



Queens College

2001-2003 Bulletin

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2001-2003
UNDERGRADUATE
BULLETIN

Queens College

Flushing, New York 11367 • 718-997-5000 • www.qc.edu

Russell Hotzler, Interim President

T H E M I S S I O N

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

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

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

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

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

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

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

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

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

The College of the Future

Since 1937, Queens College has been dedicated to excellence in the liberal arts and sciences. This distinguished tradition has been recognized by *The Princeton Review*, which calls Queens one of the best colleges in the nation, and the *Fiske Guide to Colleges*, which awarded us four stars for our academic quality. The City University of New York has also honored thirteen members of our faculty with the title of Distinguished Professor.

Our student body of over 15,000 undergraduate and graduate students reflects the social and cultural diversity of the community we serve. Over 130 countries and 67 languages are represented on campus creating the rich mix of ideas and perspectives that led NBC-TV to call us the “College of the Future.”

Located on a beautiful 75-acre campus, close to the dynamic cultural life of Manhattan, Queens College offers more than fifty undergraduate majors and minors, including innovative programs in the Arts, Education, the Humanities, Mathematics, the Natural Sciences and the Social Sciences, as well as offerings in Journalism and a unique Business and Liberal Arts program that integrates study in the liberal arts with the world of work. Our BA/MD and BA/DDS pathways are rigorous courses of study that are offered in conjunction with the MD program at SUNY-Health Science Center at Brooklyn and the DDS program at the Columbia University School of Dental and Oral Surgery. The College’s award-winning Freshman Year Initiative helps students make the academic and social adjustments from high school to the demands of college life.

Wherever our graduates find themselves – in outstanding graduate schools, in the expanding markets of global competition, or at the forefront of technological change – they are well prepared by the fundamental values of a Queens College education. Our graduates have a sense of history and proportion; they know how they got here and they know where they are going and why.

As Interim President of Queens College, I am proud of the College’s achievements in teaching, research, and public service. I believe a great education should be accessible to people of all backgrounds, and that Queens College succeeds in achieving this goal by serving its students with commitment and distinction.

I invite you to join our exciting and challenging community.



Russ Hotzler

C A L E N D A R / C O N T E N T S

FALL 2001

August 27 – Monday

First day of Fall classes.

September 1-2 – Saturday–Sunday

No classes scheduled.

3 – Monday

Labor Day – College closed.

17-19 – Monday–Wednesday

No classes scheduled.

18 – Tuesday

Beginning of P/NC and unevaluated withdrawal period.

26-27 – Wednesday–Thursday

No classes scheduled.

October 8 – Monday

Columbus Day – College closed.

9 – Tuesday

Classes will follow a Monday schedule.

November 22-25 – Thursday–Sunday

Thanksgiving recess – College closed.

December 14 – Friday

First day of final exams (for non-week-end courses).

16 – Sunday

Last day of classes.

17-23 – Monday–Sunday

15th week, including final exams.

SPRING 2002

January 29 – Tuesday

First day of classes.

February 12 – Tuesday

Lincoln's Birthday – College closed.

18 – Monday

Presidents' Day – College closed.

20 – Wednesday

Classes will follow a Monday schedule.

March – 19 Tuesday

Beginning of P/NC & unevaluated withdrawal period.

25-31 – Monday-Sunday

Spring Recess.

May 15 – Wednesday

Last day of classes.

16 – Thursday & 18-24 – Sat.-Friday

15th week, including final exams.

17 – Friday

Reading Day.

27 – Monday

Memorial Day – College closed.

30 – Thursday

Commencement – No classes or related events.

June 3 – Monday

First day of classes for Summer Session I.

July 1 – Monday

First day of classes for Summer Session II.

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Emergency Closings

Should some emergency necessitate the closing of the College, every effort will be made to provide a timely announcement over the following radio stations:

WADO	1280 AM
WBLS	107.5 FM
WCBS	880 AM, 101.1 FM
WFAS	1230 AM, 104 FM
	www.fasam.com , www.fasfm.com
WIN	1010 AM
WLIB	1190 AM
WOR	www.wor710.com

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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, which New York Governor George Pataki has hailed as “the Jewel of the City University,” is dedicated to the idea that a great education should be accessible to talented people of all backgrounds – ethnic and financial. The College’s colorful kaleidoscope of tongues, talents, and cultures – 67 different native languages are spoken here – provides an extraordinary educational environment.

Queens College’s strong liberal arts curriculum assures students education for a full career and a full life. Opportunities abound with special programs developed for honors students; for students in pre-law, pre-med, and business; adults; “fresh start” students; foreign language speakers. In all their diversity, students come first.

Queens College consistently receives high ratings from such publications as *U. S. News and World Report* and *Barron’s Profiles of American Colleges*. The College is also listed in *The Best 331 Colleges* as well as in *Barron’s Best Buys*.

Funded by the State of New York, Queens College serves all the people of the state. Most students live in New York City’s five boroughs, or in Nassau, Suffolk, and Westchester counties. Like all other City University colleges, it is a commuter school.

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 bus and subway lines.

Enrollment

The student population is diverse and achievement oriented. Close to 16,000 students are enrolled in all divisions, including over 4,000 graduate students.

Student Achievement

Recent graduates have won fellowships, scholarships, and assistantships for study at many of the country’s leading graduate schools, including Harvard, Yale, Northwestern, Emory, and MIT. A number of Queens College students received special awards for graduate study, most notably several recent Salk Fellowships, two Marshall Scholarships, a Goldwater Scholarship, a Truman Scholarship, a Clark Foundation Fellowship, and a Fulbright Grant.

Faculty

The faculty is a roll call of excellence – world-class scholars who care deeply about teaching. The City University has recognized this excellence by honoring 13 faculty members with the title of Distinguished Professor. For day and evening, including adjuncts, the faculty numbers over 1,000; of the nearly 550 full-time faculty, more than 95 percent hold the doctoral degree.

Research

Recent awards to support faculty research have included grants from New York State agencies to promote ethnic studies projects and day-care training services, as well as the establishment of a Reference Resource Center for the New

York State Department of Social Services. Federal grants facilitate the conduct of many basic research projects in the sciences, some with important implications for the causes and treatment of disease.

Undergraduates are often deeply involved in Queens College projects, working in laboratories, classrooms, or in the field. Because of the diversity of ongoing research and training efforts, students are able to participate in and gain important insights into potential career paths and to prepare for graduate training.

Academic Structure

Queens College offers day and evening classes in its undergraduate College of Liberal Arts and Sciences and its Graduate School. In addition, there is a Summer Session that serves all branches of the College and a Weekend College.

Queens College has four academic divisions: Arts and Humanities, Education, Mathematics and the Natural Sciences, and Social Sciences.

The Division of the Arts and Humanities includes the following departments: 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.

The Division of Education includes the following departments: Elementary and Early Childhood Education; Secondary Education and Youth Services; and Educational and Community Programs.

The Division of Mathematics and the Natural Sciences includes the following departments: Biology; Chemistry and Biochemistry; Computer Science; Family, Nutrition, and Exercise Sciences; Mathematics; Physics; Psychology; and the School of Earth and Environmental Sciences.

The Division of the Social Sciences includes the following departments: Accounting and Information Systems; Anthropology; Economics; History; Philosophy; Political Science; Sociology; Student Personnel; Urban Studies; and the Graduate School of Library and Information 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 junior and senior students who rank in the top 15 percent of their class.

Sigma Xi, the Scientific Research Society, is a national scientific honorary society whose purpose is to encourage original investigation in pure and applied science. Queens College became a member in 1968. Membership is granted for interest in and contribution to creative work in science as well as for high scholastic achievement.

Kappa Delta Pi is the National Honor Society in Education, founded in 1911. The Kappa Gamma Chapter, installed at the College on December 16, 1963, 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 and promise in the field of teaching.

Alpha Sigma Lambda, Upsilon Chapter, is the National Evening College Honor Society. Initial eligibility is established by completing 30 course credits with a minimum cumulative average of 3.2 through four semesters as a matriculant in evening classes. At least 15 credits must be completed outside the field of specialization. Ten percent of those eligible are selected annually for induction as new members.

The following honor societies have chapters at the College:

Beta Delta Phi (Biology)
Beta Delta Chi (Chemistry & Biochemistry)
Upsilon Pi Epsilon (Computer Science)
Omicron Delta Epsilon (Economics)
Pi Delta Phi (French)
Delta Phi Alpha (German)
Phi Alpha Theta (History)
Phi Upsilon Omicron (Family and Consumer Sciences)
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 Pro-

fessions, 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.

Facilities

The College's campus, lined with trees surrounding grassy open spaces, consists of 35 buildings on 75 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. The recently renovated B Building houses the Dean of Students' Office and major student service offices. Projects currently in progress include the complete renovation of Powdermaker Hall and the construction of space in the Science Building to house the Center for the Biology of Natural Systems.

Facing 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 Rosenthal Library. West of the Library are modules temporarily housing academic departments, an expanded parking facility, and several rebuilt athletic fields. Adjacent to Colden Center and facing Reeves Avenue is the Music Building. Klapper Hall is home to the Art and English Departments as well as the Godwin-Ternbach Museum. On the eastern end of the Quad is Jefferson Hall, which houses the Welcome Center, Bursar, Registrar, and Financial Aid offices. On the southern end of the Quad is Delany Hall.

The Benjamin S. Rosenthal Library includes innovations in space configuration and information retrieval. The distinctive Chaney-Goodman-Schwerner Clock Tower, which is dedicated to the memory of three civil rights workers who were murdered in Mississippi during the Freedom Summer of 1964 (one of whom,

Andrew Goodman, was a Queens College student), is a landmark for the community. The tower also houses the Queens College Bells, five beautifully crafted instruments that chime each quarter hour.

The Library maintains a carefully selected collection of print and nonprint material, including approximately 752,900 books, 3,260 current print and electronic periodicals, 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 area contains materials for research on a wide range of social science, humanities, education, and science topics, and includes Web and CD-ROM databases for data on various subjects. 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 Queens College Libraries' Home Page (www.qc.edu/Library).

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, records, cassettes, pictures, teaching aids, and pamphlets. The education collection also includes college catalogs, a career file, ERIC documents, and a large number of standardized tests.

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 facili-

ties and ample provision for study.

Rosenthal Library Services

Reference. Professional librarians are always 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 validate the ID card for Library use, a student should bring his or her validated ID card to the Circulation Desk in the Library, where a unique bar code will be affixed to it. An open-access program enables Queens faculty and students to borrow from most other CUNY libraries.

Reserve Library. The Reserve Library contains books and pamphlets assigned as required reading by an instructor.

Interlibrary Loan. Through Interlibrary Loan, students can borrow books, theses, and periodical articles that are unavailable at the College. For further information, contact the Interlibrary Loan Office at 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. A formal credit course in basic library research is usually offered each semester.

Students with Disabilities. In cooperation with the Office of Special Services, the Library offers special orientation sessions and services for students with disabilities on campus. The CUNY Assistive Technology Satellite Center at Queens College, located in Rosenthal 313, provides technology-based support to students with disabilities. Call 997-3775 for more information.

Photocopying. Card-operated photocopying machines are available throughout the Library. The cost to photocopy print or Internet materials is 10 cents a page (20 cents for microform). Photocopying services are also available in the basement of the Student Union Building.

More information on Rosenthal Library can be found by accessing the Library's Home Page (www.qc.edu/Library).

Office of Information Technology

The Office of Information Technology (OIT) provides a full range of academic and administrative computing facilities, including the operation of the College's computer laboratories and classrooms. OIT also operates an interactive video classroom affiliated with CUNY's Distance Learning/Media Distribution Project. OIT offices are located in I Building and Kiely Hall, with user facilities in I Building, the Dining Hall Building, the Science Building, and Kiely Hall.

Microcomputer Facilities

OIT provides more than 400 IBM, IBM-compatible, and Apple Macintosh computers for classroom and open lab use. All labs are equipped with laser printers, and a wide range of software is available. Information on lab locations and current lab hours can be found at www.qc.edu/OIT.

Located in Kiely Hall 226, the Learning Center has interactive audio facilities and advanced computer classrooms, where students meet in class groups for instruction in a wide variety of academic areas. The Learning Center also provides playback services for students who wish to review audiotaped lecture materials.

Registered students, faculty, and staff are entitled to an e-mail account. Information on how to apply can be found at www.qc.edu/OIT.

Web Site

OIT operates the College Web Server at www.qc.edu. This site has current information on admissions, registration requirements, class schedules, alumni, scholarships, study abroad, and student services, as well as graduate and undergraduate academic programs and the Weekend College. Information is also included on computing and library facilities, the academic calendar, and special events and entertainment at the College and at the Colden Center for the Performing Arts.

Other Services

The College's Help Desk provides a variety of services to personal computer users, including pre-purchase consulting, installation assistance, and troubleshooting. The City University and Queens College have negotiated site licenses or

volume purchasing agreements for a variety of software packages.

Laboratories

The College's laboratory facilities house up-to-date scientific instruments for research in biology, chemistry and biochemistry, family, nutrition, and exercise sciences, earth and environmental studies, physics, and psychology.

For the location of department and administrative offices and other points of interest, consult the directory and map in the back of this *Bulletin*. See page 241 for upcoming relocations.

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 are held in Kiely Hall 170 and 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 office of the Academic Senate in Kiely Hall 810 (997-5880; fax 997-5884; web address: forbin.qc.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 require-

ments. Under President Saul B. Cohen in 1980, the Academic Senate voted to institute new Collegewide academic requirements, which reinvigorated the tradition of a well-rounded liberal arts education.

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 Continuing Education courses and lectures; Student Union facilities and programs; exhibits in the Art Center, the Godwin-Ternbach Museum, and the gallery in Kiely Hall; and plays, concerts, dance recitals, lectures, and other cultural and educational programs presented in Colden Auditorium, the Goldstein Theatre, and LeFrak Concert Hall. A number of specialized programs that serve the community are described below.

Colden Center for the Performing Arts contains the 2,143-seat Colden Auditorium and the 476-seat Goldstein Theatre. Both venues have facilities for presentation and instruction in the performing arts. The complex also houses the Gertz Speech and Hearing Center and two academic wings: Karol Rathaus Hall and Rufus King Hall. For information call 793-8080.

The Queens College Choral Society is open to members of the community and to students and staff of the College. The Society makes accessible the cultural benefits of participating in the performance of great works of choral music. There are two concerts annually: Winter and Spring. In these performances the Choral Society is assisted by the Queens College Orchestra. Rehearsals are held every Wednesday evening when the College is in session. For information call 997-3822.

The Godwin-Ternbach Museum in Klapper Hall is a teaching museum with a permanent collection of nearly 3,000 works of art in all media from antiquity to the present. The Museum presents three to five exhibitions a year and holds lectures, workshops, tours, and many public programs that are open to students and the public. For information call 997-4747.

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 practicum for students.

The Center includes an augmentative communication unit that provides innovative services to persons with severe communication impairments using alternate 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 may have difficulty paying the established fees. For information call 997-2930; fax 997-2935.

The Queens College Campus Ministers is an association of the Hillel Center for Jewish Life, Protestant, Catholic, and Greek Orthodox 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 serve as 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.

Hillel: The Center for Jewish Life (Student Union 206; 793-2222; website www.qchillel.org; fax 793-2252) provides religious, cultural, and social programming, counseling, and outreach for Jewish students, faculty, staff, and the community at large.

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

The Catholic Newman Center (Student Union 207, 208; 997-3969, 793-3130/fax same number; e-mail catholic_center@qc.edu or 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.

The Greek Orthodox Center (Student Union 209, 997-5251) provides religious, cultural, and social programming, counseling, and outreach for Greek Orthodox students, faculty, and staff. It also provides information on worship and Bible study. Concerning religious matters, call Very Reverend Cleopas Sprongylis, 458-5251. For other matters, call the Byzantine and Modern Greek Studies Office, Jefferson Hall 301, 997-4520; fax 997-4529.

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 problems such as the environmental impact of alternative municipal trash disposal systems, the health effects of dioxin and pesticides, and the detection and reduction of environmental and occupational diseases. Professor Steven Markowitz, MD, is the director of the Center, located at 163-03 Horace Harding Expressway. For information call 670-4180; fax 670-4189.

The Center for Environmental Teaching and Research offers facilities such as classrooms, laboratories, and dormitories. Located in Caumsett State Park on Lloyd Neck in Huntington, Long Island, the Center is used for courses in the arts, sciences, and social sciences, for faculty and student research, and for day and overnight school groups wishing to study the environment. For information call Director Peter Schmidt at (631) 421-3526.

The Asian/American Center (A/AC) is dedicated to the development of community-oriented research to analyze the multicultural diaspora experience of Asians in North, Central, and South America and the Caribbean. The Center is located in the T-3 Building, Room 23. For more information contact the Associate Director at 997-3050; fax 997-3055.

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 Queens 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 Professor H. J. Psomiades in Jefferson Hall 301, 997-4520; fax 997-4529.

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 43 Street, Suite 1000. For information call (212) 642-2095; fax (212) 642-2030.

The Center for Jewish Studies promotes scholarship, conferences, seminars, and publications connected with the disciplines related to Jewish Studies. It brings together humanists, social scientists, theologians, and others pursuing research and sharing an interest in Jewish Studies, and provides a means for the cross-fertilization of ideas and dialogue. For more information, contact Professor Benny Kraut at 997-4530.

The Queens College Center for the Improvement of Education is involved with innovation, implementation, and research in curriculum design, administration, and effective school/family/community relationships. The Center conducts projects on the creative, intellectual, emotional, and physical growth of children in order to find ways to improve instruction. It also establishes partnerships with elementary, middle, and high schools. The Center, with offices in the Division of Education, publishes *CONNECTIONS*, an educational periodical, along with occasional papers

and monographs. Professor Linda Gibson is the acting director. For more information call 997-5329 or fax 997-5222.

The Michael Harrington Center for Democratic Values and Social Change exists to promote public, democratic discussion of social issues, and to work in partnership with others 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 call 997-3070.

The Labor Resource Center provides a local and national forum to promote 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.

Center projects include monthly labor breakfast forums; *New Labor Forum*, a journal of ideas, debate, and analysis on labor issues; an anthology on the future of the U. S. labor movement; national conferences; and education programs specifically developed for union staff, shop stewards, and college interns.

For more information contact Director Gregory Mantsios at 997-3060 or (212) 827-0200; fax (212) 827-5955.

The Taft Institute is a nonpartisan, not-for-profit enterprise dedicated to promoting informed citizen participation in the U. S. and around the world. Founded in 1961 to honor Senator Robert Taft's exemplary record of public service and political courage, the Institute chose Queens College to be the home of its national headquarters in 1996. For more information contact the co-directors, Professor Jack Zevin (997-5150/5163) or Professor Michael Krasner (997-5489) or Executive Secretary Meryl Radow (997-5188; fax 997-5108).

ADMISSION PROCEDURES and program descriptions are discussed in this section. Instructions on how to apply to the College are outlined in the box on page 15. Since requirements, deadline dates, and fees change from year to year, applicants are encouraged to contact the Admissions Office in Jefferson Hall (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. Freshmen and transfers, as well as those admitted to the SEEK and ACE programs, are considered matriculated students.

A **non-degree student** is one who is registered for credit-bearing courses but is not pursuing a degree at the College.

Evening Degrees

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

Weekend College

The Queens Weekend College provides the standard Queens College bachelor's degree entirely on Saturdays and Sundays. All graduation requirements and basic College policies are the same for Weekend College.

Classes are scheduled in morning and afternoon modules on Saturdays and Sundays. Students can attend part and full time. The Rosenthal Library and dining hall are open on weekends.

Current majors offered are accounting, psychology, and sociology; interdisciplinary studies, in which majors can be mixed, is also available. Participants who desire other majors are encouraged to complete entry-level liberal arts requirements in Weekend College and then move to the weekday/evening session for the College's full offerings of majors. Dozens of elective courses, many of which satisfy the Liberal Arts and Sciences Area Requirements (LASAR), physical education, and language courses, are also provided. In addition, Weekend College offers some graduate courses and certifications, especially in education. Weekend College students may also register for courses offered during weekdays and evenings.

