA and BBA students with permission of the director of BALA. Technology driven business simulation where students start a business, develop, market and trade virtual products and services in a web-based global marketplace of over 4,000 firms in over 40 countries. In addition to the classroom experience, students will be expected to participate in real, off-campus trade shows with their “virtual” product or service.

**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.

# Byzantine & Modern Greek Studies

*Director:* Christos P. Ioannides

*Program Coordinator:* Effie Lekas

*Advisory Committee:* Bird, Carroll, Frangakis-Syrett, Ioannides, Rodberg

*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.

## Program Awards

Byzantine and Modern Greek Studies offers the *Constantinos D. Paparrigopoulos Prize* for excellence in this subject; and the *Stathis Vaitis Memorial Prize*.

## THE MAJOR

See the box on page 118 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 page 118 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.

## 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. Racial and Ethnic Minorities in Urban America
- URBST 360W. Writing-Intensive Urban Research Workshop (when subject is Greece and/or Cyprus)

## BYZANTINE & MODERN GREEK STUDIES

### REQUIREMENTS FOR THE MAJOR IN BYZANTINE & MODERN GREEK STUDIES (MAJOR CODE 018)

#### 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 four 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.

### REQUIREMENTS FOR THE MINOR IN BYZANTINE & MODERN GREEK STUDIES (MINOR CODE 14)

#### 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 four 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.

#### Additional Electives

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  
CLAS 120. Greek Civilization  
GRKST 202. Selected Topics in Byzantine and Modern Greek Studies  
GRKST 390. Tutorial (on Byzantine and Modern Greek subjects)

#### 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)

## 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.



## BYZANTINE & MODERN GREEK STUDIES

**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:* Wilma A. Saffran

*Graduate Advisors:* A. David Baker (Chemistry),  
Wilma A. Saffran (Biochemistry)

*Department Concentration Advisors:* Cherice Evans, A.  
David Baker

*Summer Session Coordinator:* Susan Rotenberg

*Dept. Office:* Remsen 206, 718-997-4482 or 4191

*Distinguished Professor:* Bittman; *Professors:* Baker, Engel, Gafney, Hersh, Jang, Koeppl, Mirkin, Rotenberg, Streckas; *Associate Professors:* Evans, Saffran; *Assistant Professors:* Chen, Kumar, Liu, McLachlan, Samuni; *Chief College Laboratory Technician:* Badalamenti; *Senior College Laboratory Technicians:* Ezeude, Hassan, Thompson; *HEO:* Subramaniam; *Dept. Secretary:* DiDomenick

*Majors Offered:* Chemistry (State Education Code 26454); BA/MA (State Education Code 02798)

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 or the chemistry and 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 and biotechnology industries, and secondary school teaching. Requirements for a major in several other departments within the Division 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 will now 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 *American Institute of Chemists Award* is a medal awarded on the basis of excellence in scholarship and leadership to students planning careers in chemistry or chemical engineering. 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 *Lenore F. Meadows Memorial Award*, provided by the family, faculty, students, and friends in memory of a faculty member who died in April 1967, consists of books selected by the recipient. The *Merck Index Award* is given to a graduating chemistry major whose qualifications are determined by the faculty of the department. 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 MAJOR

See the box on the next page 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.

Evening students should consult with the evening session coordinator.

## Biochemistry Concentration

The biochemistry concentration is designed to train chemistry majors with an interest in chemical approaches to living systems and health-related problems. See the box on the next page 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.

## 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.

## THE MINOR

See the box on the next page for the specific requirements for the minor.

## CHEMISTRY & BIOCHEMISTRY

### Science Education Minor

Chemistry majors who plan to teach general science and chemistry should consult the science education advisor in the Secondary Education Department (Powdermaker 150, 718-997-5150) on the selection of their advanced chemistry electives.

### 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 of their chemistry concentration requirements in the department.

### COURSES\*

The department offers a number of courses for the entering student.

The sequence CHEM 19, 159, 179 (Basic Chemistry, Basic Organic Chemistry, and Basic Biochemistry) consists of courses tailored for FNES students, but are open to all students, starting with CHEM 19. (Note that CHEM 159 and 179 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 videotapes, computer software, and peer tutoring sessions.

If you are uncertain about which chemistry course is appropriate for you, please consult a department advisor.

\*MAT charges possible.

### REQUIREMENTS FOR THE MAJOR IN CHEMISTRY (MAJOR CODE 020; CONCENTRATION CODE 02A)

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, 251.4, 331.3, 341.3 and 371

**In-depth courses**—CHEM 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

**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

**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 16)

Required: CHEM 113.1, CHEM 113.4, 114.1, 114.4, 251, 252, and either CHEM 313 or 371, and one laboratory course chosen from among CHEM 291, 314, 376, 391, or the equivalent HMNS researchcourse.

**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

**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

## CHEMISTRY & BIOCHEMISTRY

**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 substances from a mixture, and to follow physical and chemical changes during chemical reactions with emphasis placed on direct observation.

**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

**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

**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

**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

**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

**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

**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

**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

**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

**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

**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



## CHEMISTRY & BIOCHEMISTRY

(or MATH 143), and PHYS 145.4 and 145.1; prereq. or coreq.: PHYS 146.4 and 145.1. 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

**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

**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

**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

**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.I–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). Spring

**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.: 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

## CHEMISTRY & BIOCHEMISTRY

such as voltammetry, electrophoresis, and atomic spectroscopy are also covered. Spring.

**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

**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:* Gopal Sukhu (*acting*)

*Department Office:* King 203, 718-997-5570;  
Fax 718-997-5577

*Professors:* Alcalay, Lidov; *Associate Professors:* Cook, McClure, Shu, Sukhu; *Assistant Professors:* Atcil, Chetrit, Kim, Ko, Li, Mackey, Segal; *Administrative Assistant:* Chang; *Professors Emeriti:* Goldsmith, Schoenheim, Solomon, Spectorisky

*Majors Offered:* Ancient Greek (State Education Code 02754), East Asian Studies (State Education Code 02691), Hebrew (State Education Code 02755), and Latin (State Education Code 26467)

## The department offers courses in five areas:

Arabic, Islamic, and Middle Eastern Studies  
Classics, Ancient Greek, and Latin  
East Asian Studies: Chinese, Japanese, and Korean  
Hebrew: Ancient, Medieval, and Modern; Sephardic and Israeli Culture  
Yiddish\*

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 are able to 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. A number of "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, Hebrew, and Latin. Chinese, Japanese, and Korean are part of the East Asian Studies major; Hebrew and Yiddish may also be studied as part of the Jewish Studies major. Students can have 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/HIST 117. 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

\*Admission to this major is no longer being accepted.

## 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. 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:* See department

### COURSE PLACEMENT

Placement in basic language courses is subject to permission of the instructor.

## 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 the next page for the requirements for the major in Middle Eastern Studies.

### 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.

**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



## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### MAJOR IN MIDDLE EASTERN STUDIES (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 (at an appropriate level depending on proficiency).
- 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 255; 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. The Mystical Literature of Islam

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.

#### 5. SENIOR SEMINAR (3 CREDITS)

Either A or B must be satisfied:

- A. Middle Eastern Studies 380. Research Seminar in Middle Eastern Studies
- B. With permission of an advisor, a 300-level course or seminar on a Middle Eastern topic in another department (for example, HIST 339. Palestinian-Israeli Relations, 1967 to the Present)

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.

Middle Eastern and Western original and scholarly 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

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

**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. Prereq.: ENGL 95 or equivalent. 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.

**ARAB 102. Elementary Arabic II.** 4 hr.; 4 cr. Prereq.: ARAB 101 or equivalent. A continuation of ARAB 101.

**ARAB 203. Intermediate Arabic I.** 3 hr.; 3 cr. Prereq.: ARAB 102. A continuation of ARAB 102.

**ARAB 204. Intermediate Arabic II.** 3 hr.; 3 cr. Prereq.: ARAB 203. A continuation of ARAB 203.

### REQUIREMENTS FOR THE MINOR IN ARABIC (MINOR CODE 18)

#### Required

15 credits beyond ARAB 102, of which 6 credits will normally be in language study (ARAB 203 and 204); 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. Programs should be arranged in consultation with the area 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.** 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.)

**ARAB 306. Advanced Arabic.** 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.)

## Classics, Ancient Greek, and Latin

*Coordinator & Advisor:* Joel B. Lidov

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 Ancient Greek and Latin

See the box on the next page for the specific requirements for the majors in Ancient Greek and Latin and the minor in Classical Studies. To be graduated 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.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### REQUIREMENTS FOR THE MAJOR IN ANCIENT GREEK (MAJOR CODE 048)

#### 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 068)

#### 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 17)

#### 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).

**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. (RL, ET, PI)

**CLAS 240. Religion and Philosophy in Classical Greece and Rome.** 3 hr.; 3 cr. An examination of the official state cults, of unofficial forms of worship such as the mystery religions, of the influx and spread of such Oriental deities as Mithra and Isis, and the rise of Christianity. Those Greek philosophical ideas that spread to Rome and frequently supplemented or served in place of religion for some segments of the population are also examined.

**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; an examination of traditional heroic values such as honor and glory; the debate on fate and human free choice; a meditation on human pursuit of knowledge and

technology; a critique of classical Athens as an imperial power; and the representation of women in epic and tragedy.

**CLAS 300. Topics in Classical Studies.** CLAS 300.1–300.3W\*, 1–3 hr.; 1–3 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 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.

**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.

**GREEK 351. Euripides.** 3 hr.; 3 cr. Prereq.: GREEK 252 or two years of high school Greek.

**GREEK 352. Plato.** 3 hr.; 3 cr. Prereq.: GREEK 252 or two years of high school Greek. Readings in the shorter works of Plato.

**GREEK 357. Homer.** 3 hr.; 3 cr. Prereq.: GREEK 252 or two years of high school Greek.

**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

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

advance. Course may be repeated for credit when topic changes. Course may also be given as a tutorial; consult coordinator.

### COURSES IN LATIN

**LATIN 101. Elementary Latin.** 3 hr.; 3 cr.

**LATIN 102. Intermediate Latin.** 3 hr.; 3 cr.  
Prereq.: LATIN 101 or one year of high school Latin. A continuation of LATIN 101.

**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.

**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.

**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.

**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.

## East Asian Studies: Chinese, Japanese, and Korean

*Coordinator & Advisor for Chinese:* Yunzhong Shu  
*Coordinator & Advisor for Japanese:* William McClure

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 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.

### THE MAJOR

See the box on the next page 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



## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### REQUIREMENTS FOR THE MAJOR IN EAST ASIAN STUDIES (MAJOR CODE 032)

#### FOR ALL TRACKS:

Two of the following introductory classes: CMLIT 220W, 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)

---

\*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.

#### 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 Oriental 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 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.

**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, and from ancient times through the medieval period in Japan), with an emphasis on literary, philosophical, and visual culture. No knowledge of Chinese or Japanese 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 and from the Tokugawa period through the twentieth century in Japan), with an emphasis on literary, philosophical, and visual culture. No knowledge of Chinese or Japanese is necessary. EAST 230 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. (RL, WC)

**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 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.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

**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 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.

## 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 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. Prereq.: ENGL 95 or equivalent. 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.

### REQUIREMENTS FOR THE MINOR IN CHINESE (MINOR CODE 19)

#### 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 Chinese 210 and Chinese 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 Business 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.

**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.

**CHIN 201. Intensive Chinese Reading and Writing.** 4 hr.; 4 cr. Prereq.: Fluency in speaking and understanding Mandarin Chinese or a regional dialect, as determined by a placement test or instructor's recommendation. Not open to students who have completed CHIN 101, 102 or 203. A review of basic 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 Mandarin Chinese.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

Completion of this course is equivalent to completion of CHIN 203.

**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.

**CHIN 204. Intermediate Chinese II.** 3 hr.; 3 cr. Prereq.: CHIN 201 or 203 or equivalent. A continuation of CHIN 203.

**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.

**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.

**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.

**CHIN 251. Introduction to Classical Chinese II.** 3 hr.; 3 cr. Prereq.: CHIN 250 or equivalent. A continuation of CHIN 250.

### ADVANCED LANGUAGE AND LITERATURE COURSES

**CHIN 311. Advanced Modern Chinese.** 3 hr.; 3 cr. A continuation of CHIN 204.

**CHIN 312. Advanced Classical Chinese.** 3 hr.; 3 cr. A continuation of CHIN 251.

**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.

**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.

**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.

**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.

**CHIN 320. Chinese Drama.** 3 hr.; 3 cr. Readings in representative twentieth-century Chinese plays.

**CHIN 330. The Chinese Essay.** 3 hr.; 3 cr. Readings in contemporary prose works. Current journalistic writings may be included.

**CHIN 340. Readings from Chinese History.** 3 hr.; 3 cr. Readings in Chinese historical texts; the selections may vary from year to year.

**CHIN 350. Chinese Fiction.** 3 hr.; 3 cr. Readings in twentieth-century Chinese novels and short stories.

**CHIN 358. The Working of the Chinese Media.** 3 hr.; 3 cr. Prereq.: Chinese 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.

**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.

**CHIN 370. Chinese Short Story.** 3 hr.; 3 cr. Readings of classical and modern Chinese short stories.

**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.

### THE MINOR

See the box on this page 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.

Prereq.: ENGL 95 or equivalent. An introduction to the modern language with emphasis on using spoken Japanese in context. Students learn *hiragana* and *katakana*.

**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.

**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.

**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.

**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.

**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.

### REQUIREMENTS FOR THE MINOR IN JAPANESE (MINOR CODE 67)

#### 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.

**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.

**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.

**JPNS 311. Advanced Texts I.** 3 hr.; 3 cr. Reading of selected modern texts with emphasis on expository style.

**JPNS 312. Advanced Texts II.** 3 hr.; 3 cr. Reading of selected modern texts with emphasis on expository style.

## Korean

### COURSES IN KOREAN

**KOR 101. Elementary Korean I.** 4 hr.; 4 cr. Prereq.: ENGL 95. 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.

**KOR 102. Elementary Korean II.** 4 hr.; 4 cr. Prereq.: KOR 101 or equivalent. A continuation of KOR 101.

**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.

**KOR 204. Intermediate Korean II.** 3 hr.; 3 cr. Prereq.: KOR 203 or equivalent. A continuation of KOR 203.

**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.

#### REQUIREMENTS FOR THE MINOR IN KOREAN

##### 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.

## Hebrew Language and Culture

*Coordinator & Advisor:* Ammiel Alcalay

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 the next 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 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. (RL, WC)

**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.

**HEBRW 250W. Biblical Narrative and Poetry in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. An exploration of literary and textual questions in the Hebrew Bible, with special attention to the stories of creation, the stories of the Hebrews, and the rise of King David (in Genesis and the books of Samuel). Topics of study may include narrative and character development, repetition (of events, plots, formulae) and type scenes, the relationship between law and narrative, forms of poetic writing, and the use of the stories in later literature. All texts are in English; no prior knowledge of the Hebrew Bible is required.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

### 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 Biblical and Rabbinic texts. For students who have completed two years of college-level study (or its equivalent) or who have attained proficiency in modern Hebrew without practice in Biblical and Rabbinic texts.

**HEBRW 311. Hebrew Conversation.** 3 hr.; 3 cr.  
Prereq.: HEBRW 204 and permission of the instructor.†

**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.

### REQUIREMENTS FOR THE MAJOR IN HEBREW (MAJOR CODE 054)

#### 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 23)

#### 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.

**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.

**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.

**HEBRW 362. Hebrew Root Studies.** 3 hr.; 3 cr.  
Prereq.: One course in Biblical literature.

### 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.

† Offered either Fall or Spring.

†† May be offered.

## CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

**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.

**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. Readings of Israeli newspapers and journals, listening to Israeli radio, watching television in Hebrew, and browsing the Hebrew web. Students will learn the language of Hebrew journalism and the history and politics of Israeli media today: right/left, east/west, religious/secular, and more. Students will learn to write, record, and/or videotape an op-ed piece and publish it online.

**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.

**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.

## Yiddish\*

*Coordinator & Advisor:* Emanuel S. Goldsmith

The department offers courses in Yiddish language, literature, and culture, including courses in English translation. The courses in Yiddish language aim to develop students' ability to read, write, comprehend, and speak Yiddish. These courses also introduce students to the history of the Yiddish language and its literature and to major themes of the Jewish experience. The literature and culture courses, some of which are offered in English, seek to deepen students' knowledge of those significant aspects of Jewish civilization which, during the past thousand years, found expression in the Yiddish language. Advanced courses are intended for students with interest in Yiddish teaching, scholarship, and journalism, as well as for those interested in other Jewish studies, including Hebrew language and literature, Jewish history, Jewish thought, and the sociology of the Jewish community. Students are encouraged to partake of the rich Yiddish cultural life of New York City and to participate in the program of the Yiddish Culture Club at Queens College.

### Study Abroad

The department encourages and offers credit for Yiddish studies pursued at accredited institutions of learning in Europe and Israel.

### Course Placement

Students who already have a background in Yiddish should consult the coordinator for correct placement.

---

\*Admission to this major is no longer being accepted.



## 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 156. Jewish Thought and Modern Yiddish Literature.**

3 hr.; 3 cr. The influence on modern Yiddish literature of the major Jewish ideologies in Eastern Europe and in the West. The course will explore the expressions in Yiddish literature of various intellectual currents from the Haskalah to the present.

#### **YIDD 161. The Culture of East European Jewry.**

3 hr.; 3 cr. An introduction to East European Jewish civilization from the sixteenth century to the Holocaust. Topics discussed include: origins of East European Jewry, the traditional lifestyle, Yiddish language and literature, Hasidism, Haskalah, origins of modern Hebrew literature, the Mussar Movement, Jewish socialism, and Zionism.

**YIDD 172. Hasidism and Jewish Mysticism.** 3 hr.; 3 cr. Hasidism and its influence, including the sources of Jewish mysticism in the Bible and the Talmud; Hasidism as folk mysticism; Hassidic motifs in modern Yiddish and Hebrew literature.

#### **YIDD 176. The Literature of the Holocaust.**

3 hr.; 3 cr. The experiences of European Jewry during the Second World War and the years leading up to it as reflected in Yiddish literature. The course will explore such topics as genocide, ghetto life, concentration camps, Jewish resistance and escape, the response of the Western world and the Soviet Union.

**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.

### **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.

**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.

**YIDD 203. Intermediate Yiddish I.** 3 hr.; 3 cr. Prereq.: YIDD 102 or equivalent. Reading and interpretation of literature, writing, speaking, aural comprehension. Outside reading in Yiddish and in English will introduce the student to some of the major figures in Yiddish literature.

**YIDD 204. Intermediate Yiddish II.** 3 hr.; 3 cr. Prereq.: YIDD 203 or equivalent. Readings in modern Yiddish literature. Outside reading in Yiddish and in English will further introduce the student to the major figures in Yiddish literature. YIDD 203 and 204 serve not only to train students in language, but also to acquaint them with some of the major Yiddish writers.

**YIDD 210. Intermediate Conversational Yiddish.** 3 hr.; 3 cr. Prereq.: YIDD 102 or permission of the instructor.

### *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.††

# College English as a Second Language

*Director:* Howard H. Kleinmann

*Office:* Kiely 227, 718-997-5670

*Lecturers:* Brandman (English), Goldhaber (English);

*Adjunct Lecturers:* Berman, Horowitz, Small, Steiner

These courses are designed to meet the English language needs of limited English proficiency students who have not passed the CUNY/ACT tests in reading and writing.

Students must see the CESL director before registering for any 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:* Ali Jimale Ahmed

*Advisors:* Ahmed, Carroll, Khalil, Martin, Rupprecht, Winks

*Department Office:* Kissena 259, 718-997-5690

*Professors:* Ahmed, Carroll; *Associate Professors:* Khalil, Martin, Rupprecht; *Assistant Professor:* Winks; *Department Secretary:* Hung

*Major Offered:* Comparative Literature (State Education Code 02766)

The comparative literature program includes courses taught by faculty from all the language and literature departments and from 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. Majors can prepare for graduate study and work in such fields as law, education, publishing, writing, and translation. Because major requirements overlap with those of English and the foreign languages, comparative literature is 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.

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.

## Course Offerings

Comparative literature courses fall into three groups: general literature, genre and criticism, and advanced seminars.

**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.

## REQUIREMENTS FOR THE MAJOR IN COMPARATIVE LITERATURE (MAJOR CODE 024)

### Concentration in Foreign Language 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

- 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.

## REQUIREMENTS FOR THE MINOR IN COMPARATIVE LITERATURE (MINOR CODE 29)

### Required

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 101 and 102 will not count toward the minor.

## COMPARATIVE LITERATURE

**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 101, 101W. Great Books I.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introductory course that presents some of the major works forming a common source and reference for western literature and culture. Readings will include works from among the following: the *Epic of Gilgamesh*, the Bible, Homer, Virgil, the Greek tragedies, the *Bhagavad Gita*, Plato, St. Augustine, *Everyman*, and Dante. Priority in registration given to freshmen. (RL, WC, PI) Fall, Spring

**CMLIT 102, 102W. Great Books II.** 3 hr.; 3 cr. Prereq.: ENGL 110. Masterpieces of western literature from the Renaissance to modern times. Readings include works from among the following: Rabelais, Shakespeare, Molière, *Candide*, *Gulliver's Travels*, Goethe's *Faust*, and more recent works. (RL, WC) 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 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.

### 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.

**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.††

† Offered either Fall or Spring.

†† May be offered.



## COMPARATIVE LITERATURE

**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.

**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.

**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.

**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.

**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.

**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.

**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

## COMPARATIVE LITERATURE

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.

### **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.

### **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:* Brown, Goldberg, Kong, Phillips, Ryba, Sy, Vickery, Waxman, Whitehead; *Associate Professors:* Boklan, Chen, Gross, Huenerfauth, Obrenić, Xiang, Yuan; *Assistant Professors:* Huang, Ji, Rosenberg, Yukawa; *Lecturers:* Fluture, Lord; *Department Secretaries:* Slaughter, Vasquez; *System and Network Staff:* Chen

*Majors Offered:* Computer Science (BS: State Education Code 93111; BA: State Education Code 02706; Accelerated BA/MA: State Education Code 19797)

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 do not want to major or minor in computer science, 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.

## COMPUTER SCIENCE

### REQUIREMENTS FOR THE MAJORS IN COMPUTER SCIENCE

#### BACHELOR OF ARTS DEGREE (MAJOR CODE 026)

##### Core Requirements

CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343, and 370.

##### Elective Requirements

9 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 or science requirements for the major: BIOL 330; MATH 202, 223, 224, 231, 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.

Self-study language courses may not be used to satisfy this requirement. 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.

##### Science Requirement

PHYS 145 (lecture and lab) and 146 (lecture and lab), or PHYS 103 and 204, or BIOL 105 and 106, or CHEM 113 (lecture and lab) and 114 (lecture and lab).

#### BACHELOR OF SCIENCE DEGREE (MAJOR CODE 027)

**Core Requirements:** CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343, and 370.

**Elective Requirements:** 15 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.

Self-study language courses may not be used to satisfy this requirement. 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.

**Science Requirements:** PHYS 145 (lecture and lab), 146 (lecture and lab), and 204; or PHYS 103, 204, and either PHYS 225 or 227; or PHYS 103 and 204 and BIOL 105 and 106; or PHYS 103 and 204 and CHEM 113 (lecture and lab) and 114 (lecture and lab).

*Note:* A Physics course (PHYS 225 or 227) can only be used either as a computer science elective or as part of a physics sequence to satisfy the science requirement.

#### REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE (MINOR CODE 31)

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 15)

CSCI 12, 80, 111, and four additional 3-credit courses numbered CSCI 81–199.

#### REQUIREMENTS FOR THE MINOR IN COMPUTATIONAL LINGUISTICS

*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.

#### REQUIREMENTS FOR THE MINOR IN FINANCIAL MODELING

*CS majors:* ACCT 123; BUS 105, 241, 350, 352, and 353; ECO 386; CSCI 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 88, 111, 120, 212, 314, 331, and 365; MATH 231; ECO 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

### COURSES

**CSCI 12. Understanding and Using Personal Computers.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: Two and one-half years of high school mathematics, including intermediate algebra (or equivalent). Hands-on introduction to computers, computation, and the basics of computer hardware and software. Students will have experience during the instructed microcomputer lab with a number of software environments including an operating system, a word processor, a spreadsheet, and a database package. The course will focus on problem-solving and programming within the context of these packages. In addition, students will acquire the skills needed to learn other software packages on their own. Not open for credit to students who have taken CSCI 18.

**CSCI 18. Computers with Business Applications.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: Admission to the Business and Liberal Arts minor or the business administration major. Fundamentals of using the operating system and application software. Business-oriented uses of software applications including: word processing, spreadsheets, presentations, and database management. Emphasis on realistic situations and problem-solving strategies used in business. An important part of the course is a research project/presentation of topics involving current issues arising from the use of computer technology in a business environment. Some sections will be limited to those admitted to the major in business administration, and others will be limited to those admitted to the minor in Business and Liberal Arts (BALA).

**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.

**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.

## COMPUTER SCIENCE

**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.** CSCI 90.1, 1 hr.; 1 cr., CSCI 90.2, 2 hr.; 2 cr. CSCI 90.3, 3 hr.; 3 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. (NS)

**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 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.

**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. (SQ)

**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.

**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.

**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.

**CSCI 280. Self-Study Programming.** 3 hr.; 1 cr. Prereq.: CSCI 313. Self-study and mastery of a programming language or package through reading and practice. Students should consult the department at the beginning of the semester for reading materials and assignments. May be repeated for a maximum of five credits provided the topic is different.

**CSCI 310. WWW Programming.** 1 hr.; 1 cr. Prereq.: Permission of the instructor. Students will learn to do server-side programming for web pages through hands-on assignments. Topics include the Common Gateway Interface (CGI), UNIX scripts in PERL, Javascript, image manipulation, and text scanning. May not be used as an elective for the computer science major.

## COMPUTER SCIENCE

**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 220 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.

## COMPUTER SCIENCE

**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 211 and MATH 201. Numerical methods and efficient computation, approximation, and interpolation. Computer solution of systems of algebraic and ordinary 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.** CSCI 381.1–381.4, 1–4 hr.; 1–4 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 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.



## COMPUTER SCIENCE

**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:* Tesfaye Asfaw

*Office:* Frese 213, 718-997-2850

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:* Charles Repole

*Department Office:* Rathaus 213, 718-997-3090

*Professors:* Critchell, Einhorn, Feiner, Malone, Repole;

*Associate Professor:* Hauptman; *Assistant Professors:*

Healey, Mills, Profeta, Weeks; *Lecturers:* Feldstein,

Greenberg; *Adjunct Professor:* Jackson-Achacoso;

*Adjunct Associate Professor:* Pereira; *Adjunct Assistant*

*Professors:* Dolman, Rowe, Waldinger, Webb;

*Adjunct Lecturers:* Boodaghian, Ceccon, Cox-Evans,

Davis, Fittante, Schwab, Vuolo; *Senior Laboratory*

*Technician:* Carhart; *College Laboratory Technician:*

Rosenberg; *Department Secretary:* Stahl; *Professors*

*Emeriti:* Carlson, Gasper, Keene, Matthews

*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*

## REQUIREMENTS FOR THE MAJORS DRAMA AND THEATRE (MAJOR CODE 028)

### Required

At least 36 credits, which must include DRAM 101; 201 and 202; one of the following: DRAM 203, 204, or 308; 111; 115; 318 or 319; 100 or 121; 230 or 231; and 9 elective credits.

## DANCE (MAJOR CODE 102)

### 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.

*Transfers:* No more than six transfer credits may be applied to the major or minor.

*Award*, for a distinguished student going on to graduate studies in dance; the *Edward M. Greenberg Award*, for 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.

## REQUIREMENTS FOR THE MINORS DRAMA AND THEATRE (MINOR CODE 33)

### 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 34)

### 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.

## THE MAJORS AND MINORS

See the box on this page for the specific requirements for the majors and minors.

## 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. (AP) Fall, Spring

## DRAMA, THEATRE & DANCE

**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.

### *Play and Performance, History, and Criticism Courses*

**DRAM 101. Play and Performance: Introduction.** 3 hr.; 3 cr. A study of plays and playwrights with particular attention to the relationship between text and performance. (AP) Fall, Spring

**DRAM 110. Musical Theatre Workshop I.** 3 hr.; 3 cr. Practice of basic performance techniques, including auditioning, for the performer in musical theatre.

**DRAM 201. History of Theatre from Antiquity to the Renaissance.** 3 hr.; 3 cr. A study of plays with special reference to the history of theatre architecture, scene design, and acting. Fall

**DRAM 202. History of Theatre from the Renaissance.** 3 hr.; 3 cr. A study of plays with special reference to the history of theatre architecture, scene design, and acting. Spring

**DRAM 203. Play and Performance: Modern Theatre.** 3 hr.; 3 cr. A study of plays, theatres, and production practices of the latter part of the nineteenth century and the early part of the twentieth century through World War II, with particular emphasis on production theory and the development of representative styles of drama and theatre.

**DRAM 204. Play and Performance: Contemporary Theatre.** 3 hr.; 3 cr. Study of plays, theatres, and production practices since World War II; particular emphasis on performance, theory, and the development of representative styles of contemporary drama and theatre.

**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 308. Studies in Play and Performance.** 3 hr.; 3 cr. Prereq.: Junior or senior standing and permission of the department. Topic varies from semester to semester. Advanced study of one or more playwrights, theatre companies, theatrical theories, or methods. May be repeated for credit if a different topic is studied.

**DRAM 309. Studies in Theatre History.** 3 hr.; 3 cr. Advanced study of a particular period of theatre history. Topic will vary from semester to semester. May be repeated for credit if a different topic is studied. Spring

### *Design and Technical Courses*

**DRAM 111. Introduction to Design for the Theatre.** 3 hr.; 3 cr. Analysis of design elements as they apply to stage scenery and costumes. Projects developed in various media for selected plays. (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 155. Theatrical Texts and Times.** 3 hr.; 3 cr. Connection of dramatic literature from various time periods with the culture and beliefs of people who lived during those times. Reading and analyzing plays written by Christopher Marlowe and several early plays of William Shakespeare with the opportunity to handle Elizabethan text by performing monologues and scenes; familiarization with Elizabethan society and the issues facing the playwrights who wrote during that era. (AP)

**DRAM 211. Scenic Design I.** 3 hr.; 3 cr. Prereq.: DRAM 111 or ARTS 260 or permission of the department. Students will design stage scenery for plays, operas, and musical theatre. Fall

**DRAM 312. Scenic Design II.** 3 hr.; 3 cr. Prereq.: DRAM 211 or permission of the department. Students will design stage scenery for multiscene productions including operas, musicals, and at least one play by Shakespeare. Spring

**DRAM 213. Costume Design I.** 3 hr.; 3 cr. Prereq.: DRAM 111 or FNES 157 or ARTS 260 or permission of the department. Projects in costume design for plays, operas, musical theatre, and dance performances. The course deals with earlier periods of theatrical history. Fall



## DRAMA, THEATRE & DANCE

**DRAM 314. Costume Design II.** 3 hr.; 3 cr. Prereq.: DRAM 111 or FNES 158 or ARTS 260 or permission of the department. Projects in costume design for plays, operas, musical theatre, and dance performances. Continues from the periods covered by DRAM 213 to contemporary theatre. May be taken independently of DRAM 213.

**DRAM 215. Theatre Lighting 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 316. Theatre Lighting II.** 3 hr.; 3 cr. Prereq.: DRAM 215 or permission of the department. Advanced study of color, optics, and production for the stage. Emphasis on lighting design, script analysis, plotting, cueing. Spring

**DRAM 318. Projects of Theatre Design.** 3 hr.; 3 cr. Prereq.: DRAM 111 and permission of the department. Advanced individual projects in design of stage scenery, lighting, or costumes that may involve the execution of a Queens College production. May be repeated for credit if a different project is undertaken. Fall, Spring

**DRAM 319. Projects in Technical Theatre.** 3 hr.; 3 cr. Prereq.: DRAM 115 and permission of the department. Projects in technical theatre. 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. (AP)

**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.

**DRAM 222. Acting II.** 3 hr.; 3 cr. Prereq.: DRAM 121 and permission of the department. Scene analysis and performance, audition techniques, and the preparation and presentation of monologues.

**DRAM 323. Acting III.** 3 hr.; 3 cr. Prereq.: DRAM 222, audition, or permission of the department. Character study, script interpretation, role preparation, and scene work.

**DRAM 324. Acting IV.** 3 hr.; 3 cr. Prereq.: DRAM 323, audition, or 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 performance. Fall

**DRAM 328. Physical Training for the Actor II.** 3 hr.; 3 cr. Prereq.: DRAM 121, 227, or permission of the department. Continuation and expansion of physical techniques studied in DRAM 227, as well as improvisation, movement, and mime.

**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

**DRAM 231. Introduction to Directing.** 3 hr.; 3 cr. 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. Intermediate Directing.** 3 hr.; 3 cr. Prereq.: DRAM 231 and permission of the department. Continuation of the 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

**DRAM 333. Advanced Directing.** 3 hr.; 3 cr. Prereq.: DRAM 332 and permission of the department. Advanced projects in directing a full-length play, which might involve directing a major production in Goldstein Theatre. May be repeated for credit if different work is involved. Spring

### *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

## DRAMA, THEATRE & DANCE

**DRAM 248. Black Drama Workshop.** 3 hr.; 3 cr. The production of a play or plays dealing with the black experience. Spring

**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. (AP, WC)

**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 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. (CV)

### *History, Criticism, Theory, and Education Courses*

**DANCE 350. 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 351. 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.

## DRAMA, THEATRE & DANCE

**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.

**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.

## DRAMA, THEATRE & DANCE

**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

*Chairperson:* Allan Ludman

*Undergraduate Advisors:* Jeffrey Bird (Environmental Science and Environmental Studies), Ashaki Rouff (Geology)

*Department Office:* Science Building D216,  
718-997-3300

*Distinguished Professor:* Hendrey; *Professors:* Coch, Hemming, Ludman, Markowitz, McHugh, Morabia, Zheng; *Associate Professors:* Brock, Pekar, Stewart; *Assistant Professors:* Bird, Blanford, Eaton, O'Mullan, Rouff, Yi; *Higher Education Associate:* Peter Schmidt; *Research Associate and Senior College Laboratory Technician:* Balestra; *Department Secretary:* Schultz; *Professors Emeriti:* Alexandrov, Brueckner, Finks, Mattson, Schreiber, Speidel, Thurber

*Majors Offered:* Geology (State Education Code BS: 82333; BA: 26456); Environmental Sciences with Concentration in Geology (BA: 21974; BS: 21975); Environmental Studies (BA: 21980)

The major concentrations in the School of Earth and Environmental Sciences prepare students for graduate and professional careers in the geosciences, environmental sciences, and related industrial areas, and for secondary education careers in earth science, geology, or natural sciences. Courses also provide a background in environmental sciences and studies for students of other natural and social sciences, and broaden the general background of students in all disciplines.

## Awards

The School of Earth and Environmental Sciences confers the *Lt. George C. Gierak Memorial Award*,

in memory of a former president of the Geology Club, who gave his life for his country. The *Geology Club of Queens College Award* is given by the club to the undergraduate geology major with the second highest scholastic average. The *Queens College Economic Geology Club of the American Institute of Mining Engineers* presents an award to the graduating geology major showing achievement both scholastically and in the field of economic geology. The *Walter S. Newman Memorial Scholarship*, donated by the family and friends of the former professor and chair of the department, is a cash award given annually to a promising student to help defray the cost of field camp.

## THE MAJORS AND MINORS

The school offers a major in geology, a minor in geology, and two interdisciplinary majors — environmental sciences and environmental studies. BA and BS degrees are available in all the majors except environmental studies (BA only). Students planning to major in one of 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 minor.

### Earth Science Education Minor

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 3. The Physical Environment.** 3 hr.; 3 cr. The use and misuse of the atmosphere, the oceans, surface and underground water supplies, soils, and mineral deposits. Fall, Spring

**GEOL 6. The Fossil Record.** 2 lec., 1 rec. hr., field trips; 3 cr. The study of fossils as they relate to the history and evolution of life on Earth; to geological time; to ancient environments and climates.††

**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. (NS) Fall, Spring

**GEOL 9. Environmental Issues.** GEOL 9.2, 2 hr.; 2 cr., GEOL 9.3, 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

---

\*MAT charges possible.

## SCHOOL OF EARTH & ENVIRONMENTAL SCIENCES

### REQUIREMENTS FOR THE MAJORS IN GEOLOGY

Both the BA and BS are offered in geology.

**The BA in Geology (Major code 044)** requires completion of GEOL 101, 102, 201, 202, 208, 213, 214, 216, 239W, 361, and 370; MATH 141 or 151, CHEM 113.4 and 113.1; PHYS 145.4 or 121.4; CSCI 12; and a course in statistics. Students planning to attend graduate school in geology are strongly advised to take a course in Optical Mineralogy (GEOL 721) in their senior year.

**For the BS in Geology (Major code 045)**, students must satisfy the requirements for the BA; complete MATH 152 (or equivalent), CHEM 114.4 and 114.1; PHYS 146.4 or 122.4; and have a total of at least 64 credits in courses applicable to the majors in biology, chemistry, computer science, geology, mathematics, and physics.

### ENVIRONMENTAL SCIENCES

#### Environmental Sciences

The interdisciplinary BA in Environmental Science (**Geology concentration Major code 110**) 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, 370, 383; ENSCI 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 (**Geology Concentration Major code 111**) the student must satisfy the requirements for the BA and complete

1. MATH 114 (or equivalent);
2. the second semester of three of the required introductory Mathematics and Science courses listed for the BA (GEOL 102, BIOL 106, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1);
3. one additional 200-level Core Course; and
4. two additional 300-level Advanced Courses.

#### ENVIRONMENTAL STUDIES (MAJOR CODE 116)

The interdisciplinary major (BA) in Environmental Studies requires the following courses: ENSCI 100 and 112; URBST 252 and 372; and either ENSCI 373 or URBST 373. Additionally, students will choose six electives from the following list, at least two of which must be in the Natural Sciences. The list of acceptable electives will be expanded as new courses are developed. Other electives may be selected with the approval of advisors from the School of Earth and Environmental Sciences or the Urban Studies Department.

**Natural Sciences:** BIOL 106 (prerequisite BIOL 105), CHEM 240 (prerequisite CHEM 113), ENSCI 200 (prerequisite CHEM 113.4), ENSCI 373, ENSCI 383, GEOL 101

**Social Sciences/Humanities:** ANTH 270, 302, ECON 228 (or 228W), ENGL 327, 327W, PHIL 125, PSCI 287, URBST 141, 207, 235 236, 253, 254, 258, 373

### REQUIREMENTS FOR THE MINOR IN GEOLOGY (MINOR CODE 44)

GEOL 100 and any five courses numbered above GEOL 200.

### MINOR IN ENVIRONMENTAL SCIENCE

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 popular 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 & .1 (5 cr.)
3. Two additional courses numbered above ENSCI 200 or above GEOL 101.

impact on global environmental problems are examined from both scientific and social points of view. Field trips may be scheduled.

**GEOL 11. Survey of Atmospheric Science.** 3 hr.; 3 cr. An introduction to weather and climate for students competent in high school science. Not open to students who have taken GEOL 342. (NS) Fall, Spring

**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. (NS)

**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. (NS) 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

## SCHOOL OF EARTH & ENVIRONMENTAL SCIENCES

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. (NS) 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.††

**GEOL 55. Physical Environment of Long Island.** 5 field trips; 1 cr. A field course stressing the physical geography of our local area. Study sites include urban Queens, Caumsett State Park, Fire Island National Seashore, and the Pine Barrens of central Long Island and Montauk Peninsula. Particular emphasis on the origins of land-forms and changing human/land relationships through time. Field trip fee will be required.

**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.

### **Introductory Courses**

**GEOL 100. Introduction to Geology.** 3 lec., 3 lab. hr.; 4 cr. Composition of the Earth; interior and surface

processes; history of the Earth and evolution of life within the context of plate tectonics; relationships of humans and our environment. Required field trip(s). Fall, Spring

**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). (NS+L) 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

### **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 201. Earth Materials I.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102. The first course in a two-semester study of Earth materials. Minerals: structures, chemistry, and classification. Igneous rocks and their metamorphic equivalents. Field trip(s).

**GEOL 202. Earth Materials II.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 201. The second course in a two-semester study of Earth materials. Sediments and soils; sedimentary rocks and their metamorphic equivalents. Field trip(s).

**GEOL 208. Surficial Processes and Products.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102. An Earth systems approach to geologic, climatic, and biological factors influencing the development of terrestrial and coastal sediments; evolution of landscapes emphasizing interactions between humans and geologic processes. Field trip(s).

**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 213. Sedimentation and Stratigraphy.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102. The study of sediments and the stratigraphy of sedimentary rocks utilizing physical, chemical, and biological methods. Field trip(s).

**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 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 237. Origins and Uses of Earth Materials.** 2 lec., 1 rec., 2 lab. hr.; 4 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102. Recognition of common rock-forming minerals, rock fabric variation, and the implications with respect to origin of various combina-

## SCHOOL OF EARTH & ENVIRONMENTAL SCIENCES

tions provides the framework for examining the physical and chemical properties of Earth materials. These properties in turn have been of value and use to society. How? Why? When? Where? Changes over time as modified and controlled by availability, accessibility, and aesthetics is a key component, with special emphasis on experiments and exercises that illustrate various points.

**GEOL 239W. Evolution of Ecosystems.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101; prereq. or coreq.: GEOL 102. Paleontological evidence for the development of the biosphere through geologic time; reconstruction of food webs, population dynamics, ecological succession, natural selection, functional morphology, and the response to environmental change. Field trip(s).