Applicants should apply at the Weekend College Office in Kiely Hall 137; phone 997-4848; fax 997-4849.

The Adult Collegiate Education Program (ACE) is available in a Weekend/ACE format for students over age 25 who are beginning the bachelor's degree.

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 course work in mathematics (3 years), English (3 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.

In addition to any other admissions criteria, all students 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 January 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.

Freshman Scholarships

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 two SAT II subject tests are strongly

*Secondary Education students must schedule student teaching during the daytime.

recommended. In addition to completing the CUNY Freshman application with Queens College listed as the first choice, scholarship applicants must file the QC Scholarship application available in the high school guidance office or the QC Admissions Office. Application deadline is early February. Call the Admissions Office (997-5600) for details.

Queens College Scholars offers a variety of scholarships to Fall semester freshmen and transfers. For 2000, over 80 merit-based scholarships were awarded to new freshmen and transfers, ranging from \$4,000 to \$2,000 per year. Selection is competitive and most awards are renewable contingent upon continued high academic achievement. Scholarship recipients must be full-time students.

The Freshman Year Initiative

The Freshman Year Initiative (FYI) provides incoming freshmen with a coherent first year, beginning with the first semester, in an academic community. The typical FYI community is comprised of 40 students who are enrolled in three courses in common. Of the more than 60 faculty members from 30 departments teaching in FYI, nearly 40 are full-time faculty, including full professors, chairs of departments, and academic deans. All are scholars, writers, composers, and/or researchers in their fields who share in the common enterprise of teaching new college students. The courses include College English and two others selected from the College's standard liberal arts requirements. Students add one or two courses to complete their schedule. FYI communities are tailor-made for students in the BA/MD, BA/DDS, and TIME 2000 programs. In addition, many students combine both FYI and one of the honors programs on campus.

For more information, contact the FYI Office in Delany 301; (718) 997-5567; e-mail: FYI@qc.edu.

Honors in the Humanities

This is a carefully constructed series of courses whose subject is the masterpieces of the humanities and whose methods are reading, writing, and discussion in small sections of select students. The sequence fulfills most of the College's Liberal Arts and Sciences Area Requirements. A student who completes this area of study must complete a major as well. For further details, see page 138.

SEEK Program

The SEEK Program (Search for Education, Elevation, and Knowledge) is an admissions alternative and educational opportunity program. Its mission is to serve with distinction students with academic aspirations who are educationally underprepared and low income.

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

Instructional. Based on their admissions credentials (including the CUNY Assessment Test, if required), 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 LASAR requirements will enable students to pursue majors of their choice.

Financial Aid. To receive financial assistance from the SEEK Program, each student must file a Free Application for Federal Student Aid and the FASIR. These forms are used to apply for the following types of financial aid: 1) Pell; 2) SEEK stipend, books, and fees; 3) College Work-Study Program; 4) Perkins Loans; and 5) Supplemental Educational Opportunity Grants.

For incoming SEEK students, the documentation presented with the Free Application for Federal Student Aid 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 on the second floor of Jefferson Hall (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 throughout their college studies. SEEK counselors provide academic, career, and personal counseling services for upper classmen through individual, group workshop, and class-

room sessions.

Each incoming freshman is required to register for a Student Life Workshop, which is taught by members of the counseling staff. SEEK counseling offices are located in Delany Hall 232 (997-3150).

Tutoring. Tutorial services are offered to SEEK students in all courses. Individual tutoring, group tutoring, and workshops are available. The Learning Skills Center is in Delany Hall 112.

Transfer Students

Transfers are those students who have continued their education beyond high school/secondary school. 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.

Transfer Scholarships. The Transfer Scholarship is in the amount of \$2,000 per year and is renewable for a second year. Community college graduates who have completed the A. A. or A. S. with a GPA of 3.5 are encouraged to apply. An essay and teacher recommendations are also required. In addition to completing the CUNY Transfer application with Queens College listed as the first choice, scholarship applicants must file the QC Transfer Scholarship application, available in the QC Admissions Office and local community college transfer offices. Application deadline is June 1.

Transfer of Credit. Course work 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). 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 required for graduation. Contact the Office of Admissions (997-5604) for further information.

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. Reentry applications must be submitted by April 15 for Fall and November 1 for Spring consideration.

Students wishing to matriculate at Queens after having attended as a visiting or permit student from another college may do so by filing the CUNY Transfer Application. (See transfer section on page 14.)

Readmission to the College is not automatic. Reentry applications are available in the Admissions Office.

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 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 (997-5600) for information and applications.

International Applicants

All students educated abroad – including U. S. permanent residents and foreign nationals – 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) and a financial statement demonstrating the family's ability to meet all financial obligations 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. For information about admission requirements for international students, write to:

Office of Admissions Services
City University of New York
101 West 31 Street
New York, NY10001

Veterans

Queens 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 100 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. Contact Ted Hayes at 997-5390 for information.

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 course work and pay \$70 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.

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 QC Admissions Office. 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.
- Students who do not meet requirements for admission as transfers may be considered for non-degree admission if: they satisfactorily completed high

How to Apply to Queens College

Queens College participates with all CUNY colleges in a centralized application process for freshmen and transfers.

Freshmen applicants, including SEEK and international freshmen, file the CUNY Freshman Application. This is available in local high school guidance offices, the CUNY Office of Admission Services (212-947-4800), and in the Queens College Admissions Office (997-5600). For earliest consideration, file by January 1 (December 1 for international students) for Fall admission, and by October 1 for Spring admission. SEEK applicants must complete the designated SEEK section of the Freshman Application in order to determine family income eligibility. Mail the application, fee, and all necessary documents and transcripts to:

University Application Processing Center
P. O. Box 350136
Brooklyn, NY11235-0001

Transfer applicants, including Second B.A. and international transfers, file the CUNY Transfer Application. This is available from CUNY Community Colleges, the CUNY Office of Admission Services (212-947-4800), and the QC Admissions Office (997-5600). For earliest consideration, file by February 1 (December 15 for international students) for Fall, and by September 15 for Spring admission. Forward the application, fee, official high school and college/university transcripts to:

University Application Processing Center
P. O. Box 350136
Brooklyn, NY11235-0001

school or a GED; college/university work carries a GPA of at least 1.75 with no dismissal; at least three years have elapsed since the applicant attended school.

Non-degree students must take the CUNY Assessment Test 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 three courses per semester.

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.

Financial Aid

Over half of Queens College students receive some form of financial aid. Possibilities include state and federal loans, grants and scholarships, and work-study programs. You may obtain further information from the Financial Aid Office (997-5100).

College Preparatory Initiative (CPI)

The City University expects students who graduated from high school to have taken a full complement of academic courses. These courses prepare the student for college-level work. Students should take as many academic courses in high school as possible.

The academic courses expected of entering students are in the following areas: English, math (such as Sequential I, II, III, algebra, geometry), lab science, social sciences, foreign language, and visual and performing arts. Students who have not taken these academic courses may still be eligible for admission to City University, but will have to make up the work in college. These requirements are in addition to others noted in this Bulletin.

All students who will be affected by this regulation will be given a "CPI Transcript," which will indicate those requirements not met by work taken in high school or by college work taken elsewhere. Students graduating from

New York City high schools may obtain information about CPI from their school or from the College's Advising Center in Kiely Hall 217 (997-5599).

High Jump

Through the High Jump program, selected high school seniors can 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 (997-5604). Deadlines are June 1 for Fall and December 1 for Spring admission.

Upward Bound Project J Building; 997-3165

Academic Year Hours: Monday closed; Tuesday-Thursday, 11 am to 7 pm; Friday, 10 am to 6 pm; Saturday, 9:30 am to 5:30 pm

Summer Hours: Monday-Thursday, 8 am to 6 pm

Upward Bound is a federally funded college preparatory program for Queens high school students from low-income families whose parents have not graduated from a four-year college or university.

The project is divided into two parts: a nonresidential Summer Program followed by a ten-month academic year component that serves as a supplement to instruction at the home school. This structured, professionally supervised program is intense, personal, and exciting, offering young students an opportunity to maximize their success in high school, while at the same time preparing themselves for college.

Upward Bound offers:

- Academic high school classes in a positive and nurturing environment
- Individual and group tutorial sessions (with emphasis on reading, mathematics, and science)
- Personal, educational, and career counseling
- In-state and out-of-state college visits
- Involvement in cultural, athletic, and recreational activities.

Queens College graduate and undergraduate education majors may apply for open one-on-one instructional and/or tutor/counselor positions.

DEGREE PROGRAMS

Second B.A. 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 B.A. program. See page 34 for details.

CUNY B.A.

The City University and the College offer a variety of individualized routes to the baccalaureate that include field experience and individualized study under intensive supervision. The CUNY B.A. is open to all students. Those interested should see a member of the Advising Center (Kiely Hall 217, 997-5599) as early as possible in their college careers.

B.A.-M.A. Degrees

Several departments offer qualified undergraduate students the opportunity to receive combined Bachelor's and Master's degrees. Application to the B.A.-M.A. program should be made in the upper sophomore or lower junior semester through the Office of Graduate Studies, Kiely 811. Admission is granted only in the junior year. Full details and application forms are obtainable from the Chair or graduate adviser of the department in question or from the Office of Graduate Studies.

The B.A.-M.A. degree programs are officially registered with the New York State Department of Education under the following HEGIS codes:

Program	Degree	HEGIS Code
Chemistry	B.A.-M.A.	1905
Computer Sci.	B.A.-M.A.	0701
Music	B.A.-M.A.	1004
Philosophy	B.A.-M.A.	1509
Physics	B.A.-M.A.	1902
Political Science	B.A.-M.A.	2207

Important Note: The B.A.-M.A. program is an accelerated program. In accordance with the CUNY Fee Manual, students are billed at the undergraduate rate for the first 128 credits of the program, regardless of whether courses taken are graduate or undergraduate. Beyond 128 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 B.A.-M.A. program in their discipline should con-

sider carefully the financial implications of B.A.-M.A. status. Students who have questions should see the Assistant to the Provost for Graduate Studies in Kiely Hall 811 (997-5191).

DEGREE PROGRAMS FOR STUDENTS OVER 25

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, which 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. Students are also encouraged to participate in tutorials, off-campus weekend seminars, and travel seminars.

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. A committee reviews the application and selects students for admission.

For more information see page 49, or call ACE at 997-5717; fax 997-5746.

Worker Education: LEAP and the Worker Education Extension Center

The Office of Worker Education (OWE) offers educational services to working adults and to the labor community. Established in cooperation with a number of New York City unions, the OWE 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.

The Labor Education and Advancement Project (LEAP) serves working adult students on campus. Matriculated

LEAP students are eligible to enroll in an accelerated Worker Education 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, and 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 at 997-3060; fax 997-3069; or the Worker Extension Center at 212-827-0200; fax 212-827-5955.

PRE-PROFESSIONAL AND PROFESSIONAL PROGRAMS

Accounting. The Department of Accounting and Information Systems (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 (see page 46). These must be supplemented by other specified courses, the remainder of the credits needed for graduation, and appropriate experience. A graduate of this program who then passes the Public Accountancy Board's examinations and meets the experience requirements will be granted a certificate as a Certified Public Accountant. Accounting majors earn the B. A. degree.

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 Department of Elementary and Early Childhood Education (997-5302), or Secondary Education and Youth Services (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 indispensable background for an understanding of the law.

Entering freshmen and other students contemplating careers in law should register with the Law Advisement Committee (997-3624, 5082). The Committee, which is an interdepartmental undertaking, offers many services to students planning to go to law school. Committee members also serve as department law advisers in the political science, economics, English, media studies, accounting, history, and sociology departments. All pre-law students will be advised regardless of major concentrations.

The Committee holds several general law conferences each year in addition to individual advisement interviews. Guest speakers are frequently sponsored, drawn from the fields of law school admissions officers, practicing attorneys, and persons in the legal support field. There is also the opportunity to participate in a unique undergraduate program that includes Moot Court competitions and publication of a law journal, sponsored by the Bench and Bar Association and the Law Club.

Prospective law students will be advised regarding law school admissions. The Law School Admission Test (LSAT) is given several times a year and is required by virtually all law schools. The LSAT should be taken, if possible, the June preceding senior year. Applications for the test can be obtained in the Pre-Law Offices.

Doctoral Health Professions: Chiropractic, Dentistry, Medicine, Optometry, Podiatry, and Veterinary Medicine: General, BA/MD and BA/DDS Pathways. Students 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 the Science Building, Room B338; 997-3470; Chair: Dr. H. Roberta Koepfer; Secretary: Ms. Catherine Farley.

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 a member of the Committee on Health Professions.

Schools for doctoral 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.

BA/MD and BA/DDS Pathways: The majority of pre-health students are in the *General Pre-Health Pathway*, while a few are in the specialized *BA/MD* or *BA/DDS Pathways*. The latter two pathways entail early assurance arrangements between Queens College and the State University of New York Health Science Center at Brooklyn (SUNY Downstate), and between Queens College and the Columbia University School of Dental and Oral Surgery. Through these arrangements, a small number of highly qualified students gain *provisional* admission to SUNY Downstate or to Columbia after they have fulfilled the stringent pathway requirements and sixty credits of course work at Queens College. Fulfillment of the remaining requirements, and attainment of the baccalaureate degree within a specified time, assure admission to SUNY Downstate or Columbia. Detailed information on the

BA/MD and BA/DDS Pathways is available from the Office of Health Professions Advisory Services.

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, Room B338; 997-3470) as early as possible in their collegiate career.

Post-Baccalaureate Pre-Health Concentration. The concentration is available to students who have completed a baccalaureate degree and wish to complete the requirements for any of the various health-profession schools. Students interested in pursuing such a concentration should consult with the personnel at the Office of Health Professions Advisory Services (Science Building, Room B338; 997-3470), who work with each post-baccalaureate student on an individual basis to design an appropriate curriculum.

Engineering Combined Plans/Pre-Engineering. Although Queens College does not offer an engineering degree, a student can transfer for the junior and senior years to one of several engineering schools upon satisfactory completion of a prescribed plan of courses. Plans have been developed cooperatively with two schools of engineering. They are known as the City College (2-2) Plan and the Columbia University (3-2) Plan. In each case, the first figure in the parentheses represents the number of years spent at Queens on the pre-engineering part of the program. The second figure represents the number of years to be spent at the engineering school. Degrees are awarded by the engineering school, and students must satisfy the requirements of that institution. Detailed requirements and a semester-by-semester schedule of courses in each of these curricula are available from the Physics Department (Science Building B334, 997-3350).

Students who begin the pre-engineering course sequence may transfer to the Queens College B.A. program if they decide not to pursue an engineering career. The later a student makes the transfer, the likelier it becomes that more than four years will be necessary to complete all degree requirements.

Students who want to attend engineering schools other than those mentioned above should study the catalogs of these schools to determine their requirements. For more information, contact the pre-engineering adviser, Prof. Lawrence Ferrari (Science Building B320, 997-3388).

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,* psychology and psychology: clinical behavioral applications in mental health settings, sociology, Spanish, speech pathology, and urban studies. The degrees of Master of Arts in Liberal Studies and the Master of Arts in the Social Sciences are also offered.

The Master of Science degree is offered in nutrition and exercise sciences and in accounting.

The Master of Science degree in Education is offered in early childhood (birth-grade 2), childhood education (1 through 6); elementary education specialization in bilingual education; secondary school education (art, English, French, Italian, mathematics, science, social studies, and Spanish); counselor education; literacy; school psychology; and special education.

There are Advanced Certificate (post-master's) programs in school administration and supervision 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 an Advanced Certificate (post-baccalaureate) programs in early childhood, childhood education and secondary education (English, French, Italian, mathematics, science, social studies, and Spanish).

The degree of Master of Fine Arts is offered in 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

*New admissions have been suspended.

librarianship. A post-master's certificate program is also offered.

DOCTORAL PROGRAMS

Many Queens College faculty are members of the doctoral faculty of the City University. The following Ph.D. degrees are offered through the Graduate Center at 33 West 42 Street, New York, NY 10036: 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 Ph.D. and M.D./Ph.D. degrees are offered in biomedical sciences, and the D.S.W. is offered in social welfare. The D.M.A. is offered in music performance and composition. For further information, contact the appropriate departments at Queens.

Information can also be obtained from the Graduate Center.

CONTINUING EDUCATION PROGRAMS

The Continuing Education Programs at Queens College consist of three areas of study: Continuing Education, English as a Second Language, and the English Language Institute.

Continuing Education

The Continuing Education program addresses the educational needs and interests of the adult community. Lectures, workshops, and seminars are offered in the arts and humanities, career and professional studies, and learning skills development. Faculty are drawn from a broad range of artistic, academic, and business professionals who understand and relate to the unique qualities of adult learners. Although no college credit is given, the offerings build upon, interpret, and apply the disciplines generally associated with the liberal arts, business, and the sciences. A Continuing Education **Bulletin** may be obtained in Kiely Hall 111 or by calling 997-5700.

English as a Second Language

English as a Second Language is a part-time program that provides instruction in the English language during days, evenings, and Saturdays. Students take three or six hours of instruction taught by a professional faculty member using state-of-the-art techniques. Information about the program can be obtained in Kiely 111 or by calling 997-5712.

English Language Institute

The Queens College English Language Institute provides full-time instruction in the English language for those people for whom English is a foreign language. The program is considered by the United States Immigration and Naturalization Service to be equivalent to full-time study for maintaining student visa status. Information about the program can be obtained in Kiely 111 or 413 or by calling 997-5720.

CO-CURRICULAR ACTIVITIES

at Queens 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 and posted around the campus.

The College Life Introduction at Queens (CLIQ) program introduces freshmen to life outside the classroom. CLIQ fosters intellectual, social, and personal growth by having students participate in various campus events.

Because involvement in activities is an indispensable aspect of college life, freshmen are expected to attend several out-of-classroom activities, such as the Introduction to College Life Program, career/major forums, health/wellness programs, library tours, etc. Certified CLIQ events are worth a predetermined number of points. Students must obtain a minimum of 6 points by the time they have 24 credits. Campus publications will list day, evening, and weekend activities that qualify as CLIQ events. For more information or event listings, call 997-5420.

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 service options are available at the Student Union. The Agora, a self-serve buffet-style restaurant, is open for lunch. The Servery, featuring hot and cold entrees, grill items, Chinese cuisine, and a Taco Bell Express, is open for breakfast, lunch, and dinner.

Other services offered at the Student Union include a copy/fax center, game room, an underground parking garage, and a 24-hour ATM. Catering facilities, meeting rooms, and the fourth floor Ballroom are available for lectures, movies, music performances, conferences, and dinner or dance events.

The Student Union is financed through Student Union fees and revenue-producing enterprises. The Student Union is committed to meeting the needs of the entire Queens 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 Union through the Student Life Office. Over 90 student organizations receive funding from the QCA.

The Queens College Auxiliary Enterprise Association is a nonprofit organization responsible for the operation of the Campus Bookstore and food services located in the Dining Hall building. There are three main dining rooms here:

The Cafe is the largest of the dining rooms. Complete breakfast, lunch, and dinner are served. Choose from Pizza Pasta Pizzazz, QC Chicken Company, Campus Corner Charbroiled Burgers, David's NY Sandwich Shop, or Friendly's Ice Cream Shoppe. An ATM machine is also located in this room.

The Food Court has three serving areas and is open for breakfast, lunch, and dinner. It is home to Panda House Chinese restaurant, which serves a variety of Chinese takeout food. Just a Nosh is a special area that serves only Kosher food under strict rabbinical supervision. Broadway Cafe is a sandwich/dessert shop that serves fresh bagels, muffins, cookies, pastries, and flavored coffees.

The Patio Room is home to City Lunch, which features gourmet sandwiches, soups, salads, and vegetarian specialties. The Bring Your Own Lunch Club (BYOL) for faculty and staff is located here.

The Campus Bookstore sells all course books, reference books, bestsellers, sale books, stationery and art supplies, College apparel, emblematic gifts, and other related items. Approximately \$350 a semester is a reasonable estimate for the cost of books and supplies. Bookstore hours are posted outside of the store.

If financial assistance is needed to buy books, students should consult the Financial Aid Office on the second floor of Jefferson Hall.

The Student Association is the day-session student government. All day-session students are entitled to vote for representatives in the Spring elections. There are 17 senators, a president, a vice-president, and National Student Association delegates. The Student Association is in the Student Union, Room 319 (969-7100).

The Evening Student Association promotes the welfare and furthers the interests of evening students. The officers of the Association are elected in the general election. Its office is in the Student Union, Room 319 (263-0181).

Student Activities and Student Life

All student clubs must register each semester with the Office of Student Life (Student Union, Room 320). Information is available in this office about elections for positions in the Academic Senate and Day, Evening, Graduate, ACE, and SEEK student governments.

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 14 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. Students should contact the Academic Senate Office to apply for committee openings (Kiely 810, 997-5880; fax 997-5884). For information, see: forbin.qc.edu/AcademicSenate/.

The Welcome and Information Center is located in Jefferson Hall. As the Welcome Center it provides visitors, new students, and their families with general information about the College, admissions criteria and applications, and directions to department offices. As the Information Center it serves current students by providing them with course scheduling information, directions to departments, and anything else that will help them during their stay at Queens College (997-5411).

Identification Cards. The College supplies each student with an identification card. Students must carry these cards on campus and present them to a member of the faculty or staff if requested to do

so. The ID card 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.

New students must have their ID photographs taken at the Main Gate after they have completed their registration. Students must show proof of school registration and a picture ID, such as a driver's license. ID validation stickers will be mailed to the student's home along with acknowledgment of tuition payment.

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

Replacement of lost or stolen ID cards takes 5 days from date of notification to Security at the Main Gate. A fee of \$5 is charged to duplicate a lost ID.

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

Note: To obtain a College ID (new or replacement), all students must show two pieces of identification:

1. Proof of school registration.
2. Picture ID such as a driver's license or passport.

Health Immunization

Since Spring 1993 Queens College has required that all students comply with the NYS Public Health Law 2165. The law states 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:

Two doses of measles vaccine administered on or after January 1, 1968 and 12 months of age. Second dose to be administered at least 28 days after the first dose.

One dose of live mumps vaccine administered after 12 months of age and on or after January 1, 1969.

One dose of live rubella vaccine administered after 12 months of age and on or after January 1, 1969.

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

Tuberculosis skin test: New York City Department of Health Guidelines states 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. and anytime they return to the U. S. after a prolonged stay abroad (1 month or more)." If you fall under these guidelines, Queens College needs proof that you have had a TB skin test in accordance with NYC Dept. of Health recommendations. The Health Service Center at Queens College (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.

If you have not yet filed a QC Immunization Form or submitted a physician verification at the Health Service Center (FitzGerald 204), do so immediately.

Disability or Pregnancy. A student who becomes disabled or pregnant should consider discussing with a staff counselor from the Dean of Students' Office the various alternatives regarding current and future academic plans. Some of these alternatives are continuation of attendance, a leave of absence, or a program adjustment.

Insurance. The College offers options for health and accident insurance to students on a voluntary basis. For further information, contact the Health Service Center (997-2760).

Office of Undergraduate Studies and Retention

Kiely Hall 217; 997-4686

The Office of Undergraduate Studies and Retention (US&R) oversees the enrollment and retention of all incoming freshmen and transfer students. It enables students to gain knowledge of the College's requirements, policies, and resources. By coordinating its efforts with the Advising Center, the office strives to create a seamless transition to the College for all students through orientation and registration sessions.

The office works closely with the Freshman Year Initiative to engage faculty from across the disciplines in the common goal of providing first-year students with a solid academic foundation. US&R connects students to the academic departments and programs, as well as to honors programs and scholarships and to the Academic Support Center and Student Affairs.

ACADEMIC ADVISING

Advising Center

Kiely Hall 217; 997-5599

Academic advising is a valuable tool, enhancing a student's undergraduate experience. The Advising Center helps students to chart their own course through the College's degree requirements, campus services, and educational opportunities. Working with an adviser, students may tailor their educational experience to make the most of the opportunities available to them at Queens.

Undergraduates may take advantage of any of the following throughout their College careers: exploration of academic goals and the strategies to achieve them; explanation and check of overall degree requirements, including Basic and Advanced Skills and Liberal Arts and Sciences Area Requirements (LASAR); discussion of major and minor opportunities; information on academic policies and deadlines; workshops on registration and program planning; and referral to academic departments and student services offices that may be of additional assistance. The Advising Center also has an e-mail service for quick answers to quick questions.

The Center coordinates advising services to new freshmen and transfer students. All freshmen must attend an Academic Information and Registration Session (AIRS), where they learn general information about the College, have the opportunity to interact with faculty, staff, and other students, and develop an appropriate academic program with guidance from trained AIRS advisers. Transfer students have the opportunity to attend a transfer student information workshop, offered in January, July, and August, which orients them to the transfer process and the College's policies, procedures, and requirements.

Call the Advising Center for hours of service and to schedule appointments. The Center's website is at www.qc.edu/Advising.

Pre-Professional Advisement. The Office of Health Professions Advisory Services offers assistance to students planning careers in medicine, dentistry, chiropractic, pharmacy, veterinary medicine, or other health professions (997-4582 or 997-3470). The Law Advisement Committee advises students who plan to study law (997-3624 or 997-5082). Information on

pre-engineering programs is available in the Physics Department (SB B334, 997-3350). (See also Pre-Professional and Professional Programs, page 17.)

The Interdisciplinary and Special Studies Office (Kiely 1107) works directly with individual students in planning interdisciplinary programs. (See **Interdisciplinary and Special Studies**, page 142.)

Evening Advising

When classes are in session, advisers are available in Kiely 111, Monday to Thursday, 5:30-8:00 pm (997-5740). Appointments are recommended.

Committee for Disabled Students

The Committee for Disabled Students, in Kiely 175 (997-5899), is an organization of students with and without disabilities working together to provide information 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, Second Floor

997-5100; fax 997-5122

Hours: See below

The Financial Aid Office provides information and counseling to full-time 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 from 9:30 am to 4:00 pm, Monday to Thursday, 9:30 am to 2:00 pm on Friday, and 5:00 to 7:00 pm on Tuesday and Wednesday evenings (when classes are in session) 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 Dean of Students

B Building, First Floor

997-5500; fax 997-5508

The Division of the Dean of Students provides a variety of services designed to assist students outside of the classroom. The division's professional staff is committed to facilitating emotional, psychological, social, and intellectual growth and development within the student population.

The various offices of the division are noted below.

Counseling and Advisement Center

B Building, 1st Floor; 997-5420

Hours: Monday-Friday, 9:00 am-5:00 pm

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

Students will be seen on an individual basis. There is no fee for services. Students can make appointments on their own or may be referred by an adviser, an instructor, or an administrative office. The staff is also ready to consult with faculty members and departments concerned with student needs or problems.

The staff, which includes certified psychologists, sees students for personal and academic counseling 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 Scholarship Opportunities, or to various community resources, including longer-term counseling centers and practitioners. The staff also sees students who are on academic probation or are having other academic difficulties.

All counseling services are strictly confidential.

Peer Advising

B Building, 1st Floor; 997-5419

Peer advisers are undergraduate students who have achieved at least lower sophomore status and are trained in general College information, regulations, resources, and communication skills. They are available to discuss an individual's concerns about college adjustment, program planning, selecting a major, or exploring career choices. Peer advisers also participate in registration assistance and Advisement Days for freshmen and advanced standing students. Descriptions of the Peer Advisement Program and credit-bearing courses are available in the Counseling and Advisement Center.

International Student Services

B Building 211; 997-4440

All international students on a student

visa must file a student information card with International Student Services. International students requiring immigration information and forms for visa status, entry into the U. S., employment off campus, and transfer from Queens College should go to this office with their passport and I-20 ID card. (See also Health Immunization, page 22, and Financial Aid, page 23)

The ISS Office provides immigration advisement, admissions, registration assistance, and evaluation of foreign course work for the purpose of transferring credits to Queens College.

Minority Student Affairs and Pre-Professional Advisement B Building, First Floor

Hours: 10:00 am to 6:00 pm

As an advocate for minority students, the Minority Student Affairs Office works in collaboration with academic, administrative, and support units to ensure effective outreach toward, support of, and sensitivity to the needs of minority 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

B Building 213

997-4465; fax 997-4463

Hours: Monday-Thursday, 9:00 am to

4:00 pm; Friday, 9:00 am to 12 noon;

Website: www.qc.edu/Career

Evening hours: Wed. until 7:30 pm when classes are in session; Summer evening hours by appointment

The Office 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 who are 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 are assisted in developing 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 Careerlink: A password-protected on-line system for students, alumni, and employers to post and access resumes and information about internships and jobs.
- Credentials Service: For a modest fee, students can maintain a file where recommendation letters from professors can be stored and forwarded to graduate schools and prospective employers to support applications.

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

FitzGerald Gym 204; 997-2760

Website: www.qc.edu/Health_Services

Hours: Monday-Friday, 9:00 am to 5:00 pm

The Health Service Center is the campus's health ambulatory/infirmiry site. A registered nurse provides walk-in services to students, faculty, and staff who are injured or require medical assistance. Assistance is also provided for disabled students. The Center ensures that all students meet the New York State Health Immunization mandate Public Health Law 2165. Free MMR, Hepatitis B, and flu clinics are scheduled during the year for students and faculty who meet certain criteria. Scales for height/weight, eye tests for drivers, as well as blood pressure monitoring, health care referrals, and counseling are available.

The staff conducts ongoing health education workshops and informal health luncheons, as well as providing individual counseling on HIV/AIDS, STDs, substance and alcohol abuse, safer sex, birth control, nutrition, hypertension, cardiovascular disease, women's and men's health, stress reduction, and all other health and wellness issues. First aid supplies and feminine hygiene products are provided for those in need of them. Health insurance information is also available.

The staff is especially sensitive to the needs of students, and preventive health care is a high priority.

All health records and consultations are strictly confidential.

The Child Development Center at Queens College

Kiely Hall 245; 997-5885

Hours: Monday-Thursday, 8:00 am to

8:00 pm; Friday, 8:00 am to 4:00 pm

The Center provides quality child care and an early childhood education program for children (33 months to 6 years) of QC students. There is also a school-aged care program for students aged five to nine from 4:00 to 8:00 pm. Students are able to register their children according to their own class/study schedule. Fees are based upon the number of hours each child is registered. The Center is licensed by the NYC Department of Health and staffed by professional early childhood educators.

Office of Special Services

Kiely Hall 171

997-5870; fax 997-5895

Hours: 8:00 am to 4:00 pm

The Office of Special Services 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.

In addition to serving students on campus, the Office of Special Services offers a program for homebound students via a two-way telephone conference system.

Parking

Parking space on campus is extremely limited, and only a few students can be accommodated. During the day, the College provides parking for faculty, staff, and students with severe physical handicaps. During the evening, space is available for students in courses beginning after 2:00 pm. Students should plan their programs without assuming that parking will be available; program changes cannot be made due to lack of parking. Applications, which are accepted only during the regular registration period

and the first week of classes, are available at the Security Office, Jefferson Hall, Room 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 have satisfied the necessary academic requirements as specified by the College and the NCAA: **Men:** baseball, basketball, cross country, golf, swimming, tennis, track (indoor and outdoor), volleyball, water polo. **Women:** basketball, cross country, fencing, soccer, softball, swimming, tennis, track (indoor and outdoor), volleyball, water polo.

The recreation program is made up of two components: organized intramural

activities and informal open recreation. Students who wish to participate in either program should contact the Recreation Director. Open recreation consists of basketball, swimming, weight lifting, running, volleyball, softball, tennis, and many other activities. The hours when the facilities for these activities are available are posted in the Recreation 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, volleyball tournaments, and a Turkey 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 Gym, Room 216 (997-2777).

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

In compliance with the Equity in Athletics Disclosure Act, the Athletics Office has prepared a report detailing the 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 218 by October 1.

ALL TUITION and other fees listed in this Bulletin and in any registration material issued by the College are subject to change without prior notice. In the event of an increase in fees, payments already made to the College will be treated as a partial payment, and notification will be given of the additional amount due and the time and method of payment.

Class schedules, issued prior to registration, should be checked for any fee changes.

Payment of Tuition and Fees

In planning to register for courses, students must be prepared to pay all fees associated with registration. These include tuition, the activity fee, consolidated service fee, material and transportation charges, and other fees.

Students registering during the early registration period will receive a bill in the mail. This must be paid in full by the "payment due date" printed on the bill. If payment is not received by this date, the student's entire registration will be canceled by the College.

A student who issues a bad check will be liable for tuition and fees in addition to a reprocessing fee. A "stop payment" on a check does not cancel registration. The student must withdraw officially.

For billing and payment information, refer to the Telephone Registration Guide and Schedule of Classes.

Tuition Fees

Resident

(Enrolled for first time beginning on or after 6/1/92)
 Full-time Matriculated \$1,600/semester
 Part-time Matriculated \$135/credit
 (Enrolled prior to 6/1/92)

Full-time Matriculated \$1,475/semester
 Part-time Matriculated \$125/credit

(No enrollment restriction)

Non-Degree \$160/credit
 Senior Citizen Fee \$70/semester

Non-Resident

(Enrolled for first time beginning on or after 6/1/92)
 Full-time Matriculated \$3,400/semester
 Part-time Matriculated \$285/credit
 (Enrolled prior to 6/1/92)

Full-time Matriculated \$3,275/semester
 Part-time Matriculated \$275/credit

(No enrollment restriction)

Non-Degree \$325/credit

Note:

1. To qualify for New York State 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.

2. There is no maximum tuition for undergraduate non-degree students who register for graduate courses.

Guidelines for Tuition Schedule

First-time freshmen, who are degree students at Queens College, registering on or after June 1, 1992, pay the higher rate of undergraduate tuition and are eligible for free tuition in their last semester.

Students at Queens College who enrolled at CUNY prior to June 1, 1992, as either a degree or non-degree student and meet the definition of continuing student, pay the lower rate of undergraduate tuition. Students not meeting the definition of continuing student or non-CUNY advanced standing transfer student pay the higher rate of undergraduate tuition.

Non-degree students as of June 1, 1992, pay a higher rate than degree students. In the case of the CUNY Baccalaureate Program (CUNY B.A./B.S.), students should contact the program's office to determine academic status.

A full-time undergraduate degree 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 less 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.

Last Semester Free Policy

For full-time students, the last semester is any semester of full-time attendance (12 or more credits) that will result in a student receiving a baccalaureate degree. If, for whatever reason, the student does not actually fulfill the degree requirements during the semester in which the last semester free benefit is conferred, the student will be required to pay the rates in effect at the time for all subsequent study.

For part-time students, the last semester begins at the point at which a student is 15 credits away from degree completion and ends after the next 15 credits for which a student registers; that is, once a part-time student is within 15 credits of the total number required for a baccalaureate degree, the next 15 credits are free.

For more information contact the Bursar's Office (997-4517).

Refund of Tuition Fees

Once students have obtained a bill, they must pay it by the "payment due date" printed on the bill. Students may change their registration via the telephone registration system. To receive a 100% refund of tuition, a student must have dropped all courses before the official opening day of the semester. All written requests to drop classes must be post-marked 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 shall be made in accordance with the schedule in the table on this page.

Pro Rata Refund for Federal Grant Recipients

In accordance with Federal regulations, the College makes pro-rata tuition refunds to students in receipt of Title IV assistance (Pell, FSEOG, FWS, Perkins, and Stafford/Ford Loans) who withdraw from all their classes during the first part of the semester. First-time attendees who withdraw during the first 60% of the semester receive a refund equal to the percent of the semester remaining when they withdraw. Continuing students in receipt of Title IV assistance who withdraw during the first 50% of the semester receive a

tuition refund according to the following chart:

Weeks of Attendance	Refund Percentage
1-2	90%
3-4	50%
5-8	25%

Fee for Accelerated Study

The non-instructional fee for accelerated study will be applied uniformly to resident and non-resident students. The following schedule applies to this fee:

Credits in Excess of 18	Fee
19-20	\$100
21-22	230
23-24	460
25 or more	690

This fee applies to regular semesters only. Study during Summer Session or modules under nontraditional calendars other than Spring and Fall are not subject to this fee. Inasmuch as this is a fee and not tuition, TAP financial aid does not apply. This fee, however, may be included in the cost of education to deter-

mine a student's Pell Award.

Students who are charged this fee will be entitled to a refund according to the schedule on this page.

Activity Fees

The Activity Fee consists of funds paid by each student to support student clubs, student government, various campus services, and a variety of student activities. It does not cover service fees 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 fees are as noted on page 29.

Material/Film and Transportation/Field Charges

Some courses charge a fee to cover the costs of special materials, film rental charges, transportation, field trip expenses, or other costs. These fees and charges cannot be refunded if paid or canceled if billed. The courses that charge these fees change from semester to semester. The following courses are

Tuition Refund Schedule

Fall and Spring	Amount of Refund
*Withdrawal from course before the official scheduled opening date of the semester	100%
*Withdrawal within one week after official scheduled opening date of the semester	75%
*Withdrawal during second week after official scheduled opening date of the semester	50%
*Withdrawal during third week after official scheduled opening date of the semester	25%
*Withdrawal after completion of third week after 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.

*See appropriate Telephone Registration Guide for specific refund dates. Refund dates for Summer Session are listed in the Summer Session Bulletin.

among those that recently required a Material/ Film or Transportation/Field Charge.

Biology 8, 11, 12, 43, 44, 107, 108, 201, 210, 211, 212, 217, 220, 225, 226, 251, 261, 262, 263, 312, 321, 340, 343, 345, 346, 347, 365, 372, 555, 617, 621; **Biology (Field)** 380.3, 380.4, 380.5, 380.6, 680.3, 680.4, 680.5, 680.6

Chemistry 11, 17, 19, 58, 59, 79, 112, 113, 114, 116, 119, 241, 251, 252, 332, 342, 353, 355, 365, 366, 376, 379, 391, 502, 711.1, 711.2, 742, 790, 795, 796

Education 220, 231, 232, 332, 333, 350, 351, 365, 375, 555, 562, 711, 712, 720, 750, 751, 753, 754, 755, 773, 780, 781, 782, 783, 784, 787, 788, 887

English 280, 285

Family, Nutrition, and Exercise Sciences 101, 104, 121, 126, 203, 226, 307, 371, 372, 373, 374, 375, 376, 378, 707, 771

Geology 6, 7, 101, 102, 110, 232, 233, 234, 335, 339, 359, 360

Italian 50

Media Studies 143, 144, 240, 315, 340, 341, 342, 343, 344

Philosophy 105, 209

Psychology 213, 311, 312, 313, 317, 701, 702, 760, 761, 764, 774

Sociology 249

Spanish 50

Special Fees

1. Application fee of \$40 for new students seeking admission to Queens College (except senior citizens), or filing application for a master's degree program. The fee for transfer students is \$50.

2. Readmission fee of \$10 payable by students who withdraw from the College and later want to be readmitted (except senior citizens).

3. Nonpayment service fee of \$15. Students who are delinquent in paying tuition and fees will be required to pay this fee in addition to all outstanding bills to regain the privileges of good fiscal standing with the College, which include right to attend classes and access to student records. If the student is required to pay a readmission fee, the "nonpayment service fee" shall be in addition if appropriate.

4. A charge of \$15 for late registration and for reinstatement.

5. A charge of \$10 for students who change their schedule of courses after it has been approved and they have registered, i.e., adding a course or courses, or changing from one section to another of a course.

6. Reprocessing fee of \$15. When a check tendered to the College by a student is not honored by the bank upon which the check is drawn, the student shall be charged a reprocessing fee. A separate fee will be charged for each check that requires reprocessing.

Note: If your check is returned by the bank as not presentable for collection, you will be liable for all tuition and fees in addition to a reprocessing fee. Your future registration will be so noted and you will be required to pay your registration by cash, credit card, certified check, or bank money order.