**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 335. Petrography and Petrology.** 4 lec., 3 lab. hr.; 5 cr. Prereq.: GEOL 232 or permission of the department. The description, analysis, and identification 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 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 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. Fall, Spring

## ENVIRONMENTAL SCIENCE COURSES *Introductory Courses*

**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



## SCHOOL OF EARTH & ENVIRONMENTAL SCIENCES

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. (NS+L, US)

### **ENSCI 111. 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).

### **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.

### **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 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.

#### **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.

## 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.**

ENSTD 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:* John Devereux

*Asst. Chair for Economics:* Zadia Feliciano

*Asst. Chair for Business:* David Gabel

*Department Office:* Powdermaker 300,  
718-997-5440; Fax 718-997-5466; e-mail:  
economics@qc.cuny.edu

*Distinguished Professor:* Riskin; *Professors:*

Devereux, Edelstein, Gabel, Gram, Hendrey, E., Kaufmann, H. (Dir., European Union Studies Ctr., CUNY Grad. Ctr.); *Associate Professors:* Belfield, Dohan, Edwards, Feliciano, Kelly, Nix, Wang; *Assistant Professors:* Cummins, Liu, Ortega, Roff, Sokalska, Ussher, Zhao; *Distinguished Lecturer:* Coogan-Pushner; *Lecturers:* Bradbury, Marshall, Withanachchi; *Adjunct Professors:* Franko, Kohn, Li, Linden, Ntoko, Paizis, Rezvani; *Adjunct Assistant Professors:* Balsam, Guha; *Adjunct Lecturers:* Agyepong, Anzel, Bossie, Buchholtz, Cheloukhine, Debora, Farber, Guo, Huang, Hull, Hwang, Jiang, Levine, Ma, Malin, Marest, Marketakis, Mijares, Miller, Mitchell, Movsesyan, Munenzon, Myrthil, Nandi, Sanford, Shuster, Silatchom, Tenenbaum, Wang, Ward, Wayman, Webster, Weinman, Wu Lohez, Yan, Zweig; *Graduate Teaching Fellows:* Peck, Taspinar, Unuigbe; *Professors Emeriti:* Eilbott, Franklin, Greenfield, Levenson, Roistacher, Solon, Tabb; *Department Secretaries:* Cofresi, Hernandez-Spano

*Majors Offered:* BA in Economics (State Education Code 26458); BBA in Finance (State Education Code 27978); BBA in International Business (State Education Code 27979); BBA in Actuarial Studies for Business (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. In recent decades, 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.

Economics majors are taught economic theory, statistical methods, and analytical skills to evaluate the impact of economic policy. Courses in economics prepare the student for graduate work in economics, business, and public administration; and for professional schools such as law, journalism, and social work. Our majors acquire skills that allow them to work successfully in government, financial services, insurance, business, and health administration. Training in economics also helps to prepare those who want to teach economics or social studies on a secondary level or who wish to do economic research.

Students who plan to pursue graduate work in economics, statistics, and business administration should also take courses in mathematics. Most graduate schools require as a minimum MATH 151 and 152.

## Department Awards

The Economics Department offers the following awards: the *Barham Scholarships*; the *Steve E. Burdman Memorial Award*, given by the Delta Chapter of Omicron Delta Epsilon to a graduating economics

major who is also an active member of Omicron Delta Epsilon, for a combination of scholastic achievement and service; the *Persia Campbell Award*, given for an outstanding undergraduate research paper in economics; the *Economics Department Faculty Award*, given for outstanding contribution in the classroom; the *Arthur D. Gayer Memorial Award*, awarded to a graduating senior who has concentrated in economics and has achieved a record of superior scholarship in this field; the *M. Anne Hill Award*; 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); the *Wall Street Journal Student Achievement Award*, presented to an economics major with a record of superior scholarship (preference will be given to students planning graduate work in management or public administration); 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: 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 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 courses; and (4) obtain an A– or better in ECON 392W (or 392W plus 134W or 135W).

## ECONOMICS

### **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 the 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 the 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 the Actuarial Studies for Business Majors.

## **THE ECONOMICS MAJOR**

See the box on the next page for the specific requirements for the major.

- 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 205 and 206 by the start of their junior year must take ECON 205 and 206 during their junior year. If neither ECON 205 nor 206 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.

### **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 205 or 225, 206 or 226, and 382 must be part of the 30 credits in economics.

## **THE ECONOMICS MINOR**

See the box on the next page 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.

### **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**

Students meet during the semester, share ideas, schedule presentations, and make 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 Harvey Gram.

## **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. 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.

## ECONOMICS

### REQUIREMENTS FOR THE MAJOR IN ECONOMICS (MAJOR CODE 034)

**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 BUS 385). ECON 101 or 103, 102 or 104, 205 or 225, 206 or 226, and 249 and 382 are required of all majors. Students are also required to take at least one of the following writing-intensive economics courses in economic history or economic thought: ECON 203W, 222W, 223W, 224W and/or 229W. 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 205 or 225, ECON 206 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 205 and 249. Equivalents 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 36)

**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 205 or 225, 206 or 226, or 249; and two additional economics or business courses.
- 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 205 or 225, 206 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.

### 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 18; ECON 101, 102, and 249 (*or* MATH 241\*); MATH 131\*\* (*or* 141, *or* 151, *or* 157).

#### Social and Ethical Aspects of Business Ethics

PHIL 104 (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 140; CONCENTRATION CODE 10A)

**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, 350, and 351.

**Two electives:** Chosen from BUS 250 (*or* ACCT 350) 352, 353, and 354; ECON 215, 220, and 229.

### ADDITIONAL REQUIREMENTS FOR THE INTERNATIONAL BUSINESS MAJOR (MAJOR CODE 141; CONCENTRATION CODE 10B)

**Required: 15–21 credits**

ECON 205 or 225, 206 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): List of electives available from the Economics Department or on the BBA website.

### ADDITIONAL REQUIREMENTS FOR THE ACTUARIAL STUDIES FOR BUSINESS MAJOR (MAJOR CODE 142)

**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 166. 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. The Finance major has two concentrations: Corporate Finance or Investments/Chartered Financial Analyst (CFA).<sup>†</sup> Requirements for each of these majors are listed in the box on page 166.

### 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 choose from two concentrations: the Corporate Finance Concentration or the Investments/Chartered Financial Analyst<sup>®</sup> Concentration, the only program of its kind in New York. 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 demands of global trade, the increase in complex financial instruments, and changing federal and state laws and regulations have caused an increase in the need for finance professionals. The Investments/CFA<sup>®</sup> Concentration prepares students to take the Chartered Financial Analyst (CFA)<sup>®</sup> examination. This concentration, which offers the opportunity to construct a career path based on the CFA<sup>®</sup> body of knowledge, should appeal to students who wish to pursue an intensive course of study focusing on investments and portfolio management.

### 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 an excellent grounding in business skills through the business fundamentals courses.

---

<sup>†</sup>Offered either Fall or Spring.

<sup>††</sup>May be offered.

## ECONOMICS

### 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 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 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 205. 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 206. 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 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-

## ECONOMICS

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.††

**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 217. Public Finance.** 3 hr.; 3 cr. Prereq.: ECON 205 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 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 205,

## ECONOMICS

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 205 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 206 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 206 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

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 240. Industrial Organization.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; 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 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 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 131 or equivalent. 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 326. International Economics.** 3 hr.; 3 cr. Prereq.: ECON 205 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 206 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 344. Marketing Research.** 3 hr.; 3 cr. Prereq.: ECON 243 and 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;



## ECONOMICS

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.

**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 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.††

**ECON 390, 390W. Research Methods in Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103, 102 or 104, 205 or 225, 206 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.)††

**ECON 392W. Honors Seminar.** 3 hr.; 3 cr. Prereq.: ECON 205 or 225, ECON 206 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.

## ECONOMICS

**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 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.: BUS 350. 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 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 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.

## ECONOMICS

**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.)<sup>††</sup>

**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.

# Division of Education

*Acting Dean:* Craig Michaels

*Director of Accreditation and Assessment:* Linda Amerigo-Piccolo

*Program Accreditation and Clinical Experience Coordinator:* Sonia Rodrigues

*Assessment Coordinator:* Beata Breg

*Director of Office of Teacher Certification and Career Placement and Title II Coordinator:* Christine Howard

*Coordinator of Special Projects:* Devi Basdeo

*Communications and Publications Coordinator:* Ericka Douglas

*Accreditation Coordinator:* Victoria Dell'Era

*Manager of Programs, Enrollment, and Retention:* Clarice Wasserman

*Divisional Administrative Assistant and Budget Manager:* MaryAnn Watch

*Divisional Secretary:* Lynne Bellantuono

*Office:* Powdermaker 100, 718-997-5220;  
*Fax:* 718-997-5222

Queens College offers undergraduate programs that prepare students for teaching elementary, middle, and high school levels.

All programs in the Division of Education are approved by the 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.

Matriculation for the Master of Science in Education degree is open to recipients of the baccalaureate degree from approved colleges who have completed an approved undergraduate education sequence. Post-baccalaureate programs are available for those students whose undergraduate preparation lacks the necessary education background. For further information, see the Master of Arts in Teaching (MAT) programs in the Elementary and Early Childhood Education Department and the initial certificate programs in the Secondary Education and Youth Services Department in the college's *Graduate Bulletin*.

## **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.

## **Field Placement Offices**

Field Placement offices for student teaching provide direction and service to the students and faculty in the Division of Education. For more information contact Eileen Bowen (EECE), 718-997-5651 for Elementary

Education; Patricia Glakeler (SEYS), 718-997-5546 for Secondary Education; or Sandra Hrvatin (ECP), 718-997-5213 for Educational & Community Programs.

## **Career Placement Office**

The Career Placement office conducts periodic recruitment activities for the New York City Department of Education and other New York State districts. Please contact 718-997-5545 for further details.

## **Teacher Certification Office**

Teacher education programs at Queens College comply with the New York State regulations for teacher certification. New York State Teacher Certification is the **primary** credential needed to teach throughout New York State, including New York City.

Changes in New York State Teacher Certification are reflected in the Queens College teacher education programs. As of September 2001, students who enroll in undergraduate programs will prepare for an initial certificate for teaching. This new certificate went into effect as of February 2, 2004.

Upon completion of an education program and all requirements for the BA or BS degree, students must apply for New York State teacher certification. Please contact the college's Teacher Certification office at 718-997-5547 for information regarding the New York State application process for teacher certification. Please note that New York State teacher certification is not automatic.

Initial teacher certification also requires completion of three exams: the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills–Written (ATS–W), and a Content Specialty Test (CST). Finally, applicants must be fingerprinted for New York State Certification (this is not the fingerprinting for New York City teachers). For updated information about teacher certification, contact Christine Howard at 718-997-5547.



## DIVISION OF EDUCATION

### New York City License

Since New York City's Department of Education Licensing requirements change periodically, please contact the Teacher Certification office (718-997-5547) for current 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 Board 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. Helen Gaudette is the director (Delany Hall 215; 718-997-3175; fax 718-997-3177).

**The Training and Resource Center for Economic Education**, operated jointly by the Secondary Education and Youth Services Department and the Economics Department, offers a program of seminars, forums, and courses for teachers, administrators, and community leaders in building a better understanding of economics and economic education. Programs are designed on both the theoretical and practical levels to meet economic issues and to aid economic decision-making on a daily basis. The center also conducts studies of economic understanding and serves as a clearinghouse for research in economics that has particular application to schools. See Professor Jack Zevin (718-997-5164; fax 718-997-5222) or Professor Hugo Kaufmann (718-997-5449).

**The Queens College School for Math, Science, and Technology** has been established in conjunction with the New York City Board 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.

## DIVISION OF EDUCATION

**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.

### **Title II Reporting: Queens College's Education Programs & Public Accountability**

In October 1998 Congress voiced its concern for the quality of teacher preparation by enacting Title II of the Higher Education Act (HEA). Title II creates comprehensive Teacher Quality Enhancement Programs designed to increase elementary and secondary education student achievement by ensuring accountability in teacher preparation programs.

Section 207 of Title II requires the annual organization and submission of reports on teacher preparation and certification programs. The one specifically concerning Queens College monitors and reports the results of the New York State Teacher Certification Examinations (NYSTCE) for all colleges and universities in New York State. These examinations consist of the LAST (Liberal Arts and Science Test), the

ATS–W (Assessment of Teaching Skills–Written), and the CST (Content Specialty Test; i.e., the content that emphasizes material studied in a specific subject area).

In compliance with federal requirements, Queens College reports the percentages of students who have completed our teacher education programs and who have passed each of the three teacher certification exams. Recent test results are available on the Teacher Certification office website ([www.qc.cuny.edu/Education/Edplace](http://www.qc.cuny.edu/Education/Edplace)).

The New York State Teacher Education website provides an annual statewide summary of the passing percentages for the three certification tests of the NYSTCE for all colleges and universities in New York State. If there are any questions regarding this information, contact Christine Howard, Queens Coordinator for Title II Reporting (718-997-5547).

# Elementary & Early Childhood Education

*Chair:* Mary Bushnell Greiner

*Department Office:* Powdermaker 054/057,  
718-997-5302; Fax: 718-997-5325

*Professors:* Baghban, Johnson, Spring, Zarnowski;

*Associate Professors:* Akiba, Bushnell Greiner, Cooper, Foote, Swell, Turkel; *Assistant Professors:* Bisland, Harris, Kabuto, Kesler, Lashley, Lipnevich, Michael-Luna, Saint-Hilaire, Shady, Shin, Spradley, Tinio, Turner, Velasco; *Lecturers:* Fraboni, Li, Steuerwalt; *Department Secretaries:* Farrell, Hennessey

*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. The program can only be taken as a co-major; students must also complete a co-major 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.

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 must also 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. The requirements are summarized below:

- Two courses in American history and two additional social science courses;
- Two courses in science (both laboratory courses);
- Two courses in literature analysis/criticism;
- One course in each of art, music, drama/theatre/ dance;
- One course that studies pre-industrial/non-western civilization;
- One course that examines scientific methodology and quantitative reasoning.

## 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 1 course in each of the NYS core content areas: mathematics, science, social studies, and English language arts;

3. passed MATH 110 (or received an exemption. See the department about the status of this requirement);
4. completed ENGL 110 and 3 writing-intensive courses with a minimum grade of *B* in each course;
5. completed two of the three semesters of the foreign language sequence required for graduation (or received an exemption);
6. no more than 9 credits remaining to complete their co-major;
7. completed their liberal arts and sciences coursework requirements; and
8. 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

## ELEMENTARY & EARLY EDUCATION

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.
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

## REQUIREMENTS FOR THE MAJOR IN ELEMENTARY EDUCATION (MAJOR CODE 036)

### 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, 399.

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.

\*MAT charges possible.



## ELEMENTARY & EARLY EDUCATION

**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 201. Schooling in Diverse Communities.** 3 hr.; 3 cr. Prereq.: Junior 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 vocabulary, explore the many personal and professional uses of technology, and apply modern learning technology tools to the school curriculum.

**EECE 310. Children in Cultural Contexts I: Child Development.** 3 hr.; 3 cr. Prereq.: EECE 201 and junior standing; coreq.: EECE 340. 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.

**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 junior standing; coreq.: EECE 310. 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

## ELEMENTARY & EARLY EDUCATION

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

*Department Office:* Powdermaker 150, 718-997-5150

*Professors:* Anderson, Armour-Thomas, Artzt, Curcio, Dong, Rhodes, Zevin; *Associate Professors:* Bassey, Bhattacharya, Costigan, Darvin, Gerwin, Moncado-Davidson; *Assistant Professors:* Asher, Bembenutty, Davis, Eddy, Grey, Gunn, Gurl, Miller, Murfin;  
*Department Secretary:* Wilichinsky

## 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 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: a major in English; 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: a major in Mathematics; 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: a major in Biology education, Chemistry education, Physics education, or Geology Education/Earth Science; 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: a major in Anthropology, Economics, History, Political Science, or Sociology; 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-US 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: a major in Chinese, French, German, Italian, Latin, or Spanish; core education courses; and professional courses SEYS 364, 374.2, 374.4 and 384 (minimum 2.75 GPA in the major)

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*.

---

\*MAT charges possible.

## SECONDARY EDUCATION & YOUTH SERVICES

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
- 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
- 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 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.



## SECONDARY EDUCATION & YOUTH SERVICES

**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, 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.**

**360. Methods of Teaching English in Middle and High School**

**361. Methods of Teaching Mathematics in Middle and High School**

**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.** 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.

### **SEYS 370.2–374.2. Initial Clinical Experience in \_\_\_\_\_ for Secondary School.**

**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.** 100 hr. at a secondary school; 2 cr. Prereq.: SEYS 201W, 221, and 340; coreq.: SEYS 350; 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.

**370.4. 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**

**SEYS 370.4-374.4. Student Teaching \_\_\_\_\_ in Middle and High School.** 4 cr., minimum of 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.

### **SEYS 380–384. Curriculum and Assessment in Teaching \_\_\_\_\_.**

**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.** 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 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

## SECONDARY EDUCATION & YOUTH SERVICES

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.

### 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, and SEYS 375 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, and SEYS 375; 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 365. Methods in the Teaching of Secondary Art.** 3 hr.; 20 hr. field experience; 3 cr. Prereq.; EECE 333, SEYS 340 or EECE 340. The class will focus on the goals of secondary-level curriculum and instruction, with hands-on experiences in various media, with students with disabilities, and with assessment strategies.

**SEYS 375. Student Teaching Art for Pre-K–12.** 3 hr. plus participation; 6 cr. Prereq.: SEYS 201W, 221, and 350, EECE 310 and 333, and SEYS (or EECE) 340. The course provides undergraduates in the art education program with school-based teaching experiences that prepare them to teach art in Pre-K–12 levels. Students will be assigned to two different placements. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

## Educational & Community Programs

*Chair:* Lynn Calhoun Howell

*Deputy Chair:* Denise Ferara

*Department Office:* Powdermaker 033, 718-997-5250/5240

*Professors:* Brown, Fish, Goh, Lopez, Michaels;

*Associate Professors:* Howell, Pellitteri, Quinn, Rivera, Ross, Wamba, Wang; *Assistant Professors:*

Day, Genao, Kim, Kyle, Oliva, Proctor, Wang;

*Lecturers:* Ferrara, Woolf; *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 hrs, 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:* Roger Sedarat

*Directors of Composition:* Gloria Fisk, Amy Wan,  
Karen Weingarten

*Assistant to the Chair:* Sian Silyn Roberts

*Director of Graduate Studies:* Andrea Walkden

*Department Office:* Klapper 607, 718-997-4600

*Distinguished Professors:* Gardaphe, Hahn; *Professors:* Allen, Buell, Burger, Cooley, Frosch, Kruger, McCoy, Richter, Sargent, Schaffer, Schechter, Schotter, Tucker, Tytell, Warren, Whatley, Zimroth; *Associate Professors:* Bowen, Faherty, Hintz, Sedarat, Tougaw, Weidman, Weir; *Assistant Professors:* Chu, Drury, English, Fisk, Hong, Schanoes, Silyn Roberts, Walkden, Wan, Weingarten; *Lecturers:* Black, Brandman, Cassvan, Cuomo, Ferguson, Goldhaber, Khan, Moreland, Sirlin, Whitaker; *Adjunct Assistant Professors:* Agabian, Grattan, Kao, Lehman, Lew, Lewis, Marotta, Nysenholc, Wheeler; *Office Assistant:* Abdul

*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, period surveys of British, American, and other literature written in English, together with introductions to folklore, film study, 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, as well as a senior seminar Topics in Literature. A detailed *English Department Handbook* is available in the department office.

## 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 110 and 120W; the *Leonard Deen Prize* for an essay on poetry; the *Rosemary Deen Prize* for nonfiction; the *Melvin Dixon Prize* for poetry; the *Ayme Eichler Memorial Scholarship* for poetry by an English major; the *English Department Alumni Prize* for Exceptional Work Done by an English Major; the *Elizabeth Pines Ergas Prize* for post-modern fiction; the *Neal Feld Memorial Writing Prize*, to a junior English major, for excellence in writing fiction and/or poetry; the *Harry Glick Prize* for short fiction; the *John Golden Award* of \$1,000 to the student who shows the greatest literary promise in drama; the *Robert Greenberg Memorial Prize* for best performance by a student in the English Honors Program; the *Kay Kier Prize* for an essay on Herman Melville; the *Lois Hughson Prize* for the best essay in the Orwell tradition; the *Claire Bibuld Jacobs Prize* for the best single work in short fiction; the *James R. Kreuzer Prize* to the student who has shown the greatest overall literary promise; the *Joseph McElroy Prize* for fiction; 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) creative writing, (2) nonfiction, documentary, or biographical writing, and (3) for all-around excellence in English studies; the *Leo Statsky Award* for an essay on the immigrant experience; the *James E. Tobin Award* for the best group of poems; the *Women's Club Prize* for the best work on women's experience; and the *Betty Zolot Scholarship* in creative writing.

## THE MAJOR

After fulfilling the college's writing requirement, all English majors take at least 14 English courses, of which 7 are required, for a total of 42 credits. Transfer students must take a minimum of 18 elective 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 will be 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. The current clusters are:

## National Literatures & Historical Periods

The Middle Ages and Renaissance in Britain  
The Enlightenment of the 17th and 18th Centuries  
Nineteenth-Century Studies  
Modernism and Postmodernism  
American Literature



## ENGLISH

### Studies in Genres and Literary Forms

Drama and Theatre  
Narrative and Narrative Theory  
Poetry and Poetics  
Literature and Mythology  
Comedy and Tragedy

### Studies in Literature in Relation to Language, Culture, and Society

Gender and Sexuality  
Colonialism and Postcolonialism  
Race, Ethnicity, and Cultural Identity  
Classicism and Romanticism  
Interdisciplinary Studies  
The English Language

### Writing

The clusters may change over the years in response to the needs and concerns of both faculty and students. Individual courses may belong to more than one cluster.

## 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 6 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 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 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 382.

## 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

### REQUIREMENTS FOR THE MAJOR IN ENGLISH (MAJOR CODE 038)

#### Required Courses (8 courses, 24 credits)

- 1. Critical Reading and Writing (2 courses, 6 credits):** ENGL 165W and 170W.
- 2. Literary History (5 courses, 15 credits):** ENGL 251, 252, 253, 254, and 255.
- 3. Senior Seminar (1 course, 3 credits):** ENGL 391W.

#### Electives (6 courses, 18 credits)

6 additional English courses at the 200 or 300 level. Of the 6 electives, at most 3 creative writing courses may be applied to the major. The remaining electives must be literature courses.

### REQUIREMENTS FOR THE MINOR IN ENGLISH (MINOR CODE 40)

#### Required (15 credits)

ENGL 165W, 170W, 251, 252, and one course from ENGL 253, 254, or 255.

#### 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.

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 220.	Introduction to Editing
ENGL 303W.	Nonfiction Workshop
SOC 218.	Mass Communication and Popular Culture

## ENGLISH

MEDST 101.	The Contemporary Media
MEDST 242.	Basics of Video Production: Studio
MEDST 243.	Digital Video Production: On Location
MEDST 250.	Freedom of Speech
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 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 director of composition.

**ENGL 95, 95.0. 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 110. College Writing.** 4 hr.; 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 will spend one hour per week conferring with each other or with the instructor about their writing.

**ENGL 115. VT: Topics in Writing.** 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 2-hour, 2-credit version may be taken twice when the specific topic varies.

**ENGL 120W. Writing, Literature, Culture.** 3 hr.; 3 cr. Prereq.: ENGL 110. A writing course that involves continued practice in writing, together with close reading of various kinds of texts. Courses are structured around one or more thematic, sociocultural, or historical issues such as identities, community, gender, quest narratives, or the arts. Students will explore the issues as they read and write about specific texts.

**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 165W. Courses below ENGL 200W do not satisfy the free elective choices of the various department majors or the minor.

**ENGL 134W. Writing Tutorial.** 1 hr.; 1 cr. Prereq.: ENGL 110; coreq.: A designated English course. Instruction and practice in writing relevant to the main course. Fulfills one writing-intensive unit. May be repeated for credit.

**ENGL 135W. Writing Workshop.** 1 hr.; 1 cr. Prereq.: ENGL 110; coreq.: A designated English course. Instruction and practice in writing integral to main course. Fulfills one writing-intensive unit. May be repeated for credit.

**ENGL 151, 151W. Works of English Literature: A Course for Nonmajors.** 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.

**ENGL 152, 152W. Works of American Literature: A Course for Nonmajors.** 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.

**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

---

\*MAT charges possible.

## ENGLISH

be taken for credit if student has taken ENGL 381. Designed for nonmajors.

**ENGL 154, 154W. Great Works of 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. Great Works of 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 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. (RL)

**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. (RL)

**ENGL 165W (formerly ENGL 140W). 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.

**ENGL 170W (formerly ENGL 150W). Introduction to Literary Study.** 3 hr.; 3 cr. Prereq.: ENGL 110. 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. Essay Writing.** 3 hr. plus conf.; 3 cr. Prereq.: ENGL 110. The writing and criticism of formal and informal essays, various types of articles, reviews, and reportage, with an emphasis on the fundamentals of style and structure and the development of effective expression.

**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 210W. Introduction to Creative Writing.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 110 or 120W. 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 120W. 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 220. Introduction to Editing.** 3 hr. 3 cr. Prereq.: ENGL 110. The art of editing, with the skills of copyediting, proofreading, and indexing, introduced against the background of language history and style.

**ENGL 225. Newspaper and Article Writing.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 110 or 120W or permission of the instructor. Preparing articles for newspapers and for magazines.

**ENGL 251. British Literature Survey I.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) 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.

**ENGL 252. British Literature Survey II.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) 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.

## ENGLISH

**ENGL 253. American Literature Survey I.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) 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.

**ENGL 254. American Literature Survey II.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) 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.

**ENGL 255. Global Literatures in English.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) 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.

**ENGL 265. An Introduction to Folklore.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to the study of the oral literature and lore—fairy tales, legends, ballads, etc.—that have, from the earliest times to the present, circulated within rural communities and within urban groups unified by ethnicity, age, or occupation. Study and practice of techniques for collecting, classifying, and interpreting this material.

**ENGL 280. Literature and Film.** 3 hr.; 3 cr. Prereq.: ENGL 110. A study of the literary aspects of film art, focusing on its narrative and poetic structure.

**ENGL 285. Studies in Literature and Film.** 3 hr.; 3 cr. Prereq.: ENGL 110. 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.

*Note:* English majors may offer only one film course (ENGL 280 or 285), not both, as part of the major.

**ENGL 290. The English Language.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The study of modern English, its present structure, its early origins, and its development. Attention is given to vocabulary and semantics, the English language in America, and principles of linguistic change.

**ENGL 295. Modern English Grammar.** 3 hr.; 3 cr. Prereq.: ENGL 110. The study of grammatical analysis and of problems of sentence construction, usage, and diction. The course compares traditional and new techniques.

**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.

**ENGL 310. Old English.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. An introduction to Old English prose and poetry in the original.

**ENGL 311. Literature of the Anglo-Saxon Period.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Old English literature in translation studied in the context of Western European culture of the period.

**ENGL 312. Medieval Literature, 1100–1500.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The literature of Western Europe, studied principally in modern English translation. The Arthurian tradition will not be included.

**ENGL 313. The Arthurian Tradition.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The historical, legendary, and literary developments from Gildas to Malory.

**ENGL 320. Literature of the English Renaissance.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The new English poetry and prose



## ENGLISH

(non-dramatic) of the Tudor century, as illustrated in the work of such writers as More, Sidney, Spenser, Shakespeare, Bacon, Donne, and Ben Jonson.

**ENGL 321. Literature of the Seventeenth Century.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. English poetry and prose of the seventeenth century with emphasis on literary movements and such authors as Donne, Herbert, Herrick, and Milton.

**ENGL 322. Literature of the Restoration and Eighteenth Century.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. English poetry and prose from 1660 to 1789, from Dryden through Swift and Pope to Samuel Johnson, Boswell, Goldsmith, and Burns.

**ENGL 323. The Age of Romanticism in England.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The literary, social, and philosophical expression of new views of nature and man in the earlier nineteenth century, with special emphasis on Blake, Wordsworth, Coleridge, Shelley, Keats, Byron, and Hazlitt.

**ENGL 324. Victorian Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Poetry and prose of Victorian England, including such writers as Tennyson, Browning, Arnold, Hopkins, Hardy, Pater, Ruskin, and Lewis Carroll.

**ENGL 325. Topics in Gender and Sexualities.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. 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. Women Writers and Literary Tradition.** 3 hr.; 3 cr. ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The study of women's tradition, through the close reading of a selection of writings by women, primarily in English and American literature. Among the topics considered are the relationship between women writers and their cultural and social backgrounds; conditions affecting women's literary production; the influence of female and male precursors; the impact of race and class; and continuities and breaks with the dominant literary tradition.

**ENGL 327, 327W. Environmental Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Writing in which nature, or the environment in general, is a significant issue; how nature has been differently conceptualized by medieval Christianity, Renaissance humanism, colonialist expansion, scientific rationalism, industrialism, and contemporary multicultural, feminist, socialist, urban, and capitalist positions; the literary, cultural, and social dimensions of the beauties, terrors, and conflicts that the global environment crisis has made us aware of today.

**ENGL 328. Topics.** 3 hr.; 3 cr. ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of literature written for children. Such topics as the rise of children's and young adults' literature as a separate discipline, changing visions of childhood and adolescence, theories of fantasy, the relationship of text to image in illustrated books, and the various controversies that have arisen around children's literature.

**ENGL 329. Young Adult Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W or 170W or satisfaction of the Reading Literature General Education requirement. A study of literature written for adolescents, including

influential early, classic, and contemporary texts by such writers as Maya Angelou, William Golding, S.E. Hinton, Harper Lee, Lois Lowry, Stephenie Meyer, Walter Dean Myers, and J.D. Salinger. Topics for investigation may include coming of age, sexuality, gender, race, identity, and community.

**ENGL 330. Chaucer: The Early Works.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The dream-visions, *Troilus and Criseyde*, the short poems, and Boethian philosophy.

**ENGL 331. Chaucer: The Canterbury Tales.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. An intensive study of Chaucer's late work.

**ENGL 332. Shakespeare I.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The comedies and histories in the first part of Shakespeare's career to about 1600. Students electing both ENGL 332 and 333 should, if possible, take ENGL 332 first.

**ENGL 333. Shakespeare II.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The tragedies and the dramatic romances in the latter part of Shakespeare's career, after 1600.

**ENGL 334. Milton.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. An intensive study of Milton's poetry and of selections from his prose, his development as a thinker and a poet, and his place as a social philosopher.

**ENGL 340. English Drama from Its Beginnings to 1642.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. 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

## ENGLISH

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.

**ENGL 341. Drama of the Restoration and Eighteenth Century.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The chief English playwrights and stage developments from 1600 to 1780, including Dryden, Congreve, Steele, Gay, Goldsmith, and Sheridan.

**ENGL 344. The English Novel I.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The origin and development of the English novel in the eighteenth century. Readings from Defoe, Richardson, Fielding, Smollett, Sterne, and Jane Austen.

**ENGL 345. The English Novel II.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The major novelists of the nineteenth century: Dickens, Thackeray, Trollope, the Brontës, George Eliot, and Hardy; development of the novel as social criticism.

**ENGL 346. British Fiction, 1900–1945.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Such writers as Conrad, James, Joyce, Lawrence, Woolf, Forster, Orwell, H.G. Wells, Huxley, and Waugh.

**ENGL 352. The American Novel to 1918.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Such writers as Cooper, Hawthorne, Melville, Twain, Howells, James, Chopin, Norris, Dreiser, Wharton, and Cather.

**ENGL 353. American Fiction, 1918–1945.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Such writers

as Gertrude Stein, Sherwood Anderson, Dos Passos, Fitzgerald, Hemingway, Wright, Faulkner, Steinbeck, Wolfe, and Henry Miller.

**ENGL 354. African-American Literature I (1619–1930).** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. An introduction to African-American literature from slave narratives, songs, folklore, and early poetry and fiction through the Harlem Renaissance. Major authors include Wheatley, Douglass, Dunbar, Chesnut, Dubois, Washington, Hughes, and Toomer.

**ENGL 355. African-American Literature II (1930 to the Present).** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of modern and contemporary African-American authors, including Richard Wright, Ralph Ellison, Toni Morrison, James Baldwin, Ishmael Reed, and Amiri Baraka.

**ENGL 356. Literature of the American Indians.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of the myths, tales, and poems of native American peoples and the literature by and about Indians produced since the period of European presence.

**ENGL 357. Puritanism in American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of Puritanism in American literature from Colonial times.

**ENGL 358. Nineteenth-Century American Transcendentalism.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Literature and philosophy of the American Transcendentalists: Emerson, Thoreau, Whitman. Countercurrents and reflections in later writers.

**ENGL 359. Regionalism, Realism, and Naturalism in American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or

150W) or one PLAS Reading Literature course. Late nineteenth- and twentieth-century expressions of the new styles, contents, and philosophies represented by these literary movements. Such writers as Mark Twain, Faulkner, and O'Connor; Howells, Wharton, and Lewis; and Crane, Dreiser, and Farrell.

**ENGL 361. The American Dream.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Political, social, and economic visions of America based on a selection of literature from the Puritans to the present.

**ENGL 362. The Immigrant Experience.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. This course focuses on the large body of American literature by and about immigrants. It will include literature from a range of periods. It will explore such questions as how the literature is related to its local and global historical circumstances; how the literature dramatizes and deals with the intersection of two cultures; and how the literature contributes both to ongoing conceptualizations of American identity and to the development of American literary tradition.

**ENGL 363. Studies in Global Literatures in English.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. This course studies the important literature written in English by writers in or from, for example, Africa, Australia, New Zealand, Canada, India, and the Caribbean. In some semesters the course may concentrate on one particular geographical region.

**ENGL 364. Studies in African Drama, Film, and Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The historical and cultural context of drama, film, orature, and anglophone literature of Africa will be studied. The course may devote attention to postcolonial literary theory, and to related work in literature of the

## ENGLISH

African diaspora. Writers and directors include Achebe, Cissé, Farah, Head, Kaboré, Ngema, Ngugi, Ouedraogo, Sembem, and Soyinka.

**ENGL 365. Celtic Myth and Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of the Celtic literature of the British Isles from the age of *Beowulf* to the age of Chaucer, focusing primarily on the mythological and heroic sagas of Ireland and Wales. 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 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A survey of great 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 Celtic 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 Ireland.

**ENGL 367. Modern Irish Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of the three greatest modern Irish writers—Yeats, Joyce, and Beckett—in relation to Irish culture and to some of their important contemporaries and disciples, such as Synge, O’Casey, O’Connor, and O’Brien. An important focus will be the distinctively Irish nature of these writers’ materials, attitudes, and language.

**ENGL 368W. Irish Writers.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Detailed study of a major writer, such as James Joyce, or of a group of

writers, such as the contemporary Ulster poets, who have created a literature of considerable significance. Topic varies each semester.

**ENGL 369. Asian-American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Literature of the Asian-American Diaspora, including figures such as Carlos Bulosan, Maxine Hong Kingston, Li-Young Lee, and Lois-Ann Yamanaka. Topics for investigation will include generational conflict, theoretical models of nationality and ethnicity, religion, politics, gender and sexuality, social class, and intra-ethnic disputes.

**ENGL 370. British and American Drama, 1890–1945.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The development of drama in English from 1890 to the end of World War II: Wilde, Shaw, Synge, O’Casey, Odets, O’Neill, Anderson, and Wilder.

**ENGL 371. British and American Drama, 1945 to the Present.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The development of drama in English from World War II to the present: Williams, Miller, Albee, Osborne, Beckett, Pinter, recent experimental dramatists.

**ENGL 373. British and American Poetry, 1910–1945.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The development of poetry in English from 1910 to the end of World War II: Yeats, Pound, Frost, Eliot, Williams, Stevens, Crane, Cummings, and Auden.

**ENGL 374. British and American Poetry, 1945 to the Present.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of Dylan Thomas, Lowell, Roethke, Larkin, Berryman, Creeley, and others associated with the trends and movements of contemporary verse.

**ENGL 376. British and American Fiction, 1945 to the Present.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Such writers as Beckett, Graham Greene, Snow, Murdoch, Angus Wilson, Anthony Powell, the English working-class novelists, Doris Lessing, Mailer, Bellow, Nabokov, Baldwin, Ellison, Malamud, and Barth.

**ENGL 377. Modern South Asian Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of literatures written primarily in English and in translation by authors from the South Asian subcontinent since the 19th century. Themes include colonization/decolonization, nationalism, exile, and migration. Authors may include Rabindranath Tagore, V.S. Naipaul, Salman Rushdie, Mahashweta Devi, and Arundhati Roy.

**ENGL 378. Topics in Caribbean Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. 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 taken more than once if the topic is different but may be applied only once to the major.

**ENGL 379. Topics in Transnational/ Postcolonial Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. An exploration of the literatures, theory, and cultures of postcolonial and/or transnational conditions. Topics include border crossings, cosmopolitanism, multinationalism, globalization, nationhood and nationalism, diaspora, and migration. Themes may include translation, travel, displacement, memory, home, labor, social justice, and global cities. This is a variable topics

## ENGLISH

course, which may be taken more than once if the topic is different but may be applied only once to the major.

**ENGL 380. Classical Backgrounds of English Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of selected works of Greek and Latin literature in translation in relation to the development of English literature.

**ENGL 381. The Literature of the Bible.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A study of Biblical literature in English translation: its forms and themes, literary and historical meaning, and its influence on English and American literature. Cannot be taken for credit if student has taken ENGL 153.

**ENGL 382. Aspects of Literary Criticism.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A selection of critical texts illustrating approaches to literary criticism. Works of literature will be analyzed according to these approaches.

**ENGL 383. Aspects of Poetry.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A wide reading in British and American poetry of various periods, together with appropriate critical selections, dealing with poetic theory and practice.

**ENGL 384. Aspects of Fiction.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Representative British and American novels and criticism of fiction. The course deals with such topics as romance, the novel of manners, realism, and stream-of-consciousness.

**ENGL 385. Aspects of Drama.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. A selection

of representative plays and criticism. The theory and practice of drama as reflected in tragedy, comedy, and other major forms.

**ENGL 386. Literature and Religion.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Religious ideas and experiences in literature. Such writers as the Pearl poet, Donne, Milton, Bunyan, Blake, Melville, Hopkins, and Eliot.

**ENGL 387. Literature and Politics.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Relationship of literature and politics. Such topics as revolution and reaction, images of kinship and government, utopian and apocalyptic visions, and Marxism and Existentialism.

**ENGL 388. Literature and Psychology.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The relationship of literature and psychology is studied through readings in psychological theories and literary works.

**ENGL 389. Myth and Archetype in Literature.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. The study of myth and archetype in ancient and modern literature with consideration of such writers as Frazer, Jung, Frye, and Lévi-Strauss.

**ENGL 390. Comedy and Satire.** 3 hr.; 3 cr. Prereq.: ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. Selected studies in comic fiction, drama, and satire. This course will investigate the origin and development of comedy and satire and their relation to ritual and social custom. It will consider dramatic modes, such as comedy of manners, farce, and theatre of the absurd as well as stock characters such as the trickster, the comic hero, and the clown. It will also consider the historic relationship between comedy and tragedy and the ways

in which gender and cultural experience have shaped our perceptions of the comic.

**ENGL 391W. Senior Seminar: Topics in Literature.** 3 hr.; 3 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 395, 395W. Selected Studies in Literature.** 3 hr.; 3 cr. ENGL 165W (or 140W) or 170W (or 150W) or one PLAS Reading Literature course. 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 397. Seminar in Teaching Writing.** 4 hr.; 4 cr. Prereq.: Permission of the department and junior or senior standing. Students participate in teaching ENGL 110 with an instructor. Work includes planning and giving lessons, holding conferences, commenting on students' papers, and attending a weekly workshop. This course may be taken twice but applied only once to the major.

**ENGL 399W. Department Honors Seminar.** 3 hr.; 3 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 six electives for the major.



# European Languages & Literatures

*Chair:* David Andrew Jones

*Deputy Chair:* Karen Sullivan

*Undergraduate Advisors:* Karen Sullivan (French); Christine Spreizer (German); Gerasimus Katsan (Modern Greek); Karina Attar (Italian); Svetlana Cheloukhina (Russian)

*Graduate Advisors:* David Andrew Jones (French); Eugenia Paulicelli (Italian)

*Department Office:* King 207, 718-997-5980; Fax 718-997-5072

*Professors:* Brown, Haller, Paulicelli; *Associate Professors:* Bird, Spreizer; *Assistant Professors:* Attar, Cheloukhina, Corradi, Jones, Joseph, Katsan, Sullivan; *Department Secretary:* Hrica

*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, Greek, Italian, and Russian. Eighteen credits above language 112 are required for the minor in a European language. All prospective minors must consult a department advisor to have their programs approved.

The department offers as well courses in the German language, its literature and civilization; a variety of courses taught in English, treating literature and thought in translation; and courses in the Russian language, its literature, and culture.

For details, please check individual headings.

## 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

## EUROPEAN LANGUAGES & LITERATURES

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 Civilizations.** 3 hr.; 3 cr. Prereq.: ENGL 110. Introduction to European culture and civilization, including 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 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 210. The Enlightenment.** 3 hr.; 3 cr. Prereq.: English 110, two semesters of instruction in one foreign language (or permission of the department). Introduction to late-seventeenth- and eighteenth-century European thought through analysis and discussion of several major literary, philosophical, and artistic works of the period, notably Vico’s *New Science*, Behn’s *Oroonoko*, Defoe’s *Robinson Crusoe*, Graffigny’s *Letters from a Peruvian Woman*, Voltaire’s *Candide*, Rousseau’s *Discourse on the Origin of Inequality* as well as excerpts from works by Locke, Kant, Diderot, Herder, and others. The focus will be eighteenth-century representations of non-European cultures. Among the topics we will consider are: Enlightenment universalism and its critics, philosophical travelers, the nature of exoticism, the myth of the “Noble Savage,” and the relation of literary/artistic creation to political, economic, and historical contexts. (CV, ET)

**EURO 250, 250W. European Cinema.** 4 hr.; 3 cr. Prereq.: ENGL 110. The historical, cultural, aesthetic, political, and technical aspects of European cinema 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.

**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).

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.

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 MINOR IN FRENCH

See the box on this page for the specific requirements for the major and the minor.

### COURSES\*

#### *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.

\*MAT charges possible.

†Offered either Fall or Spring.

††May be offered.

**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.

**FREN 41, 41W. Masterpieces of French Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of French 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. May be repeated for credit provided the topic is different. Fall, Spring

**FREN 45, 45W. French Civilization.** 3 hr.; 3 cr. This course will deal with the nonliterary aspects of French 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. May be taken more than once for credit provided the topic is different.††

**FREN 250, 250W. French Cinema.** 4 hr.; 3 cr. The course will deal with the various elements of French cinema: historical, cultural, aesthetic, political,

#### REQUIREMENTS FOR THE MAJOR IN FRENCH (MAJOR CODE 042)

The major in French consists of up to 36 credits beyond FREN 203. Successful completion of FREN 205, 206, 224, and 228 is required of all majors. Students should choose courses for the remaining 24 credits in consultation with the undergraduate advisor. Students must complete FREN 206 or 228 before enrolling in advanced (FREN 300-level) literature courses.