If your check 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 does not cancel any liability.

In the event that the return of the check resulted from a bank error, and the bank acknowledges the error in writing, the College will not charge a reprocessing fee.

7. Breakage fees to cover the cost of equipment damaged in the course of laboratory work. There is no charge for total breakage under \$1.

8. Replacement charge at list price of any physical education equipment issued to the student that is missing from the student's gym locker at the end of each session.

9. A fee of \$15 is charged when a makeup examination is given. Each additional examination in a session is \$5.

10. A fee of \$125 per year, including 6% NYC parking tax, is charged for campus parking privileges, if granted. (See Parking, page 25.)

11. Duplicate Records: a) duplicate ID card: \$5; b) duplicate diploma: \$15; c) each transcript of record: \$4 (no charge when the transcript is to be forwarded from one unit of the City University to another); d) others: \$5.

12. A charge of \$25 for the binding of the master's thesis.

13. Duplicate Bursar Bill: \$5.

Payment of service fees, fines, miscellaneous charges, and all bills may be made at the Bursar's windows, Jefferson Hall, second floor.

Related Costs

There is more to the cost of education than just tuition. Whether you are planning to attend Queens College as a part-time or full-time student, you can approximate your own expenses for the academic year by considering the following items:

Books and Supplies: The average cost for a full-time student is \$500 a year.

Transportation: The average amount is \$675 a year. The cost will vary depending on the number of fares you will pay traveling to and from your place of residence and the College.

Lunch: Approximately \$855 a year (at school).

Personal: Approximately \$475 an academic year.

The average cost for the above items, excluding tuition, fees, and room and board, is \$2505.

Housing

Dormitory space is not available within CUNY except for Hunter College students. Students interested in obtaining information on housing and apartments may contact the Office of the Dean of Students.

Holds

Students who have outstanding debts (accounts receivable) for any tuition, fees, parking violations, breakage, emergency loans, etc., that are past due will have holds placed on registration, transcripts, grades, and diplomas.

Transcripts

There is a charge of \$4 for each transcript request. However, there is no charge for transcripts sent to other units of CUNY. (For more information on transcripts, see page 210.)

Undergraduate Activity Fees

	Total	Student Govt. Fee	College Assoc. Fee	Student Union Fee	Sports Fee	PIRG Fee	Disabled Students Fee	Special Non-Instruc. Fee	Child Care Fee	University Government Fee
Day Session										
Full-time	\$96.35	\$5.08	\$9.42	\$56.00	\$18.00	\$3.00	\$2.00	-0-	\$2.00	\$.85
Part-time	65.60	2.71	5.04	40.00	10.00	3.00	2.00	-0-	2.00	.85
Evening Session										
Full-time	91.35	5.08	9.42	56.00	13.00	3.00	2.00	-0-	2.00	.85
Part-time	63.60	2.71	5.04	40.00	8.00	3.00	2.00	-0-	2.00	.85
Cooperating Teachers (Day and Evening)										
Full-time	25.00	-0-	-0-	-0-	-0-	-0-	-0-	25.00	-0-	-0-
Part-time	25.00	-0-	-0-	-0-	-0-	-0-	-0-	25.00	-0-	-0-
Senior Citizens										
(NYS residents over 60 auditing undergraduate courses only)	65.00	-0-	-0-	-0-	-0-	-0-	-0-	65.00	-0-	-0-

All students (including non-degree and senior citizens) will be charged a Consolidated Service Fee of \$5 each semester or session. The \$3 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 Gym, Room 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 semesters. You must show your paid bill and validated ID with your application.

Students who initially register for 12 or more credits and/or equated credits and subsequently reduce their load to fewer than 12 after the semester begins must still pay the full-time activity fee.

The Activity Fees, Senior Citizens Fees, Cooperating Teachers Fees, Material/Film and Transportation/Field charges 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.

STUDENTS who feel they will need help in meeting college expenses should contact the Financial Aid Office, which is located on the second floor of Jefferson Hall. The office is open from 9:30 am to 4:00 pm, Monday through Thursday, 9:30 am to 2:00 pm, Friday, and from 5:00 pm to 7:00 pm, Tuesday and Wednesday when classes are in session. Counselors are available to advise and assist you with applications. The phone number is 997-5100.

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 student 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 welfare.

Summer employment can help meet the first costs of enrollment and you

should plan to save money from your Summer 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 possible financial aid available. Financial assistance, provided through the College, is intended for eligible students who need assistance in meeting costs. The College does not provide financial assistance for students who attend on less than a half-time basis.

Packaging

Rather than using one source to finance your education, a combination of monies from all of 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, books, transportation), and if funding permits, other living expenses will then be addressed. 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 contact the Financial Aid Office.

New York State Programs

TUITION ASSISTANCE PROGRAM (TAP)

Application Procedures

Applicants must apply annually. Students may apply on the CUNY Financial Aid Supplemental Information Request (FASIR) or on a New York Higher Education Services Corporation Student Payment Application. The deadline for the 2001-02 academic year is May 1, 2002.

The Higher Education Services Corporation determines your eligibility and mails an award certificate to you indicating the amount of your grant. The College will deduct the amount of your grant from the tuition bill, if you receive your award before you register for classes.

Selection of Recipients

TAP is an entitlement program. There is neither a qualifying examination nor a limited number of awards. You must:

1. be a New York State resident for one year and a U. S. citizen, permanent resident alien, refugee, or paroled refugee;
2. be enrolled full time and matriculated in a program approved for State student aid by the New York State Education Department;

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

3. have, if dependent or independent with dependents, a family net taxable income of \$80,000 or less, depending on when you first applied for TAP. If independent and single with no tax dependents, have a net taxable income below \$10,000;

4. be charged a tuition of at least \$200 a year;

5. not be in default in the payment of a student loan;

6. declare a major not later than the beginning of your junior year.

7. be in good standing. See the "Eligibility for TAP" chart for eligibility requirements.

For any questions about independent/dependent status, contact the Financial Aid Office.

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; and

4. at least a fifth-semester TAP recipient, not have exhausted your TAP eligibility, and have a TAP reduction.

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 a year and a U. S. citizen, permanent resident alien, or a paroled refugee;

3. not 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. declare a major not later than the beginning of your junior year;

6. be in good standing.

ELIGIBILITY FOR TAP*

Program Pursuit

To Be Eligible for TAP Payment #	Minimum Credits / Equated Credits You Must Complete in Prior Payment Semester
2	6
3	6
4	9
5	9
6 to 10	12

Academic Progress for Students in B.A. Program

To Be Eligible for TAP Payment #	Minimum Degree Credits Earned and Minimum Grade-Point Average through Last Semester of Attendance	
	Credits	GPA
2	0	0
3	6	1.0
4	18	1.2
5	31	2.00
6	45	2.00
7	60	2.00
8	75	2.00
9	90	2.00
10	105	2.00

*Undergraduate students may receive TAP for 8 semesters, or 10 semesters if in the SEEK program.

REGENTS AWARD FOR CHILDREN OF DECEASED OR DISABLED VETERANS

To be eligible for this award, you must be:

- 1. a legal New York State resident; and
- 2. the child of a veteran who died, or who has a current disability of 50% or more, or who, at the time of death, had such disability resulting from U. S. military service during one of the following periods:

- Dec. 7, 1941 – Dec. 31, 1946
- June 25, 1950 – July 27, 1953
- Oct. 1, 1961 – March 29, 1973

These awards are independent of family income or tuition charge. However, student must meet all other TAP eligibility requirements.

VIETNAM VETERANS TUITION AWARD PROGRAM

To be eligible for this award, you must:

- 1. have served in the armed forces of the United States in Indochina between Jan. 1, 1963 and May 7, 1975;
- 2. have been discharged from the ser-

vice under other than dishonorable conditions;

3. have been a resident of New York State on April 20, 1984, or have been a resident at time of entry into the service and resumed residency by Sept. 1, 1988;

4. apply for a Tuition Assistance Program (TAP) Award and a Pell Grant if applying as a full-time student or for a Pell Grant only if applying as a part-time student;

5. be matriculated in a degree program and also meet other TAP eligibility requirements other than income.

PERSIAN GULF VETERANS TUITION AWARD PROGRAM

To be eligible for this award you must:

1. have served in the armed forces of the United States in the hostilities that occurred in the Persian Gulf from August 2, 1990 to the end of the hostilities as evidenced by receipt of the Southwest Asia Service Medal;

2. have been discharged from the service under other than dishonorable conditions;

3. be a New York State resident;
4. apply for a Tuition Assistance Program (TAP) Award and a Pell Grant;
5. be matriculated in a degree program and also meet other TAP eligibility requirements other than income.

REGENTS AWARD FOR CHILDREN OF DECEASED POLICE OFFICERS, FIREFIGHTERS, OR CORRECTIONS OFFICERS

To be eligible for this award, the applicant must be:

1. the child of a police officer, regular or volunteer firefighter, or corrections officer, who died after June 30, 1982, as a result of an injury sustained in the line of duty;
2. a legal resident of New York State;
3. be matriculated in a degree program and also meet other TAP eligibility requirements other than income.

STATE AID TO NATIVE AMERICANS

To be eligible, you must:

1. be a member of one of the several Native American tribes located on reservations within New York State;
2. have graduated from an approved high school, or have earned a General Equivalency Diploma;
3. be enrolled at least as a half-time student in an approved program;
4. maintain satisfactory progress toward completion of the program.

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. all students must 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.

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 2.0 GPA.

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 re-

quest for a Direct Loan. Having completed 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. Having completed 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 be:

1. a U. S. citizen or permanent resident alien;
2. the parent of a dependent student who is enrolled at Queens College as a matriculated student attending at least half time;
3. not 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 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 persons 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.

Dependent's Educational Assistance Benefits (Chapter 35): Spouses and children of veterans whose death or total, permanent disability was service connected.

Selective Reserve Benefits (Title 10, Chapter 106): Members of the Selected Reserve who enlisted for a six-year pe-

riod between July 1, 1985 and June 30, 1988.

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

New Federal Rules for the Treatment of Federal Student Aid Funds of Students Who Withdraw from School

New 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 pro-rata 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.

Any student who has received more than s/he has earned must repay the excess funds.

If a student completes thirty percent of the semester, the student earns thirty percent of the aid s/he was originally scheduled to receive. Only when a student has completed at least sixty percent of the semester, will the student have earned all of the aid s/he is 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 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 adviser 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.

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.

The Divisions

Queens College has four curricular divisions: the Arts and Humanities, Education, Mathematics and the Natural Sciences, and the Social Sciences; and two professional schools: the School of Earth and Environmental Sciences and the Aaron Copland School of Music. They are described on page 6.

Within the divisions, the College is divided into academic departments, each with its own Chair and the faculty members who teach within it. The student's major is usually taken in a specific department, although it may be interdisciplinary (see *The Major*, page 38). Most department offices and faculty members' offices are located close together (see the *Directory*, page 240).

Degrees

Queens College offers the Bachelor of Arts (a four-year, 120-credit degree, unless otherwise noted in a department's listing) in many disciplines; Bachelor of Science in computer science, geology, nutrition and exercise science, and physical education; Bachelor of Fine Arts; Bachelor of Music; Bachelor of Science in Ap-

plied Social Science; Master of Arts; Master of Arts in Liberal Studies; Master of Arts in the Social Sciences; Master of Fine Arts; Master of Science in Education; and Master of Library Science; as well as combined B.A.-M.A. degrees in chemistry and biochemistry, computer science, music, philosophy, physics, and political science; a BA/MD offered jointly with the SUNY Health Sciences Center at Brooklyn; and a BA/DDS offered jointly with the Columbia University School of Dental and Oral Surgery.

Requirements for the B.A. and B.S. Degrees

1. The completion of at least 120 credits of college-level work approved by the College.

Please note: Effective September 1, 1996, all bachelor's degree programs require a maximum of 120 credits for graduation. The CUNY Office of Academic Affairs may grant waivers for undergraduate degree programs that require additional credits for certification or accreditation from outside professional organizations or for other compelling educational reasons.

2. Completion of Basic and Advanced Learning Skills, Foreign Language, Physical Education, and Liberal Arts and Sciences Area Requirements (LASAR; see pages 39-41).

3. A minimum of 45 credits in residence at Queens College during the student's undergraduate career.

4. At least 30 of the last 64 credits

credited toward the degree taken at Queens or the CUNY Graduate Center.

5. A cumulative grade-point average of 2.0 or better based only on work done at Queens.

6. The satisfactory 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.

The Bachelor of Fine Arts

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

The Bachelor of Music

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

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.

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 course work at Queens beyond that 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 basic and advanced skills requirements and Liberal Arts and Sciences Area Requirements (LASAR) in effect at the time of admission by:

a) passing the CUNY Assessment Tests and having prior course work evaluated as being the equivalent of courses used to satisfy QC skills requirements and LASAR; or

b) completing successfully at Queens all courses necessary to satisfy QC skills requirements and LASAR; or

c) a combination of a) and b) above.

Courses taken by such students to satisfy skills deficiencies may not be applied to the 45-credit residency requirement.

Courses taken to satisfy requirements in English composition, foreign language, physical education, and LASAR may be applied to the residency requirement.

8. The student who already holds a baccalaureate degree from Queens has satisfied basic skills and general education requirements of the College, 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 231, 997-5680) administers the CUNY/ACT Basic Skills Tests in reading, writing, and math-

ematics, 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 skills by appropriate SAT or Regents' scores. Students wishing to take calculus must take the Math Placement Exam. In addition, the Office administers the CUNY Proficiency Exam, a test that students must pass in order to register beyond the 60th credit.

The Academic Support Center coordinates the Writing Center (Kiely 232, 997-5676) and the Academic Support Lab (Kiely 131, 997-5677), which provide tutoring and other support services in writing and reading. The Department of Mathematics coordinates the Math Lab (Kiely 331, 997-5859), which provides tutoring and other support services in mathematics.

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

College English as a Second Language (CESL)

The CESL Program offers credit-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 227 (997-5670) before registering for any courses.

Learning Skills Requirements

College Readiness Skills Requirements
Pursuant to a 1999 CUNY Board of Trustees resolution, effective January 2000, Queens College discontinued 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 2 or 3 or Math A are exempt from the CUNY Mathematics Assessment Test certification requirement, i.e., they have satisfied the mathematics admissions requirement. 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 English as a second language (ESL) students who have been educated abroad and have satisfied the Mathematics certification requirement.

CUNY Proficiency Examination (CPE)

Effective Fall 1999 all new first-time freshmen admitted to a degree program are required to pass the CUNY Proficiency Examination. Passage of this exam is required of all students in order to advance from the lower division to the upper division of a senior college.

Support Services Prior to and After Admission

The Academic Support Center offers "immersion" programs throughout the year to help students who have not passed one or more of the CUNY Assessment Tests. Free courses in reading, writing, and mathematics are offered. Courses are offered in the Summer and in January, and on a more limited basis during the Fall and Spring semesters. Students are re-tested at the end of the courses.

The Academic Support Center conducts courses and workshops to help students prepare for the CUNY Proficiency Exam (CPE). The CPE must be taken once 45 credits have been reached.

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 Office administers re-tests 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 to advance to the upper division.

Students with physical or learning disabilities that require special accommoda-

tion are served through the following procedure:

1. Students make a request for special test conditions to the Office of Special Services (Kiely 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, 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 231) for an appointment.

4. The Testing Center and the Office of Special Services work together to assure appropriate time, space, and personnel considerations.

Queens College Degree Requirements

ENGLISH COMPOSITION

The basic sequence of writing courses, required of all students graduating from Queens College, is English 110 and three additional courses which have been designated as “writing intensive” (W).

Courses taken to fulfill the composition

requirement may not be taken P/NC. Students should consult the **Class Schedule and Registration Guide** each semester for a list of courses that have the “W” designation. See the box below for a list of courses currently designated as writing intensive.

For transfer students, the Director of Composition shall have sole responsibility to authorize writing-intensive units for transferred courses other than English 120. 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.

English 120 carries two writing-intensive (W) units, and may be recommended by the instructor of English 110 for selected students. It is important that students pass English 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.

English 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 English 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 English 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 English 110 and 120, as long as the writing component of their program is judged by the English Department to equal or exceed that of English 110 and 120.

Non-degree undergraduate students on a temporary visa may be evaluated on the basis of 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

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. Since new W courses are being added all the time, check the **Class Schedule** for the most up-to-date listing. Departments may also offer add-on courses, numbered 134 (Tutorial) or 135 (Workshop), that earn one W unit.

The following courses are W-designated whenever they are offered

American Studies 134W, 135W, 300W

Anthropology 134W, 135W, 231W, 290W

BASS 138W

Business & Liberal Arts (BALA) 103W, 302W

Comparative Literature 135W

Drama 344W

Economics 134W, 135W

English 134W, 135W, 150W, 200W,

201W, 210W, 211W, 301W, 303W, 391W, 399W

FNES 228W, 307W

Hebrew 250W

History 134W, 135W, 392W, 395W

Journalism 100W, 200W

Linguistics 134W, 135W

Media Studies 300W, 321W, 343W, 352W, 353W, 359W

Philosophy 383W

Political Science 135W, 292W, 295W, 296W, 381W-384W, 386W-387W

Psychology 213W

Sociology 135W

Urban Studies 134W, 135W, 360W, 390W

Women’s Studies 201W, 390W

World Studies 134W, 135W

The following courses may have W-designated sections

Africana Studies 201, 232, 234, 300

American Studies 110

Anthropology 215, 239, 242

Classics 250

CMAL 102

Comparative Literature 101, 102, 215, 229, 334, 381-384

Economics 219, 223, 228, 230, 341, 383, 390, 391, 392

English 151-156

French 041, 045, 050

German 041, 050

Greek 250

History 101-104, 216, 217, 261, 265, 266, 271

Italian 041, 045, 050

Japanese 255

Labor Studies 101

Media Studies 320, 322, 325, 326, 340, 341, 342, 344, 346, 350, 355, 360, 381

Modern Greek 100, 150

Music 246, 249

Oriental Studies 140

Philosophy 101, 104, 116, 270, 272

Russian 150, 155, 244

Sociology 381

Women’s Studies 101

on their performance on the Reading and Writing portions of the Assessment Test.

Please Note: Beginning with the Fall 1999 semester, all new first-time freshmen admitted to a degree program must pass a CUNY Proficiency Examination before they will be allowed to advance into the upper division of the College. (Students are considered to be in the upper division once they have completed 60 credits.) Students who plan to transfer into the upper division of Queens College beginning in the Fall 2000 semester must pass this test before they will be admitted.

For more information, call the Advising Center at 997-5599.

MATHEMATICS

Entering students are expected to demonstrate competence in arithmetic and algebra. Competence in these areas is proven by passing the CUNY Math Assessment Test or satisfying the Queens College basic skills requirement in Mathematics. The basic skills requirement is satisfied by either:

- i) a placement of Precalculus or higher on the QC Math Placement Test, or
- ii) a passing grade on the New York State Sequential III Math Regents or

- the New York State Intermediate Algebra and Trigonometry Regents, or
- iii) a passing grade in (Queens College) Math 6 or Math 8 (no longer offered) or Math 110, or
- iv) a passing grade in precalculus or calculus.

Mathematics 110 is an acceptable substitution for Math 6 for students who are required to take Math 6.

Courses taken to fulfill the mathematics requirement may not be taken P/NC.

FOREIGN LANGUAGE

All baccalaureate students must attain a knowledge of a foreign language equivalent to three semesters of study at the college level. Bachelor of Music students should see the Music School section in this *Bulletin* for their foreign language requirement. The following regulations apply:

1. Students who successfully complete the third level of foreign language instruction at the high school level or who achieve a passing grade on the New York State Regents Comprehensive Language Examination, Level 3, are exempt from this requirement.
2. Students who have studied a for-

eign language or whose native language is not English may be exempted from part or all of this requirement by passing one of the competency examinations administered by the foreign language departments. They may also be exempted from part or all of this requirement on the basis of scores obtained on other externally administered examinations approved by the foreign language departments, or, in the case of American Sign Language, by the Office of Special Services.

3. 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 adviser in the language department in question.

a) 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.

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

PHYSICAL EDUCATION

All baccalaureate students at Queens College shall complete satisfactorily one course in physical education selected from FNES 11 through 30, or, for ACE students only, FNES 32. Students with physical and medical problems, whose physician has stated in writing that it would be medically inadvisable to complete a physical activity course, may select FNES 30, a 3-credit academic (classroom) course (Fitness Through Diet, Exercise, and Weight Control) that does not require a physical component.

Please note: At the time this *Bulletin* went to press, no courses in the Department of Drama, Theatre, and Dance fulfill the physical education requirement.

See LASAR course listings pages 39-41.

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 35 per-

cent. Students should be aware that the graduation rate varies significantly based on individual preparedness.

The Executive Officer of the Undergraduate Scholastic Standards Committee of the Academic Senate and staff are available to discuss questions involving registration for additional credits, current and retroactive course withdrawals, academic and remedial course dismissal, extensions of time to complete courses, and other questions regarding academic policies and standards. A student may appeal to the Executive Officer of the USSC for adjustments in scholastic requirements that may be appropriate to both the student and the standards of the College.

The Committee Office, located in B Building, Room 203, is open Monday through Thursday between 10:00 am and 2:00 pm, Friday between 10:00 am and 1:00 pm, and Wednesday evenings, when classes are in session, from 5:00 to 7:00 pm. The telephone number is 997-4488.

The USSC's Handbook of Grades, Degree Requirements, and General Scholastic Standards is available in its office.

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/program, generally by the end of the sophomore year. By doing so, the student is assigned an adviser and is eligible for departmental services such as pre-registration. 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, page 142) 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 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. These courses are called electives and do not require faculty approval; however, depending on the course, students may need to have department permission or certain 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 totally different area (an English major may be fascinated by mathematics and choose electives in the Math 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 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 graduation ceremony, which is held in May or June.)

Graduation applications may be obtained at the Office of the Registrar (Jefferson 100). Candidates are encouraged to file these 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.

A commencement ceremony is held each May or June. The Special Events Department mails full particulars to each candidate in mid-April.

L A S A R (LIBERAL ARTS AND SCIENCES AREA REQUIREMENTS)

All students who entered Queens College in September 1981 or later as candidates for a baccalaureate degree must satisfactorily complete courses in seven areas as listed below. **Note:** Bachelor of Music students should consult the School of Music section of this **Bulletin** for their area requirements.

HUMANITIES I

2 courses (min. 6 credits) in the area of literature and literary criticism.

HUMANITIES II

1 course (min. 3 credits) that stresses appreciation and/or participation in the areas of art, music, and/or theatre.

HUMANITIES III

1 course (min. 3 credits) involving the study of language, culture, and/or aesthetics.

PHYSICAL & BIOLOGICAL SCIENCES

2 courses (min. 7 credits), one with a participatory laboratory component, stressing the scientific method.

SCIENTIFIC METHODOLOGY & QUANTITATIVE REASONING

1 course (min. 3 credits) in college-level mathematics, computer science, data analysis, statistics, scientific methodology, or logic.

SOCIAL SCIENCES

2 courses (min. 6 credits), from different departments, dealing with historical change, the economy, government, decision-making, community structure, and organization.

PRE-INDUSTRIAL/NON-WESTERN CIVILIZATION

1 course (min. 3 credits) devoted to the study of Pre-Industrial and/or Non-Western Civilization.

The listing of courses that may be used to satisfy each of the seven areas follows. In the departmental listings, a course that satisfies a LASAR requirement will have one of the following symbols at the end of its description:

Humanities I, Tier 1 – H1T1

Humanities I, Tier 2 – H1T2

Humanities II – H2

Humanities III – H3

Physical & Biological Sciences

Group A – PBGA

Physical & Biological Sciences Group B –

PBGB

Scientific Methodology & Quantitative Reasoning – SQ

Social Sciences – SS

Pre-Industrial/Non-Western Civilization – PN.

Note: Some of the courses listed under the Humanities I, II, III, and Social Sciences areas will also fulfill the Pre-Industrial and/or Non-Western Civilization requirement. Such courses are identified by +.

SPECIAL NOTES

1. Courses used to satisfy the basic and advanced learning skills requirements may not be used to fulfill these area requirements.

2. Any courses that are used to fulfill the requirements of a major may usually be used to fulfill the appropriate area requirements.

3. Transfer students who place in English 95 or above will be granted equivalent credits by the Undergraduate Scholastic Standards Committee unless, after consultation with the appropriate department(s), the transferred courses are found not to meet the spirit of the area requirements.

4. Students should use the worksheet on page 43 to keep track of the courses they have already taken and the requirements they still need to fulfill.

ALTERNATIVES TO LASAR

1. Completion of Honors in the Humanities satisfies some of the above Liberal Arts and Sciences Area Requirements. See page 138.

2. Satisfactory completion of a specific group of courses by students enrolled in ACE will fulfill the Queens College basic and advanced learning skills and all but three LASAR groups. See page 49.

Humanities I

You may not begin the Humanities I requirement until you have successfully completed the appropriate English composition requirements. Two courses (minimum 6 credits) in the area of literature and literary criticism are required. To satisfy this requirement you must select one course from the Humanities I, Tier 1, list below and a second course from Tier 2.

Tier 1

Classical, Middle Eastern & Asian Languages & Cultures: +Classics 150

Comparative Literature +101, 102

English 140, 151,¹ 152,¹ 153, 154, 155, 156

European Languages & Literatures: French 41; German 41; Italian 41; Russian 155

Hispanic Languages & Literatures: Spanish 41

Tier 2

Prerequisite: Successful completion of a Tier 1 course.

Africana Studies 234

Classical, Middle Eastern & Asian Languages & Cultures: +Arabic 150; +Chinese 240, 320, 330, 350, 360, 370; +Classics 250; +Greek 351, 352, 357, 360; Hebrew 150, 155, 160, 250W, +321, +322, +323, +324, +325, +326, +327, +328, +329, +330, +331, +332, +345, +346, 351, 352, 353, 354, 356, 357; Japanese 250, 255; Korean +150, 360; +Latin 360; Yiddish 150

Comparative Literature 203, 204, 205, +211, +212, 213, 214, 215, 217, 218, +220, +221, 229, +230, +231, 333, +334, 335, 336, 341, 381, 382, 384

English 251¹, 252¹, 253,¹ 254,¹ 255, +311, +312, +313, +320, +321, 322, 323, 324, +330, +331, 332, 333, 334, +340, 341, 344, 345, 346, 352, 353, 354, 355, 357,

358, 359, 360, 361, +365, 370, 371, 373, 374, 376, +380, +381, 383, 384, 385

European Languages & Literatures: French 205, +206, +320, +330, +340, 345, 350, 360, 363, 366; German 206, 207, 324, 325, 326, 331, 333, 335, 350, 360; Greek 150, 305, 306, 321, 322, 323, +330, 335; Italian +207, +208, 336, +345, +346, +347, +355, +356, +357, 361, 362, 364; Russian 233, 243, 245, 280, 281, 282, 331, 350, 351, 362, 375

Hispanic Languages & Literatures: Spanish +250, 260, 270, +320, +333, +336, 355, 365, 375, 376

Humanities II

One course (minimum 3 credits) that stresses appreciation and/or participation in the areas of art, music, and/or theatre.

Art-History 001, 101, 102, +110, +111, +112, 113, +114, 115, 201, +203, +204, +205, +206, +207, +211, +212, +215, +221, +222, +223, +225, +234, +238, +240, 246, 247, 251, 252, 254, 259, 262, 264, +270, +271, +272, +273, 284, +286

Art-Studio 150, 151, 153, 161, 162, 171, 181, 182

Drama, Theatre & Dance 1, 100, 101, 102, 111, 150, +201, 202, 203, 204, 206, 251, 259, 308

Music 1, 8

Humanities III

One course (minimum 3 credits) that involves the study of language, culture, and/or aesthetics.

Africana Studies 232

American Studies 110

Anthropology 104

Classical, Middle Eastern & Asian Languages

& Cultures: +Arabic 160, 260; +Classics 120, 130, 140, 240; CMAL 101, 102; Korean 120; +Oriental Studies 140, 220, 221; Yiddish 161

Comparative Literature +225, 240, 337, 340

English 150, 265, 290, 382, 386, 387, 388

European Languages & Literatures: Byzantine & Modern Greek Studies 100; French 45, 310, 311; German 311, 313, 314, 315; Italian 45, +209; Russian 150

Family, Nutrition & Exercise Sciences +157, 158

Hispanic Languages & Literatures: Spanish 310, 312

History 1², 2², +117, 125, 126, +214, 302

Linguistics & Communication Disorders 101

Media Studies 341, +352, 353, 355

Philosophy 101, 106, 110, 111, 116, +118, +140

Religious Studies 101, +102, 212

World Studies 101, 104

Physical & Biological Sciences*

Two courses (minimum 7 credits), one with a participatory laboratory component, stressing the scientific method. You may take either two courses from Group A or one course from Group A and one course from Group B. Unless specific prerequisites are noted, you may take Group A and B courses in any order or concurrently.

If you intend to major in physics or psychology, then at least one of the two courses used to complete this requirement must be in a department other than the department in which you major. Students completing majors in biology, chemistry and biochemistry, computer science, or geology are considered to have fulfilled these two area requirements.

Group A

Biology 11³, 12⁴, 107⁵, 108⁶

Chemistry & Biochemistry 10, 16⁷ and 17⁷, 19, 113

Earth & Environmental Sciences ENSCI 111, Geology 100, 102

Honors in Math & Natural Sciences MNSCI 114

Physics 1⁸, 6⁸, 103⁸, 121⁸, 122, 145⁸, 146, 204;

Astronomy 2¹⁰

Psychology 213

Group B

Anthropology 102, 260

Biology 9³, 20, 21, 22, 24, 25, 30⁴, 31, 51, 52

Chemistry & Biochemistry 16⁷, 114, 159

Earth & Environmental Sciences ENSCI 112, Geology 3, 6, 7, 8, 9, 11, 12, 15, 16, 17, 18, 25, 64

Family, Nutrition & Exercise Sciences 121, 163

Honors in the Liberal Arts 222

Honors in Math & Natural Sciences MNSCI 113

Physics 7⁸; Astronomy 1¹⁰

Psychology 101¹¹

+Also fulfills the Pre-Industrial and/or Non-Western Civilization (PI/NWC) requirement.

*To meet the Physical and Biological Sciences and the Scientific Methodology and Quantitative Reasoning requirements you **must** select your three courses (two courses in Physical and Biological Sciences and one course in Scientific Methodology and Quantitative Reasoning) from two or more departments.

**Four-digit courses are offered only at the QC Extension Center through the Office of Worker Education.

¹A student cannot fulfill the Tier 2 requirement with English 251 or 252 if English 151 was taken to fulfill Tier 1. A student cannot fulfill the Tier 2 requirement with English 253 or 254 if English 152 was taken to fulfill Tier 1.

²Neither course in the History sequence on Western civilization by itself may be used toward fulfilling both the Humanities III and Social Sciences area requirements. If both courses are completed, they may be applied to both the Humanities III requirement and one of the two courses in the Social Sciences requirement.

³A student may not take both Biology 9 and 11 to satisfy the Physical & Biological Sciences area requirement.

⁴A student may not take both Biology 12 and 30 to satisfy the Physical & Biological Sciences area requirement.

⁵A student may take only one course from among Biology 101, 106, and 107 toward satisfying the Physical & Biological Sciences Group A requirement.

⁶A student may take only one course from among Biology 102, 105, and 108 toward satisfying the Physical & Biological Sciences Group A requirement.

⁷A student must take both Chemistry & Biochemistry 16 and 17 to satisfy the Group A requirement; Chemistry & Biochemistry 16 alone satisfies the Group B requirement.

⁸A student may take only one course from among Physics 1, 103, 121, and 145 toward satisfying the Physical & Biological Sciences requirement.

⁹A student may not take both Physics 6 and Physics 7 to satisfy the Physical & Biological Sciences requirement.

¹⁰A student may not take both Astronomy 1 and 2 to satisfy the Physical & Biological Sciences requirement.

¹¹A student may not take both Psychology 101 and Psychology 102 to satisfy the Physical & Biological Sciences requirement.

Scientific Methodology & Quantitative Reasoning*

One course (minimum 3 credits) in college-level mathematics, computer science, data analysis, statistics, scientific methodology, or logic.

Anthropology 238

Biology 230

Computer Science 12, 18, 80, 86, 95, 101, 141 (Students who receive permission to take computer science courses at the 200 level or above will be deemed to have satisfied this requirement.)

Economics 249

Linguistics & Communication Disorders 283

Mathematics 100, 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.)

Philosophy 109

Psychology 107

Sociology 205, 212, 333

Urban Studies 200, 201, BASS 1211, **
BASS 1212 **

Social Sciences

Two courses (minimum 6 credits) dealing with historical change, the economy, government, decision-making, community structure, and organization. You **may not** take both courses from the same department or course sequence (Elementary Education, Secondary Education, and Educational & Community Programs are all considered one department for this purpose).

Accounting & Information Systems 361

+Africana Studies 101, 102

+Anthropology 101, 103

Economics 100, 101, 151, 1241 **

Education: Elementary Education 104, 105, 106;

Secondary Education 216

Family, Nutrition & Exercise Sciences 151

History 1², 2², +101, 102, 103, 104, 125, 126

Linguistics & Communication Disorders 205, 206

Media Studies 110

Philosophy 104, 123, 221, 222, 226

Political Science 100, 101, 102, 103, 104, 105, 1143 **

Psychology 348

Sociology 101, 103

Urban Studies 101, 102, 105, 106

World Studies +102, 103

Pre-Industrial and/or Non-Western Civilization

One course stressing pre-industrial and/or non-Western civilization. **Note:** Some of the courses listed under the Humanities I, II, III, and Social Sciences areas will also

fulfill the Pre-Industrial and/or Non-Western Civilization requirement. Such courses are identified by +.

+Africana 101, 102

Anthropology +101, +103, 205, 206, 207, 210, 211, 212

+Art 110, 111, 112, 114, 203, 204, 205, 206, 207, 211, 212, 215, 221, 222, 223, 225, 234, 238, 240, 270, 271, 272, 273, 286

Classical, Middle Eastern & Asian Languages & Cultures: +Arabic 150, 160, 260; Chinese +240, 250, 251, +320, +330, 340, +350, +360, +370; +Classics 120, 130, 140, 150, 240, 250; +Greek 351, 352, 357, 360; Hebrew +321, +322, +323, +324, +325, +326, +327, +328, +329, +330, +331, +332, 335, 340, 341, +345, +346; +Korean 150; Latin 204, +360; +Oriental Studies 140, 220, 221

+Comparative Literature 101, 211, 212, 220, 221, 225, 230, 231, 334

+Drama, Theatre & Dance 201

+English 311, 312, 313, 320, 321, 330, 331, 340, 365, 380, 381

European Languages & Literatures: +French 206, 320, 330, 340; German 310, 312, 321; +Greek 330; +Italian 207, 208, 209, 345,

346, 347, 355, 356, 357

+Family, Nutrition & Exercise Sciences 157

Hispanic Languages & Literatures: +Spanish 250, 320, 333, 336

History 100, +101, 105, 107, 109, 111, 112, 113, 114, 115, +117, 121, 140, 141, 142, 143, 201, 203, 205, 207, 209, 210, +214, 215, 216, 225, 230, 239, 291

+Media Studies 352

Music 234, 246

Philosophy +118, +140, 141, 142, 250, 251, 264

Political Science 236, 237, 239, 240

+Religious Studies 102

Sociology 239

+World Studies 102

Degree and Certificate Programs

The following are officially registered undergraduate degree programs 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 Queens College 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 course work to complete their degrees. Students who change their major during their undergraduate career may also need more than 120 credits in their program in order to graduate.

Program	Degree	Credits	HEGIS Code	State Educ. Code
Accounting	BA	120-128	0502	02701
Africana Studies	BA ¹	120	0305	92251
American Studies	BA	120	0313	02695
Anthropology	BA ¹	120	2202	14865
Applied Social Science	BS	120	2299	21878
Art	BA ²	120-131	0831	02716
Art History	BA	120	1003	02727
Biology	BA ¹	120-144	0401	02696
Byzantine and Modern Greek Studies	BA	120	0399	84212
Chemistry	BA ¹ , BA-MA	120-131	1905	02794, 02798
Communication Arts and Media	BA	120	0601	02702
Communication Sciences and Disorders	BA	120	1220	77457
Comparative Literature	BA	120	1503	02766
Computer Science	BA, BS, BA-MA	120-122	0701	02706, 93111, 19797
Drama and Theatre	BA	120	1007	77742
East Asian Studies	BA	120	0302	02691
Economics	BA ¹	120	2204	02811
Elementary and Early Childhood Education	BA	120-153	0802	02707
English	BA ¹	120	1501	02760
Environmental Sciences: Geology	BA, BS	120	1914	21974, 21975
Environmental Sciences: Chemistry	BA, BS	120	1905	21976, 21977
Environmental Sciences: Biology	BA, BS	120	0401	21978, 21979
Environmental Studies	BA	120	0420	21980
Film Studies	BA	120	1010	81206
French	BA ¹	120	1102	02735
Geology	BA ¹ BS	120-137	1914	02802, 82333
German	BA ¹	120	1103	02740
Greek	BA	120	1110	02754
Hebrew	BA	120	1111	02755
History	BA ¹	120	2205	02813
Home Economics	BA ²	120	1301	02759
Interdisciplinary Major	BA	120	4901	02822
Italian	BA ¹	120	1104	02743
Jewish Studies	BA	120	0309	85304
Labor Studies	BA	120	0516	85416
Latin	BA	120	1109	02753
Latin American Area Studies	BA ¹	120	0308	02694
Linguistics	BA	120	1505	02768
Linguistics: TESOL	BA ²	120	1505	84389
Mathematics	BA ¹	120	1701	02781
Music	BA, BA-MA	120-127	1004	02732, 02733
	BA ^{2, 3}	122-147	0832	02718
	Mus. B.	120-151	0832	02729
Nutrition and Exercise Sciences	BS	120	1299.30	22283
Philosophy	BA, BA-MA	120	1509	02775, 02772
Physical Education	BS ²	120-133	0835	02720
Physics	BA ¹ , BA-MA	120-121	1902	02789, 02787
Political Science and Government	BA, ¹ BA-MA	120	2207	02817, 76096
Psychology	BA	120	2001	02805
Religious Studies	BA	120	1510	92256
Russian	BA	120	1106	02751
Sociology	BA ¹	120	2208	02818
Spanish	BA ¹	120	1105	02749
Studio Art	BA, BFA	120-138	1002	02725, 82209
Theatre-Dance	BA	120	1099	02734
Urban Studies	BA ¹	120	2214	02821
Women's Studies	BA	120	2299	91059

¹Includes BA for Secondary School Teaching, grades 7-12. ²K-12 Teacher

³Requirements for this degree are under revision; contact the Aaron Copland School of Music for more details.

COURSE INFORMATION in this Bulletin is correct as of June 2001. For information about new courses that may not be included here, and for further details concerning course descriptions, consult the department office. For possible changes and for details on courses designated “uncertain” († or ††), consult the current semester’s Telephone Registration Guide and Schedule of Classes, available at the Registrar’s Office and Welcome Center just before registration periods.

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. Many satisfy LASAR. 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 not having prerequisites, although 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 adviser.

Please note: Effective September 1, 1996, all bachelor’s degree programs require a maximum of 120 credits for graduation. The CUNY Office of Academic Affairs may grant waivers for undergraduate degree programs that require additional credits for certification or accreditation from outside professional organizations or for other compelling educational reasons.

LASAR Courses

A course that satisfies one of the Liberal Arts and Sciences Area Requirements (LASAR) will have one of the following symbols at the end of its description, noting which part of LASAR it fulfills:

H1T1. Humanities I, Tier 1

H1T2. Humanities I, Tier 2

H2. Humanities II

H3. Humanities III

PBGA. Physical & Biological Sciences,
Group A

PBGB. Physical & Biological Sciences,
Group B

SQ. Scientific Methodology & Quantitative Reasoning

SS. Social Sciences

PN. Pre-Industrial/Non-Western Civilization

Academic Skills

Director: Howard H. Kleinmann

Office: Kiely 227, 997-5670

The following courses may be offered in the Summer or in the January Intersession in the College's Basic Skills Immersion Program:

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.