#### REQUIREMENTS FOR THE MINOR IN FRENCH (MINOR CODE 87)

The minor consists of 15 credits in French beyond the level of FREN 203, chosen in consultation with a departmental advisor.

## EUROPEAN LANGUAGES & LITERATURES

technical, etc. Particular courses may deal with a certain tendency (such as the “New Wave”), period, or individual director (such as Renoir, Cocteau, or Godard). 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

#### **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

**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

**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.

#### **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.

#### **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 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.

#### **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.

#### **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).

#### **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.

#### **FREN 235. Business French.** 3 hr.; 3 cr. Prereq.:

FREN 204 or permission of the 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.

### *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



## EUROPEAN LANGUAGES & LITERATURES

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 the 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.

**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 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 the next 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.

†Offered either Fall or Spring.

††May be offered.

## EUROPEAN LANGUAGES & LITERATURES

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 in English*

**GERM 41, 41W. Masterpieces of German.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of German literature 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.††

**GERM 45, 45W. German Civilization.** 3 hr.; 3 cr. Prereq.: ENGL 110. Introductory course in contemporary German culture and civilization for students interested in exploring future travel, study or internship opportunities in German-speaking countries. Particular attention to German arts, history, politics, economics, and social issues. All readings and discussions are in English.

### REQUIREMENTS FOR THE MAJOR IN GERMAN (MAJOR CODE 046)

In addition to attaining proficiency in German through the level of GERM 203, 33 credits including GERM 204 are required for the major. Students must take at least 24 credits from among language courses in the 200 series (GERM 204–236) 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). 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 48)

15 credits beyond GERM 203 or its equivalent. Six credits must be taken from among language courses in the 200 series (GERM 204–236); at least 3 credits are required in the 300 series. The remaining 6 credits may be taken from any of the 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.

**GERM 250, 250W. German Cinema.** 4 hr.; 3 cr. The course will treat various aspects of German cinema: 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.

**GERM 110. Intensive German III–IV.** 6 hr.; 6 cr. Prereq.: GERM 109 or 111 and 112. Fulfills the language requirement in German.††

**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

**GERM 112. Elementary German II.** 4 hr.; 4 cr. Prereq.: GERM 111 or equivalent. A continuation of GERM 111. Fall, Spring

**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

## EUROPEAN LANGUAGES & LITERATURES

**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

### *Introductory Literature Courses*

**GERM 206. Survey of German Literature 2, Level I.** 3 hr.; 3 cr. Prereq.: GERM 204 or permission of the department. Reading and analysis of representative works from the seventeenth century to the present; special emphasis on literary values and history. Required for majors and others planning to take elective courses in the department. Fall

**GERM 207. Survey of German Literature I, Level 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 present; special emphasis on literary values and history. Required for majors and others planning to take elective courses in the department. Fall, Spring

### *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.†

**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.†

**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.†

**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.†

**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.†

### *Civilization Courses*

**GERM II. 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.

**GERM 310. Art, Music, Literature in German Society I.** 3 hr.; 3 cr. Prereq.: ENGL 110. From Hildegard von Bingen to Mozart: 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. From Beethoven to Henze: An examination of the

development of a distinct arts and letters tradition in the German-speaking world through representative works from the fine arts from the eighteenth century to the present.†

**GERM 312. Politics, Religion, and German Society I.** 3 hr.; 3 cr. Prereq.: ENGL 110. Luther and the consequences of the Reformation. An interdisciplinary study of the development of the German language and culture and the German nation state from Luther's Reformation (1517) to the present.†

**GERM 313. Politics, Religion, and German Society II.** 3 hr.; 3 cr. Prereq.: ENGL 110. The Jews from the Middle Ages to the Holocaust. An interdisciplinary study of the interrelationship of the German nation state and the Jews from the Middle Ages 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.††

## EUROPEAN LANGUAGES & LITERATURES

**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.††

**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 page 203 for the specific requirements for the minor.

### COURSES

#### *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.††

**GRKMD 100, 100W. 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.

**GRKMD 250. Modern Greek Cinema.** 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. (AP, ET)

---

† Offered either Fall or Spring.

†† May be offered.



## EUROPEAN LANGUAGES & LITERATURES

### 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.

**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.

**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.

**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.

### REQUIREMENTS FOR THE MINOR IN MODERN GREEK (MINOR CODE 22)

15 credits in literature and language courses above GRKMD 203. Nine credits must be taken in any Greek course above level 203, including courses in translation and conversation, as well as GRKMD 41W and 335 (variable topic).

**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.††

**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.

**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.

### 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 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.††

## EUROPEAN LANGUAGES & LITERATURES

### **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*, *Erofili*, 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.

## Italian

Students who have had less than one and one-half years of high school Italian normally begin with ITAL 111; those entering with 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 page 205 for the specific requirements for the major and the minor.

### **COURSES**

#### **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. Masterpieces of Italian**

**Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of Italian 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. This course may be repeated once for credit provided the topic is different.††

**ITAL 45, 45W. Italian Civilization.** 3 hr.; 3 cr. This course will deal with various aspects of Italian culture, such as music, 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.

#### **ITAL 250, 250W. Italian Cinema.**

4 hr.; 3 cr. The course will deal with the various aspects of Italian cinema: historical, cultural, aesthetic, political, technical, etc. Particular courses may deal with a certain tendency (such as neo-Realism), period, or an individual director (such as De Sica, Visconti, Fellini, or Antonioni). 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**

#### **ITAL III. 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

† Offered either Fall or Spring.

†† May be offered.

## EUROPEAN LANGUAGES & LITERATURES

**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

**When circumstances warrant, the department may offer an intensive Italian course, ITAL III and II2, 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

**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

### **Introductory Literature Courses**

**ITAL 207. Survey of Italian Poetry.** 3 hr.; 3 cr. Prereq.: ITAL 204 or permission of the department. Reading and analysis of representative works from the Middle Ages through the present; special emphasis on the history of literary movements. Required for majors and others planning to take elective courses in the department.

**ITAL 208. Survey of Italian Prose.** 3 hr.; 3 cr. Prereq.: ITAL 204 or permission of the department. Reading and analysis of representative works from the Middle Ages through the present; special emphasis on the history of literary movements. Required for majors and others planning to take elective courses in the department.

**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 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

**ITAL 228. Advanced Composition (Dissertation and Explication of Texts).** 3 hr.; 3 cr. Prereq.: ITAL 204 or permission of the department. Provides instruction in formal composition of a literary nature; trains students in the techniques of textual analysis. Fall

**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.††

**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.††

**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.††

### **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

### **REQUIREMENTS FOR THE MAJOR IN ITALIAN (MAJOR CODE 062)**

Required: 36 credits taken above the ITAL 203 level; successful completion of ITAL 207, 208, 209, and 224. Students should choose courses for the remaining 24 credits in consultation with the undergraduate advisor.

### **REQUIREMENTS FOR THE MINOR IN ITALIAN (MINOR CODE 88)**

18 credits above ITAL 112. Students may start with any course above ITAL 112. Prospective minors should consult with the undergraduate advisor in order to plan a program.

## EUROPEAN LANGUAGES & LITERATURES

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 contemporary 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.

---

<sup>†</sup>Offered either Fall or Spring.

<sup>††</sup>May be offered.



## 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

#### REQUIREMENTS FOR THE MAJOR IN RUSSIAN (MAJOR CODE 092)

33 credits required. A minimum of 24 elective credits in Russian language (above RUSS 203) and literature and culture (starting with RUSS 150). The rest of the credits could be selected from other Russian courses or from courses in related fields, such as linguistics, comparative literature, history, philosophy, English, and other foreign languages and literatures. Primary consideration should be given to CMLIT 218, 331, 333–337; HIST 109, 110; PHIL 106; PSCI 235, 261.

#### REQUIREMENTS FOR THE MINOR IN RUSSIAN (MINOR CODE 50)

Minimum of 15 credits. May be started with any Russian literature and culture course or Russian language course (above RUSS 203). Students should consult with the undergraduate advisor for Russian and fill in a concentration form so that the minor will be recorded on their transcript.

fields. Students may choose a program that emphasizes 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

#### 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>

**RUSS 112. Elementary Russian II.** 4 hr.; 4 cr. Prereq.: RUSS 111. A continuation of RUSS 111.<sup>††</sup>

**When circumstances warrant, the department may offer an intensive Russian course, RUSS 111 and 112, for 8 credits.**

**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>

**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>

**RUSS 214. Intermediate Russian Conversation.** 214.1–214.3, 1–3 hr.; 1–3 cr. Prereq.: RUSS 203. Intensive practice in spoken Russian.

**RUSS 215. Advanced Intermediate Russian I.** 4 hr.; 4 cr. Prereq.: RUSS 204 or equivalent. A continuation of RUSS 204.<sup>††</sup>

**RUSS 225. Advanced Intermediate Russian II.** 4 hr.; 4 cr. Prereq.: RUSS 204 or equivalent. An introduction to reading Russian.<sup>††</sup>

## EUROPEAN LANGUAGES & LITERATURES

### *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>

**RUSS 302. Advanced Grammar and Composition II.** 3 hr.; 3 cr. Prereq.: RUSS 301 or permission of the department. A continuation of RUSS 301.<sup>††</sup>

**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.<sup>††</sup>

**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.<sup>††</sup>

**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.<sup>††</sup>

**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.<sup>††</sup>

### *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.<sup>††</sup> (RL,ET)

**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 day.

**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.<sup>††</sup>

**RUSS 244, 244W. Russian and East European Film.** 4 hr.; 3 cr. This course will treat various aspects of Russian and East European film: 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.<sup>††</sup>

**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.<sup>††</sup>

**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.<sup>††</sup>

**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.<sup>††</sup>

## EUROPEAN LANGUAGES & LITERATURES

### *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.††

#### **RUSS 360. The Silver Age of Russian Literature.**

3 hr.; 3 cr. Prereq.: RUSS 331 or permission of the department. An introduction to some of the works of the most important Russian writers and critics of the beginning of the twentieth century. Emphasis is placed on the evolution of literary trends and on the analysis of literary movements such as Symbolism, Acmeism, Formalism, Futurism.††

#### **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 375. Pushkin.**

3 hr.; 3 cr. Prereq.: RUSS 331 or permission of the department. A close reading of selected works, with lectures on Pushkin's life, times, and literary influence.††

**RUSS 376. Gogol.** 3 hr.; 3 cr. Prereq.: RUSS 331. A critical study of the author's life and principal writings, and their influence on Russian literature.

**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 240. Studies in Slavic and East European Languages.**

SLAV 240.1–240.3, 1–3 hr.; 1–3 cr. Various special language topics not covered by other courses will be assigned from time to time. May be repeated for credit if the topic changes.††

#### **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.

---

† Offered either Fall or Spring.

†† May be offered.

# Family, Nutrition & Exercise Sciences

*Chair:* Elizabeth D. Lowe

*Deputy Chair of Family and Consumer Sciences:*  
Patricia K. Miner

*Undergraduate Advisors, Family and Consumer Sciences:* Sung Eun Choi, Clare Consiglio, Patricia Miner (*Dietetics*), Sunitha Jasti (*Food Service Management*), Elizabeth Lowe (*Textiles and Apparel*); Andrea Mosenson (Teacher Education, K-12); Mihaela Robila (Family and Consumer Studies)

*Undergraduate Advisors, Physical Education and Exercise Sciences:* Ann Azzollini (*Nutrition and Exercise Sciences*), Eve Bernstein (*Physical Education*); Ariela Herman (*Physical Education/Initial Certificate*)

*Department Offices:* Program of Family and Consumer Sciences/Dietetics, Remsen 306, 718-997-4475; Programs of Nutrition and Exercise Sciences, and Physical Education, FitzGerald 203, 718-997-2710

*Professors:* Kant, Robila; *Associate Professors:* Lowe, Toner; *Assistant Professors:* Bernstein, Choi, Herman, Hung, Jasti, Mosenson; *Lecturers:* Azzollini, Consiglio, Estrow, Miner; *Senior College Laboratory Technician:* Li; *College Laboratory Technician:* Wang; *Office Assistants:* Cheung, Holder

*Majors Offered:* Home Economics/Family and Consumer Sciences (State Education Codes 02759 and 26470), Physical Education (State Education Code 26413), Nutrition and Exercise Sciences (State Education Code 22283)

The Family, Nutrition, and Exercise Sciences Department (FNES) offers programs in Family and Consumer Sciences, Nutrition and Exercise Sciences, and Physical Education with several concentrations within those programs.

The **Family and Consumer Sciences** program is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences. Coursework, regardless of concentration, leads to a bachelor of arts degree. The professional program offered by this accredited unit includes concentrations in (1) Dietetics, (2) Family and Consumer Studies, (3) Food and Nutrition, and (4) Textiles and Apparel. There is also a major in Family and Consumer Sciences Teacher Education, K-12.

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 Science in **Nutrition and Exercise Sciences** is also offered. See the box on page 213 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 dietetics and nutrition, food service, teaching, business and industry, consumer and social welfare, family and child services, extension, fashion merchandising, textiles, research, and communications. Because each family and consumer scientist is a trained professional who shares certain common understandings with all others in this profession, students majoring in the family and consumer sciences programs take a common core of basic courses. These include FNES 106, 147, 151, and 380; CHEM 16.3 and 17 or 19, and 159; and either BIOL 11, 22, or 108. 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.

#### Dietetics

The department offers a concentration for students who wish to satisfy the requirements of the Academy of Nutrition and Dietetics (AND) for a dietetic internship. Dietetic internships are required to become a registered dietitian (RD). The accredited Didactic Program in Dietetics (ADA DPD) requires numerous courses in the FNES Department and in other departments. Students should consult with the department's undergraduate advisor at the earliest possible point in their academic career to ascertain the specific requirements and to ensure that they have their coursework planned in the proper sequence and to learn about the post-baccalaureate internship experience. An overall average of 2.0 is required in the dietetics coursework in order to be verified. See the box on page 213 for the specific requirements for this concentration.

#### Family and Consumer Studies Track

This program is for students interested in working with consumers, families, and children in such settings as consumer agencies, family service agencies, family service departments of hospitals and clinics, financial institutes, financial counseling agencies, nursing homes for the aged, 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, consumer relations departments of business and industry, etc. This specialization is recommended for those wishing to obtain an advanced degree in family studies, consumer studies, social work, marriage and family counseling, or management. See the box on page 213 for the specific requirements for this concentration. Students graduating from this program are eligible to become family life educators.

#### Food Service Management Track

The mission of the Food Service Management specialization is to impart an understanding of the scientific principles of management of food service institutions by integrating didactic and laboratory instruction in institutional food administration and food science. The goals of the Food Service Management specialization are to impart fundamentals of food science and institutional administration knowledge and their application, and to develop students' ability to solve problems and think critically in areas of food service management in preparation for careers in a variety of settings that include 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 a Verification Statement which is necessary for becoming a Registered Dietitian (RD).

#### Textiles and Apparel

The study of textiles and apparel 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 textiles and apparel. 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 textiles and apparel. Those students wishing to combine this general approach with the more specialized areas of fashion merchandising or design may wish to participate in the Visiting Student Program with Fashion Institute of Technology. (See FIT faculty liaison.) See the box on page 213 for the specific requirements for this concentration.

#### Secondary School Teacher Education

See the box for the specific requirements for this concentration. Also see the SEYS department.

### MINORS IN FAMILY AND CONSUMER SCIENCES

A minor in Family and Consumer Sciences is available in two areas: Food Service Management and Textiles and Apparel. 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 213 for the specific requirements for each minor.

#### FIT Study Option

Family and Consumer Sciences students who are specializing in textiles and apparel at Queens College (QC) may have the opportunity to study a number of related areas at the Fashion Institute of Technology (FIT) through the Visiting Student Program. Currently FIT offers one-year AAS degree programs in the following areas:

## FAMILY, NUTRITION & EXERCISE SCIENCES

- Accessories Design
- Advertising and Communications
- Advertising Design
- Fashion Merchandising Management (most commonly chosen by QC students)
- Fashion Design (a formal portfolio of artwork is required)
- Jewelry Design (see FIT bulletin for admissions criteria)
- Manufacturing Management: Apparel Products and Related Industries
- Textile Development and Marketing
- Textile/Surface Design

Application deadlines are January 1 for fall semester and October 1 for spring semester. It is strongly recommended that students begin the planning process as soon as possible, to obtain adequate and timely advising, by contacting the *QC liaison faculty member*, whose approval is needed for students to be accepted into this program by FIT.

The Visiting Student Program is for one complete year. FIT requires a minimum overall GPA of 3.0 from QC to qualify for the program. Those wishing to participate in the one-year AAS degree program at FIT must have completed at least 30 transferable credits with 24 equivalent to FIT's liberal arts requirements and one semester of physical education prior to applying. It is generally recommended that students wishing to get both an AAS degree from FIT and a BA degree from QC complete all their requirements at QC first, and then spend their last year at FIT.

Students pay tuition directly to FIT for the year they are in attendance. If students are eligible for aid, they should apply for it at QC since visiting students are not eligible for financial aid from FIT. Queens College cannot guarantee that all qualified students will be accepted by FIT.

### THE MAJOR PROGRAM IN NUTRITION AND EXERCISE SCIENCES

The BS degree program in Nutrition and Exercise Sciences provides for intensive study in the combined disciplines of nutrition and exercise sciences, and is designed for students specializing in the maintenance of cardiovascular health and wellness through healthy diets and regular physical activity. Students are prepared for positions in corporate- and hospital-based programs in health, cardiovascular fitness, wellness, and cardiac rehabilitation; community-based programs in nutrition and fitness for adults and senior citizens; and adult health and fitness programs in health clubs, adult education centers, sports medicine and physical rehabilitation centers, and preventive health agencies.

The curriculum for the major comprises 36 credits in nutrition and exercise sciences, as well as a science core of an additional 23 credits in biology, chemistry, and statistics. Students must receive a grade of *C* or better in all courses required for the program in Nutrition and Exercise Sciences. A grade of *C* or better 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

Physical Education majors are required to complete courses in several areas:

- Five courses in team sports as follows: four skills courses (FNES 12 series) at the intermediate level, specifically basketball, volleyball, softball, and soccer, plus one pedagogically based course, FNES 212, Teaching and Assessment of Team Activities.
- Three courses in individual sports as follows: two skills courses (FNES 14 series) at the intermediate level, specifically, tennis and tumbling; plus one pedagogically based course, FNES 214, Teaching and Assessment of Individual/Dual Activities.
- One section of FNES 13 designated as a folk dance course.

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.

### 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.

## FAMILY, NUTRITION & EXERCISE SCIENCES

### REQUIREMENTS FOR THE MAJOR IN FAMILY & CONSUMER SCIENCES (MAJOR CODE 058)

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.

#### Family & Consumer Studies (Concentration code 04A)

FNES 106, 107, 140, 147, 151, 153, 163 (or both 263 and 264), 248, 249, 252, 347, 348, 349, 350, 351, 356, 376, and 380; CHEM 16.1 and 16.3 or CHEM 101.1, 101.3, 102.1, and 102.3; BIOL 11, 22, or 105.

#### Food Service Management (Concentration code 04B)

FNES 101, 104, 106, 147, 151, 163, 203, 275, 378, and 380; CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT 101.

#### Textiles & Apparel (Concentration code 04C)

FNES 106, 121, 126, 147, 151, 157, or 158, 226, 227, 228W, 325, 327, and 380; BIOL 11; CHEM 16.1 and 16.3 or CHEM 101.1, 101.3; ECON 100 or 101 or 102.

### DIDACTIC PROGRAM IN DIETETICS (DPD)

FNES 101, 104, 106, 147, 151, 203, 263, 264, 275, 307W, 337, 365, 366, 368, 378, and 380; CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 and CHEM 103.1 and 103.3; BIOL 11, 43, and 44; PSYCH 101 and 107.

### REQUIREMENTS FOR THE MAJOR IN NUTRITION & EXERCISE SCIENCES (MAJOR CODE 117)

#### Required (59 credits)

FNES 211, 230, 263, 264, 340, 341, 342, 352, 353, 362, 377, and one three-credit elective approved by the Nutrition and Exercise Sciences program advisor. The science core includes BIOL 11 and 43; CHEM 101.1, 101.3, 102.1, 102.3, 103.1, and 103.9, and one statistics course (PSYCH 107 or SOC 205).

### REQUIREMENTS FOR THE MAJOR IN PHYSICAL EDUCATION (MAJOR CODE 082)

#### Required (79 credits)

FNES 12 (taken 4 times), 13, 14 (taken twice), 15, 212, 214, and 143, 146, 160, 161W, 230, 235, 253, 266, 311, 342, 343, 369, and 379; SEYS 201W, 221, and 350; either SEYS 340 or EECE 340, EECE 310; CHEM 101.1, 101.3; BIOL 11 and 43; and one statistics course (PSYCH 107 or SOC 205).

### K-12 TEACHER EDUCATION (MAJOR CODE 059)

Students seeking to qualify for a New York State initial teaching certificate can do so by completing a competency-based program which, in addition to the core, includes FNES 101, 104, 106, 121, 126, 140, 147, 153, 156, 163 (or 263/264), 203, 226 or 228W, 336, 338 & 339 and SEYS 201, 221, 340 (or EECE 340) and SEYS 350. A co-major in SEYS is required; see SEYS.

### REQUIREMENTS FOR THE MINOR IN FAMILY & CONSUMER SCIENCES

#### Food Service Management (Minor code 56)

FNES 101, 163, and 275, and at least seven credits selected from among FNES 104, 203, 378, 371 (1-2 credits), 374 (1-2 credits), and 378.

#### Textiles and Apparel (Minor code 54)

FNES 121, 126, 157 or 158, and at least seven credits selected from FNES 226, 227, 228W, 325, 327, 358, and 373.

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 on this page 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, 15 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.

See the box on page 213 for courses students must take for the professional component.

### 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 credits. 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. Interested students should see the department's honors coordinator, Dr. John R. Magel.

### 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 the 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.

**Advanced Swimmer**—ability to swim two consecutive lengths of pool with each of these strokes: side stroke, any back stroke, 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,

\*MAT charges possible.

†Offered either Fall or Spring.

††May be offered.



## FAMILY, NUTRITION & EXERCISE SCIENCES

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

**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

**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

**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. The Family and Consumer Studies.** 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. Family Resource Management.** 3 hr.; 3 cr. The effective management of resources for individuals and families. 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

## FAMILY, NUTRITION & EXERCISE SCIENCES

**FNES 157. History of Costumes and Furnishings: Ancient Egypt to the French Revolution.** 3 hr.; 3 cr. The study of the relationships between the history of western civilization; sociocultural, technological, and artistic developments; and the evolution of styles of furnishings and costumes from Ancient Egypt to the French Revolution.

**FNES 158. History of Costumes and Furnishings: French Revolution to the Present.** 3 hr.; 3 cr. The study of the relationships between the history of western civilization; sociocultural, technological, and artistic developments; and the evolution of styles of furnishings and costumes from the French Revolution to the present.

**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

**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. Prereq.: FNES 166. Provides an understanding of athletic injuries and studies methods of training and conditioning, both preventive and rehabilitative. Spring

**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 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.

**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 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. Interdisciplinary Aspects of Textiles and Clothing.** 3 hr.; 3 cr. Prereq.: FNES 157 or 158. A survey of sociocultural, scientific, and aesthetic aspects of clothing and textiles. Spring

**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. Fall

**FNES 235. Analysis of Human Movement.** 3 hr. plus lab demon.; 3 cr. Prereq.: BIOL 43. 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 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 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.††

## FAMILY, NUTRITION & EXERCISE SCIENCES

**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.: FNES 263. A study of vitamin and mineral requirements; the utilization of nutrients in the body; and the application of nutritional principles. Fall, Spring

**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. Spring, Fall

**FNES 307W. Experimental Food Science.** 3 hr.; 3 cr. Prereq.: FNES 101 and 263, PSYCH 107. Techniques in food experimentation. The completion of an individual food study requiring interpretation and evaluation of results. Fall, Spring

**FNES 311. Physical Fitness and Training Programs.** 3 hr. plus fieldwork; 2 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 Education.** 3 hr.; 3 cr. Prereq.: FNES 263. An overview of nutrition education that

explores the settings in which nutrition education is carried out, introduces nutrition students to learning theory, and reviews techniques and resources for teaching nutrition. Students learn to assess the needs of different learner groups and select and evaluate appropriate nutrition education materials.†

**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. Fall

**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. Spring

## FAMILY, NUTRITION & EXERCISE SCIENCES

**FNES 342. Physiology of Muscular Activity.** 3 hr. plus lab. demon.; 3 cr. Prereq.: BIOL 43 and CHEM 19. The acute and long-term physiological adjustments occurring in the human organism as a result of sport and other physical activities. Spring

**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 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. Families in Communities.** 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. or coreq.: FNES 342. Physiological basis 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. Fall

**FNES 353. Fitness Assessment and Prescription of Exercise Programs.** 3 hr. plus lab. demon.; 3 cr. Prereq.: FNES 342; coreq.: FNES 352. Application of scientific principles of exercise physiology to the measurement and evaluation of healthy individuals. Techniques of exercise testing commonly used in corporate and adult fitness settings. Training methods for improvement in exercise capacity and good health. Designing exercise programs for individuals and groups. Spring

**FNES 356. Sexuality Counseling.** 3 hr.; 3 cr. Prereq.: FNES 349. 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 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 362. Nutrition for the Exercise Professional.** 3 hr.; 3 cr. Pre- or coreq.: FNES 264, CHEM 103.3/103.1, BIOL 43. 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, Counseling, and Assessment.** 3 hr.; 3 cr. Coreq.: CHEM 179 and FNES 263. Introduction to nutrition assessment, counseling, and other components of medical nutrition therapy. Fall

**FNES 366. Medical Nutrition Therapy.** 3 hr.; 3 cr. Prereq.: FNES 264 and 365. Nutrition and dietary principles for pathological conditions. Spring

**FNES 368. Life Cycle and Community Nutrition.** 3 lec. hr.; 3 cr. Prereq.: BIOL 43; prereq. or coreq.: FNES 264. Special problems in nutrition, including needs during the different stages of life, current research, international nutrition, public health aspects, laws, dissemination of information, and nutrition quackery. 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



## FAMILY, NUTRITION & EXERCISE SCIENCES

the design, implementation, and evaluation of lessons focused on sport and physical education activities.††

**FNES 371–376. Fieldwork Courses.** Prereq.: Junior or senior standing 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 may be 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.

**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. Fall, Spring

**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.

**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/NC basis only. Fall, Spring

**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.††

**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.††

**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:* Amy Herzog

*Program Office:* G Building 202B,  
718-997-2962/2950; 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).

## 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.

### REQUIREMENTS FOR THE MAJOR IN FILM STUDIES (MAJOR CODE 040)

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, 244, 265, 281 (film topics only), 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.

*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 42)

#### Required (18 credits)

Students minoring in film studies must take MEDST 143, 144, and 200 plus a total of nine hours chosen from the elective category designated above for the film studies concentration.

---

\*May be taken twice for credit if course content changes.

## 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.

## Hispanic Languages & Literatures

*Chair:* José Miguel Martínez-Torrejón

*Undergraduate Advisor:* Barbara Simerka

*Graduate Advisor:* Irma Llorens

*Department Office:* Kiely 243, 718-997-5660;  
Fax 718-997-5669

*Professors:* Glickman, Martínez-Torrejón; *Associate Professors:* Caamaño, Llorens, Simerka; *Assistant Professors:* Alcántar, Fernández, Zinni; *Lecturers:* Casco, Peña; *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* and the *Rafael Rodríguez Memorial Prize* in Spanish.

### THE MAJOR IN SPANISH

See the box on this 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

#### REQUIREMENTS FOR THE MAJOR IN SPANISH (MAJOR CODE 098)

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 50, 337, 338, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

#### REQUIREMENTS FOR THE MINOR IN SPANISH (MINOR CODE 90)

The minor consists of 18 credits in Spanish beyond the level of SPAN 112, chosen in consultation with a department advisor.

## HISPANIC LANGUAGES & LITERATURES

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 previous page for the requirements for the minor. Minors must file department concentration forms.

### PORTUGUESE COURSES

#### *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.

**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.

**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.

**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.

### 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.

#### *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. (RL)

**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. May be taken more than once for credit provided the topic is different. (CV, WC)<sup>††</sup>

**SPAN 47. Hispanic Film in English Translation.** 4 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)

**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 Ashkenazi). 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.

\*MAT charges possible.

<sup>†</sup>Offered either Fall or Spring.

<sup>††</sup>May be offered.



## HISPANIC LANGUAGES & LITERATURES

**SPAN 53, 53W. *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. (RL, ET, PI)

**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.

### Basic Language Courses

**SPAN 111. Elementary Spanish I.** 4 hr.; 4 cr. Not open to students who have received credit for Spanish 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.

**SPAN 112. Elementary Spanish II.** 4 hr.; 4 cr. Prereq.: SPAN 111 or equivalent. Not open to students who have received credit for Spanish 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.

**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.

**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.

**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.

**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.

**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.

**SPAN 215. Spanish Conversation.** 3 hr.; 3 cr. Prereq.: SPAN 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. Use of language laboratory will be required. May not be taken by Spanish heritage speakers.

### 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.)

**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.

**SPAN 260. Survey of Spanish Literature II.** (formerly SPAN 206) 3 hr.; 3 cr. Prereq.: SPAN 240 or

## HISPANIC LANGUAGES & LITERATURES

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.

**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*.

**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.

**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 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.

**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.

**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.

**SPAN 225. Composition.** 3 hr.; 3 cr. Prereq.: SPAN 224. Advanced work in special problem areas of usage and style. Intensive practice in writing.

**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.

**SPAN 338. Foundations of Spanish Linguistics.** 3 hr.; 3 cr. Prereq.: SPAN 224 or permission of the department. An introduction to Spanish linguistics.

**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.

**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.

### 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.

**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.

### 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.

## HISPANIC LANGUAGES & LITERATURES

**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.

**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 *prosaísmo* (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.

## HISPANIC LANGUAGES & LITERATURES

**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.

**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:* Joel Allen

*Graduate Advisor:* Julia Sneeringer

*Department Office:* Powdermaker 352, 718-997-5350

*Distinguished Professor:* Rossabi; *Professors:* Alteras, Covington, Frangakis-Syrett, Freeman, O'Brien, Scott; *Associate Professors:* Allen, Chazkel, Conolly-Smith, Davie, Nadasen, Rosenblum, Sen, Sneeringer; *Assistant Professors:* Antonova, Bemporad, Bregoli, Ceello, Franklin, Freundschuh, Giardina, Ort, Richardson, Vellon, Wintermute; *Lecturers:* Daniel, Gaudette; *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 *Award for Distinguished Scholarship in World History*; the *Richard W. Emery Prize*, for distinguished scholarship in pre-1500 European history; the *Faculty Prize for Excellence in History*; the *History Department Scholarship* (for juniors); the *Jewish History Prize*; 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 *Koppel S. Pinson Prize*, to the graduating senior with the highest record in history courses; and the *David Syrett Research Prize in British or Military 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 five areas:

- Ancient History;
- European History since the Fall of Rome;
- Jewish History;
- United States History; and
- History of Areas of the World other than the United States and Europe.

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 056)

Majors are required to take a minimum of 36 credits in history. At least 18 credits must be taken at Queens College.

#### Required courses (24 credits)

HIST 101, 102, 103, and 104; two courses from among the following: HIST 105, 106, 111, 112, 140-142, 144-149; one course from among the following: 200 (when topic is non-Europe and non-United States), 294, 332, 339, 355, 360, 361.

#### Electives

Nine additional credits in one of the following special areas and an additional history elective to bring the total number of history credits to 36:

#### Ancient and Pre-Modern History

Includes HIST 113, 114, 140, 144, 148, 204-206, 208, 209, 301, 352.

#### European History since the Fall of Rome

Includes HIST 100, 107-110, 115, 116, 209-211, 213, 215-216, 222, 225, 227, 228, 230-233, 236, 238-242, 251-254, 291, 292, 296, 302, 303, 305, 308, 310, 313, 315, 332, 352.

#### United States History

Includes HIST 258-260, 262, 263, 265-267, 270-278, 284, 285, 297, 299, 340-343, 345, 347, 348, 350, 351.

#### History of Areas of the World other than the United States and Europe

Includes HIST 105, 106, 111, 112, 117, 118, 140-142, 144-149, 256, 339, 355, 360, 361.

#### Jewish History

Includes HIST 114-116, 248, 251-254, 256, 295, 312, 338, 339.

#### Gender

History 270-272, 298, 308, 342, 345.

*Please note:* HIST 200, 346, 370, and 392W have varying topics. They will be included in whichever special area is appropriate for the particular section of the course. HIST 392W may not be used as one of the 12 credits in the major's special area.

Students may create a specialty with the permission of the Chief Concentration Adviser and the Chair. Students choosing this option must do so at the start of their junior year.

### REQUIREMENTS FOR THE MINOR IN HISTORY (MINOR CODE 52)

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 1. Western Civilization I. A History of Ideas from Antiquity to the Scientific Revolution.

3 hr.; 3 cr. Major achievements of western civilization from ancient Greece to the late seventeenth century, with an emphasis on the significant ideas in their political and social context.

### HIST 2. Western Civilization II. A History of Ideas from the Enlightenment to the Present.

3 hr.; 3 cr. The major achievements of western civilization from the eighteenth century to the present, with an emphasis on the significant ideas in their political and social context.

### HIST 100. 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 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. (SS, ET, PI) 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. (SS, ET) 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. (SS, US, PI) Fall, Spring

### HIST 104, 104W. American History, 1865 to the Present.

3 hr.; 3 cr. The United States from Reconstruction to the present time. (SS, US) 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

†Offered either Fall or Spring.

††May be offered.

## HISTORY

**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. History of Russia to 1855.** 3 hr.; 3 cr. From the Kievan period to the death of Nicholas I. Fall, Spring

**HIST 110. History of Russia since 1855.** 3 hr.; 3 cr. From the accession of Alexander II to the present time. 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 117/MES 160. The History and Civilization of Islam.** 3 hr.; 3 cr. Explores the institutions and intellectual traditions of the civilization of Islam from the days of the Prophet Muhammad through the modern period.

**HIST 121. History of Brazil.** 3 hr.; 3 cr. The major developments from colonial times 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. (SS)

**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. (SS)

**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. Early South Asia.** 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 South Asia.** 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.

**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.

## HISTORY

### **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 160. Global History: World (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 on world global history such as comparative world slavery and colonization and freedom struggles. (SS, WC)

### **HIST 163. Social and Cultural History: United States (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. (SS, US)

### **HIST 164. Social and Cultural History:**

**European (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. (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. (CV, WC)

### **HIST 168. History and Memory: The 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. (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 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. (CV, ET)

### **HIST 200W. 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 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. Greece from the Bronze Age to the Hellenistic Period.**

3 hr.; 3 cr. From the Mycenaean Period of the Trojan War through the conquests of Alexander the Great, this course will examine the evolution of Greek society of the Bronze Age, the Archaic period, Hellenistic civilization, and the subsequent diffusion of Hellenistic civilization as a result of Alexander's conquests.

### **HIST 206. The Hellenistic Mediterranean and the Roman Republic.**

3 hr.; 3 cr. The period from the death of Alexander the Great in 323 BCE to the Battle of Actium in 31 BCE. Emphasizes the evolution of the Roman Republic. Important themes include the political, economic, and diplomatic pressures of empire and the emergence of a cosmopolitan Greco-Roman culture.



## HISTORY

**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 a bureaucracy and imperial court following a political revolution and the relationship between the imperial center, Rome, and the peripheral provinces.

**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 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

**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. (RL, ET, PI)

**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 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.

## HISTORY

**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 248. 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 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.

**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 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.

**History 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

## HISTORY

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

**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 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 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. History of Brazil.** 3 hr.; 3 cr. History of Brazil from the colonial period to the present.

**HIST 295. Sephardic Jewish History.** 3 hr.; 3 cr. Sephardic Jewish history from 1492 to modern times.

**HIST 296: Eastern European History in the Twentieth Century.** 3 hr.; 3 cr. Twentieth-century Eastern European history.

**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 Ameri-

can 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.

**HIST 301. Topics in Ancient 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 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.

## HISTORY

**HIST 308. Women in Modern European History.** 3 hr.; 3 cr. A study of the myths and realities of women's roles in European history, from the eighteenth century to the present, including their roles in the home and family, in the public spheres of education, work, and politics.

**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, 600–1500.** 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 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.

**History 314. 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 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."

**History 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 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.

**History 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.

**History 337. Russia and the Jews.** 3 hr.; 3 cr. The history and culture of Russian Jews from the end of the nineteenth century in the Tsarist Empire to the collapse of the Soviet Union in 1991.

**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 339. Palestinian-Israeli Relations, 1967 to the Present.** 3 hr.; 3 cr. The historical roots of the Arab-Israeli conflict, the 1967 war and its aftermath, the peace process that led to the Oslo accords, and the historical developments in Palestinian-Israeli relations following the Oslo accords.

**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



## HISTORY

### **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 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.<sup>††</sup>

**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.

**History 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 390W. Film Aesthetics and History** 3 hr.; 3 cr. Prereq: Junior or Senior Standing. 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 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.

## HISTORY

**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:* Lindsey Dedow, Lorna Ronald

*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 Honors in the Humanities, Honors in the Mathematical and Natural Sciences, or Honors in the Social Sciences. The four required seminars satisfy the following Perspectives in the Liberal Arts and Sciences requirements (PLAS): Appreciating and Participating in the Arts (AP); two Analyzing Social Structures courses (SS); and Non-Laboratory Natural Science (NS).

### COURSES

**HNRS 101. Freshman Honors Colloquium.** 1 hr.; 1 cr. Prereq.: Permission of the director. A weekly seminar to introduce freshman honors students to the college's faculty and diverse fields of study. Discussion topics are assigned by a different faculty member for each session. Students are required to 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. (AP)

**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. (SS, US)

**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

## MACAULAY HONORS COLLEGE

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. (NS, US)

**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. (SS, US)

**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:* E. Gordon Whatley

*Office:* Honors Hall 19 & 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. 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 165H: an introduction to poetry that provides training in close reading and critical analysis. (RL)
  - b. PHIL 104H: an introduction to ethics that emphasizes classical as well as contemporary sources. (CV, ET)
  - c. CMLIT 101H: An introduction to some of the classic works of ancient and medieval world literatures. (RL, WC, PI)
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



## HONORS IN THE HUMANITIES

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.

3. The senior seminar, HTH 300 (formerly HTH 351).

Students who complete the full sequence of eight courses receive an Honors in the Humanities certificate that is listed on their final transcript. 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. The requirements for both the full sequence and the minor are described in the box on this page.

*Eligibility:* A 3.3 GPA is required for admission to and retention in the program. Although most students enter the courses in their freshman year, sophomore entry is permitted.

### THE MINOR

See the box below for the specific requirements for the minor.

#### 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 58)

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.

## 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 Reading Literature (RL) course requirement under the PLAS General Education system. 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 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 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. 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

## HONORS IN THE MATHEMATICAL & NATURAL SCIENCES

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: Kristin Ceello*

*Office: Powdermaker 352P, 718-997-5398*

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

## HONORS IN THE SOCIAL SCIENCES

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. (SS, ET)

**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)



# Interdisciplinary & Special Studies

*Director:* June Bobb

*Office:* Kiely 1107, 718-997-5780

*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 Interdisciplinary Office, Kiely 1107. ACE students interested in an interdisciplinary major should consult with the ACE Office in Kiely 134A.

## 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 card can be obtained at the Interdisciplinary and Special Studies Office, Kiely 1107. The card must be completed, including a full description of the work to be done, 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.

*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 can 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.

**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. Ethnic Studies. 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:* Jeff Cassvan

*Administrative Committee:* Carroll, Covington, McGough, Moore

*Office:* Kissena 251, 718-997-5691

The general aim of Irish Studies is that of any of the humane disciplines—literature, history, philosophy—that constitute the curriculum of a first-rank liberal arts college. In particular, it is aimed at an understanding of the historical and cultural development of the Irish people, their language, literature, social institutions; the significance of their contribution—intellectually, spiritually, artistically—to western civilization; their experience as one of the first postcolonial nations; their experience as an emigrant diaspora.

As such, Irish Studies is intended for all students interested in the study of a rich and varied culture, and is of special interest to those students of Irish antecedents for whom it will provide a new or renewed awareness of their place—historical and contemporary—in a pluralistic society.

For students majoring in English, comparative literature, communication arts and sciences, or political science, a wide selection of courses in Irish Studies may provide a logical corollary to their principal interest. 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.

## 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.

**IRST 102. Elementary Irish II.** 3 hr.; 3 cr. Prereq.: IRST 101, or permission of the instructor. A continuation of Elementary Irish I.

**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.

## REQUIREMENTS FOR THE MINOR IN IRISH STUDIES (MINOR CODE 60)

### 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 229. Politics and Religion in Early Modern England and 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 and Literature*

IRST 101, 102. Elementary Irish 1 and 2  
ENGL 365. Celtic Myth and Literature  
ENGL 367. Modern Irish Literature  
ENGL 368W. Irish Writers

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 CMLIT 340, when the topic is Irish Drama in Context, would be acceptable.

One choice from among the following (3 credits):

IRST 390. Advanced Seminar in Irish Studies or  
IRST 391. Memory and Place

# 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 62)

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:* Mark W. Rosenblum

*Assistant Director:* Diane Spielmann

*Office:* Jefferson 307, 718-997-4530

*Office Assistant:* Pat Tortorici

*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. Students who wish to discuss particular curriculum problems should confer with the director or any member of the Jewish Studies committee:

Hebrew: S. Chetrit

History: I. Alteras

Sociology: S. Heilman

Yiddish: T. Bird, E. Goldsmith

Students should also consult the course offerings in Hebrew language and literature and in Yiddish 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 any two of four disciplinary areas subsumed by Jewish Studies:

## REQUIREMENTS FOR THE MAJOR IN JEWISH STUDIES (MAJOR CODE 064)

Majors in Jewish Studies are required to take 36 credits, distributed as follows:

**Core Curriculum:** Students must take three core curriculum courses, two from Part A and one from Part B:

**Part A. Jewish History** (two courses, 6 credits, chosen from the following): HIST 114, 115, and 116, History of the Jewish People I, II, and III.