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.

20.03-04. ESL Reading and Writing Development. 20.03, 3 hr.; 0 cr., 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 Assessment Test in Reading and Writing.

22.02-03. ESL Writing Development. 22.02, 2.5 hr.; 0 cr., 22.03, 3 hr.; 0 cr. A course designed to improve the composition skills of nonnative speakers of English in preparation for the CUNY Assessment Test in Writing. Practice in thesis formulation, support and development, grammar and mechanics. Includes tutoring and may involve work in the Basic Skills Microcomputer Laboratory.

26.02-03. ESL Reading Development. 26.02, 2.5 hr.; 0 cr., 26.03, 3 hr.; 0 cr. A course designed to improve the reading skills of nonnative speakers of English in preparation for the CUNY Assessment Test in Reading. Includes interdisciplinary readings, work in the Academic Support Laboratory and tutoring.

30.02-04. Academic Reading and Writing. 30.02, 2.5 hr.; 0 cr., 30.03, 3 hr.; 0 cr., 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 Assessment Test 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 and Basic Skills Microcomputer Laboratory.

32.01-03. Academic Writing. 32.01, 1.5 hr.; 0 cr., 32.02, 2.5 hr.; 0 cr., 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 Assessment Test in Writing. Computer-assisted instruction and tutoring may be included.

36.01-03. Academic Reading. 36.01, 1.5 hr.; 0 cr., 36.02, 2.5 hr.; 0 cr., 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 Assessment Test in Reading.

Accounting & Information Systems

Chair: Israel Blumenfrucht

Deputy Chair for Day Studies:

Arthur H. Adelberg

Deputy Chair for Evening Studies:

Marc H. Levine

Director of Master of Science in Accounting: John P. Walker

Assistant Chair for Information Systems and Research: Abraham J. Simon

Assistant Chair for Summer Session: David Hornung

Assistant Chair for Undergraduate Advisement: Marvin F. Milich

Dept. Office: T-2, 129, 997-5070; Fax: 997-5079

Professors: Adelberg, Blumenfrucht, Hitzig, Levine, Siegel, Simon, Walker; **Associate Professors:** Leibowicz, Milich, Qureshi; **Assistant Professor:** Kim; **Lecturers:** Dauber, Davidovits, Erlach, Hornung, Klinger; **Department Secretaries:** DePierro, Gilette, Harris

Major Offered: Accounting (State Education Code 02701)

Please note: The Department of Accounting and Information Systems offers a Master of Science in Accounting that is registered with the State of New York. The M.S. in Accounting adds significantly to the undergraduate degree and reduces the auditing experience requirement for the CPA license from two years to one year. Detailed information on the M.S. is in the Queens College Graduate Bulletin.

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, non-profit 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 course work. 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 rela-

tionships is essential. A knowledge of tax laws and procedures must be added to the accountant's store of information.

The Department of Accounting and Information Systems has a formal advisement program. All majors are assigned an adviser whom they must see as part of registration.

Accounting majors **must** file a concentration form with the department **no later than** the lower junior semester. See the box on this page for the specific requirements for the major.

Dual Major: Accounting and Economics

Students majoring in accounting may also receive a major in economics by completing 30 credits in economics courses plus Mathematics 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. Economics 205, 206, and 382 must be part of the 30 credits in economics courses plus Math 131 or the equivalent. All courses for the economics major must be passed with a letter grade (no P/NC option is permitted.)

Accounting Minor

See the box on this page for the specific requirements for the minor. An overall **C** average is needed in all required courses to be eligible for the minor. Students

may not take courses before the required semester, nor are they permitted to register for any Accounting course where they have earned a grade less than **C-**, **ABS**, **INC**, etc. in the prerequisite.

Minors must complete a concentration form **no later than** their junior year and submit this to their Adviser for approval. (Forms are available in the Department Office.)

Departmental Awards

The Accounting and Information Systems Department offers the **New York State Society of Certified Public Accountants Award** each year to at least one graduating senior for superior scholarship in accounting studies, and the **Professor Ralph G. Ledley Memorial Award** of \$100 to a student with an outstanding scholastic record in the department who will be attending law school. The student who has contributed the most distinguished service in advancing the department's professional interests receives the **Professor Eugene Rosenfeld Memorial Award** of \$100. The **Professor Louis Geller Award** of \$100 is given to an outstanding student going on to graduate studies in accounting. The **Person-Wolinsky Scholarship Award** is given to two students for exceptional academic achievement. Additional grants of \$100 are awarded by the department to one or more students graduating with honors in accounting who intend to pursue gradu-

ate studies, and to other appropriately designated students as funds permit. The department also nominates an outstanding woman graduate for the **American Society of Women Accountants Award**, conferred upon outstanding women graduates in accounting in the metropolitan area. The **McGraw-Hill Accounting Award of Excellence** of two books and \$100 is presented to the student with an exemplary scholastic record plus outstanding service to the College and the department. The **Wall Street Journal Award** is given to a graduating student for excellence in accounting. The award consists of a one-year subscription to the **Wall Street Journal** and a paperweight.

COURSES

All students taking courses in the Department of Accounting and Information Systems must earn a minimum grade of **C-** in any course taken in the department to advance to the next course in the sequence. Students earning a grade of **D+** or less must retake the course in which the **D+** or less was earned. Students who repeat a course in accounting are reminded that credit can be received only once.

A student must obtain a minimum grade of **C-** in each course in the department that will be used to meet the major requirements.

Students must earn a **C** average (2.0) for all courses usable for the major (i.e., accounting, economics, and other electives that qualify as part of the major).

100. Financial and Managerial Accounting. 4 hr.; 3 cr. Prereq.: Business and Liberal Arts 100 and permission of the BALADirector. 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.

101. Introduction to the Theory and Practice of Accounting I. 4 hr.; 3 cr. Prereq.: Upper freshman standing. First course for accounting majors. Also gives nonmajors a fundamental understanding of the language of business as expressed in financial reports. Fall, Spring

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

Requirements for the Major in Accounting

Students majoring in accounting qualify for admission to the Uniform CPA Examination and must comply with the requirements of the New York State Board of CPA examiners, as set forth below:

Required (53 credits): Accounting 101 through 322, 361, 362, 363, and 367; Economics 101, 102, 215, 241, and 249.

Electives: 3 approved courses may be chosen from the following:

Accounting and Information Systems Department courses; Computer Science 12 preferred, 101 acceptable (but not both), and other approved CS courses (only two CS courses may be used as electives unless student is a CS minor); Economics 205, 206, 382, and other approved economics courses; Geology 25; History 238 and 275; Mathematics 131, 132, and other approved advanced mathematics courses; Political Science 211, 223, 224; Psychology 226, 245; Sociology 224, 228; Urban Studies by approval of Chair.

Students must read the specific department listing for prerequisite requirements. There are additional limitations on electives. Consult with the department.

Requirements for the Minor in Accounting

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

Required (19 credits): Accounting 101, 102, 201, 305, 361, and 367.

Electives (3 credits): Economics 100, 101, 102, or any other elective approved by the Accounting Department.

Please note: **C-** is the minimum grade in all Accounting courses. (The **C-** requirement **does not apply** to any other approved elective if it is outside the Accounting Department.) You **may not P/NC** any course that is being used to satisfy your minor requirements (including electives).

102. Introduction to the Theory and Practice of Accounting II. 4 hr.; 3 cr. Prereq.: Accounting 101 and sophomore standing. Continuation of Accounting 101. Fall, Spring

201. Intermediate Accounting I. 4 hr.; 4 cr. Prereq.: Accounting 102 and sophomore standing. Intensive study of the theories of financial accounting, generally accepted accounting principles, and applications thereof. Relevant opinions and statements of the AICPA, FASB, and SEC. Fall, Spring

202. Intermediate Accounting II. 3 hr.; 2 cr. Prereq.: Accounting 201 and junior standing. Continuation of Accounting 201. Relevant mathematical principles and applications thereof to accounting. Relevant opinions and statements of the AICPA, FASB, and SEC. Fall, Spring

305 Cost Accounting. 3hr.; 2 cr. Prereq: Accounting 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

306. Quantitative Techniques in Planning and Control. 4hr.; 3cr. Prereq.: Accounting 305, Economics 241, Economics 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

311. Advanced Accounting. 4 hr.; 3 cr. Prereq.: Accounting 202 and junior standing. Theory of accounting applicable to problems peculiar to large-scale business operations, including the problems of accounting for installment sales, consignment sales, branch operations, mergers, insolvencies, liquidations, and the preparation of consolidated financial reports. Relevant opinions and statements of the AICPA, FASB, and SEC. Fall, Spring

321, 322. Auditing. Accounting 321: 4 hr.; 3 cr.; Accounting 322: 3 hr.; 2 cr. Prereq.: For Accounting 321, Accounting 311 and senior standing; for Accounting 322, Accounting 321, Economics 249, and senior standing. Auditing procedures, including applications to computerized systems, principles, and standards relevant to the practice of professional accountancy. Introduction to statistical

sampling. Pronouncements, research bulletins, and statements of auditing procedure issued by the AICPA, SEC, and AAA. Fall, Spring

331. Advanced Accounting Problems. 4 hr.; 3 cr. Prereq.: Accounting 306 and 311. Emphasis on theory, analysis, approach, and techniques. Fall, Spring

341. Accounting Information Systems. 3 hr.; 3 cr. Prereq.: Computer Science 101 or equivalent, and Accounting 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

343. Microcomputer Applications in Accounting. 3 hr.; 3 cr. Prereq.: Computer Science 101 or Computer Science 12 and Computer Science 100, Accounting 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 data base 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.

350. Financial Statement Analysis. 3 hr.; 3 cr. Prereq.: Accounting 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.

355. Accounting in International Environments. 3 hr.; 3 cr. Prereq.: Accounting 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.

368. Trust and Estate Accounting. 2 hr.; 2 cr. Prereq.: Accounting 367 or junior standing. Special emphasis on preparation of fiduciary reports and principles of audits of fiduciaries.

372. Governmental and Not-for-Profit Accounting and Auditing. 3 hr.; 3 cr. Prereq.: Accounting 102 and junior standing. The course focuses on accounting, financial reporting, and auditing relevant to governmental and not-for-profit entities. Fall, Spring

Courses in Law Related to Business and Taxation

361. Business Law I. 3 hr.; 3 cr. Prereq.: Junior 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 (SS)

362. Business Law II. 3 hr.; 3 cr. Prereq.: Accounting 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

363. Business Law III. 3 hr.; 3 cr. Prereq.: Accounting 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 bankruptcy and insurance. Fall, Spring

367. Federal and New York State Taxes on Income. 4 hr.; 4 cr. Prereq.: Accounting 102 and senior standing. An introduction to the federal income tax as it relates to individuals. Particular emphasis is given to the basic multi-tiered tax structure. The underlying concepts of basis, inclusion, exclusion, 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.

369. Gift and Estate Taxation. 2 hr.; 2 cr. Prereq.: Accounting 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

381. Seminar in Advanced Financial Accounting Theory. 3 hr.; 3 cr. Prereq.: Accounting 202 and 311 (senior standing recommended). Fall

382. Seminar in Advanced Managerial Accounting Theory. 3 hr.; 3 cr. Prereq.: Accounting 202 and 306 (senior standing recommended).

383. Seminar in Law and Taxation. 3 hr.; 3 cr. Prereq.: Permission of department.

391, 392. Special Problems. 391.1-391.3, 1-3 hr.; 1-3 cr.; 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.

393. Seminar in Accounting. 3 hr.; 3 cr. Prereq.: Successful completion of Accounting 391, 392, and permission of department.

Adult Collegiate Education

Director: Robert C. Weller

Associate Director: Colette Golinski

Office: Kiely 134A, 997-5717

Professors: Alteras, Hallmark, Orenstein,

Pine; **Adjunct Associate Professors:**

Jacobowitz, Mohan; **Adjunct Assistant**

Professors: Brown, Sirlin; **Adjunct Lectur-**

ers: Abramson, Chustek, Einsohn, Goodman, Krest, Miceli, Moskowitz, Percival, Weller; **Department Secretaries:** Schueller, 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 Liberal Arts and Sciences Area Requirements (LASAR). 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 LASAR 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 courses described below are open only to students formally admitted to ACE. These courses may not be taken with the P/NC (Pass/No Credit) option.

ACE 001. English Composition

ACE 003. Studies in Literature

ACE 004. Studies in Visual Arts & Music

ACE 009. The Physical Sciences

ACE 015. Social Science Seminar I

ACE 016. Social Science Seminar II

Biology 008. Fundamentals of Biology

Chemistry 011. Chemistry for Today

Psychology 101. General Psychology

For details of admission requirements and procedures, write to the Director of ACE.

COURSES

ACE 001. 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 003W. Studies in Literature. 3 hr. plus conf.; 6 cr.; provides two Writing Intensive units. Prereq.: ACE 001. Close reading and critical analysis of American and British fiction and poetry of various periods. This seminar combines a study of literature with continued training in clear and effective written expression. Conferences with the instructor will be scheduled.

ACE 004. 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 009. The Physical Sciences. 4 hr.; 4 cr. A course designed to give students a qualitative and quantitative view of the physical world. Topics chosen, primarily from physics (and, to a lesser extent, astronomy), include force, motion, gravitation, planetary motion, work and energy, heat, light, and electricity. During the

study of each topic, selected numerical problems are solved. These problems, in addition to illuminating the subject matter, develop the student's skills in algebra, geometry (both plane and analytic), and trigonometry.

ACE 015. 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.

ACE 016. Social Science Seminar II. 3 hr.; 6 cr. Prereq.: ACE 015. 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.

Biology 008. Fundamentals of Biology. 2 lec., 2 lab. hr.; 3 cr. (ACE students are required to take **either** Biology 008 **or** Chemistry 011.) 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 or chemistry is assumed. Not open to students who have taken Biology 11. MAT charge, \$25.

Chemistry 011. Chemistry for Today. (formerly Chemistry 15) 2 lec., 2 lab. hr.; 3 cr. (ACE students are required to take **either** Biology 008 **or** Chemistry 011.) 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. MAT charge, \$25.

Psychology 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.

Health and Physical Education

Physical Education 32. Adult Fitness Through Diet and Exercise. 3 hr.; 3 cr. 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.

LASAR and Basic Skills Requirements

Satisfactory completion of the Basic ACE Seminars by students enrolled in ACE will fulfill the Queens College basic and advanced learning skills and **most** of the LASAR. These requirements became effective for students enrolling in ACE in September 1983 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 LASAR categories:

Humanities I, Tier 2
Humanities III
Scientific Methodology and Quantitative Reasoning

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 passing grade 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; see 35.

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 Linguistics 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 LASAR.

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.

Departmental 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 each Spring to a full- or part-time student with a minimum GPA of 3.2. Applicants must be lower sophomores (at least 28 credits) and demonstrate academic potential.

The Martin Pine/Solomon Resnik Scholarship for Single Parents is awarded each Spring to a part- or full-time student who is a single parent (male or female) and demonstrates academic potential and financial need. **The Samuel Roane Memorial Scholarship for Minority Students** is awarded each Fall to a part- or full-time minority student (i.e., African-American or Hispanic). Applicants must

demonstrate financial need and prior community service. **The Helen Rudolph Memorial Scholarship** is offered each Fall to a part- or full-time junior (at least 61 credits) majoring in Jewish Studies.

The Dean Ernest and Marta Schwarcz Scholarship is awarded each Fall to a full-time student with a minimum GPA of 3.0. Applicants must demonstrate financial need and academic potential.

The May and Samuel Usadi Scholarship is awarded each Fall to a part- or full-time student. Applicants must demonstrate financial need and academic potential. **The Molly Weinstein Memorial Scholarship** is awarded each semester to a part- or full-time student. Applicants must demonstrate financial need and academic potential.

The ACE program acknowledges top graduating seniors during the ACE graduation ceremonies each Spring with the following monetary awards: **The Richard H. Hogan Award for Academic Excellence** (to the ACE Valedictorian); the **Sybil Leigh Memorial Award for Academic Excellence**; the **Mr. and Mrs. Alfred Lewis Award for Academic Excellence**; the **Haleem Rasheed Memorial Award for Community Service**; the **S. Gary Schiller Award for Excellence in Political Science**; the **Micheline Weisbroat Award to a Foreign-born student**; the **Aaron Weiss Humanitarian Award**; and the **Kathleen Englert ACE Award**.

The Evelyn Nagdimon Scholarship (\$200-\$500) is awarded each semester to an ACE student who is at least a sophomore (36 credits minimum). Applicants must carry 6-11 credits and demonstrate academic potential and financial need. Applications are available in the ACE Office (Kiely 134A).

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.

Africana Studies

Director: June Bobb

Advisory Committee: Agbeyegbe, Ahmed, Armour-Thomas, Habtu, Markovitz, Ofu-atey-Kodjoe

Office: Delany Hall 125, 997-2845

Major Offered: Africana Studies (State Education Code 92251)

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 major in Africana Studies must take a minimum of 36 credits from the offerings listed in the program. At least 18 of these credits must be in the required core curriculum. At least 3 credits must be in a seminar offered by Africana Studies or an approved departmental seminar. At least 9 credits must be in the area of concentration.

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.

COURSES

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.). (SS, PN)

102. Survey of African Civilization II. 3 hr.; 3 cr. An interdisciplinary survey of African civilization from the sixteenth cen-

tury to the present. The course will focus on the impact upon African civilization, culture, politics, and society of European expansion and colonialism in Africa. (SS, PN)

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.

202. The Black Urban Experience. 3 hr.; 3 cr. Prereq.: AFST 101 and 102 or permission of 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.

203. The Black Church in America. 3 hr.; 3 cr. Prereq.: AFST 101 and 102 or permission of instructor. The course examines and analyzes the social and historical development of the black church in America. It attempts to show the role of the church in the struggles of black Americans. The formation of independent black denominations, sects, and cults will also be evaluated.

232, 232W. Caribbean Literature. 3 hr.; 3 cr. Prereq.: Sophomore standing or permission of 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. (H3)

234, 234W. Black Women Writers. 3 hr.; 3 cr. Prereq.: Sophomore standing or permission of 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. (H1T2)

300, 300W. Seminar in Africana Studies. 3 hr.; 3 cr. Prereq.: Junior standing and permission of 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

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

Requirements for the Major in Africana Studies

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, 232 or 234, 300; History 277 or 278; Political Science 277 or 278; Sociology 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:** AFST 102, 201, and 234; History 111; Anthropology 211; Economics 209; Political Science 237 and 256; Sociology 273.

2) **The Caribbean:** AFST 232; History 118, 119, and 243; Puerto Rican Studies 203, 204, 208, 242; Sociology 261 and 274; Special Studies 94.

3) **African-American:** AFST 102, 201, 202, 203, 234; Drama 206, 248; Economics 219; English 354 and 355; History 277 and 278; Sociology 211, 271, and 272.

Two courses (6 credits) must be selected from those above that have not been already selected, or from Anthropology 233, Ethnic Studies 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

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.

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, Bowen, Buell, Clark, Gambino, Kelly, Lyons, Schechter, Tucker, Warren, Wreszin

Office: Klapper Hall 345, 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.

THE MAJOR

Students who plan to major in American Studies must have a minimum grade of **B** in American Studies 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. American Studies 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

Art 232

Drama, Theatre, and Dance 206

English 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

History 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
Philosophy 147, 148

Perspectives on American Society

Anthropology 207, 213, 214
Economics 214, 219, 223, 224, 242, 246
Political Science 100, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 229, 273, 381
Sociology 103, 210, 211, 218
Urban Studies 14, 107, 202, 251

COURSES

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. (H3)

134W. Writing Tutorial. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-registration basis. This course works on writing that is relevant to the subject matter of the main course. Co-registration 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.

135W. Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite 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.

210. American Lives. 3 hr.; 3 cr. Prereq.: Upper sophomore standing and English

Requirements for the Major in American Studies

American Studies majors are required to complete a minimum of 36 credits on the American experience:

Required (12 credits): American Studies 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

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.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

120. 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.

212. **The Popular Arts in America.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and English 120. 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.

214. **An American Decade.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and English 120. 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.

216. **Myths and Ideologies in the United States.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and English 120. 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.

218. **Native American History and Culture.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and English 120. 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.

220. **Gender, Race, Ethnicity, and Class in the United States.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and English

120. 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.

222. **The United States in Its Global Setting.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and English 120. 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.

300W. **Selected Topics in American Studies.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and American Studies 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: James A. Moore

Assistant Chair for Evening Studies: Roger Sanjek

Dept. Office: Razran Hall 316, 997-5510; Fax: 997-2885

Professors: DeBoer, Gregersen, Sanjek; **Associate Professors:** Birth, Moore, Stinson; **Assistant Professors:** Ferry, Halliburton, Makihara, Plummer, Snyder, Swedell; **Adjunct Assistant Professors:** Meswick, Schaefer, Schmitt, Steffy; **Higher Education Assistant:** Steffy; **Department Secretaries:** Belferman, Kotler; **Distinguished Professor Emeritus:** Meggitt; **Professors Emeritae:** Rassam, Slater; **Professors Emeriti:** Hansen, Owen; **Associate Professor Emeritus:** Waterbury

Major Offered: Anthropology (State Education Code 14865)

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 in both primitive and multicultural settings.

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 MAJORS

Students wishing to major in anthropology may choose between two tracks: **general anthropology** and **pre-professional anthropology**.

Students must declare their intention to major in anthropology by requesting a department adviser and by completing a concentration form in consultation with the adviser. Pre-professional majors are especially encouraged to work closely with a faculty adviser. 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 adviser from the respective subdiscipline. In special cases, some requirements listed above may be waived with the approval of the Chair.

Anthropology is an excellent complement to majors such as Latin American Area Studies. Interdisciplinary majors also may be arranged (see page 142).

See the box on page 54 for the specific requirements for the major 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:

Hortense Powdermaker Award: Given to the most promising graduating major specializing in cultural/linguistic anthropology.

Faculty Award: Given to the student graduating with the highest grade-point average in anthropology.

Paul Mahler Memorial Award: Given to the most promising graduating major specializing in physical (biological) anthropology.

Lynn Ceci Archaeology Award: Given to the most promising graduating major specializing in archaeology.

Frank Spencer Memorial Scholarship Award: Given to the most promising junior concentrating in biological anthropology.

Service Award: Given to a graduating student in recognition of service to the department.

Honors: Given to graduating students with a grade-point average greater than 3.5.

Requirements for the Majors in Anthropology

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

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

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

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

The **Pre-Professional Major** requires 39 credits distributed as follows:

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

Electives: (24 credits): One course from Anthropology 201, 240, and 260; one course from Anthropology 201 (if not already taken), 205-219, 241-249; one course from Anthropology 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

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 Anthropology 101, 102, 103, 104.

Electives (9 credits): One course from Anthropology 201, 235, 240, 260; any two additional courses from Anthropology 200 or above.

High Honors: Given to graduating majors upon successful completion of a Senior Honors Thesis (Anthropology 390).

Most Promising Student Award: Given to the most promising student (major/minor) currently enrolled in the anthropology program.

Sequence of Courses

Anthropology courses are numbered as follows:

101-104: Introductory-level courses with no prerequisites.

200-279: Intermediate courses in the various subdisciplines of anthropology: cultural anthropology (200-239), biological anthropology (260-279), and archaeology (240-259). Prerequisites: Six credits in social science or sophomore standing. (Note special requirements for Anthropology 200, 229, 235, 238, 250, 251, 253, 259, 260, 270, 272, 275, and 279. See entries under these numbers.)

301-397: Advanced courses (usually for majors) requiring junior standing and often having special requirements. (See entries under these numbers.)

Note: Anthropology 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 Announcement of Course Offerings**, which is available in the department office prior to the registration period.

COURSES

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, PN) Fall, Spring

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. (PBGB) Fall, Spring

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, PN) Fall, Spring

104. Language, Culture, and Society. 3 hr.; 3 cr. The role of language as a significant aspect of culture as well as language and culture diversity around the world are considered in this survey of anthropological linguistics. (H3) Fall, Spring

Note: Either Anthropology 101, 102, 103, or 104 may be taken alone, and if all are taken there is no necessary sequence. However, the three courses together are designed to give a meaningful survey of anthropology and are a recommended sequence.

134W. Writing Tutorial. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-registration basis. This course works on writing that is relevant to the subject matter of the main course. Co-registration 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.

135W. Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite 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.

200. History of Anthropology. 3 hr.; 3 cr. Prereq.: 6 credits in anthropology or permission of instructor. A survey of anthropological theories, methodologies, and practitioners from anthropology's inception to the present. Fall, Spring

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 the-

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 34, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

oretical positions. Fall, Spring

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

Cultural Area Courses

Note: The department publishes specific descriptions of its "Regional Peoples" courses each semester they are offered that are appropriate for the specific faculty member or adjunct offering the course.

205. Peoples of Mexico and Guatemala. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. (PN)†

206. Peoples of South America. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. (PN)†

207. Native North Americans. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. (PN) Fall, Spring

208. Peoples of South Asia. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. ††

209. Peoples of Europe. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. ††

210. Peoples of East Asia. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. (PN)††

211. Peoples of Africa. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. (PN)††

212. Peoples of the Middle East. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. (PN)††

213. Peoples of the Contemporary United States. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. ††

214. Peoples of New York City. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. ††

215, 215W. Peoples of the Caribbean. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. ††

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. ††

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. †

223. Family, Kin, and Friends. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. The goal of this course is to understand the changes occurring in contemporary family, kin, and friend relationships by an evolutionary and comparative examination of such structures from other times and other cultures. ††

224. Religion: Belief and Ritual. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. ††

225. Medical Anthropology. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. This course focuses on the interaction of cultural, biological, and ecological factors that may influence human health. Specific areas to be covered will include the transmission of infectious diseases, nutritional deficiencies, and inherited diseases. †

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. ††

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. ††

231W. Music, Culture, and Society. 3 hr.; 3 cr. Prereq.: 6 credits in social science or sophomore standing, and English 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.

232. Ethnographic Photography. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. This course will develop perceptual and technical skills to enable students to document field research by successfully depicting some aspect of the human condition in the medium of black and white photography.

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. ††

234. 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. †

235. Essentials of Practical Culture Study. 3 hr.; 3 cr. Prereq.: Anthropology 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. †

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. (SQ) Fall

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 not the same. ††

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

241. Archaeology of Mesoamerica. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Examines the development of Mesoamerican cultures. ††

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. ††

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. ††

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. ††

246. Anthropology of Ancient Egypt. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Using data from archaeology, hieroglyphs, and cultural anthropology, this course provides a dynamic portrait of the way of life of ancient Egypt. It also sheds light on changing attitudes towards Egypt and

explains our fascination with this ancient culture through the centuries. Illustrated with slides and films, this course requires field trips to museum collections. ††

249. Topics in Archaeological Area Studies. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing or permission of instructor. Topics will be announced. Course may be repeated provided the topic is not the same. ††

250. Field Methods in Archaeology. 250.1- 250.6, 1-6 hr.; 1-6 cr. Prereq.: Anthropology 103 or 240. Field training in archaeological survey and excavation in actual selected field sites. Basic archaeological field techniques will be taught and students will develop skills in scientific data-recording procedures. Pre-historic sites will be located, mapped, and described, and cultural materials will be recovered in the field for subsequent laboratory analysis. ††

251. Archaeological Analysis of Pottery. 3 hr.; 3 cr. Prereq.: Anthropology 103 or 240. This course provides students with hands-on experience in lab analysis of archaeological pottery. Enrollment is limited to 12. ††

253. Archaeological Analysis of Stone Tools. 3 hr.; 3 cr. Prereq.: Anthropology 103 or 240. With a combination of lectures, labs, and field trips, this course shows how archaeologists analyze stone tools. Trips to prehistoric quarries, experiments with stone tool production and use, and lab analysis of excavated stone tools provide hands-on experience. Enrollment is limited to 12. †

259. Topics in Archaeology. 3 hr.; 3 cr. Prereq.: Anthropology 103 or 240. Topics will be announced. Course may be repeated provided the topic is not the same. ††

260. Essentials of Biological Anthropology. 3 hr.; 3 cr. Prereq.: Anthropology 102 or any college biology course. Focuses on the process of human biological evolution. (PBGB) Fall, Spring

262. Introduction to Primates. 3 hr.; 3 cr. Prereq.: Anthropology 102 or permission of 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. †

270. Human Disease. 3 hr.; 3 cr. Prereq.: Anthropology 102 or any college biology course. This course is an introduction to the principles and methods used by epi-

demologists 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. †

272. The Human Skeleton. 3 hr.; 3 cr. Prereq.: Anthropology 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. ††

275. Disease in Prehistory. 3 hr.; 3 cr. Prereq.: Anthropology 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.

279. Topics in Biological Anthropology. 3 hr.; 3 cr. Prereq.: Anthropology 102 or 260 or any college biology course. Topics will be announced. Course may be repeated provided the topic is not the same. ††

290W. Topics in Anthropology. 3 hr.; 3 cr. Prereq.: English 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.

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. ††

304. Anthropology of Development. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including 200 and 201 as prerequisites or corequisites or permission of 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. ††

305. Symbolic Anthropology. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including 200 and 201 as prerequisites or corequisites or permission of instructor. This course focuses on an analysis of the systems of meaning that humans create that allow them to place themselves in relationships with each other and with the world. The emphasis is on the public nature of meaning and the symbols used to communicate status, power, gender, group memberships, etc. ††

306. Anthropology of Religion. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including 200 and 201 as prerequisites or corequisites or permission of 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. †

307. Anthropology of Cross-Cultural Teaching. 3 hr.; 3 cr. Prereq.: Permission of instructor. Anthropological approaches to multicultural education and cross-cultural teaching and training in pluralistic societies. A consideration of anthropological perspectives on and concepts for the process of cultural transmission in multicultural/ multiracial environments. ††

308. Urban Anthropology. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including 200 and 201 as prerequisites or corequisites or permission of 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. †

309. Psychological Anthropology. 3 hr.; 3 cr. Prereq.: Nine credits in anthropology, including 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. ††

320. Contemporary Anthropological Theory. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including 200 and 201 as prerequisites or corequisites or permission of 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. ††

330. Seminar in Cultural Anthropology. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including 200 and 201 as prerequisites or corequisites or permission of instructor. Course may be repeated for credit provided the topic is different. Spring

340. Archaeological Method and Theory. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology, including 240 and at least one course numbered 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

342. Origins of Complex Society. 3 hr.; 3 cr. Prereq.: Nine credits in anthropology, including at least two courses numbered 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. ††

350. Seminar in Archaeology. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology, including at least one course numbered 240 to 259 and junior standing. Course may be repeated for credit provided the topic is different. ††

360. History of Biological Anthropology. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including at least one course numbered 260 to 279 and junior standing or permission of instructor. The primary target of this course is to provide a comprehensive overview of the history of scientific inquiry into the origin and variation of the human species. A central theme is the development of evolutionary thinking, which involves a consideration of changing scientific views of nature and *Homo* from the Renaissance to the Enlightenment – which set the stage for Darwin’s work in the 19th century – and the subsequent emergence of the modern evolutionary

synthesis. 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. ††

361. Human Variation. 3 hr.; 3 cr. Prereq.: Anthropology 260 or two college biology courses and junior standing. †

362. Human Paleontology. 4 hr.; 4 cr. Prereq.: Anthropology 260 or two college biology courses and junior standing. †

370. Seminar in Biological Anthropology. 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including at least one course numbered 260 to 279 and junior standing. Course may be repeated for credit provided the topic is different. ††

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 departmental 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

395. Directed Studies in Anthropology. 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 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 not the same. No more than 6 credits can be taken in the 395 series. ††

397. Directed Research in Anthropology. 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 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 Baccalaureate Degree. No more than 12 credits can be taken in the 397 series.

Art

Chair: James M. Saslow

Art History Deputy: Brian R. Percival

Studio Art Deputy: Liliana Porter

Art Education Adviser: Tyrone Mitchell

Dept. Office: Klapper Hall 172, 997-4800

Art History: Klapper Hall 168, 997-4803

Studio Art: Klapper Hall 172, 997-4800

Distinguished Professor: Slatkes; **Professors:** Carlson, Chave, Clark, Cohen, Connor, Hofsted, Hoshino, Lane, Magid, Porter, Saslow; **Associate Professors:** Mitchell, Snider, Sund; **Assistant Professors:** Lin, Priestly; **Lecturer:** Percival;

Department Secretary: Perlman; **Physical Plant:** Krest, Weirshousky

Majors Offered: Art History (State Education Code 02727), Studio Art (State Education Code 02725), and Studio Art BFA (State Education Code 82209)

Please note: Changes have been made in the Studio Art curriculum that affect the B.A. degree and the total number of required credits for the major (subject to approval). Students are advised to check with the Studio Art section of the department prior to registering for classes.

The department offers major programs in two areas: Art History and Studio Art. Both programs provide training in these disciplines within the framework of a liberal arts curriculum. It is assumed that further professional and scholarly developments will take place after the Bachelor of Arts degree, according to the needs and objectives of the individual student.

A Bachelor of Fine Arts program in Studio Art is now being offered in addition to the Bachelor of Arts program. Interested students should consult the B.F.A. adviser. See requirements under Studio Art in the box on this page.

Students majoring in art must fulfill department requirements as outlined below, as well as particular prerequisites as 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 the Examining Committee's approval of a portfolio of work (in the Studio Art area). Exempted students will take a more advanced course instead.

Students majoring in other fields may have the prerequisites waived for any art courses. However, they should consult with a department adviser to ascertain the nature of course demands, and receive advice on courses best suited to their interests.

Requirements for the Majors in Art

Art History

Required (36 credits): 30 credits in Art History, including 101, 102, and 300 (Art History 1 may be substituted for 101 or 102 if taken before the student has elected to major in Art History. No more than six credits from 1, 101, and 102 may be applied to the degree.); 21 credits must be selected from Art History 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 adviser. Students must also take 6 credits in history, chosen in consultation with the adviser.

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. Students who have satisfied the College 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.

Studio Art

For either the B.A. or the B.F.A. in Studio Art, or the B.A. in Art Education, a student must complete the following basic sequence:

Prescribed Basic Courses (Group A, 18 credits): Studio Art 151, 153, 161, 162, 181, 182. Students must complete these courses before registering for intermediate and advanced studio courses. They may take no more than two upper-level courses before finishing the Group A sequence.

Art History (12 credits): Must include Art History 101 and 102. (Art 1, if taken before the student elects to major, may be substituted for one of these.)

The courses listed above should be taken by the end of the third semester of residence. The student's achievement is then evaluated by the department's Junior Conference Committee, composed of Studio Art faculty. This committee, along with the student, then plans a sequence of courses for the upper two years of residence, which conforms to the student's needs, abilities, and interests. A concentration form listing these courses is filed with the department office. A student wishing to apply for the B.F.A. program should do so at this time by petition to the Junior Conference Committee.

The B.A. program is completed with a total of 42 credits in Art, to include 10 credits of Studio Art electives and Art 391, to be completed in the seventh or eighth semester. Students may not register for more than 42 credits in art without permission of the department. At least one semester of recommended studio work must intervene between the completion of basic Group A courses and registration for Art 391.

The B.F.A. program is completed with a total of 72 credits, including 35 credits in Studio Art electives and Studio Art 350, 391, and 392.

Art Education

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 42 credits in art plus prescribed courses in secondary education. The requirements are similar to those of the B.A. in Studio Art, except that Art History 246, 247, or 254 should be included in the 12-credit Art History requirement. Required secondary education courses are SEYS 201, 221, 222, 333, 365, and 375.

Requirements for the Minors in Art

Art History—Required (18 credits): The minor must include Art History 101 and 102 (Art History 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 Art History 110-115, 200-299, and 300-349.

Studio Art—Required (21 credits): Must include five courses from the six basic courses in drawing, painting, design, and sculpture (Studio Art 151, 153, 161, 162, 181, 182), one introductory course in art history (Art History 101, 102, or 1), and 3 credits of studio electives.

THE MAJORS

All students majoring in art are required to take Art History 101 and 102, except that students who elect to become art majors after having taken Art 1 should take either Art 101 or 102 in addition. No more than six 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 58 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 will be evaluated by the department.

Studio Art

The department offers a Bachelor of Arts and a Bachelor of Fine Arts in Studio Art. Both prepare a student for creative or professional work in various media. The B.A. also provides part of the necessary background for the teacher of art in secondary schools. Students interested in the teaching of Studio Art in college should apply for the B.F.A. program and plan to attend graduate school in an approved Master of Fine Arts curriculum. See the box on page 58 for the specific requirements for the majors.

Transfer Students

Transfer students who want to major in Studio Art, Art Education, or Drama & Theatre and Art must present a transcript and portfolio to the Transfer Credit Evaluation Committee of the Art Department. They may be credited with up to 6 credits in Studio Art on the basis of transcript only, or up to 15 credits on the basis of transcript and portfolio. In addition, a transfer student may receive as many blanket credits in studio work as the committee considers justified. Except as the committee may exempt them, transfer students will take all of the prescribed basic courses and senior project at Queens College. Transfer students should defer the taking of Art 391 or 392 to their final semester in residence at Queens College.

THE MINORS

See the box on page 58 for the specific requirements for the minors.