**Part B. Jewish Philosophy and Religion** (one course, 3 credits, chosen from the following): PHIL 250, Plato and the Bible; PHIL 251, Aristotle and Maimonides; PHIL 252, Existentialism and Modern Jewish Philosophy; RLGST 103, Introduction to Judaism.

**Area Studies Courses** (15 credits): Refer to the Area Studies listings on the following page.

**Related Departmental Courses** (9 credits): In the area where the student has taken the greatest number of intermediate and advanced Jewish Studies courses, he or she must take 9 additional credits at the 200-course level or above. The courses shall be chosen in consultation with a Jewish Studies advisor. The related departments for each area are as follows: History; Anthropology or

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.

In addition, the program offers over 70 courses per year in a wide variety of fields on topics associated with Jewish culture, history, arts, and politics.

### Program Awards

Jewish Studies awards the following prizes: the *Center for Jewish Studies Award*, presented to a student who has contributed to the health and vigor of the Jewish

Sociology; Philosophy or Religious Studies; Hebrew, Yiddish, Comparative Literature, or English. (Students concentrating in Jewish literatures must study the literature of two different languages.)

**Senior Seminar** (3 credits)

**Language Requirement:** Majors are required to demonstrate competence in Hebrew or Yiddish through level 4. The language requirement is independent of the 36 credits required for the major.

## REQUIREMENTS FOR THE MINOR IN JEWISH STUDIES (MINOR CODE 64)

**Core Curriculum** (9 credits): Students must take three core curriculum courses, two from Part A and one from Part B, as listed under the major requirements above.

**Intermediate and Advanced Courses** (12 credits): Four courses from among the Area Studies course list above, with at least two courses in one area.

**Language Requirement:** Students are required to demonstrate competence in Hebrew or Yiddish through level 3.

Studies Program on campus; the *William Fenster Memorial Scholarship*, awarded to one or two students on the junior level and granted on the basis of merit; the *Morris Flatow Memorial Award*, given in recognition of achievement in the field of Jewish Studies; the *Holocaust/Genocide Student Essay Prize*, awarded to the author of the best essay on the topic of the Holocaust or other forms of genocide; the *Jewish Studies Academic Excellence Prize*, awarded to two graduating students minoring in Jewish Studies who have maintained a high average; and the *Helen Rudolph Memorial Scholarship*, to a student in the ACE program majoring in Jewish Studies.

## JEWISH STUDIES

### THE MAJOR

See the box on the previous page for the specific requirements for the major.

### Area Studies Courses

Students must select five intermediate and advanced courses (at the 200 level or above) from any two of the four disciplinary areas to be eligible for a major. In so doing, the student will acquire a more intensive understanding of the major areas of research and scholarship within the field of Jewish Studies. Courses relevant to the areas are:

#### I. Jewish Social & Intellectual History

##### *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 256. History of Modern Israel
- HIST 312. The Holocaust
- HIST 338. History of Zionism

#### 2. The Anthropology, Sociology, Political Life, and Folklore of Jews

##### *Sociology*

- 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 Hebrew Culture and Literature in Translation
- 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 Languages: Yiddish*

- YIDD 156. Jewish Thought and Modern Yiddish Literature
- YIDD 161. The Culture of East European Jewry
- YIDD 172. Hasidism and Jewish Mysticism
- YIDD 101. Elementary Yiddish I
- YIDD 102. Elementary Yiddish II
- YIDD 203. Intermediate Yiddish I
- YIDD 204. Intermediate Yiddish II
- YIDD 210. Intermediate Conversational Yiddish

##### *Jewish Literatures: Hebrew*

- 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 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

##### *Jewish Literatures: Yiddish*

- YIDD 150. Introduction to Yiddish Literature
- YIDD 176. The Literature of the Holocaust
- YIDD 190. Topics in Yiddish Culture and Literature in Translation

## JEWISH STUDIES

### THE MINOR

See the box on page 246 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.

**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

*Acting Director:* Gerry Solomon, 718-997-2945

*Office:* Powdermaker 251, 718-997-2995

*Distinguished Lecturers:* McCarthy, McCormick;  
*Visiting Assistant Professor:* Solomon; *Adjunct Associate Professor:* Drachlis

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. Now a part of the Urban Studies Department, the journalism minor makes use of current technology to access 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 such majors as 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 the Internet. 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 202. Students are strongly urged to take advantage of the opportunities to learn firsthand about the professional world of journalism.

## REQUIREMENTS FOR THE MINOR IN JOURNALISM (MINOR CODE 65)

The journalism minor consists of 21 credits divided between required courses and electives. Students must maintain a *B–* average in journalism courses and an overall GPA of 2.5.

### Required Courses (15 credits)

JOUR 101W, 200W, 201, 202, and 310.

### Two electives (6 credits)

To be selected from the following in consultation with the director or an advisor. Students are strongly urged to take at least **one** of the three journalism electives listed: JOUR 203, 300, and 301; ECON 211, 224, and 246; ENGL 210W, 211W, 303W, and 387; HIST 266, 275, and 341; MEDST 242, 256, and 357; PSCI 213, 217, and 220; SOC 218; URBST 210, 221, and 310. Other electives may be selected by permission of the director.

*Note:* Courses taken to fulfill a student's major requirement **cannot** count toward satisfying the journalism electives requirement.

## COURSES

The first course in the sequence, JOUR 101W, is a gateway course open to all students. The remaining four core courses are designed for students with intensive interest in sharpening their reporting and writing skills. Students admitted into these courses will cover stories in the field, write to deadline, learn to edit copy, and produce television news stories. They will meet with news professionals and visit news organizations.

**JOUR 101W. News Reporting and Writing I.** 3 hr.; 3 cr. Prereq. or coreq.: ENGL 110. Fundamentals of news reporting and writing and an overview of the news industry, including the role of journalism in society, the business of journalism, and analysis of the differences among various branches of the news media.

**JOUR 200W. News Reporting and Writing II.** 3 hr.; 3 cr. Prereq.: *B* or better in JOUR 101W. Continuation of the development of reporting and writing skills introduced in News Reporting and Writing I. Course includes deadline writing, field reporting, rewriting from wires and an introduction to Internet reporting and writing. Guest lectures by professional journalists.

**JOUR 201. News Editing.** 3 hr.; 3 cr. Prereq.: JOUR 101W and 200W. The course will cover three specific aspects of the editing process: copyediting skills, news judgment, and verification of information. On the skills level, students will be taught how to write headlines, to detect and correct errors, and to do simple line editing.

**JOUR 202. Broadcast Journalism.** 3 hr.; 3 cr. Prereq.: JOUR 101W. The course focuses on the anatomy of television and radio news stories; writing, reporting, and audio and video skills needed to put the story together; and actual field coverage.

**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 300. Internship in Journalism.** Minimum 135 hr.; 3 cr. Prereq.: JOUR 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



## JOURNALISM

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, arts and entertainment. Guest lectures by professional writers and editors.

# Labor Studies

*Acting Director:* Leonard S. Rodberg

*Office:* Powdermaker 250, 718-997-5730

*Major Offered:* Labor Studies (State Education Code 85416)

The major in labor studies provides students with a curriculum that focuses on the world of work. 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 an opportunity to develop a specialization within a particular discipline.

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 a core sequence, a concentration, and approved electives to make up a total of 36 credits. Courses in the core sequence provide a foundation for all labor studies majors. 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.

After the required core sequence, students complete a sequence of courses in a concentration area. Presently there are three areas to choose from: economics, sociology, and urban studies. Each area provides students with an opportunity to develop their analytical skills from the perspective of the academic discipline selected. The concentrations offer an introduction to the discipline, a background in quantitative analysis, and an opportunity to study an aspect of labor within a particular discipline.

Students complete their labor studies major by selecting three labor-related courses 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

## REQUIREMENTS FOR THE MAJOR IN LABOR STUDIES (MAJOR CODE 066)

The labor studies major consists of 36 credits: 18 credits in a core sequence, 9 credits in one of three possible concentrations, and 9 credits in approved electives.

### Core Courses

18 credits, required of all majors): LABST 101, 240, 320, and one other Labor Studies course; ECON 101; and HIST 274.

### Concentrations

9 credits in one of the three concentrations

#### Economics Concentration

**(Concentration code 05A):** ECON 102 and 249, and one of the following: ECON 213 or 214.

#### Sociology Concentration

**(Concentration code 05B):** SOC 101 and 205, and one of the following: SOC 228 or 224.

#### Urban Studies Concentration

**(Concentration code 05C):** URBST 101 and 200, and one of the following: URBST 102, 105, 202, or 210.

### Electives (9 credits)

HIST 273 or 275; PSYCH 226; ECON 240; and one of the following: SOC 219; ECON 219; URBST 101; and PSCI 222.

Students may also fulfill the elective requirement by completing courses from the alternate core requirements, e.g., ECON 213 or 214, or SOC 224 or 228, if not taken to fulfill core requirements.

## REQUIREMENTS FOR THE MINOR IN LABOR STUDIES (MINOR CODE 66)

Minors will take a minimum of 18 credits in Labor Studies, including LABST 101, 240, and 320, and three other courses listed above as either core or elective requirements for the major.

## LABOR STUDIES

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.

**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 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:* John Collins

*Assistant Director:* Ramona Lee Pérez

*Office:* Kissena 310, 718-997-2895

*Office Assistant:* Fernandez-Liranzo

*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 070)

**Required:** 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 69)

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 84)

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.

## LATIN AMERICAN & LATINO STUDIES

**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.

# LEAP

See Worker Education.

## The Library

*Associate Dean and Chief Librarian:* Robert A. Shaddy

*Professors:* Shaddy, Swensen; *Associate Professors:* Chiang, de Luise, Gandhi, Mellone, Miller, Oates, Simor, Taler; *Assistant Professors:* Foasberg, Li, Sanudo, Shpilko, Yearwood; *Lecturers:* Gomez, Rosenberg; *Higher Education Officers:* Armao, Chitty, Flanzraich

*Department Secretary:* Armao

*Department 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. An online tutorial on basics of Library research is available from the Library homepage (click on “Research” then “Tutorials”). We also offer specialized orientation to all new faculty annually. The Benjamin S. Rosenthal Library, which holds the principal collections, also houses the Special Collections & Archives, the Art Library, and the Art Center at Queens College. The Music Library is located in the Aaron Copland School of Music. The Library homepage may be found at: <http://qcpages.qc.cuny.edu/library/>.

## 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.

# Library & Information Studies

*Chair and Director:* James W. Marcum

*Graduate Advisor:* Roberta Brody

*Dept. Office:* Rosenthal 254, 718-997-3790;  
gslis@qc.cuny.edu

*Professors:* Blake, Chelton, Kibirige, Smith, Surprenant;  
*Associate Professors:* Brody, Cool, Cooper, Ng,  
Perry; *Department Secretaries:* Kavanagh, Ruzicky

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:* Robert M. Vago

*Associate Chair:* Arlene Kraat

*Director, Graduate Program in Speech-Language Pathology:* Arlene Kraat

*Director, Graduate Program in Linguistics:* Robert M. Vago

*Department Office:* Kissena 349, 718-997-2870;  
Fax: 718-997-2873

*Professors:* Fiengo, Gelfand, Gerber, Vago; *Associate Professors:* Fernández, Kraat, Martohardjono, Menken, Newman; *Assistant Professors:* Haddican, Ijalba, Neumann-Werth; *Lecturers:* Ball, Brienza, Downing, Heffeman, McCaul, Stengel-Mohr, Toueg; *Clinical Instructor:* Navarra; *Department Secretaries:* Cadme, Sprague; *Professors Emeriti:* Cairns, C., Halpern, Seliger, Stark, Stevens; *Professor Emerita:* Cairns, H.; *Associate Professor Emeritus:* Schneider; *Associate Professor Emerita:* Klein

## Queens College Speech-Language-Hearing Center

Gertz Building, 718-997-2930

*Director:* Kraat; *Associate Director:* McCaul; *Speech, Language, and Hearing Staff:* Ball, Brienza, Downing, Gerber, Kraat, McCaul, Navarra, Toueg; *Center Secretary:* Sprague

*Majors Offered:* Communication Sciences and Disorders (State Education Code 77457), Linguistics: TESOL (State Education Code 26443), Linguistics (State Education Code 02768)

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.

### 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 sciences and disorders); the *Elaine Goran Newman and R.M.R. Hall Memorial Awards*, to outstanding students in the discipline of linguistics; the *Outstanding Scholar Award*, to an undergraduate major who has made outstanding scholarly contributions to the discipline of communication sciences and disorders; and the *Outstanding Service Award*, in the discipline of communication.

### THE MAJORS

The department offers majors in Communication Sciences and Disorders, General Linguistics, and Applied Linguistics: Teaching English to Speakers of Other Languages (TESOL). Students interested in becoming a Communication Sciences and Disorders major must formally apply for competitive admission to the major. Further information and application materials are available in the department office or via the website at [www.qc.cuny.edu/LCD](http://www.qc.cuny.edu/LCD). See the box on the next page for the specific requirements for the majors.

### Admission to the Major

The Communication Sciences and Disorders (CSD) program is highly competitive, with limited space availability. Students wishing to major in CSD must submit an application, available in the Department of Linguistics and Communication Disorders office, which will be reviewed by the CSD Admissions Committee. Applicants are required to have completed a minimum of 24 college credits and have a cumulative GPA of at least 3.0 (*B*). Applicants will be notified of admission or non-admission following the Admissions Committee review. Meeting the minimum requirements for admission does not guarantee admission.

## LINGUISTICS & COMMUNICATION DISORDERS

### REQUIREMENTS FOR THE MAJORS IN LINGUISTICS & COMMUNICATION DISORDERS

#### COMMUNICATION SCIENCES AND DISORDERS (MAJOR CODE 100)

##### 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, 209, 392; PSYCH 221, 359; SOC 211.

*Note:* No course will count toward this major with a grade lower than C–.

#### GENERAL LINGUISTICS (MAJOR CODE 072)

##### Required

*First Level:* LCD 101/ANTH 108, 102, 116, 120, and 130; *Second Level:* LCD 205/ANTH 285, and 220; *Third Level:* LCD 360.

##### Electives

LCD 144 or 288, plus four courses from the following list: any LCD course; ANTH 104, 280, 289, 380, 389; PHIL 109.

*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 073)

##### Required

*First Level:* LCD 101/ANTH 108, 102, 116, 120, and 130; *Second Level:* LCD 205/ANTH 285, 206, 220, 240, and 241; SEYS 201W and 221; *Third Level:* LCD 307, 312, 340, 341, and 342; EECE 310; ECPSE 350.

*Note:* No course will count toward this major with a grade lower than C–.

#### GENERAL REQUIREMENTS

##### Maintenance Requirement

Successful completion of the English Language Proficiency Test of the LCD department prior to taking LCD 240.

Additional Course Requirement: Two courses in American History as follows: HIST 103 and 104.

##### Foreign Language Requirement

A minimum of 12 credits or the equivalent of study of a language other than English.

#### REQUIREMENTS FOR THE MINOR

Students interested in designing a minor should see the department chair.

### Communication Sciences and Disorders

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.

### General Linguistics

In this program students study the phonological, semantic, syntactic, and morphological aspects of language. They learn the linguistic, psycholinguistic, and sociolinguistic principles underlying language acquisition, especially the acquisition of languages beyond those learned in infancy and early childhood. They analyze the complexities in the structure and social use of language both in monolingual and multilingual populations.

### Applied Linguistics: Teaching English to Speakers of Other Languages (TESOL)

This program prepares students for New York State certification to teach English to speakers of other languages in school settings (all grades). The curriculum is grounded in the study of the structure of human language in general and English in particular, and addresses issues of language acquisition, literacy, educational technology, sociolinguistics, and psycholinguistics. The program emphasizes involvement with both elementary and secondary schools: it provides a student teaching course and field experiences in two methods courses at both levels.

## LINGUISTICS & COMMUNICATION DISORDERS

### THE MINOR

Minors are available that are particularly relevant to students who are majoring in English, computer science, philosophy, psychology, and foreign languages. Students interested in designing a minor should see the department chair.

### Advisement

Students who are interested in majoring or minoring in the Linguistics and Communication Disorders Department should see the department secretary. There are faculty available to give information about the department and its programs; students who major or minor in LCD are assigned permanent faculty advisors to guide them through their undergraduate programs.

### 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. (CV)

**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

**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).

**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. (CV, US)

**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. The Structure of English Words.** 3 hr.; 3 cr. The structure of English vocabulary; how words are formed; rules for determining the meaning, spelling, and pronunciation of English words.‡

**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

**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.‡

**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

---

‡LCD 116 and 130 are offered in the fall of odd-numbered years.

†Offered either Fall or Spring.

††May be offered.

## LINGUISTICS & COMMUNICATION DISORDERS

regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**LCD 144. 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. (SS, WC)

**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 LCD104/ANTH 104. Introduction to the study of the relationship between language and society. Sociocultural factors that influence language form, use, and history. Spring

**LCD 206. 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

**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 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 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 288/ANTH 288. 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

---

‡‡LCD 209 and 306 are offered in the spring of alternating years.



## LINGUISTICS & COMMUNICATION DISORDERS

attitudes in New York. Students will formulate research questions, and design and carry out original field research projects to answer these questions.

**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.<sup>††</sup>

**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.<sup>‡‡</sup>

**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.<sup>††</sup>

**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 hr. lec., 1 hr. clinical lab.; 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 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

---

<sup>††</sup>LCD 209 and 306 are offered in the spring of alternating years.

## LINGUISTICS & COMMUNICATION DISORDERS

**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.†††

**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.††

**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

---

†††LCD 360 is offered in the spring of odd-numbered years.

# Mathematics

*Chair:* Wallace Goldberg

*Assistant Chair for Evening Studies and Graduate Advisor:* Nick Metas

*Assistant to the Chair:* Steven Kahan

*Dept. Office:* Kiely 237, 718-997-5800

*Professors:* Braun, Dodziuk, Emerson, Goldberg, Jiang, Kramer, Maller, Miller, Ralescu, Sultan, Weiss;  
*Associate Professors:* Mitra, Rothenberg, Saric, Sisser, Terilla, Zakeri; *Assistant Professors:* Hanusa, Klosin, Lee, Metas, Ovchinnikov, Sabitova, Wilson;  
*Lecturers:* Broges, Chen, Clarke, Eisen, Erlbaum, Kahan, Koroveshi, Spitz; *Laboratory Supervisor:* End; *Administrative Assistant:* Patto

*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 *Thomas A. Budne Memorial Award* for special talent and creativity in mathematics; the *Banesh Hoffman Memorial Award*, the *Claire and Samuel Jacobs Award*, and the *Arthur Sard Memorial Award*, all presented to graduating seniors for excellence in mathematics; and the *Eva and Jacob Paulson Memorial Award*, presented to a graduating senior for outstanding work in mathematics.

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 either the pure mathematics option, the applied mathematics option, the secondary education option, or the elementary education option. All students must have completed MATH 151 and 152 or the equivalents.

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 following page for the specific requirements for this major.

Each student taking the applied mathematics option must visit the department office by the end of the upper sophomore year in order to be assigned a faculty advisor, who will meet with the student at least once a year to coordinate the student's program. With the approval of this faculty advisor, a student may (1) substitute one mathematics course numbered above 300 for one of the courses in Group I, and (2) replace one of the required courses in Group I with an additional course from Group II (in the same area) or with one of the following additional courses:

**Biology area:** BIOL 285

**Economics area:** ECON 382.

### 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 (718-997-5845) 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 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 the next page for the specific requirements for this major.

## 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 the next 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

## MATHEMATICS

### REQUIREMENTS FOR THE MAJORS IN MATHEMATICS (MAJOR CODE 074)

All students must have completed MATH 151 and 152 or the equivalent(s).

### THE PURE MATHEMATICS OPTION (CONCENTRATION CODE 06A)

**Required:** MATH 201 and 202 (or MATH 207), MATH 310 (or MATH 208 or 320), and either MATH 231 or 237; PHYS 121 and 122 (lecture and lab for both), or PHYS 103 and 204, or PHYS 145 and 146 (lecture and lab for both), or ECON 205 and 206, or ECON 225 and 226. Six courses must be taken from those listed in Groups A and B, at least four of which must be from Group A and include either MATH 317, 333, 613, or 617.

**Group A:** MATH 232, 317, 320, 333, 337, 395, 396, and all 600-level mathematics courses, except MATH 601. MATH 320 may not be counted as a Group A course if it has been used to satisfy the requirement above.

**Group B:** MATH 213W, 220, 223, 224, 241, 242, 245, 247, 248, 328, 503, 505, 509, 518, 524.

With the permission of the chair or the assistant chair for Evening Studies, courses in physics may be substituted for some of the courses in mathematics listed in Group A or B.

For majors centering on a specific career objective, it is recommended, but not required, that elective courses be chosen from those listed below:

**High School Teaching:** MATH 317 (or 617) and MATH 618 and 241, plus courses chosen from MATH 310, 333 (or 613), 518, 524, 619, 621, 626, 636. Courses in computer science and physics are strongly recommended.

**College Teaching:** MATH 310, 320, 337 (or 333 or 613), 609, 612, 614, 618, 619, 621, 624, 625, 626, 628, 631, 634, 636.

**Mathematical Physics:** MATH 220, 223, 224, 328, 333 (or 613), 614, 624, 628, and a number of physics courses beyond PHYS 146.

**Computer Science:** MATH 220, 223, 224, 232, 241, 242, 245, 247, 248, 310, 328, 333 (or 613), 614, 621, 623, 624, 625, 626, 628, 633, 634, 636.

**Statistics:** MATH 241, 242, 614, 621, 624, 633, and 635.

**Actuarial Work:** MATH 116, 241, 242, 271, 272, 621, 633 (particularly important); BUS 241. These courses will provide preparation for the first two actuarial examinations.

### THE APPLIED MATHEMATICS OPTION (CONCENTRATION CODE 06B)

All students electing the applied mathematics option must take MATH 201 and 202 (or 207); either MATH 231 or 237; either MATH 241 or 611; and CSCI 12, 80, 86 or 111. They must also take six courses from Group I, at least two of which must be numbered 300 or higher, and must follow one of the areas in Group II below:

**Group I:** MATH 208, 213W, 220, 223, 224, 232, 242, 245, 247, 248, 310, 328, 333, 503, 505, 509, 613, 614, 619, 621, 623, 624, 625, 628, 633, 634, 635, 636.

**Group II:** Consult your advisor for an updated list.

**Biology area:** BIOL 107, 108, and CHEM 113, 114 (or equivalent).

**Computer Science area:** CSCI 111 plus any three computer science courses numbered CSCI 211 or higher which carry 3 or more credits.

**Economics area:** ECON 101, 102, and ECON 205, 206 or 225, 226.

**Physics area:** PHYS 145, 146 and any two physics courses numbered PHYS 221 or higher which carry 3 or more credits.

**Psychology area:** PSYCH 101, 107, 213W, and any two psychology courses numbered PSYCH 214 or higher. Students should include either MATH 242 or 633 among the courses chosen from Group I.

**Operations Research area:** Three additional courses from Group I, to make a total of nine; the nine courses must include MATH 247 (or 248), 623, and 633.

**Custom area:** 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 student's faculty advisor.

All students must have completed MATH 151 and 152 or the equivalent(s).

### THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE 06C)

**A co-major in SEYS is required; see SEYS.**

**Required:** MATH 201, 220, 231 (or 237), 241 (or 611), 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.**

### THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE 06D)

**Required:** MATH 119, 141-143 (or 151-152), 220, 231, 241, 509, 518 (or 618) and CSCI 80 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.

### REQUIREMENTS FOR THE MINOR IN MATHEMATICS (MINOR CODE 70)

**Required:** MATH 201 and at least four other courses numbered MATH 171 or higher, with the following exceptions: MATH 120 may be included as part of the minor; MATH 271, 272, and 385 may not be included as part of the minor; no more than one of MATH 120, 220, or 601 may be included as part of the minor. (Elementary education students should consult that department for their special requirements for a minor in mathematics.)

## MATHEMATICS

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 or 611. 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 have received credit, including transfer credit or advanced placement credit, for a calculus course.

**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 241, 611, 621, or 633. Fall, Spring

**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 have received credit, including transfer credit or advanced placement credit, for a calculus course without department approval.

**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

**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

**MATH 122. Precalculus.** 4 hr.; 4 cr. Prereq.: Three years of high school math. This course offers a thorough introduction to the topics required for calculus. Topics

---

† Offered either Fall or Spring.

†† May be offered.



## MATHEMATICS

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 a calculus course without department approval.

**MATH 131. Calculus with Applications to the Social Sciences I.** 3 hr.; 3 cr. Prereq.: MATH 122, or placement by departmental exam, or permission of the department. The first part of a two-semester sequence (MATH 131 and 132) intended to introduce the fundamental ideas and techniques of calculus to nonscience students. Special emphasis is given to applications. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. 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 or who have passed MATH 141 or 151. Fall, Spring

**MATH 132. Calculus with Applications to the Social Sciences II.** 3 hr.; 3 cr. Prereq.: MATH 131. A continuation of MATH 131. Topics include integrals and integration techniques; applications of integrals to statistics via probability densities; consumer's and producer's surplus; elementary differential equations; functions of several variables; optimization methods; Lagrange multipliers; multiple integrals.††

**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 or who have passed MATH 131 or 151. Fall, Spring

**MATH 142. Calculus/Integration.** 3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. Not open to students who are taking or who have passed MATH 151. Fall, Spring

**MATH 143. Calculus/Infinite Series.** 3 hr.; 3 cr. Prereq.: MATH 142. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. Not open to students who are taking or who have passed MATH 152. Fall, Spring

**MATH 151. Calculus/Differentiation & Integration.** 4 hr.; 4 cr. Prereq.: MATH 122, or placement by departmental exam, 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, antiderivatives. Not open to students who are taking or who have passed MATH 131 or 141. Fall, Spring

**MATH 152. Calculus/Integration & 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 or who have passed MATH 142. Fall, Spring

**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 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

**MATH 171. Computer Solutions of Mathematical Problems.** 2 hr.; 2 cr. Prereq. or coreq.: MATH 143 or 152. Solution of problems arising in calculus, using BASIC or another suitable programming language. No prior computer experience or knowledge of a computer language is necessary. Not open to students who are taking or who have received credit for MATH 624 or CSCI 361. Fall, Spring

**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. 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. Not open to students who are taking or who have passed MATH 132 (unless permission of the chair is obtained). Fall, Spring

## MATHEMATICS

**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

**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 213W. Discovering Mathematics with Mathematica.** 4 hr.; 4 cr.; Prereq.: One semester of calculus. Students will learn to program in Mathematica, a high-level programming language, and use this capability to explore a number of interesting problems taken from number theory, combinatorics, probability, game theory, and calculus. They will learn how to conduct research in mathematics, using Mathematica, and also how to write up their research effort in a final project. No prior experience in programming is necessary. (Students may not receive credit for both this course and MATH 503.)

**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. Students receiving credit for this course may not receive credit for MATH 217. 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

**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.††

**MATH 241. Introduction to Probability and Mathematical Statistics.** 3 hr.; 3 cr. Prereq. or coreq.: MATH 132 or 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 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

**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

**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

## MATHEMATICS

**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 385, 385W. Mathematical Foundations of the Secondary School Curriculum.** 3 hr.; 3 cr. Prereq.: MATH 201, or 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 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.: Permission of the chair. Topics announced in advance. May be repeated for credit if topic is different.††

**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.††

**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.††

**MATH 396. Honors Seminar II.** MATH 396.3–396.6, 3–6 hr.; 3–6 cr. Prereq.: MATH 395. Continuation of MATH 395.††

### 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.**

## **MATHEMATICS**

- MATH 555. Mathematics of Games and Puzzles.**
- MATH 601. Discrete Mathematics for Computer Science.**
- MATH 609. Introduction to Set Theory.**
- MATH 611. Introduction to Mathematical Probability.**
- 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:* Richard M. Maxwell

*Chair, Undergraduate Studies Committee:* Roopali Mukherjee

*Coordinator, Graduate Program in Media Studies:* Jonathan Buchsbaum

*Department Office:* G Building 100, 718-997-2950

*Professors:* Buchsbaum, Hendershot, Maxwell;  
*Associate Professors:* Beloff, Einstein, Herzog, Mukherjee; *Assistant Professors:* Fuqua, Kapse, McCleave, Scott; *Lecturer:* Macmillan; *College Laboratory Technicians:* Ruiz, Sun; *Department Secretary:* Mandoukos

*Major Offered:* Media Studies (State Education Code 02702)

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 below for the specific requirements for this major.

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 below for the specific requirements for the minor.

### REQUIREMENTS FOR THE MAJOR IN MEDIA STUDIES (MAJOR CODE 022)

#### 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 71)

#### 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.



## MEDIA STUDIES

### 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 film making, 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.

### 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. (CV) 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 examination of the formal conventions of media and their critical analysis, with examples drawn from television, film, and advertisements. Students will be introduced to basic principles of composition, editing, and camera movement. They will apply these principles in short writing and production assignments. Fall, Spring

**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 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 voice over, music, and sound effects. Each student completes a website that incorporates QuickTime movies, Gif 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. Basics of Video Production: Studio.** 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

---

\*MAT charges possible.

## MEDIA STUDIES

**MEDST 243. Digital Video Production: On Location.** 4 hr.; 3 cr. The basic techniques of location video production. Emphasis is placed on foundation storytelling skills, interview techniques, and teamwork. Students will produce individual 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 and Final Cut Pro software (including 3D-Titles and iDVD).

**MEDST 244. 16mm Film Production.** 4 hr.; 3 cr. Cinematography and storytelling using 16mm film. The following technical aspects of film are covered: lenses, light meters, 16mm silent cameras, film stock, and an introduction to lighting for film. Particular attention is given to shot construction and the language of fiction film. Each student storyboards, shoots, and directs two very short fiction films. In addition, each student is required to work as an assistant cameraperson or gaffer on two of their classmates' projects.

**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. Prereq.: MEDST 215 or 214 or 243 or 245. 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. Freedom of Speech.** 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. Prereq.: MEDST 104 or 110, or permission of the department. 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. New Technologies.** 3 hr.; 3 cr. Prereq.: MEDST 100. Detailed examination of the regulation and social impact of emerging technologies such as the Internet and new telephonic and audiovisual media.

**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. Cultural Factors in Communication.** 3 hr.; 3 cr. Prereq.: MEDST 103 and sophomore standing. An examination of cultural factors influencing messages and interpersonal behavior, such as roles, stereotypes, prejudices, verbal and nonverbal languages, use and organization of time and space, social structures.

**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 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. Media Management.** 3 hr.; 3 cr. Prereq.: MEDST 101. Introduction to management of the broadcast and cable television industries. Explores techniques and skills needed to manage modern television organizations. Subjects studied include programming, production, advertising, regulation, and the effects of new technologies.

## MEDIA STUDIES

**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 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 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. Advanced Video Production: Documentary & Fiction.** 4 hr.; 3 cr. Prereq.: MEDST 243, or permission of the department. Creation of more sophisticated projects than those in MEDST 243, producing both documentary and narrative videos. Skills in script, research, and documentation, storyboarding, and image acquisition will be enhanced. Technically, students will learn 3-Chip-camera operation and procedures, compound lighting proficiency, and advanced editing techniques. Students will individually shoot and edit one exercise, create one short narrative video, and make one group documentary-style project. Students will learn comprehensive editing skills in Final Cut Pro (including Live Type 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. Television Directing.** 4 hr.; 3 cr. Prereq.: MEDST 242 or permission of the department. Creative processes involved in directing multiple-camera studio projects. Emphasis is placed on the role of the television director as a storyteller, interpreting material through creative use of camera, lighting, sound, action, scenery, and people. Students produce and direct live projects 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).

**MEDST 317. Advanced Digital Editing.** 4 hr.; 3 cr. Prereq.: One course from MEDST 215 or 243 or 245. Editing for fiction films. 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 crewmembers on each other’s films. The following software applications are covered: Final Cut Pro, Live Type, and DVD Studio Pro.

**MEDST 320, 320W. Gender 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 101 and 110 or 262. Analysis of information and news transmitted by print and electronic media.

**MEDST 322, 322W. Children’s Television.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 145 or 220. Examines history, aesthetics, economics, and ideology of children’s television programming in the United States from the late 1940s to the present. Also addresses regulatory and ethical issues.

## MEDIA STUDIES

**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.

**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 352, 352W. Discourse of the Classical Period.**

**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. Prereq.: MEDST 262. 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 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

## MEDIA STUDIES

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

**MEDST 392. Internship.** MEDST 392.3, 135 hr.; 3 cr., MEDST 392.6, 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.

*Note:* MEDST 392 course(s) will not fulfill 300-level requirements of the major.



# The Aaron Copland School of Music

*Director:* Edward Smaldone

*Associate Director:* Henry Burnett

*Assistant to the Director:* Jane Cho

*Graduate Advisors for Classical Performance:* James John (Voice); David Jolley (Brass/Winds); Michael Lipsey (Percussion); Morey Ritt (Piano); Marcy Rosen (Strings); William Rothstein (Theory/Musicology); Bruce Saylor (Composition)

*Graduate Advisor for Jazz:* Michael Mossman

*Office:* Music Building 203, 718-997-3800;  
Fax 718-997-3849

*Professors:* Burnett, Gagné, Hart, Jolley, Lipsey, Mossman, Orenstein, Peress, Phillips, Ritt, Rosen, Rothstein, Saylor, Smaldone; *Associate Professors:* John, Nichols, Sang, Smith; *Assistant Professors:* Anson-Cartwright, Babb, Berkman, Schober, Wilbourne; *Visiting Associate Professor:* Neidich; *Visiting Assistant Professor:* Overhold; *Visiting Distinguished Lecturer:* Ahmad; *Lecturers:* Mozeiko, Nitzberg; *Senior College Lab Technician:* Saderman; *College Lab Technicians:* Krahn, Tricarico; *Emeritus Professors:* Brofsky, Eisman, Howe, Mandelbaum, Pershing; *Administrative Assistants:* Raskin, Salvatore

## Classical Performance Faculty

(Full-time faculty in bold)

*Violin:* **Daniel Phillips**, Arik Braude, Burton Kaplan, Todd Phillips, Linda Sinanian

*Viola:* **Daniel Phillips**, Edward Klorman, Dan Panner

*Cello:* **Julia Bruskin, Iris Jortner, Marcy Rosen,** Alexander Kouguell

*Double Bass:* Yoshio Aomori, Marji Danilow, Daniel Krekeler

*Flute:* Robert Dick, Judith Mendenhall, Tara Helen O'Connor, Susan Rotholz, René Siebert, Keith Underwood

*Oboe:* Bert Lucarelli, Rita Mitsel

*Clarinet:* **Charles Neidich**

*Bassoon:* Marc Goldberg, Gili Sharett

*French Horn:* **David Jolley**

*Trumpet:* **Hosef Burgstaller**, Mary Hastings, David Krauss, Vincent Penzarella

*Trombone:* **Michael Mossman**, Haim Avitsur

*Tuba:* Morris Kainuma

*Percussion:* **Michael Lipsey**, Carlos Gomez, Joseph Gramley, Ganesh Kumar

*Harp:* Susan Jolles

*Piano:* **Morey Ritt**, John Bloomfield, Nina Chelcuk, Galdo Diez-Acosta, Edna Golansky, Donald Pirone, Nina Svetlanova

*Harpsichord:* Maki Masayuki

*Guitar:* William Anderson

*Lute:* Patrick O'Brien

*Organ:* Walter Klaus

*Voice:* **Sherry Overholt**, Andrew Andrade, Maria Argyros, RoseMarie Crouse, Bruce Norris, David Ronis

*Majors Offered:* Music (BA, State Education Code 02732; BA/MA State Education Code 02733; BMus, State Education Code 34809; BA, K-12 Teacher, State Education Code 26469)

The Aaron Copland School of Music offers a liberal arts music major, a major in performance, and an additional sequence in music education; minors in music literature or theory; and a concentration in composition. The curriculum is planned 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, and faculty, 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, a Gamelan Orchestra, 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 Drama, Theatre, and Dance Department. 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 with studio upright pianos. There are currently several "smart" classrooms with state-of-the-art electronic and computer capabilities.

## THE AARON COPLAND SCHOOL OF MUSIC

### 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 Röss 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 *Mark Kyrkostas Award*, for distinguished work in piano or composition; 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  
Martha Feldman Piano Scholarship  
\*Marvin Hamlich Scholarship  
\*Sir Roland Hanna Memorial Scholarship  
\*Jimmy Heath Scholarship  
Donald Joyce Organ Scholarship  
Maurice Kagen Scholarship  
Cantor Sam Katz 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

### 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.

#### The Standard Music Major

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 the next page for the specific requirements for this major.

#### The Performance Major

The Bachelor of Music program is 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 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.

### The Music Major with the Music Education Sequence

See the box on the next page for the specific requirements for this major. Guitarists and pianists wishing to enter the instrumental sequence must meet special requirements and should consult the ACSM website for details.

### 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, 221W, EECE 310, 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, 373–374, 246, 247, 270, 276, 277, 346, 347, 377, and 378;
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 program may elect to take courses in the music education sequence beginning in their junior year, beginning with Music 267. Doing so can make it possible to complete the B.Mus. degree and achieve initial NYS Teacher Certification in 4 ½–5 years. See Prof. Smith for details.

### THE MINOR

The School of Music offers minors structured to fit the student's individual goals and interests. These focus on theory or literature. Interested students should take the

**REQUIREMENTS FOR THE MAJORS IN MUSIC  
(MAJOR CODE 075)**

**I. THE STANDARD MUSIC MAJOR (BA IN MUSIC)**

**Required**

MUSIC 246, 247, 346, 347, 171, 173; 172, 174; 271, 273; 272, 274; 373, 374, 270, 276, 377, 378, 187, 188, 287, 288, 387, and 388. Students are advised to elect additional courses in music literature and history, composition, and conducting, according to their needs. BA students who are taking MUSIC 187, 188, 287, 288, 387, or 388 (Individual Study in Performance 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 graduation.

**Academic Requirements for BA Students**

All college-wide BA requirements must be met, including Critical Academic Abilities and Perspectives on the Liberal Arts and Sciences. (All music majors who have not already met the foreign language requirements are strongly advised to do so in either German, French, or Italian.) Students must complete a course from the list of those satisfying the Appreciating and Participating in the Arts requirement in the departments of Art or Drama, Theatre, and Dance.

**II. THE PERFORMANCE MAJOR (BMUS)  
(MAJOR CODE 077)**

The Bachelor of Music program is planned for the student advanced in instrumental or vocal performance and is comparable to conservatory training. Admission is by competitive audition in the major instrument. Students accepted receive up to eight semesters of private instruction in the major instrument from an instructor assigned by the School of Music. They will also take the requirements for the Standard Music Major (BA in Music), but need take only one course from MUSIC 270 (Conducting), MUSIC 276 (Instrumentation), and MUSIC 378 (Composition); in addition, they will take at least two semesters of MUSIC 282 (Survey of Repertory for Major Instruments and Voice) and at least four semesters of MUSIC 255 (Chamber Music). There may not be more than one year's difference (2 semesters)

between the theory level and the semester of lessons. Lessons may be at level 4 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. Piano majors will take MUSIC 283 (The Art of Keyboard Accompaniment), MUSIC 284 (Continuo Playing), and MUSIC 286 (Practical Accompanying). Voice majors will take MUSIC 129, 130, 229, and 230 (diction courses in Italian, German, French, and English, respectively). Voice majors will also take two college-level courses in each of two languages, which must be chosen from Italian, German, or French. Each May, Bachelor of Music students must perform several contrasting works before a faculty jury to demonstrate satisfactory progress in performance. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations 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.

**Academic Requirements for BMus Students**

All college-wide requirements for BA degrees apply to the BMus degree as well, including Critical Academic Abilities and Perspectives on the Liberal Arts and Sciences. (Instrumental majors who have not already met the foreign language requirements are strongly advised to do so in either German, French, or Italian. The language requirement for voice majors is described in the preceding paragraph.) Students must complete a course from the list of those satisfying the Appreciating and Participating in the Arts requirement in the departments of Art or Drama, Theatre, and Dance.

**III. THE MUSIC MAJOR WITH THE MUSIC  
EDUCATION SEQUENCE (MAJOR CODE 078;  
CONCENTRATION CODE 07A, INSTRUMENTAL;  
CONCENTRATION CODE 07B, CHORAL)**

Students who intend to teach music in public schools or other institutions requiring state certification must take all the courses listed under the Standard Music major (BA in Music), except that MUSIC 276 and MUSIC 378 are replaced by MUSIC 381. In addition, students in the music

education sequence must take SEYS 221, EECE 310, and either EECE 340 or SEYS 340, and ECPSE 350, and MUSIC 166, 267, 268 or 269, 365, 366, 369, and 370. MUSIC 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. Students must select a concentration in either instrumental or choral music education. The required instrumental sequence includes MUSIC 161, 162, 163, 167, 168, and 269. The required choral sequence includes MUSIC 266 and 268 and, for those whose keyboard skills are found upon examination to be less than adequate, MUSIC 265. Those who want to obtain the broadest possible professional preparation may elect to take both sequences. In addition to other degree requirements listed here, students must pass three Progress Evaluations on their major instrument, plus three examinations in keyboard skills. The three Progress Evaluations must be passed prior to student teaching.

**Academic Requirements for BA Students**

All college-wide BA requirements must be met, including Critical Academic Abilities and Perspectives on the Liberal Arts and Sciences. (All music majors who have not already met the foreign language requirements are strongly advised to do so in either German, French, or Italian.) Students must complete a course from the list of those satisfying the Appreciating and Participating in the Arts requirement in the departments of Art or Drama, Theatre, and Dance.

**REQUIREMENTS FOR THE MINORS IN MUSIC  
(MINOR CODES 74 AND 75)**

A detailed description of the minor programs and the name of the faculty advisor are available in the School of Music Office.

## THE AARON COPLAND SCHOOL OF MUSIC

qualifying examination. A detailed description of the minor programs and the name of the faculty advisor are available in the School's office.

### 4½-YEAR BA/MA DEGREE (MAJOR CODE 076)

Advanced students with superior grades interested in the 4½-year BA/MA combined program should consult the graduate advisor. Qualified students may apply for this program in their late sophomore or early junior year and, if accepted, would start graduate courses at the beginning of their senior year.

### UNDERGRADUATE COMPOSITION CONCENTRATION

MUSIC 329 (Composer's Workshop) and MUSIC 330 (Undergraduate Composition Tutorial) are the basis for the undergraduate composition concentration. These courses are designed to serve undergraduate students who have already demonstrated a commitment to and a skill in musical composition. Students may take MUSIC 329 without MUSIC 330, but may not take MUSIC 330 without MUSIC 329.

Duly enrolled Queens College music majors may be admitted to the composition concentration by permission of the School of Music on the basis of compositions submitted for approval. A committee of faculty members who are active composers shall determine the admissibility of each applicant after examining the submitted compositions. Admissibility **does not** assume advanced standing in the theory sequence. Interested students may apply by submitting compositions at any time.

#### Requirements

1. After admission to this course sequence, all requirements of the music major shall apply except as specifically noted below.

2. Once admitted to the composition concentration, students will take MUSIC 329 (Composer's Workshop) every semester.
3. In order to complete the sequence, each student will, on at least one occasion, prepare a composition for performance at a regularly scheduled student composer's concert.
4. Students in the composition concentration may take MUSIC 374 concurrently with MUSIC 373. It is recommended that they take MUSIC 374 with an instructor other than their composition teacher.
5. Students who complete at least one semester of MUSIC 330 are exempted from MUSIC 378 (the regular undergraduate composition course).
6. Students must receive grades of *B* or better in both MUSIC 329 and 330 to remain in the composition concentration.
7. Students in the undergraduate composition concentration may apply for admission to MUSIC 731 (graduate study in composition) as soon as they have completed both at least two semesters of MUSIC 330 and achieved senior standing. Admission to MUSIC 731 is at the pleasure of the Office of Graduate Studies and subject to review by the graduate advisor.

### IMPORTANT INFORMATION FOR ALL MUSIC MAJORS

#### I. Qualifying Examination

All prospective music majors will be given an examination before registering. The examination consists of tests in rudiments of theory, dictation, sight singing, general knowledge of music, keyboard ability, playing a musical instrument (or singing), and harmony and counterpoint for advanced placement (optional). It is intended to ascertain how much skill, if any, students may have already acquired from previous training, and to place those who qualify

in the course and section best suited to their needs. Students who intend to major in music and who are placed in a section of MUSIC 71 or 73 as a result of the examination are advised to elect MUSIC 1 concurrently.

The examination is given in March, August, and January during registration. Consult the ACSM website for details on the place and date.

#### 2. 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.

#### 3. Performance Activities

All music majors are required to perform each semester of enrollment in at least one large ensemble. 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.

#### 4. Progress Evaluation

Freshman, sophomore, junior, and senior conferences will be held in May to evaluate students' progress in performance on their major instrument.

5. Music majors must have an **approved concentration on file** with the school in order to be permitted to register for performance lessons. This is a form available in the music office. Students must fill out

## THE AARON COPLAND SCHOOL OF MUSIC

the form with their area advisor. In addition, students must file a Declaration of Major form with the Registrar. Come to the School of Music office for details.

### 6. Music Listening Examination

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, successively at the end of each year of study. Copies of the literature list are available in the School of Music office and in the Music Library. 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 or any subsequent music course. iPods are available in the music library to aid students in preparing for these exams. Recordings of all four lists are also available on the ACSM website.

### 7. 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). (AP, ET)

**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.††

**MUSIC 68. Balinese Gamelan Ensemble.** 3 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 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. Students may also improve their own pianistic skills, practice methods, and proficiency. Students who are not piano majors, or who need to learn piano for help in theory and keyboard classes, may register for Piano Pedagogy. This class is also recommended for education majors who need to improve their keyboard skills.

**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 Pedagogy MUSIC 264.1. 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),



## THE AARON COPLAND SCHOOL OF MUSIC

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.

### **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.

**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.††

† Offered either Fall or Spring.

†† May be offered.

## THE AARON COPLAND SCHOOL OF MUSIC

**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. (PN)

**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 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.

**MUSIC 246, 246W. Music History I: Music from 1200 to 1650.** 3 hr.; 3 cr. Prereq.: A passing score in the School of Music qualifying examination or a minimum grade of C– in MUSIC 101; prereq. or coreq.: MUSIC 273. In addition, students must have passed the freshman listening examination. Fall, Spring

**MUSIC 247, 247W. Music History II: Music from 1650 to 1800.** 3 hr.; 3 cr. Prereq.: Minimum grade of C– required in MUSIC 246, or permission of the School of Music; prereq. or coreq.: MUSIC 274. 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. 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. Students must achieve a minimum grade of C– for this course to count toward the music major. Fall, Spring

## THE AARON COPLAND SCHOOL OF MUSIC

### **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. Basic Musicianship: Keyboard Techniques.** 2 hr.; 1 cr. An intensive course in musicianship at the keyboard. Satisfactory completion (with a minimum grade of *B–*) will constitute the keyboard prerequisite for MUSIC 173. Fall, Spring

**MUSIC 75. Piano Skills.** 2 hr.; 1 cr. Prereq.: Permission of the School of Music; qualifying examination; coreq.: MUSIC 173 and/or 174. Primarily for music majors with little previous training in piano playing. May be required of students whose keyboard skills are deficient. May be repeated 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

**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 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).

**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

## THE AARON COPLAND SCHOOL OF MUSIC

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 377. Musical Form and Analysis.** 3 hr.; 3 cr. Prereq.: MUSIC 373; pre- or coreq. MUSIC 374. 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. Students must achieve a minimum grade of *C–* in MUSIC 377 for the course to count toward the music major. (Capstone) Fall, Spring

**MUSIC 329. Composer's Workshop.** 2 hr. every other week; 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 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 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. Harmony, Counterpoint, and Keyboard Skills V.** 3 hr.; 3 cr. Prereq.: Minimum grade of *C–* in MUSIC 274 and passing work in both written work and keyboard skills. Music majors must have an approved concentration on file and must have passed the freshman and sophomore listening examinations to be permitted to register for MUSIC 373. A continuation of MUSIC 274. May include further study of advanced tonal chromaticism, imitative tonal counterpoint, and further work in tonal composition. Fall, Spring

**MUSIC 374. Musical Techniques of the Twentieth Century (1900–1945).** 3 hr.; 3 cr. Prereq.: Minimum grade of *C–* in MUSIC 373. Students must

## THE AARON COPLAND SCHOOL OF MUSIC

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 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.; 3 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.

**MUSIC 387. Individual Study in Performance V.** ½ hr.; 1 cr. Prereq.: MUSIC 288.

**MUSIC 388. Individual Study in Performance VI.** ½ hr.; 1 cr. Prereq.: MUSIC 387. May be repeated for credit up to 3 times (a total of 3 credits).

### 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 265. Applied Keyboard Skills.** 2 hr.; 1 cr. Prereq.: MUSIC 267 and 373. The use of the piano for classroom and rehearsal purposes.††

**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.; 3 cr. Prereq.: MUSIC 267 and



## THE AARON COPLAND SCHOOL OF MUSIC

SEYS 201 and 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. Biweekly observations are also required. 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.; 3 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. Weekly observations are also required. 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. Students will be assigned the equivalent of 20 six-hour days (120 hours) at the elementary (pre-K–6) level, and 20 six-hour days (120 hours) at the secondary (7–12) level. 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 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:* These courses are designed for the entire student body as well as for the music major, and may be taken with or without credit. 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 58. Glee Club.** MUSIC 58.0, 3 hr.; 0 cr., MUSIC 58.1, 3 hr.; 1 cr. A 4-part chorus for all who enjoy singing. No previous musical training required. Fall, Spring. May be repeated for credit.

**MUSIC 59. Concert Band.** MUSIC 59.0, 3 hr.; 0 cr., MUSIC 59.1, 3 hr.; 1 cr. Prereq.: Permission of the instructor. Satisfies the large-ensemble requirement for music majors. Fall, Spring. May be repeated for credit..††

**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

## THE AARON COPLAND SCHOOL OF MUSIC

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, 3 hr.; 0 cr., MUSIC 158.1, 3 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 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 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 258. Concert Choir.** MUSIC 258.0, 3 hr.; 0 cr., MUSIC 258.1, 3 hr.; 1 cr. Prereq.: 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.

**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

### Instruction in Musical Performance

*Note:* MUSIC 151 to 452 are only for students in the Bachelor of Music program. Each course is a continuation of the preceding one. All are offered each semester. Students must have been admitted to the BMus program and have declared the BMus major. MUSIC 187 to 388 are only for students in Bachelor of Arts programs in music (major codes 075, 076, and 078). Each course is a continuation of the preceding one. All are offered each semester. Students must have been admitted to a BA program in music and must have declared a BA music major.

**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.

## THE AARON COPLAND SCHOOL OF MUSIC

**MUSIC 451. Major Study in Performance VII.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 352.

**MUSIC 452. Major Study in Performance VIII.** 1 hr. weekly; 3 cr. Prereq.: MUSIC 451.

**MUSIC 255. Chamber Music.** MUSIC 255.0, 1 hr.; 0 cr., MUSIC 255.1, 1 hr.; 1 cr., MUSIC 255.2, 2 hr.; 2 cr. Prereq.: Permission of the School of Music. At least 4 semesters of chamber music are required of Bachelor of Music students. May be repeated for credit. Fall, Spring

**MUSIC 257. Ensemble of Related Instruments.** MUSIC 257.0, 1 hr.; 0 cr., MUSIC 257.1, 1 hr.; 1 cr., 257.2, 2 hr.; 2 cr. Prereq.: Permission of the instructor. Presently available ensembles include those for brass, percussion, and guitar. May be required instead of or in addition to MUSIC 255, for BMus students playing appropriate instruments. May be repeated for credit.

**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 Accompaniment.** 2 hr.; 2 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. Should be taken before the beginning of the senior year.††

**MUSIC 284. Introduction to Continuo Playing.** 2 hr.; 2 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.

### *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.††

### *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.: Senior standing; scholastic record that indicates capacity for independent work; 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 member of the School. May be taken more than once provided the topic is different. Fall, Spring

# Neuroscience

Director: Ray Johnson, Jr.

Approved Research Faculty (refer to individual departments for more information): *Anthropology*: Plummer; *Biology*: Baker, M., Boissinot, Dennehy, Gickman-Holtzman, Ma, Savage-Dunn, Weinstein, Zakeri; *Chemistry & Biochemistry*: Kumar, Rotenberg, Saffran; *Family, Nutrition & Exercise Sciences*: Hung; *Psychology*: Bodnar, Borod, Brumberg, Fan, Foldi, Halperin, Johnson, Jr., Li, Nomura, Pytte, Ranaldi, Sneed, Storbeck

*Note*: Faculty not on the above list may be approved if the Neuroscience Steering Committee deems their research appropriate. Students should inquire if interested in research with faculty members not listed above.

*Majors Offered*: Neuroscience & Biology (State Education Code 30040), Neuroscience & Psychology (State Education Code 30041)

## Program Award

Neuroscience offers an annual award for best research thesis submitted by a graduating senior.

## THE MAJORS

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

## REQUIREMENTS FOR THE MAJORS IN NEUROSCIENCE

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 (or BIOL 230); PSYCH 213W (or BIOL 330); BIOL 286 and BIOL 373; plus 3 independent research credits chosen from the courses available in Biology, Honors in the Mathematical and Natural Sciences, or Psychology.

### Electives (12 credits)

Chosen from the following courses: PSYCH 242, 260, 281\*, 311, 312, 313, 316, 319, 345, 346, 352; BIOL 280,\* 285, 345W, 354, 365, 372; CHEM 371.

Students must take 12 additional credits, to total 55 credits, taken from the following courses:

PSYCH 260: Sensation and Perception	3 cr.
PSYCH 281: Special Topics (when relevant)	3 cr.
BIOL 285: Genetics	3 cr.

BIOL 325: Anatomy & Physiology I	4 cr.
BIOL 326: Anatomy & Physiology II	4 cr.
BIOL 345: Animal Behavior	4 cr.
PSYCH 352: Psychopharmacology	3 cr.
PSYCH 345: Cognitive Neuroscience	3 cr.
PSYCH 346: Neuroscience of Memory	3 cr.
BIOL 365: Developmental Biology	4 cr.
BIOL 354: Evolution	4 cr.
CHEM 371: Biochemistry	4 cr.
PSYCH 311: Advanced Experimental Psychology: Learning	4 cr.
PSYCH 312: Advanced Experimental Psychology: Sensation & Perception	4 cr.
PSYCH 316: Advanced Experimental Psychology: Experimental Neurobiology	4 cr.
PSYCH 313: Advanced Experimental Psychology: Cognition	4 cr.
PSYCH 319: Advanced Experimental Psychology: Human Memory	4 cr.
PSYCH 242: Comparative Psychology	3 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).

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.

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 some of the Queens College courses counting toward the major averaging at

least a 3.0 GPA (a minimum of 7 credits completed is recommended). Students not meeting these criteria may submit a written request for consideration to the program director, deputy director, or admissions committee.

Students accepted into the major are requested to meet with the program director or deputy director once each semester to ensure adherence to major requirements. In order to maintain their status as neuroscience majors, students must:

## NEUROSCIENCE

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 no later than the beginning of their senior year.

In order 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 coursework;
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 the previous page.



# Philosophy

*Chair:* Stephen Grover

*Assistant Chair:* Harvey Burstein

*Graduate Advisors:* Alberto Cordero (BA/MA), James Jordan (MALS)

*Department Office:* Powdermaker 350, 718-997-5270;  
Fax 718-997-5249

*Professors:* Cordero, Gildin, Jordan, Lange, Leites, Muyskens; *Associate Professors:* Grover, O'Connor; *Adjunct Associate Professor:* Lermond; *Lecturer:* Burstein; *Adjunct Lecturers:* Frank, Gallegos, Kanet, Matturri, Miceli, Puglisi, Taha, Traynor, Wigglesworth; *Department Secretary:* Ferguson Bell; *Assistant Secretary:* Abouhasswa

*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.

## PHILOSOPHY

### REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY (MAJOR CODE 080)

#### 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 78)

#### 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.**

### COMBINED BA/MA PROGRAM (MAJOR CODE 081)

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.

### COURSES\*

#### **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. (CV, ET)

#### **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.††

**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. (CV, ET)

**PHIL 118. Introduction to Oriental 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).

\*MAT charges possible.

†Offered either Fall or Spring.

††May be offered.

## PHILOSOPHY

**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.

**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.

## PHILOSOPHY

**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.<sup>††</sup>

**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.<sup>††</sup>

**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.<sup>††</sup>

**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.<sup>†</sup>

**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.<sup>†</sup>

**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.<sup>†</sup>

**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.<sup>††</sup>

**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.<sup>††</sup>

**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.<sup>††</sup>

## PHILOSOPHY

**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: Nihilism and Beyond.** 3 hr.; 3 cr. An examination of the philosophy of Nietzsche with particular reference to these key themes: the critique of western civilization; the loss of absolutes; the will to power; the role of creativity; the transvaluation of values; the encounter with “Nothingness”; the “new” human; the critique of traditional morality and religion.

**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.<sup>††</sup>

**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.<sup>††</sup>



# Physics

*Chair:* Alexander A. Lisiansky

*Major Advisor:* Luat Vuong

*Master's Advisor:* Lev Deych

*PhD Advisor:* I. L. Kuskovsky, SB B206, 718-997-3167

*Pre-Engineering Advisor:* Vinod Menon, SB B204,  
718-997-3147

*Physics/Science Education Advisor:* Luat Vuong

*Department Office:* SB B334, 718-997-3350

*Distinguished Professor:* Genack; *Professors:* Cadieu, Deych, Liebovitch, Lisiansky, Schwarz; *Associate Professors:* Klarfeld, Kuskovsky, Menon; *Assistant Professors:* Murokh, Vuong; *Adjunct Associate Professor:* Steiner; *Adjunct Assistant Professor:* Mananga; *Adjunct Lecturers:* Gangji, Glass, Gruszecki; *Senior College Laboratory Technicians:* Bunch, Radomyselskiy, Rose; *Adjunct Senior College Laboratory Technicians:* MacDonald, Shuvayev; *Administrative Assistant:* Hernandez; *Professors Emeriti:* Harvey, Miksic, 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 nonphysics 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.

## 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 085)

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 Secondary Education Department and the physics requirements are similar to those for the minor, with the addition of ASTR 1.

*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., 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. (NS+L)

†Offered either Fall or Spring.

††May be offered.

## PHYSICS

### REQUIREMENTS FOR THE MAJORS IN PHYSICS (MAJOR CODE 084)

#### THE PHYSICS OPTION—BACHELOR OF ARTS DEGREE (CONCENTRATION CODE 08A)

##### Core Requirements

PHYS 145, 146.4, 233, 234, 235, 237, 242, 260, 310, 365, and 377.

##### Elective Requirements

Two 3- or 4-credit physics courses 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 08B)

##### Core Requirements

PHYS 145, 146.4, 221, 227, 233, 235, 237, 242, 260, 265, 310, and 377.

##### Elective Requirements

One 3- or 4-credit physics course 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 083)

##### Core Requirements

PHYS 145, 146.4, 233, 234, 235, 237, 243, 260, 310, 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 two science/mathematics courses approved by the department.

##### Math Requirements

The calculus sequence through MATH 201.

#### REQUIREMENTS FOR THE MINOR IN PHYSICS (MINOR CODE 80)

**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.

**PHYS 5. Physics and the Future.** 3 hr. lec. 1 hr. rec.; 4 cr. Issues of current interest relating to the sustainability of advanced technological societies. Discussion of the fundamental ideas and ways of thinking that enable us to understand and make informed judgments about key technical issues upon which the well-being of our society increasingly depends. (NS, WC)

**PHYS 7. Introduction to the Physics of Musical Sounds.** 3 hr.; 3 cr. A course for liberal arts students who have an interest in music and sound. Physical phenomena that relate to music and sound will be presented. 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 available for illustration of pertinent concepts. (NS) Fall, Spring

**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. (NS+L) 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. (NS+L pending approval)

**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.

**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. (NS+L pending approval)

**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.

**PHYS 145.4. Principles of Physics I.** 4 lec. and rec.; 4 cr. Prereq.: MATH 141 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. (NS+L pending approval)

## 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.

**PHYS 146.4. Principles of Physics II.** 4 lec. and rec.; 4 cr. Prereq.: PHYS 121.4 or 145.4 and either MATH 142 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. (NS+L pending approval)

**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.

**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. (NS+L)

**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.<sup>††</sup>

**PHYS 221. Optoelectronics.** 3 hr.; 3 cr. Prereq.: PHYS 146. 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, and 260. 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.<sup>†</sup>

**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 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.

## PHYSICS

**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 and 311. 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.††

**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.††

**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.

**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. (NS) Fall, Spring

**ASTR 2. General Astronomy with Laboratory.** 3 lec., 3 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. (NS+L) Fall, Spring

# Political Science

*Chair:* Patricia Rachal

*Department Office:* Powdermaker 200, 718-997-5470;  
Fax: 718-997-5492

*Professors:* Altenstetter, Bowman, Kimerling, Liberman, Markovitz, Sun; *Associate Professors:* Cole, George, Krasner, Lipsitz, Pierre-Louis, Rachal, Reichl, Rollins; *Assistant Professor:* Alves; *Lecturers:* Bonomo, Flamhaft; *Milchman;* *Professors Emeriti:* Hacker, Zwiebach; *Associate Professors Emeriti:* Hevesi; *Department Secretary:* DeRespinis

*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 as well as a service award to a student who has made an

unusual contribution to the department. Other awards include the *Michael Harrington Scholarship Award*; the *Eugene Hevesi Memorial Award*, for enhancing the political process; the *Michael Harrington Scholarship Award*; the *Mieczyslaw Maneli Scholarship Award*; the *Joel Morrison Scholarship Award*; the *Henry Morton Scholarship Award*; the *Pi Sigma Alpha, Beta Kappa Chapter 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 09A). The requirements for this concentration are (1) PSCI 103, 104, and one other 100-level course; (2) four courses from PSCI 230–246, 250–269, 272, 286; (3) PSCI 383W, 384W; (4) two electives from other political science courses, one or both of which may be internships.

### Law and Politics

The department offers a special concentration in law and politics (concentration code 09B). The requirements for this concentration are (1) Political Science 100, and two other 100-level Political Science courses; (2) Four courses from Political Science 212, 213, 250, 270, 280–289; (3) One course from Political Science 381W, 382W, or 386W; (4) Two electives from other Political Science courses, one or both of which may be internships.

## THE MINOR

See the box on this page for the specific requirements for the minor.

## REQUIREMENTS FOR THE MAJOR IN POLITICAL SCIENCE (MAJOR CODE 086)

### Required

30 credits in political science, including **three** of the following courses: PSCI 100, 101, 102, 103, 104, and 105; and a seminar plus 18 elective credits in political science courses. 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. A minimum of 9 hours must be taken in one or in several of the following departments: anthropology, economics, history, philosophy, psychology, sociology, and urban studies, with the permission of the department.

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.

A maximum of 12 internship credits can count toward the major.

## REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE (MINOR CODE 81)

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 18 credits on campus. Changes in courses may be made at any time.

†Offered either Fall or Spring.

††May be offered.



## POLITICAL SCIENCE

### 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. (SS, US)

**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. (SS, US)

**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. (SS)

**PSCI 103. Comparative Politics.** 3 hr.; 3 cr. A comparative analysis of political institutions, processes, and cultures. The political systems of selected countries will be illustrative case studies of the comparative approach. (SS, WC)

**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). (SS, WC)

**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. (CV, ET)

**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 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. Emphasis on development of executive power; legislative process; the role of political parties and interest groups; and the changing character of urban government. (SS, US)

**PSCI 211. Urban Politics.** 3 hr.; 3 cr. A survey of the phenomena of the modern-day metropolis with emphasis on urban needs, government organization and administration, politics; political processes, and the interrelationships between the city and the suburbs.

**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.

**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

## POLITICAL SCIENCE

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 and 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. Politics and government in the developing areas of Africa, Asia, Latin America, and the Middle East. Stress on the interaction of political, social, and economic forces. Attention is paid to foreign policy problems.

**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. During the past generation, many nations have shifted from authoritarian and military rule to democracy. This course will examine the reasons for this development, the ways it has been accomplished, and the prospects for the future.

**PSCI 234. Contemporary Western Europe.** 3 hr.; 3 cr. Analysis of contemporary European political institutions and processes. Selected countries to be announced. (SS, ET)

**PSCI 235. Contemporary Russia.** 3 hr.; 3 cr. A survey of the political processes and governmental institutions of Russia, as well as the states of the former Soviet Union.

**PSCI 238. Contemporary Asia.** 3 hr.; 3 cr. A survey of the political development and government institutions of the states in East Asia, Southeast Asia, South Asia, and to a lesser extent, Central Asia. (SS,WC)

**PSCI 239. Contemporary Latin America.** 3 hr.; 3 cr. A study of the political reality of Latin American countries through their constitutional organization and the actions and attitudes of power blocks within society. The role of political parties, dictatorship, and *caudillismo* constitutional government, and democracy.

**PSCI 240. Contemporary Middle East.** 3 hr.; 3 cr. A survey of Middle Eastern governments, political processes, and political group behavior.

**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. This course examines the problem of leadership in political systems, the various ways it can be exercised, and its

## POLITICAL SCIENCE

role in political development. It will pay particular attention to charismatic leadership as exercised by some of the major figures of modern history, from Napoleon through Castro, and including such diverse types as Hitler, Mao, and the Peróns.

### **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 par-

ticular 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 in world politics. Cohesion and conflict within the regions: the politics of European integration, Atlantic cooperation, and East-West relations. (SS, ET)

### **PSCI 258. Asia in World Politics.** 3 hr.; 3 cr.

Examination of the international relations and foreign policies of major states in East Asia, Southeast Asia, South Asia, and to a lesser extent, Central 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. American Security Policy.** 3 hr.;

3 cr. Approaches to improving U.S. security, and contending explanations for U.S. security policies. This course engages contemporary security policy debates concerning terrorism, proliferation, and regional powers. Examination of the sources of U.S. military strategies, defense spending, and wars, including international incentives and constraints, as well as domestic political, cultural, and psychological influences.

### **PSCI 269. Colloquium in International Politics.**

3 hr.; 3 cr. Topics to be announced.

## POLITICAL SCIENCE

### *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.

**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. This course examines 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 factors and explore a variety of approaches to environmental law and policy. Guest lecturers include lawyers, scientists, and environmental activists.

**PSCI 289. Colloquium in Law and Politics.** 3 hr.; 3 cr. Topics to be announced.

### *F. Internships*

**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.

## POLITICAL SCIENCE

**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.

**PSCI 293. Fieldwork in Political Science.** 3 hr.; 3 cr. Individual or group field projects or internships with prior approval of the department.

**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 week-long 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.** 3 hr., 120 sem. hr. fieldwork; 3 cr. Substantive internships in local government, media, law, community work, advocacy, and international affairs. Related readings and a term paper will be assigned. Details, requirements, and permission for the program must be obtained from the faculty internship coordinator.

**PSCI 298.6. Independent Internships in New York City.** 2 hr., 240 sem. hr. fieldwork; 6 cr. Substantive internships in local government, media, law, community work, advocacy, and international affairs. Related readings and a term paper will be assigned. Details, requirements, and permission for the program must be obtained from the faculty internship coordinator.

**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.



## **POLITICAL SCIENCE**

**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:* Robert Lanson

*Deputy Chair:* Alicia Alvero

*Assistant Chair for Evening/Weekend Students:*  
Nancy S. Hemmes

*Neuroscience Major (Undergraduate):*  
Ray Johnson, Jr.

*Graduate Advisors, Applied Behavior Analysis,  
Master's/Advanced Certificate Program:*  
Alicia Alvero, Daniel Fienup

*Graduate Advisor, General Master's/Behavioral  
Neuroscience Master's:* Andrea Li

*PhD Programs: Learning Processes and Behavior  
Analysis:* Bruce Brown; *Clinical Psychology with  
Emphasis in Neuropsychology:* Joshua Brumberg;  
*Director of Clinical Training:* Nancy Foldi

*Department Office:* SB E318, 718-997-3203

*Distinguished Professor:* Halperin; *Professors:* Bodnar,  
Borod, Brown, Brumberg, Fields, Foldi, Hemmes,  
Johnson, Ramsey, Sturmey; *Associate Professors:*  
Alvero, Croll, Goodwin, Lanson, Li, Ranaldi;  
*Assistant Professors:* Brumbaugh, Chacko, Fan,  
Fienup, Jones, Nomura, Pytte, Storbeck; *Lecturer:*  
Ackerman; *Clinic Director:* Caro; *Chief College  
Laboratory Technician:* Zhu; *Senior College  
Laboratory Technicians:* Berezovski, Lehman;  
*College Laboratory Technician:* Ramroop; *HEO:*  
Vollono; *Department Administration:* Garzon, Lord,  
Schimatz, Stern

*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 *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 the clinical setting, and is intending to pursue a career in clinical psychology; 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 *Max and Edith Weiner Award*, to a graduating student who has demonstrated distinguished scholarship; and the *Arthur A. Witkin Award for Excellence in Industrial-Consumer Psychology*, to a graduating student who has shown special scholarship, research, and internship achievement in this area.

## 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, counseling, 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 assistant chair for evening students.
2. Peer advisors. Peer advisors are available in the psychology office, 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.
4. Attendance at meetings with the chair during free hours prior to preregistration each semester.

## 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 (or 213), 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 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.

## PSYCHOLOGY

### THE MINOR

See the box on this page for the specific requirements for the minor.

#### Prerequisite

All psychology courses other than PSYCH 107 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. (NS)

**PSYCH 103. Pleasure and Pain.** 3 hr.; 3 cr. The psychological, philosophical, biological, neurochemical, sociological, and evolutionary facts, principles, and theories underlying the concepts of pleasure and pain. Topics discussed include basic neuroscience and psychology of pleasure and pain systems, application to homeostasis, pain inhibition, and addiction. Within psychology application is made to concepts of neuroeconomics, wanting vs. liking, empathy, and other aspects of human interaction. Translational implications are explored including psychopathological and neurological disorders and their treatment. Wider examination of principles learned from these basic

\*MAT charges possible.

†Offered either Fall or Spring.

††May be offered.

### REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY (MAJOR CODE 090)

#### Required

■ A minimum of 36 credits in psychology, including PSYCH 101, 107, 213W (or 213), 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, Statistical Methods. PSYCH 107 is prerequisite 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 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: 223, 245, 246, 327, 334, 341, 345, 346, 347, 349, 352, 353, 354, 357, 358, 360.

At least half the courses in the major, including the advanced experimental research course, must be taken at Queens College. In order to graduate with a major in psychology, students must have an overall 2.0 average in psychology courses taken at Queens College.

■ There is a limit of 8 credits of the following courses: PSYCH 325, 326, 327, 391, and 392 with the added restriction that no more than 6 credits be taken with the same instructor.

mechanisms will be considered from philosophical, anthropological (evolutionary), sociological, and economic views, and include our understanding of these principles from literary, media, and other perspectives. Throughout the course, comparisons are made between classic and current theories and empirical data. (NS)

**PSYCH 107. Statistical Methods.** 4 lec./lab. hr.; 4 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

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.

### REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY (MINOR CODE 82)

#### 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.

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.

**PSYCH 213W. Experimental Psychology.** 2 lec., 4 lab. hr.; 4 cr. Prereq.: PSYCH 101 and 107. Recommended: Grade of *C* or better in PSYCH 107.

## PSYCHOLOGY

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.

**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. Psychology in Business and Industry.** 3 hr.; 3 cr. Prereq.: PSYCH 101. The psychological principles that can be applied to employee-employer relationships are considered. Such problems as personnel selection, promotion, motivation, training, measurement of job satisfaction, increasing worker efficiency, and merit ratings are reviewed from the standpoint of the psychologist in industry. How the satisfaction of the worker can be furthered while serving the profit-seeking motive of business is the basic problem of the course. 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.** 3 hr.; 3 cr. Prereq.: PSYCH 101 and upper junior standing, or permission of the department. 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 108 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 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.

## PSYCHOLOGY

**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.

### *Advanced Topics*

**PSYCH 311–321 Series. Advanced Experimental and Research Psychology.** 2 lec., 4 lab. hr.; 4 cr. Prereq.: PSYCH 213W (or 213). 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.: PSYCH 213W (or 213). 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.: PSYCH 213W (or 213). 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.: PSYCH 213W (or 213). 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.: PSYCH 101, 107, 213W (or 213), and 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.: PSYCH 101, 107, 213 (or 213W), 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: Behavior Modification.** 6 hr.; 4 cr. Prereq.: PSYCH 213W (or 213) and 221, or permission of the instructor. Consideration of principles of learning as they apply to the acquisition, maintenance, and modification of human behavior, as exemplified by the work of Bandura, Eysenck, Skinner, and Wolpe. An application of reinforcement theories to behavior in educational, therapeutic, and cultural environments is included.†

**PSYCH 319. Advanced Experimental Psychology: Human Memory.** 6 hr.; 4 cr. Prereq.: PSYCH 101, 107, and 213W (or 213). 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 (or 213). 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.: PSYCH 101, 107, 213W (or 213), 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.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: PSYCH 101 and 107. Application and evaluation of psychometric methods for estimating the validity and reliability of psychological measures and for



## PSYCHOLOGY

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, 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. Fieldwork in Mental Health Settings.** PSYCH 327.1, 45 hr.; 1 cr., 327.2, 90 hr.; 2 cr., 327.3, 135 hr.; 3 cr. Prereq.: PSYCH 221, and permission of the instructor. Students serve as volunteers in a mental health setting for 45 or 90 or 135 hours a semester. Such settings include psychiatric hospitals, psychiatric units of general hospitals,

community agencies dealing with such special populations as autistic children, developmentally disabled children and adults, clinics serving patients with phobias, agencies serving children facing life-threatening diseases, etc. Activities such as interacting with patients, observing ward meetings, helping to desensitize a phobic patient, reading case records, interacting with professional mental health workers, attending case conferences, etc. are possible, depending upon the policies of the particular agency at which the student is volunteering. A term paper is required which involves library research and which focuses on some topic relevant to the particular student's fieldwork.

**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, concept formation, abstract thinking, symbolization, and language acquisition.†

**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. 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. 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 or 215. 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. 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

## PSYCHOLOGY

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. Mental Retardation.** 3 hr.; 3 cr. Prereq.: PSYCH 101, 214, and either 221 or 251. Mental retardation is described in relation to its etiology.

Emphasis is placed on environmental procedures designed to help integrate the person with mental retardation into the mainstream of society. The impact of the person with mental retardation on the family, as well as the roles that family members can play in helping a family member with mental retardation achieve his or her potential are discussed.

**PSYCH 358. Autism.** 3 hr.; 3 cr. Prereq.: PSYCH 101, 214, 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. 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 Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 226, a course in statistics, and permission of the instructor. It is preferable that PSYCH 226 and 362 be taken in consecutive semesters. In this experiential learning course, students simulate standardized roles prevalent in business. Group processes, leadership, conflict, and personal characteristics relevant to career development are analyzed and studied. 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 personnel management or industrial relations. When supplemented with PSYCH 325 (Fieldwork in Personnel Psychology), it enables many students to better confront the problem of entering the business world in a psychology-related occupation.†

**PSYCH 363. Sex Roles and Psychopathology.** 3 hr.; 3 cr. Prereq.: PSYCH 221. This course involves a critical examination of the relationship of gender to personality development and mental disorders. Theories and research concerning gender differences in personality and psychopathology (e.g., depression, eating disorders, and substance abuse) are presented.†

**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

## PSYCHOLOGY

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 in Applied Behavior**

**Analysis.** 2 lec., 5 fieldwork hr.; 3 cr. Prereq.: PSYCH 251 or 317. Introduction to field applications of basic theory and methodology of applied behavior analysis, including: (1) the technical language; (2) operational definition; (3) direct observation of behavior; (4) sampling procedures; (5) assessment of reliability and generality; (6) graphing and evaluation of data; (7) research design in natural settings. Students are required to attend a practicum setting for a minimum of 6 hours per week for the semester. Class hours will be devoted to study of principles and procedures of behavior analysis and to a review of each student's progress in his/her fieldwork.

**PSYCH 391, 392. Special Problems.** 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. PSYCH 392.1, 3 hr. per week; 1 cr. PSYCH 392.2, 6 hr. per week; 2 cr. PSYCH 392.3, 9 hr. per week; 3 cr. Prereq.: Written proposal submitted to and approved by the department. 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:* Stephen Grover

*Office:* Powdermaker 350G, 718-997-5279

*Majors 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

Because planning a sound curriculum is an important part of the major and minor, selecting courses to meet the distribution requirements will be done in consultation with the program director. Students must secure approval for a program plan, and any later substitutions must also receive approval from the director. 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

### **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

---

† Offered either Fall or Spring.

†† May be offered.

## RELIGIOUS STUDIES

**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 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.; 3 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 091)

The major consists of 36 credits.

#### Core Curriculum (18 credits)

RLGST 101, 102, and 390, and ENGL 381; either SOC 221 or PHIL 116, and either HIST 211, MES 160, or RLGST 103. 16

Of the remaining 18 credits, students must select 12 from one of the following four distribution groups (a list of approved courses in each group is available in the program office).

#### Comparative Religion

Students must select courses in at least two but no more than three religious traditions. Traditions include Christian, East Asian, Islamic, Jewish, and polytheistic.

#### Religion, Literature, and the Arts

Students must select 6 credits in literature and 6 credits in the Art Department and Music School. Courses in this group will study religious and cultural history through art, literature, and music with religious content.

#### Religion and Culture

This group of courses in the social sciences will study the relationships between culture, ethnicity, religion, and society.

#### Religion and Philosophy

This group of courses will study the relationship between religion and philosophy using individual and collective philosophical viewpoints.

The remaining 6 credits may be selected from any of the approved courses. At least 12 credits must be at the intermediate or advanced level (numbered 200 or above). Courses in religious studies (RLGST 211, 212, 213, and 260) may be used to fulfill requirements for any of the four distribution groups.

### REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES (MINOR CODE 91)

The minor consists of 21 credits.

All minors must take RLGST 101 and 102, and either SOC 221 or PHIL 116. Out of the four distribution groups listed above, students must take 6 credits from one and 6 from another for a total of 12 credits, 9 of which should be at the intermediate or advanced level (courses numbered 200 or above).



# Science

## **DIVISION OF MATHEMATICS & THE NATURAL SCIENCES**

*Dean:* Larry Liebovitch

*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 is taught by three faculty from different departments in the Division of Mathematics and the Natural Sciences. Students will be introduced to quantitative methods used in science. The faculty leader will choose a topic from current events that students will explore from the vantage point of the three sciences represented in the course. Students will write a paper and prepare oral reports. Not open to students who have received credit for MNSCI 114.

**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

## **DIVISION OF SOCIAL SCIENCES**

*Dean:* Dana Weinberg

*Office:* Powdermaker 335, 718-997-5210;

Fax 718-997-5535

*Departmental Assistant:* Gladys Sapigao

### **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:* Andrew Beveridge

*Deputy Chairs:* Robert Kapsis, Suzanne Strickland

*MA Program Acting Director:* Holly Reed

*Department Office:* Powdermaker 252, 718-997-2800

*Distinguished Professors:* Heilman, Min; *Professors:* Beveridge, Catsambis, Clough, Cohen, Eisenstein, Font, Gorman, Habtu, Kapsis, Levine, Miller, Pitts, Savage, Seiler, Tang, Turner, Weinberg; *Associate Professors:* Bennett, Fernandes, Gallo, Pekar, Rogers-Dillon, Viladrich; *Assistant Professors:* Browne, Bound, Cohen, Hala, Hsin, Reed, Song, Sperry, Vessenilov, Zagheni; *Chancellor's Lecturers:* Alexiou, Strickland; *Department Secretaries:* Dolberry, Douglas

*Major Offered:* Sociology (State Education Code 26460)

For those who major in sociology, the purposes of the department are to introduce 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 SOC 205 and 212 as early as possible in their college careers. SOC 331 and 334 should be taken after SOC 212. Students should take their 300-level course elective as juniors or seniors after having completed all other major requirements.

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.

### REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY (MAJOR CODE 096)

#### 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), 205, 212, 331, 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 92)

#### Required (20 credits)

SOC 101, 212W, and either SOC 331 or 334, and at least three additional courses in sociology, one of which must be a SOC 381W seminar or other approved 300-level course.

## SOCIOLOGY

### 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. (SS, US)

**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. (CV, US)

**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 205. Social Statistics I.** 6 hr. lec./lab; 4 cr. Prereq.: Sociology 101 or ANTH 101 or ECON 101 or FNES 106 or HSS 100 or PSCI 100 or PSCI 101 or URBST 101. Introduction to descriptive, inferential, bivariate, 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.

**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.

**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. (SS, US)

**SOC 212W. Sociological Analysis.** 4 hr.; 4 cr. Prereq.: SOC 101 or ANTH 101 or ECON 101 or FNES 106 or HSS 200 or PSCI 100 or PSCI 101 or PSYCH 101 or URBST 101. The relationship between sociological theory and data through analysis of important sociological problems. (SS)

**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. Prereq.: SOC 101. An examination of the broad social, economic, and political characteristics of educational institutions, policies and practices and their ramifications. (SS, US)

**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.

\*MAT charges possible.

## SOCIOLOGY

**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. Prereq.: SOC 101. Social welfare as an institution, with emphasis on its structure and development, and sociological analysis of problems of aging, divorce, adoption, etc. (CV, US)

**SOC 223. Introduction to Social Work Method.** 3 rec., 5 field hr.; 4 cr. Prereq.: SOC 101 and 222. The basic theory and practice of social work. Students are required to serve in supervised field placement one half day each week.

**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.

**SOC 235. Computers and Society.** 3 hr.; 3 cr. Prereq.: SOC 101 and 212. A scientific examination of the relationships of digital technology to the individual and society. Topics include issues of privacy, human-machine interaction, interpersonal communication, law and crime, effects on American and global social structure, national security, and the scientific community.

**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

## SOCIOLOGY

comparative-historical perspective. Emphasis is given 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 101 and 205. 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. Social Science Research Using Computers.** 3 hr.; 3 cr. Prereq.: SOC 101 and 205 or equivalent, or permission of the instructor. Introduction to the computer-assisted conduct of social science research; data gathering, processing, analysis, interpretation and report writing.

**SOC 334. Methods of Social Research.** 4 hr. lec, 4 hr. lab or fieldwork; 4 cr. Prereq.: SOC 205 and 212. 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:* Frank Franklin

*Assistant Director:* Diane Forte

*Assistant Director for SEEK Recruitment & Enrollment:*  
Walter Dogan

*Academic Coordinator:* Norka Blackman-Richards

*SEEK Learning Center:* Karen Willis

*SEEK Writing Center:* Pearlie Singh

*SEEK Computer Lab:* Michael Robinson

*Department Office:* Delany Hall 128, 718-997-3100

*Counselors:* Margarita Eguizabal, Philip Giarraffa,  
Siuping Ma

The Search for Education, Elevation, and Knowledge (SEEK) Program is a legislatively mandated higher education opportunity program at each of the senior colleges within the City University of New York. The SEEK Program provides access to students who did not reach their full academic potential in high school due to educational, economic, or personal barriers. SEEK helps students achieve academic success by providing financial support, academic instruction, tutorial assistance, and counseling services. All entering freshman are required to attend the Pre-Freshman Summer Program. More information is available in the *SEEK Freshman Handbook*, available from the office of the director of the SEEK Program.

Several faculty members from departments throughout the college are assigned to the program.

*English:* Harris, Khan, Whitaker; *Mathematics:* Broges, Chen, Clarke; *Social Sciences:* Daniel, Milchman

## Program Awards

The *Samuel Clemens Floyd III Scholarship* is offered to a graduating senior who has excelled in his/her major, given outstanding service to the SEEK Program, and who is going on to an advanced degree in English or an English-related field of study. The *Phyllis Althea McCoy Annual Award* is presented to a QC SEEK pre-law student; the award will be presented to a pre-law student from a minority group 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 SEEK student for his/her service to the SEEK Program.

## 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 the students in responsibilities. 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 of Student Affairs:* Adam Rockman

*Department Office:* Frese 102, 718-997-5500

*HEOs:* Moore, Andrejack; *Administrative Staff:*  
Leighton

Student Personnel is concerned with all students and their campus life. The College Counseling and Resource Center, Peer Services, Minority 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 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 instructor. Prior to acceptance into counseling and advisement courses, all students are required to go through a two-part screening process. Applicants are screened and selected by experienced peer advisors and the coordinator of the Peer Advisement Program. Applications are available in the Counseling and Advisement Center on the first floor of Frese Hall.

## REQUIREMENTS FOR THE MINOR IN STUDENT SERVICES & COUNSELING (MINOR CODE 93)

### Required (6 credits)

STPER 200	Introduction to Counseling & Advisement
STPER 300	Practicum in Counseling & Advisement

### Electives (9 credits)

To be chosen from among the following (all courses are 3 credits except where noted):

AMST 220	Gender, Race, Ethnicity, and Class in the United States
ANTH 203	Human Sexuality
ANTH 222	Sex, Gender, and Culture
FNES 147	Family Relations
FNES 248	Problems in Marriage and the Family
MEDST 103	Interpersonal Communication
MEDST 259	Cultural Factors in Communication
PSYCH 232	The Psychology of Personality
PSYCH 238	Social Behavior
PSYCH 355	Practicum in Academic Advisement of the Psychology Major (1 credit)
PSYCH 356	Advanced Practicum in Academic Advisement of the Psychology Major (1 credit)
SOC 214	The Family
SOC 216	Social Psychology
SOC 220	Interpersonal Behavior and Group Processes
SOC 222	Social Welfare as a Social Institution
STPER 201	Fundamentals of Leadership
STPER 302	Advanced Practicum in Counseling and Advisement
URBST 113	Urban Subcultures and Lifestyles

## STUDENT PERSONNEL

**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

**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. Fall, Spring

# Urban Studies

*Chair:* Leonard S. Rodberg

*Department Office:* Powdermaker 250,  
718-997-5130; Fax: 718-997-5133

*Distinguished Professor:* Steinberg; *Professors:* Muraskin, Rodberg, Sardell, Seley; *Associate Professors:* Checker, Davis, Hanlon, Hum, Ioannides, Khandelwal, Maskovsky, Smith; *Adjunct Associate Professor:* Fortuna; *Adjunct Assistant Professors:* Eisenberg; *Department Secretary:* Chan

*Major Offered:* Urban Studies (State Education Code 26463)

Urban studies is concerned with urban issues in terms of social and economic problems, community organization and development, administration, and public policy. The social science disciplines are drawn upon to develop an understanding of, and solution to, the problems that characterize modern urban societies.

The undergraduate program provides a background for students who intend to work in city or state government, planning, community organization, law, or related fields.

## Departmental Awards

The department awards the *Herbert Bienstock Award*, to a student who has performed outstanding research on urban and labor economics issues; the *Paul Davidoff Award*, for outstanding public and community service to a graduating major; and the *Matthew Edel Award*, for outstanding scholarship to a graduating major.

## THE MAJOR AND THE MINOR

See the box on this page for the specific requirements for the major and the minor.

## THE MAJOR IN ENVIRONMENTAL STUDIES:

*see the School of Earth and Environmental Sciences.*

## COURSES IN URBAN STUDIES

**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 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. (SS, US) Fall, Spring

**URBST 102. Urban Issues: Services and Institutions.** 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

**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,

## REQUIREMENTS FOR THE MAJOR IN URBAN STUDIES (MAJOR CODE 104)

### Required (36 credits)

URBST 101 (or 2434), 105, 200 (or BASS 1211, or equivalent), URBST 221, 330; either URBST 360 or 370 (may be waived for students holding a full-time job in an urban-related field); 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 94)

### 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.

multiculturalism, and cosmopolitanism and introduces students to urban studies' multidisciplinary approaches for the study of diversity and inequality. (SS, US)

**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. (SS, US)

**URBST 106. Cultural and Historical Development of Cities.** 3 hr.; 3 cr. The anthropological and historical analysis of the development of cities

<sup>†</sup>Offered either Fall or Spring.

<sup>††</sup>May be offered.



## URBAN STUDIES

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. Urban Communities: Local-Global Connections in Queens.** 3 hr.; 3 cr. An introduction to the diverse communities of Queens and the local and global issues and networks encountered in them. It focuses on how immigration has created complex settings with multiple cultural groups moving into and out of local neighborhoods. Students will examine the changing demographics and intercultural relations that mark multicultural Queens. They will see how these communities are addressing a series of 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 the context of the cultural diversity of Queens and to perceive their own community within an increasingly globalized world. (SS, US)

**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. Sexual Variance in the City.** 3 hr.; 3 cr. This course studies the diverse sexual subcultures which flourish in urban areas. Special attention is paid to the interaction of urban cultures with these sexual subcultures, and to the unique influence of the urban environment on sexual diversity and innovation.

**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 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 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. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. 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

## URBAN STUDIES

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. Cities of the World.** (formerly URBST 225) 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. Studies development of foreign cities and attempts to solve problems that also face American

cities. Comparative analysis of urban ecology and urban service institutions.

**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. Immigrants in Queens.** 3 hr.; 3 cr. The borough of Queens has become a major receiving area for immigrants from all over the world, making it the most diverse county nationwide. This course discusses immigration patterns, old and new, in the context of New York City, with special focus on the borough of Queens. The main trends in historical and contemporary and local/global migration; how and why immigrants arrive here and begin to create new communities; the state of intergroup relations between immigrants and established Americans; the factors that assist or inhibit immigrants from being integrated into American society are addressed through class discussions, readings, neighborhood visits, and student projects.

**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

## URBAN STUDIES

be analyzed each semester. (May be repeated for credit provided the institution studied is different.)

**URBST 221. 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 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 232. Health Policy-Making.** 3 hr.; 3 cr. An examination of the process of health policymaking 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,

## URBAN STUDIES

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.

**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. An introduction to theoretical, methodological, and practical issues involved in social and physical planning for urban areas. It will include issues such as attracting economic development, the siting of public services and facilities, and the regulation and placement of housing.

**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

## URBAN STUDIES

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.

**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 251/HIST 280. Urban Planning in the American Past.** 3 hr.; 3 cr. How Americans designed and built towns and cities, and an examination of the city-building process, emphasizing landmark urban plans.<sup>††</sup>

**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. Conflicts in Urban Planning.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies, including URBST 141 (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 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.



## URBAN STUDIES

**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 258. 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 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 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 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 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.** 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 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 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 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 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 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. May not be repeated.

# Women's Studies

Director: Joyce Warren

Office: Klapper 605, 718-997-3098

Major Offered: Women's Studies (State Education Code 91059)

Queens College offers an interdisciplinary major and minor in women's 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. 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's Studies Scholarship* is awarded to a sophomore or lower junior majoring in women's studies. The *Virginia Frese Palmer Award* is offered each Spring to the graduating women's studies major with the highest average.

## THE MAJOR AND MINOR

See the box on this page for the specific requirements for the major and minor.

### REQUIREMENTS FOR THE MAJOR IN WOMEN'S STUDIES (MAJOR CODE 106)

The major consists of 36 credits.

#### Core requirements (four courses, 12 credits)

WOMST 101, 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 WOMST 210 is offered, the director will specify which distribution requirement it satisfies. Distribution courses include:

#### Scientific Theories of Gender

PSYCH 353 Psychology of Sex Roles  
PSYCH 354 Sexual Behavior

#### Women and Cultural Traditions

ANTH 203 Human Sexuality  
ANTH 222 Sex, Gender, and Culture  
ENGL 326 Women Writers and Literary Tradition

#### Women and Society

ECON 230 Women's Issues in Economics  
HIST 247 Women in Modern European History  
HIST 270 History of Women in the United States, Colonial to 1880  
LALS 208 The Puerto Rican and the Latin American Woman  
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

The following courses may deal with topics concerning women and women's roles, and may satisfy distribution requirements. Consult the director before registering for these courses:

WOMST 210 Selected Topics in Women's Studies  
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)

FNES 147 Family Relations  
HIST 157 History of Costumes and Furnishings: Ancient Egypt to the French Revolution  
HIST 158 History of Costumes and Furnishings: French Revolution to the Present  
SOC 214 The Family  
WOMST 390 Tutorial in Women's Studies

Students may also use any courses listed under distribution requirements that are not used to satisfy the distribution requirements. For courses with varying topics, consult the director.

### REQUIREMENTS FOR THE MINOR IN WOMEN'S STUDIES (MINOR CODE 95)

#### 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.

## WOMEN STUDIES

### COURSES

**WOMST 101, 101W. Introduction to Women's Studies.** 3 hr.; 3 cr. Exploration of the core concepts underlying the interdisciplinary field of women's 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, intersections of gender, race, class, and ethnicity, and the varieties of sexual experience.

**WOMST 201W. Theories of Feminism.** 3 hr.; 3 cr. The main theories used in women's 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.

**WOMST 210. Selected Topics in Women's Studies.** 3 hr.; 3 cr. Topics to be announced. May be taken more than once if the topic is different.

**WOMST 310. Research Seminar in Women's 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.

**WOMST 320. Fieldwork in Women's 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.

**WOMST 390W. Tutorial in Women's Studies.** WOMST 390.1–390.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the director of Women's 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's studies faculty.

## Worker Education: LEAP

This program is offered in conjunction with the Joseph S. Murphy Institute for Worker Education and Labor Studies, CUNY.

*Director:* Gregory Mantsios

## Center for Worker Education

*Associate Director:* Kitty Krupat

*Program Coordinator:* Joanne Mason

*Department Secretary:* Lorraine Morosoff

## Center for Labor, Community, and Policy Studies

*Associate Director:* Paula Finn

*Office:* Kissena 217, 718-997-3060; Fax 718-997-3069

*Office:* 25 West 43rd Street, 19th floor, New York, N.Y., 212-827-0200; Fax 212-827-5955

*Queens College Administration:* Assistant Provost June Bobb, Kiely 1111, 718-997-5780

The Center for Worker Education at Queens College was established in cooperation with a number of New York City labor unions as part of Queens College's effort to expand educational services to union members and the labor community. The center is part of the Joseph S. Murphy Institute, serving and collaborating with colleges within the City University. The institute's purpose is to provide union-sponsored, working adult students with an opportunity to:

1. gain a better understanding of the world of work, the economy, and society;
2. develop the skills and background necessary for occupational advancement and personal enrichment.

Worker Education @ Queens College assists union members returning to school, including non-degree, matriculated, and graduate students in a variety of programs at Queens College.

It serves students both on campus and at the institute's mid-Manhattan facility. Undergraduate students in Worker Education @ Queens College may choose to pursue their degree requirements through the LEAP (Labor Education and Advancement Project) curriculum, or the BASS (BA in Applied Social Sciences, State Education Code 21878) curriculum. Students pursuing a BASS degree may select one of three areas of concentration: human services, labor studies, or public policy. The BASS degree is offered at the mid-Manhattan facility only.

### THE LEAP CURRICULUM

(Student program code LP)

The LEAP curriculum is available to students who are matriculated and 25 years of age or older. Students must be union members and must be recommended for admission by the director or his/her designee.

The LEAP curriculum provides students with a sequence of courses to meet the college's general education requirements, the credits required for a bachelor's degree in their major and the remaining elective offerings. The curriculum draws on the maturity and common experiences of working adults. Students meeting their degree requirements through this curriculum may also qualify for a maximum of 36 life-achievement credits.

For details of admission requirements and procedures, contact the LEAP office.



# World Studies

Office: Powdermaker 150, 718-997-5164

As the world grows increasingly interconnected, it is necessary to understand forms of human expression in a global frame of reference. The world studies program provides a sequence of four team-taught, interdisciplinary courses that are designed to satisfy that need.

Employing perspectives from the humanities and social sciences, these courses explore various and often conflicting ways of conceptualizing the world, and examine cultures and societies—ancient and modern—from Asia, Africa, the Americas, Europe, and the Middle East. Each course involves the cooperation of a faculty member from the social sciences and one from the humanities. Sections are kept small to permit extensive interchange between students and teachers.

Although the courses form a logical progression, they may be taken in any order, or even simultaneously. Each course is designed to remain within a common framework, but the content of each section may vary somewhat depending upon the composition of the teaching team.

World studies, which was developed with major grants from the Andrew W. Mellon Foundation and the National Endowment for the Humanities, is an innovative program that has been recognized as a national model by the Association of American Colleges. Its curriculum and syllabi are under continual review by an ongoing committee of faculty members from all divisions of the college.

## COURSES

**WLDST 101. Interpreting the World.** 3 hr.; 3 cr. Prereq.: ENGL 95. A study of diverse cultural traditions, political and economic structures, and their interactions. The course will integrate social science and humanities viewpoints and methods of analyzing history, culture, and society.

**WLDST 102. Ancient Worlds.** 3 hr.; 3 cr. Prereq.: ENGL 95. An examination of the cosmologies, ideologies, economies, political structures, and social life of ancient civilizations as reflected in their mythic and literary texts and as interpreted by archaeology and history from the material evidence. Regions explored may include Mesopotamia, India, China, Africa, Meso-America, and the Andes.

**WLDST 103. Encounters between Civilizations, 1500–1900.** (formerly WLDST 201) 3 hr.; 3 cr. Prereq.: ENGL 95. A consideration of how contacts among civilizations helped shape the modern world. The movement away from regional isolation will be studied in terms of political and economic systems, scientific and technological development, social and cultural exchange, and literary and artistic expression.

**WLDST 104. Contemporary Worlds.** (formerly WLDST 202) 3 hr.; 3 cr. Prereq.: ENGL 95. The emergence of new forms of global culture: an interdisciplinary study of societies, economies, cultures, and ideologies in the twentieth century.

**WLDST 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.

**WLDST 135W. World 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 a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

# 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 10. Rocks, Minerals, and Gems.  
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 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 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 356. Principles of Oceanography.  
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 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 300.1. 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 61. Rudiments of Music II.  
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 231. Russian and Soviet Music from Glinka to the Present.  
MUSIC 233. Music in Non-European Cultures.  
MUSIC 235. Latin American Music.  
MUSIC 359. Queens College Orchestral Society.

## **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.  
**PORT205.** 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 208.** Theory and Analysis of Psychological Measurements.  
**PSYCH 222.** Psychology and the Law.  
**PSYCH 229.** Developmental Psychology.  
**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.

#### **WORLD STUDIES**

**WLDST 305.** Advanced Seminar in World Studies.

#### **YIDDISH**

**YIDD 140.** History of the Yiddish Language.  
**YIDD 154.** Yiddish Drama.  
**YIDD 162.** Jews in the Soviet Union, 1917 to the Present.  
**YIDD 167.** The Development of Yiddish Culture in the United States.  
**YIDD 174.** The East Side in American Literature in Yiddish and in English.  
**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 271,000 degree-credit students and nearly 270,000 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 at Queens College, 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.





QUEENS COLLEGE

# University Policies

## STUDENT COMPLAINT PROCEDURES

Both CUNY and the college provide procedures for student complaints, depending on the nature of the concerns and circumstances. Students should review these resources to determine the avenue appropriate for their concern.

With respect to claims involving discrimination or sexual harassment, the policies and procedures set out below under Policies and Procedures Concerning Non-Discrimination should be utilized. See: <http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html>, and find the CUNY Policy Against Non-Discrimination and Sexual Harassment. (Please note that all such claims must be brought to the attention of the Office of Compliance and Diversity Programs [OCDP], which will assess and conduct an independent investigation of discrimination complaints, as appropriate, regardless of whether another department or division is notified or conducts its own preliminary investigation.)

In general, student complaints other than those involving discrimination or harassment are heard initially by the Office of the Vice President for Enrollment Management and Student Affairs. A student with such a complaint generally gets an appointment within three business days. 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 or in

person to the Office of the Vice President for Enrollment Management and Student Affairs. 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.

With respect to student complaints about faculty, CUNY's Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings can be found at: [www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Academic, and [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html), under Procedures for Handling Student Complaints Regarding Faculty Conduct. The university respects the academic freedom of the faculty and will not interfere with it 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 might 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 the procedure cited above.

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 Enrollment Management and Student Affairs (718-997-5500).

## Policies and Procedures Concerning Non-Discrimination and Affirmative Action

The college attracts a diverse student body, and fostering diversity is essential to its mission. The college has and enforces numerous policies against discrimination and is an Equal Opportunity and Affirmative Action institution. The college does not discriminate on the basis of age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, or veteran or marital status with respect to student admissions or access to programs, or in connection with administration or employment.

The Non-Discrimination and Sexual Harassment Policy and the Policies and Procedures Concerning Sexual Assault, Stalking, Dating, and Domestic and Intimate Partner Violence Against Students, as well as "Title IX" (described below), provide critical information about conduct students should not be subjected to and procedures for raising good faith

complaints of any such conduct. The text of the CUNY's Policies and Procedures on Non-Discrimination and Sexual Harassment are outlined below and can be found at: [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html)[www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Non-Discrimination and Sexual Harassment.

In addition, as outlined further below, CUNY and the college's policies address the prohibitions set forth in Title IX of the Educational Amendments Act of 1972 (amending the Higher Education Act of 1965), which provides additional guidance forbidding sex discrimination, sexual harassment, and sexual assault in connection with all university student services and academic programs, and forbidding discrimination because of sex in employment and recruitment consideration or selection under certain education programs or activities. Information concerning Title IX can be found at [myqc.qc.cuny.edu/StudentLife/conduct/default.aspx](http://myqc.qc.cuny.edu/StudentLife/conduct/default.aspx) at Office of Judicial Affairs, Title IX: Sex Discrimination, and Dear Colleague Letter Pertaining to Title IX.

### **Student Complaints of Discrimination, Sexual Harassment, and Title IX Violations**

Students who believe they have been aggrieved in violation of CUNY's Policies and Procedures on Non-Discrimination and Sexual Harassment may file complaints as provided for in those Policies and Procedures, [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html)[www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Non-Discrimination and Sexual Harassment.

See also [www.qc.cuny.edu/about/administration/AffirmativeAction/Pages/Forms.aspx](http://www.qc.cuny.edu/about/administration/AffirmativeAction/Pages/Forms.aspx).

The college's Office of Compliance and Diversity Programs (OCDP) is responsible for investigating any claims of discrimination or harassment and allegations concerning violations of Title IX. (The OCDP Director also serves as the Chief Diversity Officer, Title IX Coordinator, Section 504/Americans with Disabilities Coordinator, and Domestic Violence Awareness and Prevention Coordinator for Queens College, and claims under those policies are also investigated by the

OCDP. See: [www.qc.cuny.edu/about/administration/AffirmativeAction/Pages/Forms.aspx](http://www.qc.cuny.edu/about/administration/AffirmativeAction/Pages/Forms.aspx).)

Students must bring such claims to the attention of the OCDP, which will conduct an appropriate and independent investigation of all student (and employee) discrimination and harassment complaints. 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 to the police.

If students have any questions with respect to the appropriate contacts for student concerns, they should contact the Vice President for Enrollment Management and Student Affairs (718-997-5500) and/or the Office of Compliance and Diversity Programs (718-997-5880).

### **Student Complaints of Sexual Harassment**

With respect to allegations of sexual harassment of students (including students who are employees), sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment. The policy provides examples of sexual harassment which include "quid pro quo harassment" where a person's negative response to a request for sexual favors is used as a basis for an academic or employment decisions. Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile, or abusive work or academic environment has been created.

### **Consensual Relationships**

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the City University community and any person for whom he/she has a professional responsibility (including performing functions such as teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid or awards, or other remuneration, or that may impact upon other academic or employment opportunities). While these will not be interpreted to interfere with academic freedom, such relationships are strongly discouraged.

The Office of Compliance and Diversity Programs is responsible for conducting all investigations related to discrimination. With respect to sexual harassment, Cynthia Rountree is the college's Sexual Harassment Coordinator and is responsible for investigating any complaint of sexual harassment. She can be contacted at the Office of Compliance and Diversity Programs, Kiely 147; 718-997-5888. In addition, the following persons have been designated to serve on the college's Sexual Harassment Awareness & Intake Taskforce. Complaints of sexual harassment may be made to any member of the Task Force:

#### **Dr. Eleanor Armour-Thomas, Chair**

Secondary Education and Youth Services  
Powdermaker 150A  
718-997-5151  
[Eleanor.Armour-Thomas@qc.cuny.edu](mailto:Eleanor.Armour-Thomas@qc.cuny.edu)

#### **Brian DeMasters**

Athletics Office  
FitzGerald 204  
718-997-2777  
[Brian.DeMasters@qc.cuny.edu](mailto:Brian.DeMasters@qc.cuny.edu)

**Denese Gordon, Deputy Administrative Superintendent**

Buildings and Grounds  
Bldg. L-1  
718-997-3520  
Denese.Gordon@qc.cuny.edu

**Dr. Carmella Marrone, Director**

Women and Work Program  
28 West 44th Street, Suite 1005  
New York, NY 10036  
212-642-2071  
Carmella.Marrone@qc.cuny.edu

**Adam Rockman, VP of Student Affairs**

Division of Enrollment Management & Student Affairs  
Frese Hall 102A  
718-997-5500  
Adam.Rockman@qc.cuny.edu

**Cynthia W. Rountree, Esq., Director**

Office of Compliance and Diversity Programs  
Kiely 147  
718-997-5888  
Cynthia.Rountree@qc.cuny.edu

**Laura Silverman, Director**

Academic Advising Center  
Kiely 217  
718-997-5763  
Laura.Silverman@qc.cuny.edu

**Rena Smith-Kiawu, Director**

Financial Aid Services  
Jefferson 202  
718-997-5101  
Rena.Smith-Kiawu@qc.cuny.edu

**Hemwatie Seusarran, Sergeant**

Campus Safety Department  
Jefferson Hall, 2nd Floor  
718-997-5911  
Hemwatie.Seusarran@qc.cuny.edu

**CONFIDENTIALITY**

While the privacy of individuals who bring complaints of discrimination (including sexual harassment), of those who are accused of discrimination (including sexual harassment), and of those who are otherwise involved in the complaint process should be respected, and information obtained in connection with the bringing, investigation, or resolution of complaints will be handled as confidentially as appropriate, it is not possible to guarantee absolute confidentiality, and no such promise can be made by any member of the task force or other CUNY or college employee who may be involved in the complaint process.

Students who are employees covered by collective bargaining agreements with provisions concerning discrimination may invoke their contractual grievance procedures within the time limits provided in those agreements, but should also report such allegations as promptly as possible directly to a member of the task force as provided in these procedures. Delay in making a complaint may make it more difficult for the college to investigate and address the allegations.

**STUDENT COMPLAINTS OF VIOLATIONS OF TITLE IX**

Title IX of the Educational Amendments Act of 1972 (amending the Higher Education Act of 1965) provides additional guidance forbidding sex discrimination, sexual harassment and sexual assault in connection with all university student services and academic programs, and forbidding discrimination because 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. (There are exceptions for fraternity, sorority and father–son and mother–daughter activities.) Any student who believes he or she is aggrieved in violation of Title IX should pursue a complaint as outlined below. (Again, if the complaint concerns immediate health and safety, the student should report the conduct to Public Safety [718-997-5912/5911] and the Police.)

**Step I: Informal Complaints of Title IX Violation**

A student (including student employees) claiming that the college has failed to act in accordance with the provisions of Title IX may file an informal complaint, either orally or in writing, with Cynthia Rountree, the college's Coordinator for Title IX (718-997-5888), in accordance with the procedure below.

If the complaint is resolved at this stage, no further action will be taken. If the complaint is not resolved within 60 working days of the filing of the informal complaint, or is not resolved to the satisfaction of the complainant, any complainant wishing to pursue the matter to formal grievance who is eligible to do so must file a formal grievance in accordance with the process below.

**Step II: Formal Grievances**

If a complaint is not resolved within 60 working days of the filing of the informal complaint, or is not resolved to the satisfaction of the complainant, any complainant wishing to pursue the matter to formal grievance who is eligible to do so must file a formal grievance within 10 working days following notification of the disposition of the informal complaint, or (if no decision has been rendered) within 70 working days of the filing of the informal complaint. (Note that if a student is an employee covered by a collective bargaining agreement that includes discrimination as a ground for a grievance, the student/employee must utilize the grievance procedure provided in the applicable agreement.)

Formal grievances must be filed with Cynthia Rountree, the Title IX Coordinator in the Office of Compliance and Diversity Programs in Kiely 147, on forms available in that office. The grievance must be presented in writing, setting forth the nature of the grievance, the evidence on which it is based, and the redress being sought. Upon receipt of a grievance from the Title IX Coordinator, the Title IX review committee appointed by the President of the college will be convened by the chair. The review committee will schedule a meeting with the complainant within 20

working days after the grievance is filed with the Title IX Coordinator (or as soon thereafter as is practicable), and will investigate the complaint as appropriate. The committee then sends its recommendation(s) to the college President, who considers those recommendations and renders a written decision on the matter. The President may take any action deemed appropriate to redress the grievance. There is no further recourse within the college for appeal of the grievance.

Persons seeking further information about Title IX matters should contact the Title IX Coordinator, Cynthia Rountree, at 718-997-5888.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The college's Office of Special Services for Students with Disabilities is dedicated to providing supportive services for all students (and employees) with disabilities in order to ensure accessibility of academic and social activities. (While the OCDP investigates claims of discrimination or harassment based on disability, the Office of Special Services addresses requests for accommodation of disabilities.) See <http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures.html>, and find Disability Accommodation Procedures for general CUNY policy on accommodations; and [www.cuny.edu/about/administration/offices/sa/policies.html](http://www.cuny.edu/about/administration/offices/sa/policies.html), Disability Accommodations; and [www.qc.cuny.edu/about/administration/AffirmativeAction/Pages/Forms.aspx](http://www.qc.cuny.edu/about/administration/AffirmativeAction/Pages/Forms.aspx).

### **Disability and Accommodation Procedures (Student Portion/Student Employees)**

The Director of Special Services (718-997-5870) assesses appropriate support services for eligible students, including 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 nature of the disability and requested accommodations.

### **RELIGIOUS HOLIDAYS AND OBSERVANCE**

Consistent with Education Law Section 224, students will not be expelled from or be 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), and appropriate arrangements will be made to provide an equivalent opportunity to register for classes or make up any examination, study, or work requirements they 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 to the extent possible, 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. 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 Academic Senate Scholastic Standards Committee. See Policies of Academic Senate, page 36, found at: [www.qc.cuny.edu/Academics/AcademicSenate/Pages/default.aspx](http://www.qc.cuny.edu/Academics/AcademicSenate/Pages/default.aspx).

### **SUBSTANCE ABUSE**

Consistent with the Drug Free Workplace Act of 1988 (Pub.L. 100-600, 11-18-88) and the Federal Drug-Free Schools and Communities Amendment of 1989 (Public Law 101-226), it is the policy of CUNY and Queens College that the unlawful manufacture, distribution, dispensation, possession or use of illegal drugs or other controlled substances by university and college students

or employees on university/college premises, or as part of any university/college activities is prohibited. (Employees, including student employees, must also notify the college Director of Human Resources of any criminal drug statute conviction for a violation occurring in the workplace not later than five days after such conviction.)

Further, the unlawful possession, use, or distribution of alcohol by students or employees on university/college property or as any part of any university/college activities is prohibited. See [www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Student Life, Drugs and Alcohol and Tobacco Policies; CUNY Rules and Regulations for the Maintenance of Public Order at: [policy.cuny.edu/pdf/btm/1990](http://policy.cuny.edu/pdf/btm/1990).

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 [www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Student Conduct.

In addition, the university Policy on Drug and Alcohol Education is a program to prevent the use of illicit drugs and the abuse of alcohol by students and employees, and this effort has been extended to describing the health risks associated with the use of illicit drugs and the abuse of tobacco and alcohol.

### **Alcohol and Drug Policy**

*Standards of Conduct:* The legislature of New York State and federal statutes have made the possession, sale, or purchase of certain drugs without authorization a crime. New York law prohibits selling or giving alcohol to any "visibly intoxicated person." The possession and consumption of alcohol is illegal under state law for those under 21 years of age. It is illegal to sell tobacco products to any person under the age of 18 in New York State.

All members of the college community are expected to abide by the laws of the city, state, and federal government (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. All members of the college community are expected to abide by the city, state, and federal statutes that have made the possession, sale, or purchase of illegal drugs a crime. Students are expected to comply with the Rules and Regulations for the Maintenance of Public Order, which appear below.

Any student found in violation of these Policies, Rules, and Regulations is subject to disciplinary action. Sanctions for violation may include admonition, warning, censure, discipline, probation, restitution, suspension, expulsion, complaint to civil authorities, and ejection. These sanctions are defined below.

A student who is experiencing difficulty with alcohol or chemical dependency may be referred to the Office of the Vice President for Enrollment Management and Student Affairs or the college Counseling and Resource Center by members of the instructional staff, or may seek assistance directly. The Vice President may take disciplinary action as required or may recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies. Serious health risks, documented by the medical community, accompany the use and abuse of alcohol and drugs.

With respect to student employees, the unlawful distribution, dispensation, possession, or use of illegal drugs or any other controlled substances and the unauthorized use of alcohol by employees in the workplace are prohibited. Employees of CUNY/ the college must also notify the Director of Human Resources of any criminal drug statute conviction for a violation occurring in the workplace not later than five days after such conviction.

Employees who are experiencing difficulty with alcohol or chemical dependency will, 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. Serious health risks, documented by the medical community, accompany the use and abuse of alcohol and drugs.

Employees found in violation of the Standards of Conduct referred to in this policy 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.

*Criminal Sanctions:* The unlawful possession, use, or distribution of illicit drugs and alcohol is punished by harsh sanctions by the United States government and by the State of New York, which range from completion of an appropriate rehabilitation program through imprisonment.

Regarding illicit drugs, the seriousness of the offense and the penalty imposed upon conviction usually depend upon the individual drug and the amount of the drug held or sold. For example, in New York State the possession of four ounces of cocaine is a class A-1 felony, punishable by a minimum of 15 years and a maximum of life in prison. The sale of two ounces of cocaine will be similarly treated. The possession of more than eight ounces of marijuana is a class E felony, punishable by up to four years in prison, as is the sale of 25 grams of marijuana. It is important to be aware that, in New York, a gift of drugs, including marijuana, is treated as a sale. Federal penalties are similar to those assessed by the state.

Criminal penalties may also result from the misuse of alcoholic beverages. In New York, if you give or sell an alcoholic beverage to a person less than 21 years old, you are committing a class B misdemeanor, punishable by up to three months in jail and a \$500 fine. Any sale of any kind of alcoholic beverage without a license or permit is also a misdemeanor punishable by a fine, a jail term, or both. If you are under the age of 21, you are prohibited from possessing alcoholic beverages with intent to consume them. Each violation is punishable by a \$50 fine. The beverages may also be seized and

destroyed by internal or external authorities. Individuals may be fined up to \$100 and required to perform community service if they are under 21 and present a falsified proof when attempting to purchase alcoholic beverages, and they can have their driver's license suspended for up to 90 days if they use the license to try to purchase alcohol illegally.

These are only examples of the penalties that can be assessed against individuals. It is CUNY's policy to discourage violations of federal, state, and city laws. Where appropriate, the City University will refer persons who violate such laws for prosecution to the relevant governmental authorities and will cooperate fully with such authorities.

## **CAMPUS/COMMUNITY-BASED SERVICES**

These services and information centers for alcohol and drug abuse are available to all member of the college community:

### **College Counseling and Resource Center**

Frese Hall • 718-997-5420

### **Health Service Center**

Frese Hall, 3rd floor • 718-997-2760

### **Office of Human Resources**

Kiely Hall 163 • 718-997-4455

## **TOBACCO-FREE POLICY**

The college is a tobacco-free campus and tobacco may not be used anywhere on the college campus. This policy applies to all tobacco products such as chewing tobacco and e-cigarettes. Restrictions are in effect on all indoor and outdoor locations, including doorways, stairwells, athletic fields, and parking lots. Information on the policy and health-related matters, including assistance breaking the habit, can be found at: <http://www.qc.cuny.edu/about/sustainability/Pages/Tobacco-free.aspx>.

In addition, CUNY has a no-smoking policy that prohibits (i) the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields; entrances and exits to buildings; and parking lots; (ii) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and (iii) tobacco industry sponsorship of athletic events and athletes. See: [www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Student Life; <http://www.cuny.edu/about/resources/healthycuny/tobacofreecuny/TobaccoPolicyImplementation.html>, Board of Trustees Minutes of Proceedings, January 24, 2011.

### **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. See [www.cuny.edu/studentpolicies](http://www.cuny.edu/studentpolicies), under Student Life. 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 this 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. See: <http://www.cuny.edu/about/administration/offices/ohrm/policies-procedures/violence-prevention-policy.html>; and [www.qc.cuny.edu/about/security/Documents/QC\\_WORKPLACE\\_VIOLENCE\\_PREVENTION\\_PROGRAM.pdf](http://www.qc.cuny.edu/about/security/Documents/QC_WORKPLACE_VIOLENCE_PREVENTION_PROGRAM.pdf).

While the university and college's Workplace Violence Policies apply to employees, and all student employees should become familiar with the protections and obligations under the policy, it is also important all students should become familiar with the Policy because it defines standards of conduct for all on the university and college campuses 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; (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, and they will participate in the annual Workplace Violence Prevention Training Program. Employees (including student employees) who violate this policy may be removed from university/college property and are subject to disciplinary and/or personnel action up to and including termination, consistent with university/college policies, rules, and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Furthermore, violations of this policy may constitute conduct subject to Student Disciplinary procedures.

Incidents involving Workplace Violence will be given the serious attention they deserve. Employees (including student employees) are responsible for reporting any incidents of Workplace Violence of which they become aware.

Students who witness violence, learn of threats, or are victims of violence by employees, students, or others should report the incident immediately to the campus Security and Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students, or others as soon as possible to the Security and Public Safety Office or Office of the Vice President for Enrollment Management and Student Affairs.

The procedure for reporting incidents of suspected or alleged Workplace Violence can be found in the campus specific Workplace Violence Prevention Programs. The procedure for reporting complaints of a potential violation of the CUNY Workplace Violence Prevention Policy and Programs can be found in the campus-specific Workplace Violence Prevention Programs at Paragraph 9. See: [www.qc.cuny.edu/about/security/Documents/QC\\_WORKPLACE\\_VIOLENCE\\_PREVENTION\\_PROGRAM.pdf](http://www.qc.cuny.edu/about/security/Documents/QC_WORKPLACE_VIOLENCE_PREVENTION_PROGRAM.pdf)

### **RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER**

(a/k/a Henderson Rules <http://www.cuny.edu/about/info/policies/rules-and-regulations-for-the-maintenance-of-public-order.html>; last updated: 8/6/03)

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."

The attention of students, faculty, and staff is called to the Rules and Regulations for the Maintenance of Public Order below:

*Adopted by the Board of Trustees, June 23, 1969  
(with subsequent amendments)*

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 requested to do so by an official of the college.

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 bodily harm on an individual or damage upon a building or the grounds of the City University/college.

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

#### **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 July 1, 2011.

Abdurrahman, Atcil, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, University of Chicago  
Acker, Jerome, *Lecturer in Classical, Middle Eastern & Asian Languages & Cultures*, MPhil, Columbia University  
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  
Agbeyegbe, Omayemi G., *Lecturer in Political Science*, JD, New York University School of Law  
Ahmed, Ali Jimale, *Chair and Professor of Comparative Literature*, PhD, University of California at Los Angeles  
Aiello, Rita, *Associate Professor of Music*, EdD, Teachers College, Columbia University  
Akiba, Daisuke, *Assistant Professor of Elementary & Early Childhood Education*, PhD, Brown University  
Alcalay, Ammiel, *Acting Chair and Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, City University of New York  
Alcántar, Iliana, *Assistant Professor of Hispanic Languages & Literatures*, PhD, University of California at Los Angeles  
Alexander, Ben, *Assistant Professor of Graduate School of Library & Information Studies*, PhD, City University of New York  
Alexiou, Nicholas, *Chancellor's Lecturer in Sociology*, PhD, City University of New York  
Alkins, Kimberly, *Assistant Professor of Elementary & Early Childhood Education*, PhD, University of Chicago  
Allen, Jeffery R., *Associate Professor of English*, PhD, University of Illinois at Chicago  
Allen, Joel, *Associate Professor of History*, PhD, Yale University  
Altenstetter, Christa, *Professor of Political Science*, PhD, University of Heidelberg  
Alteras, Isaac, *Professor of History*, PhD, City University of New York  
Alvero, Alicia M., *Associate Professor of Psychology*, PhD, Western Michigan University

Anderson, Philip M., *Professor of Secondary Education & Youth Services*, PhD, University of Wisconsin at Madison  
Angione, Marie, *Lecturer in Mathematics*, MS, Queens College, CUNY  
Anson-Cartwright, Mark, *Assistant Professor of Music*, PhD, City University of New York  
Antonova, Katherine, *Assistant Professor of History*, PhD, Columbia University  
Armour-Thomas, Eleanor, *Chair and Professor of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University  
Artzt, Alice, *Professor of Secondary Education & Youth Services*, PhD, New York University  
Asher, Rikki, *Assistant Professor of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University  
Atkins, Christopher D.M., *Assistant Professor of Art*, PhD, Rutgers University  
Attar, Karina F., *Assistant Professor of European Languages & Literatures*, PhD, Columbia University  
Azzollini, Ann, *Lecturer in Family, Nutrition & Exercise Sciences*, MS, Queens College, CUNY  
Babb, Sandra, *Assistant Professor of Music*, PhD, Florida State University  
Baghban, Marcia M., *Professor of Elementary & Early Childhood Education*, EdD, Indiana University  
Baker, A. David, *Professor of Chemistry & Biochemistry*, PhD, University of London, England  
Baker, A. Harvey, *Professor of Psychology*, PhD, Clark University  
Baker, Mitchell B., *Associate Professor of Biology*, PhD, University of California at Davis  
Ball, Karen, *Lecturer in Linguistics & Communication Disorders*, MS, Boston University; MPA, New York University  
Bassey, Magnus O., *Associate Professor of Secondary Education & Youth Services*, EdD, Rutgers University  
Bauer, Alexander, *Assistant Professor of Anthropology*, PhD, University of Pennsylvania  
Bayne-Smith, Marcia, *Associate Professor of Urban Studies*, DSW, Columbia University  
Belfield, Clive, *Assistant Professor of Economics*, PhD, University of Exeter  
Beloff, Zoe, *Associate Professor of Media Studies*, MFA, Columbia University  
Bembenutty, Hefer, *Assistant Professor of Secondary Education & Youth Services*, PhD, City University of New York

Bemporad, Elissa, *Assistant Professor of History*, PhD, Stanford University  
Berkman, David, *Assistant Professor of Music*  
Bernstein, Eve, *Assistant Professor of Family, Nutrition & Exercise Sciences*, EdD, Teachers College, Columbia University  
Beshers, James M., *Professor of Sociology*, PhD, University of North Carolina  
Beth, Amy, *Assistant Professor of Library*, MLS, Indiana University  
Beveridge, Andrew A., *Professor of Sociology*, PhD, Yale University  
Bhattacharya, Alpana, *Assistant Professor of Secondary Education & Youth Services*, PhD, City University of New York  
Bianco, Jamie Skye, *Assistant Professor of English*, PhD, City University of New York  
Bird, Jeffrey A., *Assistant Professor of Earth & Environmental Sciences*, PhD, University of California at Davis  
Bird, Thomas E., *Associate Professor of European Languages & Literatures*, MA, Princeton University  
Birth, Kevin K., *Associate Professor of Anthropology*, PhD, University of California at San Diego  
Bisland, Beverly, *Assistant Professor of Elementary & Early Childhood Education*, Certificate of Advanced Study in School District Administration, NYU; EdD, Teachers College, Columbia University  
Bittman, Robert, *Distinguished Professor of Chemistry & Biochemistry*, PhD, University of California at Berkeley  
Black, Ryan, *Lecturer in English*, MFA, New York University  
Blake, Virgil L.P., *Professor of Graduate School of Library & Information Studies*, PhD, Rutgers University  
Blumenfrucht, Israel, *Chair and Professor of Accounting & Information Systems*, PhD, New York University; CPA  
Bobb, June D., *Assistant Provost and Associate Professor of English*, PhD, City University of New York  
Bodnar, Richard J., *Dean of Research & Graduate Studies and Professor of Psychology*, PhD, City University of New York  
Boissinot, Stéphane, *Associate Professor of Biology*, PhD, Université de Montpellier  
Boklan, Kent D., *Assistant Professor of Computer Science*, PhD, University of Michigan at Ann Arbor  
Bonomo, Carl, *Lecturer in Political Science*, MA, Columbia University

Borgen, Karen, *Instructor in Linguistics & Communication Disorders*, MA, Queens College, CUNY  
Borod, Joan C., *Professor of Psychology*, PhD, Case Western Reserve University  
Bounds, Anna Maria, *Instructor in Sociology*, PhD, Milano, the New School of Management & Urban Policy  
Bowen, Barbara E., *Associate Professor of English*, PhD, Yale University  
Bowman, John R., *Professor of Political Science*, PhD, University of Chicago  
Brady, Kevin P., *Assistant Professor of Educational & Community Programs*, PhD, University of Illinois  
Brandman, Alan, *Lecturer in English*, MSED, Fordham University  
Braun, Martin, *Professor of Mathematics*, PhD, New York University  
Braverman, Susan P., *Lecturer in Family, Nutrition & Exercise Sciences*, MS, Hunter College, CUNY  
Bregoli, Francesca, *Assistant Professor of History*, PhD, University of Pennsylvania  
Bridglall, Beatrice L., *Assistant Professor of Educational & Community Programs*, EdD, Teachers College, Columbia University  
Brock, Patrick W.G., *Associate Professor of Earth & Environmental Sciences*, PhD, University of Leeds, England  
Brody, Roberta, *Associate Professor of Graduate School of Library & Information Studies*, PhD, Rutgers University  
Broges, Adele, *Lecturer in Mathematics/SEEK*, MS, Rutgers University  
Brown, Bruce L., *Professor of Psychology*, PhD, Yale 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  
Browne, Basil R., *Assistant Professor of Sociology*, PhD, University of California at Berkeley  
Bregoli, Francesca, *Assistant Professor of History*, PhD, University of Pennsylvania  
Brueckner, Hannes K., *Professor of Earth & Environmental Sciences*, PhD, Yale University  
Brumbaugh, Claudia, *Assistant Professor of Psychology*, PhD, University of Illinois at Champaign  
Brumberg, Joshua C., *Associate Professor of Psychology*, PhD, University of Pittsburgh  
Buchsbbaum, Jonathan, *Professor of Media Studies*, PhD, New York University



- Buell, Frederick H., *Professor of English*, PhD, Cornell University
- Burger, Glenn D., *Chair and Professor of English*, DPhil, Oxford University
- Burnett, Henry, *Professor of Music*, PhD, City University of New York
- Burns, Elaine Chapline, *Professor of Elementary & Early Childhood Education*
- Burstein, Harvey, *Lecturer in Philosophy*, MFA, University of Iowa
- Bushnell-Greiner, Mary, *Chair and Associate Professor of Elementary & Early Childhood Education*, PhD, University of Virginia
- Byun, Hoe-Sup, *Associate Professor of Chemistry & Biochemistry*, PhD, City University of New York
- Caamaño, Juan, *Assistant Professor of Hispanic Languages & Literatures*, PhD, State University of New York at Stony Brook
- Cadiou, Fred J., *Professor of Physics*, PhD, University of Chicago
- Caladrucio, Lauren, *Assistant Professor of Linguistics & Communication Disorders*, PhD, Syracuse University
- Caporrimo, Roasaria, *Assistant Professor of Secondary Education & Youth Services*, PhD, City University of New York
- Carrie, Shirley, *Assistant Professor of English*, PhD, State University of New York at Stony Brook
- Carroll, Clare L., *Professor of Comparative Literature*, PhD, Columbia University
- Casco, Mónica, *Lecturer in Hispanic Languages & Literatures*, MA, City University of New York
- Cassvan, Jeffrey, *Lecturer in English*, MA, City University of New York
- Catsambis, Sophia, *Associate Professor of Sociology*, PhD, New York University
- Ceello, Kristin, *Assistant Professor of History*, PhD, University of Virginia
- Chabora, Peter C., *Professor of Biology*, PhD, Cornell University
- Chacko, Anil, *Assistant Professor of Psychology*, PhD, State University of New York at Buffalo
- Chave, Anna C., *Professor of Art*, PhD, Yale University
- Chazkel, Amy, *Assistant Professor of History*, PhD, Yale University
- Checker, Melissa, *Assistant Professor of Urban Studies*, PhD, New York University
- Cheloukhina, Svetlana, *Assistant Professor of European Languages & Literatures*, PhD, University of Toronto
- Chelton, Mary K., *Professor of Graduate School of Library & Information Studies*, PhD, Rutgers University
- Chen, Diana, *Lecturer in Mathematics*, MA, City College, CUNY
- Chen, Jinlin, *Assistant Professor of Computer Science*, PhD, Tsinghua University
- Chen, Yu, *Assistant Professor of Chemistry & Biochemistry*, PhD, University of Toronto, Canada
- Chetrit, Sami Shalom, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Hebrew University of Jerusalem
- Chiang, Belinda, *Associate Professor of Library*, MLS, Syracuse University
- Choi, Sung-eun, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, Ewha Woman's University, Seoul, South Korea
- Chowdhury, Shafiq H., *Assistant Professor of Earth & Environmental Sciences*, PhD, Western Michigan University
- Chu, Seo-Young Jennie, *Assistant Professor of English*, PhD, Harvard University
- Chun, Hyunbae, *Associate Professor of Economics*, PhD, New York University
- Clark, William W., *Professor of Art*, PhD, Columbia University
- Clarke, Anisha, *Lecturer in Mathematics/SEEK*, MSED, Queens College, CUNY
- Clough, Patricia T., *Professor of Sociology*, PhD, University of Illinois at Champaign-Urbana
- Coch, Nicholas K., *Professor of Earth & Environmental Sciences*, PhD, Yale University
- Cohen, Arthur M., *Professor of Art*, MFA, Indiana University
- Cohen, Bernard, *Professor of Sociology*, PhD, University of Pennsylvania
- Cohen, Joseph N., *Assistant Professor of Sociology*, PhD, Princeton University
- Cole, Alyson M., *Associate Professor of Political Science*, PhD, University of California at Berkeley
- Cole, Daniel, *Assistant Professor of Drama, Theatre & Dance*, MFA, New York University, Tisch School of the Arts
- Collins, John, *Assistant Professor of Anthropology*, PhD, University of Michigan
- Colman, Penelope, *Distinguished Lecturer in Elementary & Early Childhood Education*, MAT, Johns Hopkins University
- Comley, Nancy R., *Professor of English*, PhD, Brown University
- Connor, Maureen, *Professor of Art*, MFA, Pratt Institute
- Conolly-Smith, Peter, *Assistant Professor of History*, PhD, Yale University
- Consiglio, Claire, *Lecturer in Family, Nutrition & Exercise Sciences*, MS, Queens College, CUNY
- Coogan-Pushner, Diane, *Associate Dean of Social Sciences and Distinguished Lecturer in Economics*, PhD, Boston University
- Cook, Lewis E., *Associate Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Cornell University
- Cool, Colleen, *Associate Professor of Graduate School of Library & Information Studies*, PhD, Rutgers University
- Cooley, Nicole R., *Professor of English*, PhD, Emory University
- Cooper, Linda, *Associate Professor of Graduate School of Library & Information Studies*, PhD, Rutgers University
- Cooper, Marianne A., *Associate Professor of Graduate School of Library & Information Studies*, DLS, Columbia University
- Cooper, Patricia M., *Associate Professor of Elementary & Early Childhood Education*, PhD, Emory University
- Cordero-Lecca, Alberto, *Professor of Philosophy*, PhD, University of Maryland
- Corradi, Morena, *Assistant Professor of European Languages & Literatures*, PhD, Brown University
- Costigan, Arthur T., *Assistant Professor of Secondary Education & Youth Services*, PhD, New York University
- Covington, Sarah, *Associate Professor of History*, PhD, City University of New York
- Cowen, Robert H., *Professor of Mathematics*, PhD, Yeshiva University
- Critchell, Yin Mei, *Associate Professor of Drama, Theatre & Dance*, MFA, New York University
- Croll-Kalish, Susan D., *Associate Professor of Psychology*, PhD, City University of New York
- Cummins, Neil, *Assistant Professor of Economics*, PhD, London School of Economics
- Cuomo, Joseph, *Lecturer in English*, BA, Queens College, CUNY
- Curcio, Frances R., *Professor of Secondary Education & Youth Services*, PhD, New York University
- Darvin, Jacqueline L., *Assistant Professor of Secondary Education & Youth Services*, PhD, Hofstra University
- Dauber, Nicky A., *Lecturer in Accounting & Information Systems*, MS, C.W. Post Institute of Finance; CPA
- Daniel, Evan, *Lecturer in History*, PhD, New School for Social Research
- D'Avanzo, Mario L., *Professor of English*, PhD, Brown University
- David, Amy B., *Lecturer in Accounting & Information Systems*, MS, Queens College, CUNY
- Davidovits, Murray, *Lecturer in Accounting & Information Systems*, JD, New York Law School
- Davie, Dorothy Grace, *Assistant Professor of History*, PhD, University of Michigan at Ann Arbor
- Davis, Dana-Ain, *Associate Professor of Urban Studies*, PhD, City University of New York
- Davis, Jacqueline Fay, *Assistant Professor of Secondary Education & Youth Services*, PhD, University of Georgia
- Day, Matthew S., *Assistant Professor of Educational & Community Programs*, PhD, University of New Orleans
- DeBoer, Warren R., *Professor of Anthropology*, PhD, University of California at Berkeley
- DeJong, Cornelia, *Assistant Professor of Linguistics & Communication Disorders*, PhD, University of Amsterdam
- De Luise, Alexandra A., *Associate Professor of Library*, MLS, Rutgers University
- Dennehy, John J., *Assistant Professor of Biology*, PhD, Clark University
- Devereux, John, *Chair and Professor of Economics*, PhD, University of Chicago
- Deych, Lev I., *Associate Professor of Physics*, PhD, Kirensky Institute of Physics, Russia
- Dickey, J. Marion, *Professor of Physics*, PhD, Cambridge University
- Dickson, Randi, *Assistant Professor of Secondary Education & Youth Services*, EDD, Teachers College, Columbia University
- Dignam, Arthur, *Clinical Professor of Accounting & Information Systems*, MBA, New York University
- Dodziuk, Jozef, *Professor of Mathematics*, PhD, Columbia University
- Dohan, Michael R., *Associate Professor of Economics*, PhD, Massachusetts Institute of Technology
- Donato, Antonio, *Assistant Professor of Philosophy*, PhD, University of Oxford, England
- Dong, Yu Ren, *Associate Professor of Secondary Education & Youth Services*, PhD, University of Georgia
- Donohue, Maura Nguyen, *Assistant Professor of Drama, Theatre & Dance*, MFA, Smith College
- Doukhan, Abigail, *Assistant Professor of Philosophy*, PhD, University of Nanterre, Paris
- Downing, Kathy, *Instructor in Linguistics & Communication Disorders*, MA, Queens College
- Drury, Annmarie, *Assistant Professor of English*, PhD, Yale University
- Eaton, Timothy, *Assistant Professor of Earth & Environmental Sciences*, PhD, University of Wisconsin at Madison

- Ebrahimian, Babak, *Assistant Professor of Drama, Theatre & Dance*, PhD, Stanford University
- Eddy, Jennifer, *Assistant Professor of Secondary Education & Youth Services*, PhD, Teachers College, Columbia University
- Edelstein, Michael, *Professor of Economics*, PhD, University of Pennsylvania
- Edwards, Ryan D., *Assistant Professor of Economics*, PhD, University of California at Berkeley
- Ehrlichman, Howard, *Professor of Psychology*, PhD, New School for Social Research
- Einhorn, Susan A., *Professor of Drama, Theatre & Dance*, MFA, Brooklyn College, CUNY
- Einstein, Mara, *Associate Professor of Media Studies*, PhD, New York University
- Eisen, Carole E., *Lecturer in Mathematics*, MA, Yeshiva University
- Eisenstein, Hester, *Professor of Sociology*, PhD, Yale University
- Eisl, Holger M., *Associate Professor of Earth & Environmental Sciences*, PhD, University of Pennsylvania
- Elisha, Omri, *Assistant Professor of Anthropology*, PhD, New York University
- Emerson, William R., *Professor of Mathematics*, PhD, University of California at Berkeley
- Engel, Liba, *Assistant Professor of Elementary & Early Childhood Education*, PhD, University of Wisconsin at Madison
- Engel, Robert R., *Professor of Chemistry & Biochemistry*, PhD, Pennsylvania State University
- English, Hugh A., *Associate Professor of English*, PhD, Rutgers University
- Epstein, Edmund L., *Professor of English*, PhD, Columbia University
- Erickson, Raymond, *Professor of Music*, PhD, Yale University
- Erlach, David, *Assistant Professor of Accounting & Information Systems*, PhD, University of San Jose; JD, Hofstra University
- Evans, Cherice M., *Assistant Professor of Chemistry & Biochemistry*, PhD, Louisiana State University
- Faherty, Duncan, *Associate Professor of English*, PhD, City University of New York
- Fan, Jin, *Assistant Professor of Psychology*, PhD, New York University
- Fardy, Paul S., *Professor of Family, Nutrition & Exercise Sciences*, PhD, University of Illinois
- Farrell, William, *Assistant Professor of Psychology*, PhD, Indiana University at Bloomington
- Fath, Karl, *Assistant Professor of Biology*, PhD, Case Western University
- Feiner, Harry A., *Professor of Drama, Theatre & Dance*, MFA, Brandeis University
- Feliciano, Zadia, *Associate Professor of Economics*, PhD, Harvard University
- Fernández, Sujatha, *Assistant Professor of Sociology*, PhD, University of Chicago
- Fernández, Álvaro, *Assistant Professor of Hispanic Languages & Literatures*, PhD, State University of New York at Stony Brook
- Fernández, Eva M., *Assistant Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Ferguson, Kevin, *Lecturer in English*, PhD, City University of New York
- Ferrara, Denise L., *Lecturer in Educational & Community Programs*, MS, Hofstra University
- Fields, Lanny, *Professor of Psychology*, PhD, Columbia University
- Fiengo, Robert W., *Professor of Linguistics & Communication Disorders*, PhD, Massachusetts Institute of Technology
- Fienup, Daniel M., *Assistant Professor of Psychology*, PhD, Illinois State University
- Fish, Marian C., *Professor of Educational & Community Programs*, PhD, Teachers College, Columbia University
- Fisk, Gloria, *Assistant Professor of English*, PhD, City University of New York
- Fjeringstad, Else J., *Assistant Professor of Biology*, PhD, Aarhus University, Denmark
- Flamhaft, Ziva, *Lecturer in Political Science*, PhD, City University of New York
- Fleischer, Susan F., *Associate Professor of Psychology*, PhD, Columbia University
- Flores, Andrea, *Assistant Professor of Comparative Literature*, PhD, Harvard University
- Flory, Janine, *Associate Professor of Psychology*, PhD, University of Kansas
- Fluture, Simina, *Lecturer in Computer Science*, MA, Queens College, CUNY
- Foasberg, Nancy, *Assistant Professor of Library, MLS*, Drexel University
- Foldi, Nancy, *Associate Professor of Psychology*, PhD, Clark University
- Font, Mauricio A., *Professor of Sociology*, PhD, University of Michigan
- Foote, Mary, *Associate Professor of Elementary & Early Childhood Education*, PhD, University of Wisconsin at Madison
- Fraboni, Michele, *Lecturer in Elementary & Early Childhood Education*, MEd, Queens College, CUNY
- Frangakis-Syrett, Elena, *Professor of History*, PhD, King's College, University of London
- Franklin, Arnold E., *Assistant Professor of History*, PhD, Princeton University
- Freeman, Joshua B., *Professor of History*, PhD, Rutgers University
- Freundschuh, Aaron, *Assistant Professor of History*, PhD, University of California at Berkeley
- Friedman, Carol, *Professor of Computer Science*, PhD, New York University
- Frisz, Ruth H., *Associate Professor of Student Personnel*, PhD, Fordham University
- Frosch, Thomas R., *Professor of English*, PhD, Yale University
- Fuqua, Joy V., *Assistant Professor of Media Studies*, PhD, University of Pittsburgh
- Gabel, David J., *Professor of Economics*, PhD, University of Wisconsin at Madison
- Gafney, Harry D., *Professor of Chemistry & Biochemistry*, PhD, Wayne State University
- Gagné, David W., *Associate Professor of Music*, PhD, City University of New York
- Gallo, Carmenza L., *Associate Professor of Sociology*, PhD, Boston University
- Gandhi, Subash, *Associate Professor of Library, MLS*, University of Western Ontario; MLS, Punjab University; MS, Punjab University
- Gardaphe, Fred, *Distinguished Professor of English*, PhD, University of Illinois at Chicago
- Gates, Kelly, *Assistant Professor of Media Studies*, PhD, University of Illinois at Urbana/Champaign
- 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, *Assistant Professor of Educational & Community Programs*, PhD, Rutgers University
- George, Julie A., *Assistant Professor of Political Science*, PhD, University of Texas at Austin
- Gerassi, John, *Professor of Political Science*, PhD, London School of Economics
- Gerber, Sima, *Associate Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Gersten, Bonnie L., *Assistant Professor of Chemistry & Biochemistry*, PhD, Rutgers University
- Gerwin, David, *Associate Professor of Secondary Education & Youth Services*, PhD, Columbia University
- Ghozati, S. Ali, *Professor of Computer Science*, PhD, Columbia University
- Giardina, Carol, *Visiting Assistant Professor of History*, PhD, City University of New York
- Gildin, Hilail, *Professor of Philosophy*, PhD, University of Chicago
- Gizis, Evangelos, *Senior Vice President for Academic Affairs and Provost*, PhD, Oregon State University
- Glickman Holzman, Nathalia, *Assistant Professor of Biology*, PhD, University of Oregon
- Glickman, Nora, *Professor of Hispanic Languages & Literatures*, PhD, New York University
- Goh, David S., *Professor of Educational & Community Programs*, PhD, University of Wisconsin at Madison
- Goldberg, Glenn, *Assistant Professor of Art*, MFA, Queens College, CUNY
- Goldberg, Robert R., *Professor of Computer Science*, PhD, Courant Institute of Mathematical Science, New York University
- Goldberg, Wallace, *Chair and Professor of Mathematics*, PhD, Polytechnic Institute of New York
- Goldhaber, Sue Lantz, *Lecturer in English*, MA, Teachers College, Columbia University
- Goldsmith, Emanuel S., *Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Brandeis University
- Golub, Sarit, *Assistant Professor of Psychology*, PhD, Harvard University
- Gomez, Ronnie G., *Lecturer in Library, MLS*, Queens College, CUNY; MPA, Baruch College
- Gonzalez, Antonio L., *Associate Professor of Art*, MFA, Yale University
- Goodman, Carole, *Assistant Professor of Art*, MFA, Cranbrook Academy of Art
- Gorman, Thomas J., *Associate Professor of Sociology*, PhD, State University of New York at Stony Brook
- Gram, Harvey N., *Professor of Economics*, PhD, University of Wisconsin
- Green, William, *Professor of English*, PhD, Columbia University
- Greenberg, Jeff, *Lecturer in Drama, Theatre & Dance*, MFA, Brandeis University
- Gross, Ari D., *Associate Professor of Computer Science*, PhD, Columbia University
- Gross, Beverly, *Associate Professor of English*, PhD, University of Chicago
- Grover, Stephen, *Chair and Associate Professor of Philosophy*, PhD, University of Oxford, England
- Gullo, Dominic, *Professor of Elementary & Early Childhood Education*, PhD, Indiana University
- Gunn, John, *Assistant Professor of Secondary Education & Youth Services*, PhD, City University of New York
- Gurl, Theresa, *Assistant Professor of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
- Habib, Daniel, *Professor of Earth & Environmental Sciences*, PhD, Pennsylvania State University

- Habtu, Alem S., *Chair and Assistant Professor of Sociology*, PhD, New School for Social Research
- Haddican, William, *Assistant Professor of Linguistics & Communication Disorders*, PhD, New York University
- Hahn, Kimiko, *Distinguished Professor of English*, MA, Columbia University
- Haller, Hermann W., *Professor of European Languages & Literatures*, PhD, University of Bern
- Halliburton, Murphy, *Assistant Professor of Anthropology*, PhD, City University of New York
- Halperin, Jeffrey M., *Distinguished Professor of Psychology*, PhD, City University of New York
- Halpern, Harvey, *Professor of Linguistics & Communication Disorders*, PhD, New York University
- Hanlon, Martin D., *Associate Professor of Urban Studies*, PhD, Columbia University
- Hanusa, Christopher, *Assistant Professor of Mathematics*, PhD, University of Washington
- Harris, Gloria A., *Assistant Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Harris, Jessica B., *Professor of English*, PhD, New York University
- Hart, Antonio, *Assistant Professor of Music*, MA, Queens College, CUNY
- Hauptman, Ira J., *Assistant Professor of Drama, Theatre & Dance*, DFA, Yale University
- Healey, Meghan E., *Assistant Professor of Drama, Theatre & Dance*, MFA, New York University, Tisch School of the Arts
- Heilman, Samuel C., *Distinguished Professor of Sociology*, PhD, University of Pennsylvania
- Hemmes, Nancy S., *Professor of Psychology*, PhD, University of North Carolina
- Hemming, N. Gary, *Associate Professor of Earth & Environmental Sciences*, PhD, State University of New York at Stony Brook
- Hendershot, Heather J., *Associate Professor of Media Studies*, PhD, University of Rochester
- Hendrey, Elizabeth B. Field, *Dean of Social Sciences and Professor of Economics*, PhD, Duke University
- Hendrey, George R., *Distinguished Professor of Earth & Environmental Sciences*, PhD, University of Washington at Seattle
- Herman, Ariela, *Assistant Professor of Family, Nutrition & Exercise Sciences*, EdD, Teachers College, Columbia University
- Hersh, William H., *Professor of Chemistry & Biochemistry*, PhD, Columbia University
- Herzog, Amy, *Assistant Professor of Media Studies*, PhD, University of Rochester
- Hickerson, Michael J., *Assistant Professor of Biology*, PhD, Duke University
- Hicks, Steven V., *Professor of Philosophy*, PhD, Columbia University
- Hintz, Carrie, *Associate 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, *Assistant Professor of Art*, MFA, Louisiana State University
- Hoffman, Martin R., *Lecturer in Mathematics*, MS, University of Illinois
- Holtzman, Nathalia, *Assistant Professor of Biology*, PhD, University of Oregon
- Hong, Caroline, *Assistant Professor of English*, PhD, University of California at Santa Barbara
- Hornung, David, *Lecturer in Accounting & Information Systems*, MBA, Baruch College, CUNY
- Hoshino, Marvin, *Professor of Art*, MFA, Indiana University
- Howe, Hubert S., Jr., *Professor of Music*, PhD, Princeton University
- Howell, Lynn C., *Associate Professor of Educational & Community Programs*, PhD, Idaho State University
- Hsin, Amy, *Assistant Professor of Sociology*, PhD, University of California at Los Angeles
- Huang, Yiqun, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, Washington State University
- Huenerfauth, Matthew, *Assistant Professor of Computer Science*, PhD, University of Pennsylvania
- Hum, Tarry, *Associate Professor of Urban Studies*, PhD, University of California at Los Angeles
- Huang, Qianyun Ivy, *Assistant Professor of Accounting & Information Systems*, PhD, Florida Atlantic University
- Hung, Ya Ching, *Assistant Professor of Family, Nutrition & Exercise Sciences*, EdD, Teachers College, Columbia University
- Ijalba, Elizabeth, *Assistant Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Ioannides, Christos P., *Associate Professor of Urban Studies*, PhD, University of Pennsylvania
- Jang, Seogjoo, *Assistant 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
- Ji, Heng, *Assistant Professor of Computer Science*, PhD, New York University
- Jiang, Yunping, *Professor of Mathematics*, PhD, City University of New York
- John, James A., *Associate Professor of Music*, DMA, Eastman School of Music
- Johnson, Helen L., *Professor of Elementary & Early Childhood Education*, PhD, University of Wisconsin
- Johnson, Ray E, Jr., *Professor of Psychology*, PhD, University of Illinois at Champaign
- Jolley, David C., *Associate Professor of Music*, MScI, Juilliard School of Music
- Jones, David Andrew, *Chair and Assistant Professor of European Languages & Literatures*, PhD, University of Wisconsin at Madison
- Jones, Emily A., *Assistant Professor of Psychology*, PhD, State University of New York at Stony Brook
- Jordan, James N., *Professor of Philosophy*, PhD, University of Texas at Austin
- Kabuto, Bobbie, *Assistant Professor of Elementary & Early Childhood Education*, PhD, Hofstra University
- Kahan, Steven J., *Lecturer in Mathematics*, MS, New York University
- Kahane, Joseph, *Professor of Mathematics*, PhD, Columbia University
- Kant, Ashima K., *Professor of Family, Nutrition & Exercise Sciences*, PhD, University of Maryland at College Park
- Kapse, Anupama, *Assistant Professor of Media Studies*, PhD, University of California at Berkeley
- Kapsis, Robert E., *Professor of Sociology*, PhD, University of California at Berkeley
- Katsan, Gerasimus, *Assistant Professor of European Languages & Literatures*, PhD, Ohio State University
- Kaufmann, Hugo M., *Professor of Economics*, PhD, Columbia University
- Kaufmann, Shoshana, *Professor of Library*, MLS, Drexel University; MA, New York University
- Kauper, Kurt, *Assistant Professor of Art*, MFA, University of California at Los Angeles
- Kazanjan, David, *Associate Professor of English*, PhD, University of California at Berkeley
- Kesler, Theodore B., *Assistant Professor of Elementary & Early Childhood Education*, PhD, Teachers College, Columbia University
- Khan, Akhtar, *Lecturer in English/SEEK*, MA, Queens College, CUNY
- Khalil, Andrea, *Associate Professor of Comparative Literature*, PhD, Harvard University
- Khandelwal, Madhulika S., *Associate Professor of Urban Studies*, PhD, Carnegie-Mellon University
- Kibirige, Harry M., *Professor of Graduate School of Library & Information Studies*, PhD, University of Pittsburgh
- Kim, Chansog, *Associate Professor of Accounting & Information Systems*, PhD, City University of New York
- Kim, Jinyo, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Columbia University
- Kim, Sun A., *Assistant Professor of Educational & Community Programs*, PhD, University of Texas at Austin
- Kimerling, Judith, *Professor of Political Science*, JD, Yale University Law School
- Kirch, Susan A., *Assistant Professor of Elementary & Early Childhood Education*, PhD, Harvard University
- Kirchenberg, Randi, *Instructor in Linguistics & Communication Disorders*, MA, Queens College, CUNY
- Kisilevsky, Sari, *Assistant Professor of Philosophy*, PhD, University of Toronto, Canada
- Klarfeld, Joseph, *Associate Professor of Physics*, PhD, Yeshiva University
- Klein, Elaine C., *Associate Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Kleinmann, Howard, *Director, Academic Support Center and College English as a Second Language*, PhD, University of Pittsburgh
- Klinger, Carol D., *Lecturer in Accounting & Information Systems*, MS, C.W. Post; CPA
- Klosin, Krzysztof, *Assistant Professor of Mathematics*, PhD, University of Michigan
- Koepl, Gerald W., *Professor of Chemistry & Biochemistry*, PhD, Illinois Institute of Technology
- Kohfeld, Karen E., *Assistant Professor of Earth & Environmental Sciences*, PhD, Columbia University
- Kong, T. Yung, *Professor of Computer Science*, PhD, Oxford University
- Kovalyov, Mikhail, *Associate Professor of Mathematics*, PhD, New York University
- 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
- Kulkarni, Ravi S., *Professor of Mathematics*, PhD, Harvard University

- Kumar, Sanjai, *Assistant Professor of Chemistry & Biochemistry*, PhD, Wesleyan University; post-doc, Albert Einstein School of Medicine
- Kuskovsky, Igor L., *Associate Professor of Physics*, PhD, Columbia University
- Kwok, Kui-Lam, *Professor of Computer Science*, PhD, University of Manchester, England
- Kyle, Jennifer A., *Assistant Professor of Educational & Community Programs*, PhD, City University of New York
- Lahti, David, *Associate Professor of Biology*, PhD, Whitefield Institute, Oxford, England; PhD, University of Michigan
- Lane, Barbara G., *Chair and Professor of Art*, PhD, University of Pennsylvania
- Lange, John F., Jr., *Professor of Philosophy*, PhD, Princeton University
- Lanson, Robert N., *Acting Chair and Associate Professor of Psychology*, PhD, Columbia University
- Lashley, Cynthia, *Assistant Professor of Elementary & Early Childhood Education*, PhD, Erikson Institute, Loyola University
- Lawson, Ronald L., *Professor of Urban Studies*, PhD, University of Queensland, Australia
- Lee, Dan A., *Assistant Professor of Mathematics*, PhD, Stanford University
- Leibovitch, Larry, *Dean of Mathematics & Natural Sciences and Professor of Physics*, PhD, Harvard University
- Leibowicz, Barry, *Associate Professor of Accounting & Information Systems*, LL.M., New York University School of Law
- Leites, Edmund, *Professor of Philosophy*, PhD, Harvard University
- Leventhal, David A., *Instructor in Philosophy*, JD, New York University Law School
- Levine, Harry G., *Professor of Sociology*, PhD, University of California at Berkeley
- Levine, Marc H., *Professor of Accounting & Information Systems*, PhD, Yeshiva University; CPA
- Li, Andrea, *Associate Professor of Psychology*, PhD, University of Rochester
- Li, Harriet, *Lecturer in Elementary & Early Childhood Education*, MSED, Queens College, CUNY
- Li, Ping, *Assistant Professor of Graduate School of Library & Information Studies*, PhD, McGill University
- Li, Suzanne D., *Assistant Professor of Library*, MLS, Queens College, CUNY; MEd, Queens College, CUNY
- Li, Xiao, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Rutgers University
- Lieberman, Peter, *Associate Professor of Political Science*, PhD, Massachusetts Institute of Technology
- Lidov, Joel B., *Associate Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Columbia University
- Lieberman, Stuart E., *Professor of Media Studies*, PhD, New York University
- Limbert, Mandana E., *Assistant Professor of Anthropology*, PhD, University of Michigan at Ann Arbor
- Lin, Xiaoping, *Associate Professor of Art*, PhD, Yale University
- Lipnevich, Anastasiya, *Assistant Professor of Elementary & Early Childhood Education*, PhD, Rutgers University
- Lipsey, Michael, *Assistant Professor of Music*, MM, Manhattan School of Music
- Lipsitz, Keena, *Assistant Professor of Political Science*, PhD, University of California at Berkeley
- Lisyansky, Alexander A., *Chair and Assistant Professor of Physics*, PhD, Donetsk State University, Ukraine
- Liu, Gaoquin, *Professor of Economics*, PhD, University of Pennsylvania
- Liu, Jianbo, *Assistant Professor of Chemistry & Biochemistry*, PhD, Tsinghua University, China; post-doc, University of Utah
- Llorens, Irma, *Associate Professor of Hispanic Languages & Literatures*, PhD, Princeton University
- Lopez, Emilia, *Professor of Educational & Community Programs*, PhD, Fordham University
- Lord, Kenneth J., *Lecturer in Computer Science*, PhD, CUNY Graduate Center
- Loughran, Sandra, *Assistant Professor of Elementary & Early Childhood Education*, PhD, Fordham University
- Love, Angela, *Assistant Professor of Elementary & Early Childhood Education*, PhD, Georgia State University
- Lowe, Elizabeth D., *Chair and Associate Professor of Family, Nutrition & Exercise Sciences*, PhD, University of Illinois
- Ludman, Allan, *Director of the School of Earth & Environmental Sciences and Professor of Earth & Environmental Sciences*, PhD, University of Pennsylvania
- Lyon, Rachel, *Assistant Professor of Media Studies*, MFA, University of Illinois at Chicago
- Ma, Pokay M., *Chair and Assistant Professor of Biology*, PhD, Washington University
- Macchiarola, Michael, *Distinguished Lecturer in Accounting & Information Systems*, JD, New York University School of Law; MBA, Columbia Business School
- Macmillan, Susan M., *Lecturer in Media Studies*, MA, University of North Carolina
- Macomber, Nancy, *Assistant Professor of Library*, MA, New York University
- Mair-Bucknor, Jacynth, *Lecturer in SEEK/Special Programs*, MA, State University of New York at Albany
- Makihara, Miki, *Assistant Professor of Anthropology*, PhD, Yale University
- Maller, Michael J., *Professor of Mathematics*, PhD, University of Warwick
- Malone, Jacqueline D., *Professor of Drama, Theatre & Dance*, MCP, Massachusetts Institute of Technology
- Malow-Iroff, Micheline S., *Assistant Professor of Elementary & Early Childhood Education*, PhD, City University of New York
- Mankiewicz, Julie, *Assistant Professor of Earth & Environmental Sciences*, PhD, City University of New York
- Mankoff, Milton L., *Associate Professor of Sociology*, PhD, University of Wisconsin
- Marcum, James, *Professor of Graduate School of Library & Information Studies*, PhD, University of North Carolina
- Markovitz, Irving Leonard, *Professor of Political Science*, PhD, University of California at Berkeley
- Markowitz, Steven, *Director of the Center for the Biology of Natural Systems and Professor of Earth & Environmental Sciences*, MD, Columbia College of Physicians & Surgeons
- Martin, Charles G., *Associate Professor of Comparative Literature*, PhD, Yale University
- Martin, Sonya N., *Assistant Professor of Elementary & Early Childhood Education*, PhD, Curtin University of Technology, Perth, Australia
- Martínez-Torrejón, José Miguel, *Professor of Hispanic Languages & Literatures*, PhD, University of California
- Martohardjono, Gita, *Associate Professor of Linguistics & Communication Disorders*, PhD, Cornell University
- Maskovsky, Jeff, *Associate Professor of Urban Studies*, PhD, Temple University
- Matthews, Susan E., *Professor of Drama, Theatre & Dance*, MFA, New York University
- Maxwell, Richard M., *Chair and Professor of Media Studies*, PhD, University of Wisconsin at Madison
- McCarthy, Sheryl Y., *Distinguished Lecturer in Urban Studies/Journalism Program*, JD, Columbia University
- McCaul, Patricia, *Lecturer in Linguistics & Communication Disorders*, MA, Hunter College, CUNY
- McCleave, Leslie, *Assistant Professor of Media Studies*, MFA, New York University
- McClure, William, *Acting Dean of Arts & Humanities and Associate Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Cornell University
- McCoy, Patricia, *Lecturer in Student Personnel*, MS, Queens College, CUNY
- McCoy, Richard C., *Professor of English*, PhD, University of California at Berkeley
- McCurley, Dallas, *Assistant Professor of Drama, Theatre & Dance*, PhD, University of Hawaii at Manoa
- McHugh, Cecilia M. G., *Professor of Earth & Environmental Sciences*, PhD, Columbia University
- McLachlan, Glendon Dale, *Assistant Professor of Chemistry & Biochemistry*, PhD, Yeshiva University
- McManus, Edgar J., *Professor of History*, PhD, Columbia University
- Meléndez, Alicia, *Assistant Professor of Biology*, PhD, Columbia University
- Mellone, James T., *Assistant Professor of Library*, MLS, State University of New York at Albany; MA, State University of New York at Binghamton
- Menken, Kate, *Assistant Professor of Linguistics & Communication Disorders*, EdD, Teachers College, Columbia University
- Menon, Vinod M., *Associate Professor of Physics*, PhD, University of Massachusetts
- Metas, Nick, *Assistant Professor of Mathematics*, PhD, Massachusetts Institute of Technology
- Michael-Luna, Sara, *Assistant Professor of Elementary & Early Childhood Education*, PhD, University of Wisconsin at Madison
- Michaels, Craig A., *Chair and Associate Professor of Educational & Community Programs*, PhD, New York University
- Michels, Corinne A., *Distinguished Professor of Biology*, PhD, Columbia University
- Middleton-LaLande, Paula, *Lecturer in English*, EdD, Teachers College, Columbia University
- Miksic, Mark G., *Associate Professor of Physics*, PhD, Polytechnic Institute of New York
- Milchman, Alan M., *Lecturer in Political Science*, BA, Brooklyn College, CUNY

- Milich, Marvin F., *Associate Professor of Accounting & Information Systems*, JD, New York University School of Law; CPA
- Miller, Joanne, *Professor of Sociology*, PhD, University of Wisconsin at Madison
- Miller, June K., *Assistant Professor of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
- Miller, Michael J., *Assistant Professor of Library, MEd*, Lehigh University; *MLS*, Rutgers University
- Miller, Russell G., *Associate Professor of Mathematics*, PhD, University of Chicago
- Mills, Joseph, *Assistant Professor of Drama, Theatre & Dance*, PhD, Temple University
- Milo, Michael, *Lecturer in Accounting & Information Systems*, MS, Long Island University
- Min, Pyong Gap, *Distinguished Professor of Sociology*, PhD, Georgia State University
- Miner, Patricia, *Instructor in Family, Nutrition & Exercise Sciences*, MS, New York University
- Mintz, Seymour, *Distinguished Lecturer in Accounting & Information Systems*, JD, Touro College
- Mirkin, Michael V., *Professor of Chemistry & Biochemistry*, PhD, Kazakh State University
- Mitchell, Tyrone, *Professor of Art*, Art Students League, New York Studio School
- Mitra, Sudeb, *Associate Professor of Mathematics*, PhD, Cornell University
- Modeste, William, *Lecturer in Student Personnel*, MA, Queens College, CUNY (SEEK/Special Programs)
- Molesworth, Charles H., *Professor of English*, PhD, State University of New York at Buffalo
- Moncada-Davidson, Lillian, *Associate Professor of Secondary Education & Youth Services*, PhD, Columbia University
- Moore, Barbara J., *Assistant Professor of Student Personnel*, PhD, New School for Social Research
- Moore, James A., *Associate Professor of Anthropology*, PhD, University of Massachusetts
- Morabia, Alfredo, *Professor of Earth & Environmental Sciences*, PhD, Johns Hopkins University; MD, School of Medicine [or University of], Geneva
- Moreau, Tina, *Associate Professor of Psychology*, PhD, City University of New York
- Moreland, Wayne, *Lecturer in English*, MA, New York University
- Mosenson, Andrea, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, University of Nebraska at Lincoln
- Mossman, Michael P., *Professor of Music*, M.Mus., Rutgers University
- Muehlbauer, Esther I., *Chancellor's Lecturer in Biology*, PhD, New York University
- Mukherjee, Roopali, *Assistant Professor of Media Studies*, PhD, Ohio State University
- Mundinger, Paul C., *Professor of Biology*, PhD, Cornell University
- Muraskin, William A., *Professor of Urban Studies*, PhD, University of California at Berkeley
- Murfin, Brian, *Assistant Professor of Secondary Education & Youth Services*, PhD, Ohio State University
- Murokh, Lev, *Assistant Professor of Physics*, PhD, Lobachevsky State University, Russia
- Muthyala, Rajeev S., *Assistant Professor of Chemistry & Biochemistry*, PhD, University of Hawaii
- Muyskens, James L., *President and Professor of Philosophy*, PhD, University of Michigan
- Nadasen, Premilla, *Associate Professor of History*, PhD, Columbia University
- Neidich, Charles, *Visiting Associate Professor of Music*, BA, Yale University
- Nelson, Michael, *Assistant Professor of Art*, PhD, University of Toronto, Canada
- Neumann, Yael, *Assistant Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Newman, Michael, *Associate Professor of Linguistics & Communication Disorders*, EdD, Teachers College, Columbia University
- Ng, Kwong Bor, *Associate Professor of Graduate School of Library & Information Studies*, PhD, Rutgers University
- Nichols, Jeff W., *Associate Professor of Music*, PhD, Harvard University
- Nitzberg, Roy, *Lecturer in Music*, PhD, City University of New York
- Nix, Joan, *Associate Professor of Economics*, PhD, New York University
- Nomura, Yoko, *Assistant Professor of Psychology*, PhD, Columbia University
- Oates, Jennifer, *Assistant Professor of Library*, PhD, Florida State University
- Obrenic, Bojana, *Assistant Professor of Computer Science*, PhD, University of Massachusetts at Amherst
- O'Brien, Anthony J., *Associate Professor of English*, PhD, Harvard University
- O'Brien, John M., *Professor of History*, PhD, University of Southern California
- O'Brien, Kerry, *Instructor in Linguistics & Communication Disorders*, MA, Queens College, CUNY
- O'Connor, Evelyn, *Assistant Professor of Elementary & Early Childhood Education*, PhD, City University of New York
- O'Connor, Patricia J., *Associate Professor of Philosophy*, PhD, University of Exeter
- Oliva, Chris, *Assistant Professor of Educational & Community Programs*, PhD, University of Kansas
- Olivares, Rafael A., *Associate Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- O'Mullan, Gregory, *Assistant Professor of Earth & Environmental Sciences*, PhD, Princeton University
- Orenstein, Alex, *Professor of Philosophy*, PhD, New York University
- Orenstein, Arbie, *Professor of Music*, PhD, Columbia University
- Ort, Thomas, *Assistant Professor of History*, PhD, New York University
- Ortega, Francisc, *Assistant Professor of Economics*, PhD, New York University
- Ouellette, Laurie J., *Assistant Professor of Media Studies*, PhD, University of Massachusetts
- Ovchinnikov, Alexey, *Assistant Professor of Mathematics*, PhD, North Carolina State University
- Pandya, Sameer P., *Assistant Professor of English*, PhD, Stanford University
- Paulicelli, Eugenia, *Professor of European Languages & Literatures*, PhD, University of Wisconsin at Madison
- Pechenkina, Ekaterina, *Assistant Professor of Anthropology*, PhD, University of Missouri at Columbia
- Pekar, Stephen F., *Assistant Professor of Earth & Environmental Sciences*, PhD, Rutgers University
- Pellitteri, John, *Associate Professor of Educational & Community Programs*, PhD, New York University
- Peña, Beatriz, *Lecturer in Hispanic Languages & Literatures*, PhD, City University of New York
- Peress, Maurice, *Professor of Music*, BA, New York University
- Peritz, Janice, *Associate Professor of English*, PhD, Stanford University
- Perry, Claudia, *Associate Professor of Graduate School of Library & Information Studies*, PhD, Rutgers University
- Pershing, Drora B., *Lecturer in Music*, ARCM, Royal College of Music, London, England
- Peterman, Francine P., PhD, *Dean of Education and Professor of Secondary Education*, PhD, University of Arizona
- Pettigrew, Mark, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, University of California at Berkeley
- Phillips, Daniel, *Professor of Music*, BMus, Juilliard School of Music
- Phillips, Tsaiyun Ihsin, *Professor of Computer Science*, PhD, University of Maryland at College Park
- Pierre-Louis, François, *Assistant Professor of Political Science*, PhD, City University of New York
- Pitts, Victoria L., *Associate Professor of Sociology*, PhD, Brandeis University
- Plummer, Thomas W., *Chair and Associate Professor of Anthropology*, PhD, Yale University
- Powers, Edward, *Assistant Professor of Art*, PhD, New York University
- Priestly, Debra, *Professor of Art*, MFA, Pratt Institute
- Proctor, Sherrie L., *Assistant Professor of Educational & Community Programs*, PhD, Georgia State University
- Profeta, Katherine, *Assistant Professor of Drama, Theatre & Dance*, DFA, Yale University School of Drama
- Pugh, Timothy, *Assistant Professor of Anthropology*, PhD, University of Southern Illinois at Carbondale
- Pytte, Carolyn, *Assistant Professor of Psychology*, PhD, Indiana University
- Qureshi, Anique, *Professor of Accounting & Information Systems*, PhD, Rutgers University; CPA
- Quinn, Terrence, *Associate Professor of Educational & Community Programs*, EdD, St. John's University
- Rabassa, Gregory L., *Distinguished Professor of Hispanic Languages & Literatures*, PhD, Columbia University
- Rachal, Patricia, *Chair and Associate Professor of Political Science*, PhD, Harvard University
- Ralescu, Stefan S., *Professor of Mathematics*, PhD, Indiana University at Bloomington
- Ramsey, Philip H., *Professor of Psychology*, PhD, Hofstra University
- Ranaldi, Robert, *Associate Professor of Psychology*, PhD, Queen's University, Kingston, Canada
- Rashad, Inas, *Assistant Professor of Economics*, PhD, City University of New York
- Reddy, Boojala, *Assistant Professor of Computer Science*, PhD, CCMB, University of Hyderabad, India
- Reed, Holly, *Assistant Professor of Sociology*, PhD, Brown University
- Reichl, Alexander, *Associate Professor of Political Science*, PhD, New York University



- Repole, Charles, *Chair and Associate Professor of Drama, Theatre & Dance*, MA, Hofstra University
- Rhodes, Carole S., *Professor of Secondary Education & Youth Services*, PhD, New York University
- Richardson, Kristina, *Assistant Professor of History*, PhD, University of Michigan at Ann Arbor
- Richter, David H., *Professor of English*, PhD, University of Chicago
- Riskin, Carl A., *Distinguished Professor of Economics*, PhD, University of California at Berkeley
- Ritt, Morey, *Professor of Music*, MA, Queens College, CUNY
- Rivera, Lourdes, *Associate Professor of Educational & Community Programs*, PhD, Fordham University
- Roberts, Siân Silyn, *Assistant Professor of English*, PhD, Brown University
- Robila, Mihaela, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, Syracuse University
- Rodberg, Leonard S., *Chair and Associate Professor of Urban Studies*, PhD, Massachusetts Institute of Technology
- Rodway, Cicely A., *Assistant Professor of English*, EdD, Columbia University
- Roff, Jennifer, *Assistant Professor of Economics*, PhD, Johns Hopkins University
- Rogers-Dillon, Robin H., *Associate Professor of Sociology*, PhD, University of Pennsylvania
- Roistacher, Elizabeth A., *Professor of Economics*, PhD, University of Pennsylvania
- Rollins, Joe N., *Associate Professor of Political Science*, PhD, University of California at Santa Barbara
- Romero, Maria, *Lecturer in Hispanic Languages & Literatures*, MA, State University of New York at Buffalo
- Rosen, Marcy, *Assistant Professor of Music*, BM, Curtis Institute of Music
- Rosenberg, Alan, *Professor of Philosophy*, MA, Queens College, CUNY
- Rosenberg, Andrew M., *Assistant Professor of Computer Science*, PhD, Columbia University
- Rosenblum, Mark W., *Associate Professor of History*, MA, New York University
- Rosenthal, Theodore, *Visiting Assistant Professor of Music*, MM, Manhattan School of Music
- Roskes, Gerald J., *Associate Professor of Mathematics*, PhD, Massachusetts Institute of Technology
- Ross, Roslyn P., *Associate Professor of Educational & Community Programs*, PhD, New York University
- Rossabi, Morris, *Distinguished Professor of History*, PhD, Columbia University
- Rotenberg, Susan A., *Professor of Chemistry & Biochemistry*, PhD, Brown University
- Roth-Ey, Kristin, *Assistant Professor of History*, PhD, Princeton University
- Rothenberg, Ronald I., *Associate Professor of Mathematics*, PhD, University of California at Davis
- Rothstein, William N., *Professor of Music*, PhD, Yale University
- Rouff, Ashaki A., *Assistant Professor of Earth & Environmental Sciences*, PhD, State University of New York at Stony Brook
- Rupprecht, Caroline, *Assistant Professor of Comparative Literature*, PhD, City University of New York
- Rutheizer, Scott, *Lecturer in Accounting & Information Systems*, MBA, St. John's University; CPA
- Ryba, Alexander, *Associate Professor of Computer Science*, PhD, Cambridge University
- Sabitova, Maria, *Assistant Professor of Mathematics*, PhD, University of Pennsylvania
- Saffran, Wilma A., *Chair and Associate Professor of Chemistry & Biochemistry*, PhD, Cornell University
- Saint-Hilaire, Line A., *Assistant Professor of Elementary & Early Childhood Education*, PhD, City University of New York
- Saini, Sajan, *Assistant Professor of Physics*, PhD, Massachusetts Institute of Technology
- Saldana-Portillo, Maria J., *Assistant Professor of English*, PhD, Stanford University
- Samson, Florence, *Assistant Professor of Elementary & Early Childhood Education*, PhD, University of Toronto
- Samuni, Uri, *Assistant Professor of Chemistry & Biochemistry*, PhD, Hebrew University of Jerusalem
- Sang, Richard C., *Associate Professor of Music*, PhD, University of Michigan
- Sanjek, Roger, *Professor of Anthropology*, PhD, Columbia University
- Sanudo, Manuel, *Assistant Professor of Library*, MLS, Pratt Institute
- Sardell, Alice, *Professor of Urban Studies*, PhD, New York University
- Sargent, Michael G., *Professor of English*, PhD, University of Toronto
- Saric, Dragomir, *Assistant Professor of Mathematics*, PhD, City University of New York
- Saslow, James M., *Professor of Art*, PhD, Columbia University
- Satenstein, Jeffrey, *Lecturer in Accounting & Information Systems*, MS, New York University; CPA
- Savage, Dean B., *Professor of Sociology*, PhD, Columbia University
- Savage-Dunn, Cathy, *Associate Professor of Biology*, PhD, Cornell University
- Saylor, Bruce S., *Professor of Music*, PhD, City University of New York
- Schaffer, Talia C., *Associate Professor of English*, PhD, Cornell University
- Schanoes, Veronica, *Assistant Professor of English*, PhD, University of Pennsylvania
- Schechter, Harold G., *Professor of English*, PhD, State University of New York at Buffalo
- Schneiberg, Marc, *Visiting Professor of Sociology*, PhD, University of Wisconsin
- Schober, David, *Assistant Professor of Music*, PhD, University of Michigan at Ann Arbor
- Schoenheim, Ursula, *Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Cornell University
- Scholette, Gregory, *Assistant Professor of Art*, MFA, University of California at San Diego
- Schotter, Richard D., *Professor of English*, PhD, Columbia University
- Schwartz, Lynn J., *Lecturer in Mathematics*, MA, City College, CUNY
- Schwarz, Steven A., *Associate Provost and Professor of Physics*, PhD, Stanford University
- Scott, Donald, *Professor of History*, PhD, University of Wisconsin
- Scott, Ellen C., *Assistant Professor of Media Studies*, PhD, University of Michigan
- Scott, Lisa J., *Assistant Professor of Elementary & Early Childhood Education*, PhD, Claremont Graduate School
- Sedarat, Roger, *Assistant Professor of English*, PhD, Tufts University
- Seeling, Joni, *Assistant Professor of Biology*, PhD, Iowa State University
- Segal, Miryam, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, University of California at Berkeley
- Seiler, Lauren H., *Professor of Sociology*, PhD, University of Illinois at Urbana
- Seley, John E., *Professor of Urban Studies*, PhD, University of Pennsylvania
- Sen, Satadru, *Assistant Professor of History*, PhD, University of Washington
- Shaddy, Robert A., *Chair, Chief Librarian, and Professor of Library*, PhD, University of Missouri at Columbia
- Shady, Ashraf, *Assistant Professor of Elementary & Early Childhood Education*, PhD, City University of New York
- Shin, Sunghye, *Assistant Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Sholette, Gregory, *Assistant Professor of Art*, MFA, University of California at San Diego
- Short, Timothy W., *Associate Professor of Biology*, PhD, Stanford University
- Shpilko, Inna, *Assistant Professor of Library*, MLS, Pratt Institute
- Shu, Yunzhong, *Associate Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Columbia University
- Siegel, Joel, *Professor of Accounting & Information Systems*, PhD, City University of New York; CPA
- Silliman, Benjamin R., *Assistant Professor of Accounting & Information Systems*, EdD, New York University
- Silverman, Evelyn I., *Lecturer in Library*, MLS, Queens College, CUNY
- Simerka, Barbara, *Chair and Associate Professor of Hispanic Languages & Literatures*, PhD, University of Southern California
- Simon, Abraham J., *Professor of Accounting & Information Systems*, PhD, University of Pennsylvania; CPA
- Simor, Suzanna B., *Associate Professor of Library*, PhD, Institute of Fine Arts, New York University; MLS, Pratt Institute
- Simpson, Gwyned, *Associate Professor of Student Personnel*, EdD, Teachers College, Columbia University
- Sims, Alice G., *Lecturer in Mathematics*, MA, University of Michigan
- Sirlin, Rhoda, *Chancellor's Lecturer in English*, PhD, City University of New York
- Sisser, Fern S., *Associate Professor of Mathematics*, PhD, Columbia University
- Smaldone, Edward, *Director of the School of Music and Professor of Music*, PhD, City University of New York
- Smith, Janice P., *Assistant Professor of Music*, PhD, Northwestern University
- Smith, Karen P., *Professor of Graduate School of Library & Information Studies*, EdD, Teachers College, Columbia University
- Sneed, Joel R., *Assistant Professor of Psychology*, PhD, University of Massachusetts at Amherst
- Sneeringer, Julia, *Associate Professor of History*, PhD, University of Pennsylvania
- Snyder, Katherine Ann, *Assistant Professor of Anthropology*, PhD, Yale University

- Sokalska, Magdalena, *Assistant Professor of Economics*, PhD, Cambridge University, UK
- Solieri, Steven, *Assistant Professor of Accounting & Information Systems*, PhD, State University of New York at Binghamton
- Solomon, Gerald, *Visiting Assistant Professor of Journalism*, MS, Columbia University
- Song, Mingzhou, *Assistant Professor of Computer Science*, PhD, University of Washington
- Song, Shige, *Assistant Professor of Sociology*, PhD, University of California at Los Angeles
- Sperling, Jon A., *Associate Professor of Biology*, PhD, University of Wisconsin
- Spradley, Patricia, *Assistant Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Spring, Joel, *Professor of Elementary & Early Childhood Education*, PhD, University of Wisconsin at Madison
- Steinberg, Stephen, *Distinguished Professor of Urban Studies*, PhD, University of California at Berkeley
- Stellar, James R., *Vice President for Academic Affairs and Provost and Professor of Psychology*, PhD, University of Pennsylvania
- Stengel-Mohr, Jennifer, *Chancellor's Lecturer in Linguistics & Communication Disorders*, MS, Queens College, CUNY
- Steuerwalt, Karen M., *Lecturer in Elementary & Early Childhood Education*, MA, Adelphi University
- Stevens, Michael, *Assistant Professor of Accounting & Information Systems*, LL.M., New York University; CPA
- Stewart, Gillian, *Assistant Professor of Earth & Environmental Sciences*, PhD, State University of New York at Stony Brook
- Stinson, Sara, *Professor of Anthropology*, PhD, University of Michigan
- Stone, Anne J., *Associate Professor of Music*, PhD, Harvard University
- Stone, Donald D., *Professor of English*, PhD, Harvard University
- Storbeck, Justin L., *Assistant Professor of Psychology*, PhD, University of Virginia
- Strassler, Karen, *Assistant Professor of Anthropology*, PhD, University of Michigan at Ann Arbor
- Straus, Joseph N., *Professor of Music*, PhD, Yale University
- Strekas, Thomas C., *Professor of Chemistry & Biochemistry*, PhD, Princeton University
- Strickland, Suzanne, *Chancellor's Lecturer in Sociology*, MA, Boston University
- Strug, Edward, *Lecturer in Hispanic Languages & Literatures*, MA, University of Michigan
- Sturmey, Peter, *Professor of Psychology*, PhD, University of Liverpool
- Suh, Sang-Hoon, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, University of California at Berkeley
- Sukhu, Gopal, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, Columbia University
- Sullivan, Karen A., *Assistant Professor of European Languages & Literatures*, PhD, Columbia University
- Sultan, Alan, *Professor of Mathematics*, PhD, Polytechnic Institute of New York
- Summerfield, Judith, *Acting Dean of General Education and Professor of English*, PhD, New York University
- Sun, Yan, *Professor of Political Science*, PhD, Johns Hopkins University
- Sund, Judy, *Professor of Art*, PhD, Columbia University
- Surprenant, Thomas T., *Director of the Graduate School of Library & Information Studies and Professor of Graduate School of Library & Information Studies*, PhD, University of Wisconsin at Madison
- Svoboda, Wayne, *Associate Professor of Journalism*, MSci, University of London
- Swedell, Larissa, *Assistant Professor of Anthropology*, PhD, Columbia University
- Swell, Lila, *Associate Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Swensen, Rolf, *Professor of Library*, PhD, University of Oregon
- Sy, Bon K., *Professor of Computer Science*, PhD, Northeastern University
- Tabb, William K., *Professor of Economics*, PhD, University of Wisconsin
- Taler, Izabella, *Associate Professor of Library*, MPA, New York University
- Tang, Joyce, *Associate Professor of Sociology*, PhD, University of Pennsylvania
- Terilla, John, *Assistant Professor of Mathematics*, PhD, University of North Carolina at Chapel Hill
- Theodore, Lea, *Assistant Professor of Educational & Community Programs*, PhD, University of Connecticut
- Thurston, Thom B., *Professor of Economics*, PhD, University of California at Berkeley
- Tinio, Pablo P.L., *Assistant Professor of Elementary & Early Childhood Education*, DSci, University of Vienna
- Tomohara, Akinori, *Assistant Professor of Economics*, PhD, Johns Hopkins University
- Toner, Michael M., *Associate Professor of Family, Nutrition & Exercise Sciences*, PhD, Ohio State University
- Torche, Florencia, *Assistant Professor of Sociology*, PhD, Columbia University
- Toueg, Renée, *Lecturer in Linguistics & Communication Disorders*, MS, Pennsylvania State University
- Tougaw, Jason, *Associate Professor of English*, PhD, City University of New York
- Townsend, Alan N., *Lecturer in Student Personnel*, MA, Queens College, CUNY
- Tucker, Amy E., *Professor of English*, PhD, New York University
- Turkel, Susan B., *Associate Professor of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Turner, Charles F., *Professor of Sociology*, PhD, Columbia University
- Turner, Franklin D., *Assistant Professor of Elementary & Early Childhood Education*, PhD, Rutgers University
- Tytell, John, *Professor of English*, PhD, New York University
- Uppal, Jyotsna, *Assistant Professor of History*, PhD, Columbia University
- Ussher, Leanne, *Assistant Professor of Economics*, PhD, New School University
- Vago, Robert M., *Chair and Professor of Linguistics & Communication Disorders*, PhD, Harvard University
- Vakulabharanam, Vamsicharan, *Assistant Professor of Economics*, PhD, University of Massachusetts
- Vázquez, Jesse M., *Professor of Educational & Community Programs*, PhD, New York University
- Velasco, Patricia, *Assistant Professor of Elementary & Early Childhood Education*, EdD, Harvard University
- Vellon, Peter, *Assistant Professor of History*, PhD, City University of New York
- Vesanen, Mike, *Instructor in Biology*, PhD, University of Helsinki, Finland
- Vesselinov, Elena, *Assistant Professor of Sociology*, PhD, State University of New York at Albany
- Vickery, Christopher, *Professor of Computer Science*, PhD, City University of New York
- Viladrich, Anahí, *Associate Professor of Sociology*, PhD, Columbia University
- Vuong, Luat V., *Assistant Professor of Physics*, PhD, Cornell University
- Waldman, John, *Professor of Biology*, PhD, City University of New York
- Walkden, Andrea, *Assistant Professor of English*, PhD, Yale University
- Walker, John P., *Professor of Accounting & Information Systems*, PhD, University of Cincinnati; CPA
- Walters, Francis Scott, *Assistant Professor of Linguistics & Communication Disorders*, PhD, University of Illinois at Champaign-Urbana
- Wamba, Nathalis Guy, *Associate Professor of Educational & Community Programs*, PhD, New York University
- Wan, Amy Jo-Lan, *Assistant Professor of English*, PhD, University of Illinois at Urbana
- Wang, Henry, *Assistant Professor of Family, Nutrition & Exercise Sciences*, PhD, University of Georgia at Athens
- Wang, Peishi, *Assistant Professor of Educational & Community Programs*, PhD, Columbia University
- Wang, Tao, *Assistant Professor of Economics*, PhD, Columbia University
- Wang, Wendy, *Distinguished Lecturer in Economics*, PhD, City University of New York
- Wankoff, Lorain Szabo, *Assistant Professor of Linguistics & Communication Disorders*, PhD, City University of New York
- Warren, Frank A., *Chair and Professor of History*, PhD, Brown University
- Warren, Joyce, *Director of Women's Studies and Associate Professor of English*, PhD, Columbia University
- Waxman, Jerry J., *Professor of Computer Science*, PhD, New York University
- Wee, Hoeteck, *Assistant Professor of Computer Science*, PhD, University of California at Berkeley
- Weeks, Edisa, *Assistant Professor of Drama, Theatre & Dance*, MFA, New York University
- Weidman, Bette S., *Associate Professor of English*, PhD, Columbia University
- Weinberg, Dana B., *Associate Professor of Sociology*, PhD, Harvard University
- Weingarten, Karen, *Assistant Professor of English*, PhD, City University of New York
- Weinstein, Daniel C., *Associate Professor of Biology*, PhD, Rockefeller University
- Weinstein, Karen, *Instructor in Art*, MFA, San Francisco State University
- Weir, John P., *Assistant Professor of English*, MFA, Columbia University
- Weiss, Norman J., *Professor of Mathematics*, PhD, Princeton University
- Weiss, Renee, *Assistant Professor of Accounting & Information Systems*, PhD, City University of New York
- Wettan, Richard G., *Director of Athletics and Associate Professor of Family, Nutrition & Exercise Sciences*, PhD, Ohio State University

Whately, E. Gordon, *Professor of English*, PhD, Harvard University  
 Whitaker, Chastity, *Lecturer in English*, MFA, New York University  
 Whitehead, Jennifer, *Associate Professor of Computer Science*, PhD, University of Warwick  
 Whitted, Roosevelt, *Lecturer in SEEK*, MSW, Rutgers University  
 Wilbourne, Emily, *Assistant Professor of Music*, PhD, New York University  
 Wilson, Scott, *Assistant Professor of Mathematics*, PhD, State University of New York at Stony Brook  
 Winks, Christopher, *Assistant Professor of Comparative Literature*, PhD, New York University  
 Wintermute, Bobby, *Assistant Professor of History*, PhD, Temple University  
 Woolf, Sara B., *Lecturer in Educational & Community Programs*, MA, New York University  
 Xiang, Zhigang, *Chair and Associate Professor of Computer Science*, PhD, State University of New York at Buffalo  
 Yi, Chuixiang, *Assistant Professor of Earth & Environmental Sciences*, PhD, Nanjing University, China  
 Yukawa, Keitaro, *Assistant Professor of Computer Science*, PhD, University of Waterloo  
 Zakeri, Saeed, *Assistant Professor of Mathematics*, PhD, State University of New York at Stony Brook  
 Zakeri, Zahra F., *Professor of Biology*, PhD, St. John's University  
 Zarnowski, Myra S., *Professor of Elementary & Early Childhood Education*, EdD, University of Georgia  
 Zevin, Jack, *Professor of Secondary Education & Youth Services*, PhD, University of Michigan  
 Zhao, Ying, *Assistant Professor of Economics*, PhD, Yale University  
 Zheng, Jun, *Assistant Professor of Computer Science*, PhD, University of Nevada at Las Vegas  
 Zheng, Yan, *Associate Professor of Earth & Environmental Sciences*, PhD, Columbia University  
 Zimmerman, Susan, *Associate Professor of English*, PhD, University of Maryland at College Park  
 Zimroth, Evan, *Professor of English*, PhD, Columbia University  
 Zinni, Mariana C., *Assistant Professor of Hispanic Languages & Literatures*, PhD, University of Pittsburgh

## Members of the Faculty Emeriti

Alexandrov, Eugene A., *Professor Emeritus of Geology*, PhD, Columbia University  
 Ames, John, *Professor Emeritus, Graduate Programs in Educational Services*, EdD, University of Utah  
 Anderle, Martin, *Professor Emeritus of European Languages & Literatures*, PhD, University of Vienna  
 Astor, Martin, *Associate Professor Emeritus of Educational & Community Programs*, EdD, Teachers College, Columbia University  
 Axelrad, George, *Professor Emeritus of Chemistry & Biochemistry*, PhD, University of Kansas  
 Bailey, Norman A., *Professor Emeritus of Political Science*, PhD, Columbia University  
 Barker, Gerard A., *Professor Emeritus of English*, PhD, Stanford University  
 Berech, John Jr., *Professor Emeritus of Biology*, PhD, Indiana University  
 Berkowitz, William F., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Massachusetts Institute of Technology  
 Bernstein, Arnold, *Professor Emeritus of Psychology*, PhD, Columbia University  
 Birmelin, A. Robert, *Professor Emeritus of Art*, MFA, Yale University  
 Blatt, A. Harold, *Professor Emeritus of Chemistry*, PhD, Harvard University  
 Blumberg, Paul M., *Professor Emeritus of Sociology*, PhD, University of California at Berkeley  
 Bonk, Sharon, *Professor Emerita of Library*, MA, University of Minnesota  
 Brewer, Helene M., *Professor Emerita of English*, PhD, Johns Hopkins University  
 Brings, Allen S., *Professor Emeritus of Music*, DMA, Boston University  
 Brofsky, Howard, *Professor Emeritus of Music*, PhD, New York University  
 Brovey, Daniel J., *Professor Emeritus of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University  
 Brown, Arthur B., *Professor Emeritus of Mathematics*, PhD, Harvard University  
 Brown, Michael E., *Professor Emeritus of Sociology*, PhD, University of Michigan  
 Bruder, Harold, *Professor Emeritus of Art*, Certificate, Cooper Union; New School for Social Research; Pratt Institute Graphic Art Center

Bryant, Solena, *Associate Professor Emerita of Library*, MA, University of Iowa; M.S.L.S., Columbia University  
 Burkhart, Charles L., *Professor Emeritus of Music*, M.Mus., Yale University  
 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  
 Cajori, Charles F., *Professor Emeritus of Art*, Cleveland Art School; Columbia University; Skowhegan School  
 Capaldi, Nicholas, *Professor Emeritus of Philosophy*, PhD, Columbia University  
 Carlson, Harry G., *Professor Emeritus of Drama, Theatre & Dance*, PhD, Ohio State University  
 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  
 Chang-Rodriguez, Eugenio, *Professor Emeritus of Romance Languages*, PhD, University of Washington  
 Chapline, Elaine B., *Professor Emerita of Elementary & Early Childhood Education*, PhD, Temple University  
 Cohen, Jackson, *Associate Professor Emeritus of Library*, PhD, Rutgers University  
 Cohen, Saul B., *President Emeritus and Professor Emeritus of Political Science*, PhD, Harvard University  
 Colby, Robert A., *Professor Emeritus of Library & Information Studies*, PhD, University of Chicago  
 Colby, Vineta, *Professor Emerita of English*, PhD, Yale University  
 Commoner, Barry, *Professor and Research Associate Emeritus for the Center for the Biology of Natural Systems*, PhD, Harvard University  
 Covert, E. Richard, *Professor Emeritus of Student Personnel*, EdD, Columbia University  
 Crook, Robert B., *Professor Emeritus of Graduate Programs in Educational Services*, EdD, Teachers College, Columbia University  
 Dahlberg, Charles R., *Professor Emeritus of English*, PhD, Princeton University  
 Damask, Arthur C., *Professor Emeritus of Physics*, PhD, Iowa State University  
 Davenel, George, *Professor Emeritus of Student Personnel*, MA, Columbia University

Davis, Ellen N., *Associate Professor Emerita of Art*, PhD, Institute of Fine Arts, New York University  
 Della Cava, Ralph S., *Professor Emeritus of History*, PhD, Columbia University  
 Denitch, Bogdan, *Professor Emeritus of Sociology*, PhD, Columbia University  
 De Torre-Gracia, Emilio E., *Associate Professor Emeritus of Hispanic Languages & Literatures*, PhD, City University of New York  
 Dierlam, Robert J., *Professor Emeritus of Drama, Theatre & Dance*, PhD, Cornell University  
 Díez-Martínez, Luis A., *Professor Emeritus of Hispanic Languages & Literatures*, PhD, King's College, University of London  
 Disch, Raymond L., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Harvard University  
 Donno, Daniel J., *Professor Emeritus of English*, PhD, Columbia University  
 Doyle, Thomas J., *Professor Emeritus of Art*, MFA, Ohio State University  
 Dropkin, Stanley, *Professor Emeritus of Educational & Community Programs*, EdD, Teachers College, Columbia University  
 Dunn, Kenneth J., *Professor Emeritus of Educational & Community Programs*, EdD, Teachers College, Columbia University  
 Eberl, Carl J., *Professor Emeritus of Music*, PhD, University of Rochester  
 Eckstein, Max A., *Professor Emeritus of Secondary Education & Youth Services*, PhD, Teachers College, Columbia University  
 Eilbott, Peter, *Professor Emeritus of Economics*, PhD, Columbia University  
 Eisman, Lawrence W., *Professor Emeritus of Music*, EdD, New York University  
 Elkins, Deborah, *Professor Emerita of Graduate Programs in Educational Services*, PhD, University of Connecticut  
 Essman, Walter B., *Professor Emeritus of Psychology*, PhD, University of North Dakota; M.D., University of Milan  
 Eubank, Keith W., *Professor Emeritus of History*, PhD, University of Pennsylvania  
 Fane, Lawrence S., *Professor Emeritus of Art*, A.B., Harvard University  
 Fass, Arnold L., *Professor Emeritus of Mathematics*, PhD, Columbia University  
 Ferrari, Lawrence A., *Professor Emeritus of Physics*, PhD, Stevens Institute of Technology  
 Fichtner, Edward G., *Professor Emeritus of Germanic, Slavic & East European Languages*, PhD, University of Pennsylvania  
 Finks, Robert M., *Professor Emeritus of Earth*

- & *Environmental Sciences*, PhD, Columbia University
- Fischer, C. Rutherford, *Professor Emeritus of Physics*, PhD, Yale University
- Fox, Lorene K., *Professor Emerita of Education*, PhD, Teachers College, Columbia University
- Franklin, Raymond S., *Professor Emeritus of Economics*, PhD, University of California at Berkeley
- Frazier, Paul, *Professor Emeritus of Art*, MFA, Cranbrook Academy of Art
- Fredman, Norman J., *Professor Emeritus of Educational & Community Programs*, PhD, Northwestern University
- Freilich, Gerald, *Professor Emeritus of Mathematics*, PhD, Brown University
- Friedl, Ernestine, *Professor Emerita of Anthropology*, PhD, Columbia University
- Friedman, Norman, *Professor Emeritus of English*, PhD, Harvard University
- Gambino, Richard, *Professor Emeritus of Educational & Community Programs*, PhD, New York University
- Gasper, Raymond D., *Professor Emeritus of Drama, Theatre & Dance*, PhD, Ohio State University
- Gibson, Wilfred A., *Professor Emeritus of Psychology*, PhD, University of Chicago
- Gilden, Lloyd, *Associate Professor Emeritus of Psychology*, PhD, McGill University
- Giuliano, William P., *Professor Emeritus of Romance Languages*, PhD, University of Michigan
- Goldman, Norman L., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Columbia University
- Goldner, Fred H., *Professor Emeritus of Sociology*, PhD, University of California at Berkeley
- Goldstein, Malcolm J., *Professor Emeritus of English*, PhD, Columbia University
- Goodman, Seymour, *Professor Emeritus of Computer Science*, PhD, Columbia University
- Green, Jerold R., *Professor Emeritus of Hispanic Languages & Literatures*, EdD, Teachers College, Columbia University
- Greenfield, Harry I., *Professor Emeritus of Economics*, PhD, Columbia University
- Gregersen, Edgar A., *Professor Emeritus of Anthropology*, PhD, Yale University
- Greller, Andrew M., *Professor Emeritus of Biology*, PhD, Columbia University
- Gries, Konrad, *Professor Emeritus of Classical & Oriental Languages*, 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
- Hacker, Andrew, *Professor Emeritus of Political Science*, PhD, Princeton University
- Hahn, Daniel F., *Professor Emeritus of Communication Arts & Sciences*, PhD, University of Arizona
- Hakerem, Gad, *Professor Emeritus of Psychology*, PhD, Columbia University
- Hamovitch, William, *Professor Emeritus of Economics*, PhD, Harvard 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
- Hartle, Robert W., *Professor Emeritus of Romance Languages*, PhD, Princeton University
- Harvey, Alexander L., *Professor Emeritus of Physics*, PhD, Polytechnic Institute of Brooklyn
- Hayon, Elic, *Professor Emeritus of Chemistry & Biochemistry*, PhD, King's College, University of London
- Heath, James E., *Professor Emeritus of Music*
- Hershkowitz, Leo, *Professor Emeritus of History*, PhD, New York University
- Hevesi, Alan G., *Associate Professor Emeritus of Political Science*, PhD, Columbia University
- Higgins, James E., *Professor Emeritus of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Hill, Clinton J., *Professor Emeritus of Art*, B.S., University of Oregon
- Hittleman, Daniel R., *Professor Emeritus of Educational & Community Programs*, EdD, Hofstra University
- Hogg, James, *Professor Emeritus of Chemistry & Biochemistry*, PhD, University of Texas
- Hood, Philip N., *Associate Professor Emeritus of Communication Arts & Sciences*, PhD, Northwestern University
- Hyman, Richard J., *Professor Emeritus of Library & Information Studies*, D.L.S., Columbia University
- Itzkowitz, Gerald L., *Professor Emeritus of Mathematics*, PhD, University of Rochester
- Jacoby, Beatrice F., *Professor Emerita of Communication Arts & Sciences*, PhD, Columbia University
- Kaplan, Fred, *Distinguished Professor Emeritus of English*, PhD, Columbia University
- Kaplan, Martin L., *Professor of Biology*, PhD, New York University
- Karlin, Robert, *Professor Emeritus of Educational & Community Programs*, PhD, 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
- 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
- Koss, Suzanne, *Professor Emerita of Romance Languages*, PhD, Columbia University
- 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
- Kraft, Leo, *Professor Emeritus of Music*, MFA, Princeton University
- Kramer, Harry, *Professor Emeritus of Art*, MFA, Yale University
- Krinsley, David H., *Professor Emeritus of Earth & Environmental Sciences*, PhD, University of Chicago
- Krummel, Regina R., *Professor Emerita of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
- Krzywicki-Herbert, George, *Professor Emeritus of Philosophy*, PhD, University of Brussels
- Kurz, Edmund P., *Professor Emeritus of German & Scandinavian*, PhD, New York University
- Laderman, Gabriel, *Professor Emeritus of Art*, MFA, Cornell University
- Landis, Joseph C., *Professor Emeritus of English*, PhD, New York University
- Leavy, Barbara Fass, *Professor Emerita of English*, PhD, New York University
- Leibman, O. Bernard, *Professor Emeritus of Educational & Community Programs*, PhD, Columbia University
- Leiner, Marvin, *Professor Emeritus of Elementary & Early Childhood Education*, PhD, New York University
- Lenz, Harold F.H., *Professor Emeritus of German and Comparative Literature*, PhD, New York University
- Lerner, Edward R., *Professor Emeritus of Music*, PhD, Yale University
- Levenson, Albert M., *Professor Emeritus of Economics*, PhD, Columbia University
- Lewine, Carol F., *Professor Emeritus of Art*, PhD, Columbia University
- Lewis, Stanley T., *Professor Emeritus of Library & Information Studies*, PhD, Ohio State University
- Lieberman, Sidney M., *Professor Emeritus of Mathematics*, PhD, New York University
- Lipsey, Robert E., *Professor Emeritus of Economics*, PhD, Columbia University
- Locke, David C., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Kansas State University
- Logsdon, Richard H., *Professor Emeritus of Library & Information Studies*, PhD, University of Chicago
- Lonigan, Paul R., *Professor Emeritus of European Languages & Literatures*, PhD, Johns Hopkins University
- Louria, Yvette, *Professor Emerita of Romance Languages*, PhD, Columbia University
- 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
- Mandelbaum, M. Joel, *Professor Emeritus of Music*, PhD, Indiana University
- Manicas, Peter T., *Professor Emeritus of Philosophy*, PhD, State University of New York at Buffalo
- Mansfield, Larry E., *Associate Professor Emeritus of Mathematics*, PhD, University of Washington
- Margolis, Howard, *Professor Emeritus of Educational & Community Programs*, EdD, Hofstra University
- Marion, Alexander P., *Professor Emeritus of Chemistry*, PhD, New York University
- Martin, Wendy M., *Professor Emerita of English*, PhD, University of California at Davis
- Mason, Barbara T., *Professor Emerita of Graduate Programs in Educational Services*, EdD, Teachers College, Columbia 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
- McDermott, John J., *Professor Emeritus of Philosophy*, PhD, Fordham University
- McElroy, Joseph P., *Professor Emeritus of English*, PhD, Columbia University
- McIntyre, Andrew, *Professor Emeritus of Geology*, PhD, Columbia University
- Mendelson, Elliott, *Professor Emeritus of Mathematics*, PhD, Cornell University
- Miller, Henry S., *Professor Emeritus of Economics*, PhD, Columbia University

- Moffitt, Mary W., *Professor Emerita of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Morris, Madeleine F., *Professor Emerita of Romance Languages*, PhD, Columbia University
- Morton, Henry W., *Professor Emeritus of Political Science*, PhD, Columbia University
- Mullally, Joseph P., *Professor Emeritus of Philosophy*, PhD, Columbia University
- Musgrave, Thea, *Distinguished Professor Emerita of Music*, B.Mus., University of Edinburgh
- Nelson, Ralph L., *Professor Emeritus of Economics*, PhD, Columbia University
- Neuberger, Jacob, *Professor Emeritus of Physics*, PhD, New York University
- Newman, Claire M., *Professor Emerita of Elementary & Early Childhood Education*, EdD, Columbia University
- Nottingham, Elizabeth K., *Professor Emerita of Sociology*, PhD, Columbia University
- Orbach, Jack, *Professor Emeritus of Psychology*, PhD, Princeton University
- Orenstein, Stephen, *Professor Emeritus of Physics*, PhD, Brandeis University
- Owen, Roger C., *Professor Emeritus of Anthropology*, PhD, University of California at Los Angeles
- Pacifici, Sergio, *Professor Emeritus of Romance Languages*, PhD, Harvard University
- Papanek, Ernst, *Professor Emeritus of Education*, EdD, Teachers College, Columbia University
- Paskin, Arthur, *Professor Emeritus of Physics*, PhD, Iowa State University
- Patt, Beatrice P., *Professor Emerita of Romance Languages*, PhD, Bryn Mawr College
- Paul, Norman H., *Professor Emeritus of Romance Languages*, PhD, New York University
- Penchansky, Mimi, *Associate Professor Emerita of Library*, M.A., Columbia University; MLS, Columbia University
- Peterson, Jon A., *Professor Emeritus of History*, PhD, Harvard University
- Philpott, Emily L., *Associate Professor Emerita of Education*, EdD, Teachers College, Columbia University
- Pierce, Stanley, *Associate Professor Emeritus of Biology*, PhD, New York University
- Pincus-Witten, Robert A., *Professor Emeritus of Art*, PhD, University of Chicago
- Pine, Martin L., *Professor Emeritus of History*, PhD, Columbia University
- Polansky, Lucy G., *Professor Emerita of Education*, PhD, New York University
- Pommers, Leon, *Professor Emeritus of Music*, MA, Queens College
- Ponsot, Marie B., *Professor Emerita of English*, MA, Columbia University
- 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
- Psomiades, Harry J., *Professor Emeritus of Political Science*, PhD, Columbia University
- Raben, Joseph, *Professor Emeritus of English*, PhD, Indiana University
- Rafanelli, Kenneth R., *Professor Emeritus of Physics*, PhD, Stevens Institute of Technology
- Ranald, Margaret L., *Professor Emerita of English*, PhD, University of California at Los Angeles
- Rassam, Amal, *Professor Emerita of Anthropology*, PhD, University of Michigan
- Reilly, John H., *Professor Emeritus of Romance Languages*, PhD, University of Wisconsin
- Resnik, Solomon E., *Associate Professor Emeritus of Political Science*, PhD, New School for Social Research
- Reuder, Mary E., *Professor Emerita of Psychology*, PhD, University of Pennsylvania
- Riessman, Frank, *Professor Emeritus of Elementary & Early Childhood Education*, PhD, Columbia University
- Rifkin, Jared L., *Associate Professor Emeritus of Biology*, PhD, Johns Hopkins University
- Ripoll, Carlos, *Professor Emeritus of Romance Languages*, PhD, New York University
- Rorick, William, *Assistant Professor Emeritus of Library*, M.M., Northwestern University; MLS, Pratt Institute
- Rosenfield, Lawrence W., *Professor Emeritus of Communication Arts & Sciences*, PhD, Cornell University
- Rosengarten, Frank, *Professor Emeritus of Romance Languages*, PhD, Columbia University
- Roze, Uldis, *Professor Emeritus of Biology*, PhD, Washington University
- Ruffins, Reynold D., *Professor Emeritus of Art*, Cooper Union
- Saladino, Salvatore, *Professor Emeritus of History*, PhD, Columbia University
- Salz, Arthur E., *Associate Professor Emeritus of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Salzer, Felix, *Professor Emeritus of Music*, PhD, University of Vienna
- Sard, Arthur, *Professor Emeritus of Mathematics*, PhD, Harvard University
- Schachter, Carl E., *Distinguished Professor Emeritus of Music*, MA, New York University
- Schneider, Frank L., *Professor Emeritus of Chemistry*, PhD, Rutgers University
- Schneider, Lois, *Associate Professor Emerita of Library*, MS, Queens College; MLS, Queens College
- 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
- Schoenfeld, William N., *Professor Emeritus of Psychology*, PhD, Columbia University
- Schreiber, B. Charlotte, *Professor Emerita of Geology*, PhD, Rensselaer Polytechnic Institute
- Schulman, Jerome M., *Professor Emeritus of Chemistry & Biochemistry*, PhD, Columbia University
- Schwartz, Lester J., *Professor Emeritus of Educational & Community Programs*, PhD, Teachers College, Columbia University
- Schwartz, Sydney L., *Professor Emerita of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Seiferth, John C., *Professor Emeritus of Educational & Community Programs*, EdD, Teachers College, Columbia University
- Seliger, Herbert W., *Professor Emeritus of Linguistics & Communication Disorders*, EdD, Teachers College, Columbia University
- Shaffer, John B., *Professor Emeritus of Psychology*, PhD, Harvard University
- Sheldon, Esther K., *Professor Emerita of English*, PhD, University of Wisconsin
- Sherman, Robert, *Professor Emeritus of Educational & Community Programs*, EdD, Rutgers University
- Shore, Ferdinand J., *Professor Emeritus of Physics*, PhD, University of Illinois
- Sicroff, Albert, *Professor Emeritus of Romance Languages*, Docteur de l'Université, University of Paris; PhD, University of Pittsburgh
- Slater, Mariam J., *Professor Emerita of Anthropology*, PhD, Columbia University
- Sloan, Glenna M., *Professor Emerita of Elementary & Early Childhood Education*, EdD, Teachers College, Columbia University
- Smith, Charles W., *Professor Emeritus of Sociology*, PhD, Brandeis University
- Solomon, Bernard S., *Professor Emeritus of Classical & Oriental Languages*, PhD, Harvard University
- Soudek, Josef, *Professor Emeritus of Economics*, PhD, University of Frankfurt-on-Main
- Spaney, Emma, *Professor Emerita of Psychology*, PhD, Columbia University
- Speidel, David H., *Professor Emeritus of Earth & Environmental Sciences*, PhD, University of Pennsylvania
- Spiesman, Mildred C., *Professor Emerita of Health & Physical Education*, EdD, Teachers College, Columbia University
- Spitz, George B., Jr., *Professor Emeritus of Health & Physical Education and Associate Dean of Administration*, EdD, New York University
- Stark, Joel, *Professor Emeritus of Linguistics & Communication Disorders*, PhD, New York University
- Starr, Isidore, *Professor Emeritus of Education*, PhD, New School for Social Research
- Stepanchev, Stephen, *Professor Emeritus of English*, PhD, New York University
- Stevens, Alan M., *Professor Emeritus of Linguistics & Communication Disorders*, PhD, Yale University
- Storen, Helen F., *Professor Emerita of Education*, EdD, Teachers College, Columbia University
- Strait, Peggy T., *Professor Emerita of Mathematics*, PhD, New York University
- Studdert-Kennedy, Michael G., *Professor Emeritus of Communication Arts & Sciences*, PhD, Columbia University
- Sungolowsky, Joseph, *Professor Emeritus of European Languages & Literatures*, PhD, Yale University
- Swenson, Hugo N., *Professor Emeritus of Physics*, PhD, University of Illinois
- Taylor, Darrell, *Professor Emeritus of Philosophy*, PhD, Penn State
- Thurber, David L., *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 & Community Programs*, EdD, Teachers College, Columbia University
- Tortora, Phyllis G., *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, Florida State University
- Tung, William L., *Professor Emeritus of Political Science*, PhD, University of Illinois



Verdín-Díaz, Guillermo, *Professor Emeritus of Romance Languages*, PhD, Universidad de Madrid  
Verhave, Thom, *Professor Emeritus of Psychology*, PhD, Columbia University  
Wang, Yi C., *Professor Emeritus of History*, PhD, University of Chicago  
Warwick, James F., *Professor Emeritus of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University  
Washton, Nathan S., *Professor Emeritus of Secondary Education & Youth Services*, EdD, New York University

Wasserman, Howard C., *Associate Professor Emeritus of Computer Science*, PhD, University of Pennsylvania  
Wasserman, Marvin, *Professor Emeritus of Biology*, PhD, University of Texas  
Waterbury, Ronald, *Associate Professor Emeritus of Anthropology*, PhD, University of California at Los Angeles  
Waters, Maureen A., *Professor Emerita of English*, EdD, Columbia University  
Weinberg, H. Barbara, *Professor Emerita of Art*, PhD, Columbia University  
Weinberg, Henry, *Professor Emeritus of Music*, PhD, Princeton University

Weintraub, Sol, *Professor Emeritus of Mathematics*, PhD, Temple University  
White, Robert C., *Professor Emeritus of Music*, EdD, Columbia University  
Williamson, Robert S., *Professor Emeritus of Physics*, PhD, Polytechnic Institute of Brooklyn  
Wilson, Phyllis C., *Professor Emerita of Graduate Programs in Educational Services*, EdD, Columbia University  
Wilson, William S., III, *Professor Emeritus of English*, PhD, Yale University  
Windes, Russel R., *Professor Emeritus of Communication Arts & Sciences*, PhD, Northwestern University

Winnick, Wilma A., *Professor Emerita of Psychology*, PhD, Columbia University  
Withers, William, *Professor Emeritus of Economics*, PhD, Columbia University  
Withington, Eleanor M., *Associate Professor Emerita of English*, PhD, Radcliffe College  
Wreszin, Michael, *Professor Emeritus of History*, PhD, Brown University  
Wyschogrod, Edith, *Professor Emerita of Philosophy*, PhD, Columbia University  
Zinnes, Harriet, *Professor Emerita of English*, PhD, New York University  
Zwiebach, Burton, *Professor Emeritus of Political Science*, PhD, Columbia University