COURSES

Introductory Course

001. Introduction to Art. 3 hr.; 3 cr. An introduction to art, dealing with the basic concepts of painting, sculpture, and architecture and their formal, symbolic, and expressive functions. The lectures are illustrated with slides. (H2) Fall, Spring

Art History

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

ARTH 101, 102. History of Western Art I, II. 3 hr.; 3 cr. each semester. A survey of the history of Western art, studied in historical sequence and in greater depth than in Art 1. (H2) Fall, Spring

ARTH 110. Survey of Ancient Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 111. Survey of Medieval Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 112. Survey of Renaissance and Baroque Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 113. Survey of Modern Art. 3 hr.; 3 cr. (H2)††

ARTH 114. Survey of Asian Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 115. Principles of Architecture. 3 hr.; 3 cr. (H2)††

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. (H2)††

ARTH 203. Art and Archaeology of the Ancient Near East. 3 hr.; 3 cr. (H2, PN)††

ARTH 204. Art of Ancient Egypt. 3 hr.; 3 cr. (H2, PN)††

ARTH 205. Art of Early Greece: Aegean Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 206. Art of Archaic, Classical, and Hellenistic Greece. 3 hr.; 3 cr. (H2, PN)††

ARTH 207. Roman Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 211. Early Christian and Byzantine Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 212. Early Medieval Art in Western Europe. 3 hr.; 3 cr. (H2, PN)††

ARTH 214. Romanesque Art. 3 hr.; 3 cr.††

ARTH 215. Gothic Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 221. Early Renaissance Art in Italy, 1250-1400. 3 hr.; 3 cr. (H2, PN)††

ARTH 222. Renaissance Art in Italy: The Fifteenth Century. 3 hr.; 3 cr. (H2, PN)††

ARTH 223. Renaissance Art in Italy: The Sixteenth Century. 3 hr.; 3 cr. (H2, PN)††

ARTH 225. Painting in Northern Europe: The Fifteenth Century. 3 hr.; 3 cr. (H2, PN)††

ARTH 226. German Painting and Printmaking, 1400-1530. 3 hr.; 3 cr.††

ARTH 229. Renaissance and Baroque Architecture. 3 hr.; 3 cr.††

ARTH 234. Baroque Art in Italy. 3 hr.; 3 cr. (H2, PN)††

ARTH 238. Baroque Art in Northern Europe. 3 hr.; 3 cr. (H2, PN)††

ARTH 239. Seventeenth-Century Painting in France and Spain. 3 hr.; 3 cr.††

ARTH 240. The Eighteenth Century in Europe. 3 hr.; 3 cr. (H2, PN)††

ARTH 246. European Art, 1789-1848. 3 hr.; 3 cr. (H2)††

ARTH 247. European Art, 1848-1900. 3 hr.; 3 cr. (H2)††

ARTH 250. Impressionism. 3 hr.; 3 cr.††

ARTH 251. Art of the United States, Colonial Era to 1900. 3 hr.; 3 cr. (H2)††

ARTH 252. Art of the United States, 1900-70. 3 hr.; 3 cr. (H2)††

ARTH 254. Twentieth-Century Art. 3 hr.; 3 cr. (H2)††

ARTH 255. Late Modern and Contemporary Art. 3 hr.; 3 cr. Covers key developments in Western (especially U.S.) art from World War II to the present, tracing their connections to pre-war modernist and avant-garde practices. Art History 254 recommended as preparation.††

ARTH 257. History of Modern Sculpture. 3 hr.; 3 cr. Art History 254 recommended as preparation.††

ARTH 258. History of Photography. 3 hr.; 3 cr. Art History 254 recommended as preparation.††

ARTH 259. Modern Architecture. 3 hr.; 3

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

cr. (H2)††

ARTH 262. Principles of City Planning. 3 hr.; 3 cr. (H2)††

ARTH 264. History of Graphic Art. 3 hr.; 3 cr. (H2)††

ARTH 270. Art of India. 3 hr.; 3 cr. (H2, PN)††

ARTH 271. Art and Architecture of South-east Asia. 3 hr.; 3 cr. (H2, PN)††

ARTH 272. Art of China. 3 hr.; 3 cr. (H2, PN)††

ARTH 273. Art of Japan. 3 hr.; 3 cr. (H2, PN)††

ARTH 274. Art of Korea. 3 hr.; 3 cr.††

ARTH 277. Buddhist Art and Architecture. 3 hr.; 3 cr.††

ARTH 278. Chinese Painting. 3 hr.; 3 cr.††

ARTH 280. Art and Architecture of Ancient Mesoamerica. 3 hr.; 3 cr.††

ARTH 282. Art and Architecture of the Andes. 3 hr.; 3 cr.††

ARTH 284. Post-Conquest Art of Latin America. 3 hr.; 3 cr. (H2)††

ARTH 286. African Art. 3 hr.; 3 cr. (H2, PN)††

ARTH 300. Senior Colloquium in Art History Methods. 3 hr.; 3 cr. Prereq.: Departmental approval. An introduction to the tools of art-historical scholarship. Problems of organization of research, bibliography, iconography, and stylistic analysis. Survey of the history of art-historical concepts and their effects. Fall

ARTH 310. Museum Studies. 3 hr.; 3 cr. Prereq.: At least one Art History class beyond the survey level (Art History 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. 320.1-320.4, 1-4 hr.; 1-4 cr. Prereq.: 3.0 departmental average; a letter of acceptance detailing the research project from the program to which student is applying; permission of the art history adviser. An independent course in which a student works for a semester as an intern in a museum or an agency dealing with works of art. The course permits

the student to develop and undertake a special research project related to the internship under the supervision of a departmental adviser. Evaluation of the student will be based on a report from 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, departmental 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

ARTS 150. Fundamentals of Art 4 hr.; 3 cr. General introduction to the organizational 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. (H2)

ARTS 151. Drawing I. 4 hr.; 3 cr. (H2)

ARTS 152. Drawing II. 4 hr.; 3 cr. Prereq.: Art 151.

ARTS 153. Two-Dimensional Design I. 4 hr.; 3 cr. (H2)

ARTS 161. Introduction to Painting. 4 hr.; 3 cr. Introduction to fundamental concepts of painting, both abstract and representational. Space and surface compositions from nature, volumetric representation showing the function of color, value scale, placement, and proportion. (H2)

ARTS 162. Color I. 4 hr.; 3 cr. (H2)

ARTS 171. Color and Design I. 4 hr.; 3 cr. Basic color theory and two-dimensional design fundamentals taught with an emphasis on its application for design students. (H2)

ARTS 181. Modeling from Life. 4 hr.; 3 cr. Sculpture based on forms in nature including the human figure. Work is done in clay or wax. (H2)

ARTS 182. Introduction to Sculpture. 4 hr.; 3 cr. Introduction to sculptural concepts relating to both representational and abstract imagery. Consideration of form, space, and scale through the use of a variety of materials (clay, plaster, wood, etc.), with some investigation of historical precedents. (H2)

ARTS 183. Three-Dimensional Design. 4 hr.; 3 cr. Investigation of form, space, and structure in three dimensions using a variety of materials, including paper,

plaster, wood, metal, etc. Students are instructed in the use of hand tools and shop machinery.

ARTS 251. Graphic Representation I. 4 hr.; 3 cr. Projection drawing.††

ARTS 252. Graphic Representation II. 4 hr.; 3 cr. Prereq.: Art 251. Projection drawing.††

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

ARTS 258. Illustration I. 4 hr.; 3 cr. Prereq.: Art 151, 153 or permission of instructor. The visual interpretation of words using drawing, painting, and collage with application to editorial illustration, artists' books, graphic design, and art direction.

ARTS 260. Painting II: Composition. 4 hr.; 3 cr. Prereq.: Art 161.

ARTS 261. Watercolor I. 4 hr.; 2 cr. Prereq.: Art 161. Fall

ARTS 264. Painting III. 4 hr.; 3 cr. Prereq.: Art 260.††

ARTS 271. Woodcut. 4 hr.; 3 cr. Prereq.: Group A courses.††

ARTS 272. Intaglio. 4 hr.; 3 cr. Prereq.: Group A courses.††

ARTS 273. Lithography. 4 hr.; 3 cr. Prereq.: Group A courses. Development of original lithographs using a wide variety of drawing methods and printing techniques.††

ARTS 275. Photography I. 4 hr.; 3 cr.

ARTS 276. Photography II. 4 hr.; 3 cr. Prereq.: Art 275.

ARTS 277. Computer Imaging I. 4 hr.; 3 cr. Introduction to computer graphics using commercially available software. (No previous computer experience necessary.)

ARTS 281. Ceramics I. 4 hr.; 3 cr.

ARTS 282. Ceramics II. 4 hr.; 3 cr. Prereq.: Art 281.

ARTS 283. Sculpture II. 4 hr.; 3 cr. Prereq.: Art 181, 182, 183. More advanced projects and traditional and contemporary issues in sculpture, such as space definition, relation of sculpture to gravity, volume and weight, gesture, and imagery. Though a variety of materials are employed, there is an emphasis on the use of clay and plaster in the essential crafts of mold-making and casting.††

ARTS 284. Sculpture III. 4 hr.; 3 cr. Prereq.: Art 283. Sustained and individualized work by advanced students in a variety of materials and conceptual for-

mats. Technical vocabulary is enlarged with instruction in such areas as welding, woodworking, and stone carving. Emphasis may vary with the interests of each instructor.††

ARTS 293. Graphic Design and Typography I. 4 hr.; 3 cr. Introduction to use of word and image in advertising, communication design, packaging, book and magazine typography, and corporate identity. The study of printing types and their uses, copyfitting, typerendering, computer typography, and various printing processes such as offset lithography. Practice in layout, paste-up, and mechanicals.

ARTS 294. Graphic Design and Typography II. 4 hr.; 3 cr. Prereq.: Art 293. An extension of Art 293 with an emphasis on improved hand skills and on historical and contemporary practice in graphic design and its role in the development of a personal style. Further practice in the analysis and solution of design problems. Field trips to printers and relevant exhibitions. Fall, Spring

ARTS 295. Graphic Design and Typography III. 4 hr.; 3 cr. Prereq.: Art 294. An extension of Art 294, leading to the development of a graphic design portfolio, including advertisements, posters, displays, editorial design, lettering application, books, brochures, and design for video and film. Fall, Spring

ARTS 297. Applied Design. 4 hr.; 3 cr. Prereq.: Group A courses.††

ARTS 350. Studies in Comparative Analysis for Studio Majors. 3 hr.; 3 cr. Prereq.: Group A courses, Art History 101, 102, and one art history elective. Discussions of selected topics in the history of art, cutting across historical sequences to compare fundamental strategies, structures, techniques, and their associated values. A language of description and analysis is developed through specific distinctions between individual works and across the range of the topics. These include perception, conception, approaches to subject matter, spatial construction and articulation, color rendering, materials, and techniques.†

ARTS 351. Advanced Drawing. 4 hr.; 3 cr. Prereq.: Group A courses.††

ARTS 352. Visual Imagery. 4 hr.; 3 cr. Prereq.: Group A courses.

ARTS 353. Art of the Book. 4 hr.; 3 cr. Prereq.: Group A courses and Art 352. Research study and practice of the hand-bound book as an art form. Advanced work in interpretive and narrative drawing for artists interested in illustrating

books for publication.††

ARTS 355. Photography III. 4 hr.; 3 cr. Prereq.: Art 276.††

ARTS 358. Illustration II. 4 hr.; 3 cr. Prereq.: Art 258.††

ARTS 359. Illustration III. 4 hr.; 3 cr. Prereq.: Art 358.††

ARTS 360. Computer Imaging II. 4 hr.; 3 cr. Prereq.: Art 277.††

ARTS 361. Computer Imaging III. 4 hr.; 3 cr. Prereq.: Art 360.††

ARTS 362. Color II. 4 hr.; 3 cr. Prereq.: Group A courses.††

ARTS 363. Abstract Painting. 4 hr.; 3 cr. Prereq.: Group A courses. Continuation of basic two-dimensional design into abstract easel and wall painting.††

ARTS 365. Specialized Topics in Painting. 4 hr.; 3 cr. Prereq.: Group A courses. Offered with a different topic each semester. May be taken three times for credit.††

ARTS 369. Ceramics III. 4 hr.; 3 cr. Prereq.: Art 282.

ARTS 381. Sculpture in Plaster. 4 hr.; 3 cr. Prereq.: Group A courses. Workshop in sculpture with emphasis on plaster as a casting, modeling, and constructing material.††

ARTS 384. Constructed Sculpture. 4 hr.; 3 cr. Prereq.: Group A courses.††

ARTS 385. Specialized Topics in Sculpture. 4 hr.; 3 cr. Prereq.: Group A courses. Subject will change from semester to semester (when offered) 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 386. New Forms. 4 hr.; 3 cr. Prereq.: Group A 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, to enlarge both formal vocabulary and ways of communicating. The work of selected artists will be discussed as a basis for individual and group projects.††

ARTS 387. Special Workshops in Creative Art. 387.1-387.4, 1-4 hr.; 1-4 cr. Technical skills such as welding, woodworking, fresco, and the like are taught in a workshop as a foundation for subsequent aesthetic development.††

ARTS 390. Studies in Contemporary Art. 2 hr.; 3 cr. Prereq.: Permission of department. Colloquium designed to develop

critical awareness. May be repeated for credit provided the topic is different.††

ARTS 391. Senior Project I. 4 hr.; 3 cr. Prereq.: Creative art major with senior standing or department approval. In addition to the studio project, students are required to submit a term paper and a group of drawings as determined through individual consultation.

ARTS 392. Senior Project II. 4 hr.; 3 cr. Prereq.: Art 391, B.F.A. major with senior standing or department approval.

ARTS 393. Special Problems. 6 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 creative 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

ARTS Special Projects in Studio Art. 4 hr.; 3 cr. Prereq.: Completion of basic core (Group A) courses and permission of the instructor. Additional prerequisites for specific projects are listed below. 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.

ARTS 255. Design SP.

ARTS 256. Painting SP.

ARTS 257. Color SP.

ARTS 265. Two-Dimensional Composition SP. Prereq.: Art 260.

ARTS 285. Three-Dimensional Composition SP. Prereq.: Art 280.

ARTS 288. Sculpture SP.

ARTS 357. Graphic Design and Typography SP. Prereq.: Art 293.

ARTS 367. Computer Imaging SP. 4 hr.; 3 cr. Prereq.: Art 361.

ARTS 368. Illustration SP. 4 hr.; 3 cr. Prereq.: Art 358.

ARTS 371. Woodcut SP. Prereq.: Art 271.††

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

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

ARTS 375. Photography SP. Prereq.: Art 275.

ARTS 379. Ceramics SP. Prereq.: Art 273.

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 Studies

Director: Gopal Sukhu

Office: King 203, 997-5585

Major Offered: East Asian Studies (State Education Code 02691)

The major in 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 of this are given below.

Each student plans an individual course of interdisciplinary study in consultation with the Director of Asian Studies. Students are admitted to the major after their plan of study is approved by the Director.

THE MAJOR

See the box on this page for the specific requirements for the major.

Sample Programs of Study

CONCENTRATION IN CHINESE HISTORY

Chinese language requirement

Oriental Studies

140. Introduction to East Asian Religions
220, 221. East Asian Civilization I, II

History

1. Survey of Western Civilization from Ancient Times to 1715
112. Introduction to East Asian History
140. China to 1500
141. China after 1500

Anthropology

208. Peoples of Asia

Chinese

240. Chinese Fiction in Translation
340. Readings from Chinese History

CONCENTRATION IN JAPANESE LITERATURE

Japanese language requirement

Oriental Studies

140. Introduction to East Asian Religions

Comparative Literature

220, 221: East Asian Literature I, II
102. Great Books II; **or**

English

150. Introduction to Literary Study

Japanese

250. Modern Japanese Fiction in Translation

255. **The Tale of Genji**

305, 306. Advanced Modern Japanese I, II

History

142. History of Japan

CONCENTRATION IN ASIAN ART

Chinese, Japanese, or Korean language requirement

Oriental Studies

140. Introduction to East Asian Religions
220, 221. East Asian Civilization I, II

Art

101 or 102. History of Art I, II
114. Survey of Non-Western Art
241. Art of India and Southeast Asia
242. Art of China and Japan

Music

234. Music of Asia; **or:**

History

112. Introduction to East Asian History

CONCENTRATION IN CHINESE LITERATURE

Chinese language requirement

Oriental Studies

140. Introduction to East Asian Religions

English

150. Introduction to Literary Study

Chinese

240. Modern Chinese Fiction in Translation

250, 251. Introduction to Classical Chinese I, II

Comparative Literature

203. The European Novel; **or:**
205. Modern Poetry

And two of the following:

Chinese

350. Chinese Fiction
360. Traditional Chinese Literature
370. Chinese Short Story

Comparative Literature

331. Literary Criticism

CONCENTRATION IN KOREAN STUDIES

Korean language requirement

Oriental Studies

140. Introduction to East Asian Religions
220, 221. East Asian Civilization I, II

Korean

120. Civilization of Korea
360. Readings in Korean; **or** other upper-level Korean literature courses as offered

Requirements for the Major in Asian Studies

Language (3 to 14 credits): The language requirement is a fundamental element of the Asian Studies major; it can be fulfilled by completing the elementary and intermediate sequence of four semesters in Chinese, Japanese, or Korean (101, 102, 203, 204). Students who place at a more advanced level, or who have native or near-native proficiency in one of these languages, must take one course at their appropriate level.

Introductory courses (9 credits): In accordance with their area of concentration, all students must take the introductory sequence in literature: Comparative Literature 220 and 221, East Asian Literature I and II; **or** civilization: Oriental Studies 220 and 221, East Asian Civilization I and II; **or** history: History 112, Introduction to East Asian History; and one of History 140, China to 1500, **or** History 141, China after 1500, **or** History 142, History of Japan.

Electives (18 credits): An additional 5 courses (15 cr.) to be chosen from introductory and specialized topics in Asian Studies, and one course (3 cr.) in the discipline of the concentration which emphasizes either another culture or theory.

History

112. Introduction to East Asian History

Comparative Literature

220, 221. East Asian Literature I, II

Sociology

275. Sociology of Asian Americans

Many other options exist and can be discussed with the Director and faculty advisers.

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:

Anthropology

208. Peoples of Asia

210. Peoples of East Asia

Art

114. Survey of Asian Art

241. Art of India and Southeast Asia

242. Art of China and Japan

Comparative Literature

220, 221. East Asian Literature I, II

Economics

211. Economics of Asia

History

112. Introduction to East Asian History

140. China to 1500

141. China after 1500

142. History of Japan

143. The History of the Indian Subcontinent

Music

234. Music of Asia

Philosophy

118. Introduction to Oriental Philosophy

Political Science

238. Politics and Government of East Asia

258. Asia in World Politics

Religious Studies

102. Introduction to Eastern Religions

211. Essentials of Buddhism

Sociology

275. Sociology of Asian Americans

Biology

Chair: Corinne A. Michels**Assistant Chair:** Jared L. Rifkin**Assistant Chair for Evening Studies:** David W. Alsop**Deputy Chair for Undergraduate Studies:** Robert E. Calhoon**Deputy Chair for Doctoral and Master's Studies:** Jeanne Szalay**Adviser for Biology-Education:** David W. Alsop**Adviser for Transfer, Second Baccalaureate, and Interdisciplinary Major Students:** Jared L. Rifkin**Department Office:** SB D346, 997-3400; Fax: 997-3445

Distinguished Professor: Montagnier; **Professors:** Chabora, Michels, Munding, Roze, Szalay, Zakeri; **Associate Professors:** Alsop, Calhoon, Koepfer, Magazine, Rifkin, Short, Sperling; **Adjunct Associate Professor:** Bienkowski; **Assistant Professors:** Ma, Savage-Dunn; **Adjunct Assistant Professor:** Bergman; **Laboratory Technicians:** Birne, Giancone, Isla, Lawrence, Peers, Pierro, San Giovanni, Villa; **Department Secretaries:** Pisko, Ross; **Professors Emeriti:** Aaronson, Berech, Colwin, A., Colwin, L., Greller, Hecht, Johanssen, Kaplan, Marcus, Marien, Wasserman; **Associate Professors Emeriti:** Minutoli, Nathanson, Pierce

Major Offered: Biology (State Education Code 02696)

The Biology Department offers the Biology major, the Biology-Education major, and a minor in Biology. Students who choose one of these must consult with an appropriate program adviser early in their course of studies.

Students following the Biology major are provided 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 track 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 track is also the traditional route to professional schools leading to careers in medicine, dentistry,

optometry, and other health-related vocations.

The Biology-Education major, a program of study coordinated with the Division of Education, is designed for students who want to meet the requirements for teaching biology in elementary or middle, junior high, and senior high schools. Questions concerning this major should be referred to the Biology-Education Adviser of this department. Students should also consult with either the Department of Elementary and Early Childhood Education or the Department of Secondary Education and Youth Services (SEYS) to determine the education requirements for New York State certification.

Nonmajor Courses

The department offers survey and topic-oriented courses (designated as the 1-99 series) that have been designed for nonmajors and have no prerequisites. Most of these courses have recitation/demonstration sections rather than formal laboratories.

Departmental Awards

The Biology Department offers 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**, to be awarded to the biology major with the next highest grade-point average who has demonstrated an interest in research; and 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 **Victor J. Jules Scholarship** is awarded to biology majors who: 1) have demonstrated financial need (by financial aid transcript or other acceptable proof), 2) have filed a concentration plan as a major and completed or be in the process of completing at least six credits of electives in biology, and 3) have an overall G.P.A. of at least 3.00. First consideration will be given to eligible sophomores and then to juniors. This endowed scholarship is to be used for educational expenses. The **Muriel & Philip Feigelson Award** is awarded to a graduating senior majoring in biology who has done the best undergraduate research and has in addition demonstrated significant academic achievement.

THE MAJORS AND MINOR

Students who choose the Biology major must consult with an appropriate program adviser (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 adviser. Students choosing the Biology-Education major must consult with the Biology-Education Adviser. Students who choose to minor in Biology must consult with either the Undergraduate Adviser or the Evening Studies Adviser.

All students must prepare a concentration plan with an adviser 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 adviser. All students must also 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.

Students may not have a Biology course with a grade below C-, or have a research course (390, 391, 395, 396) credited toward their department requirements.

No course may be taken more than twice, and credit will be given only once for the same course.

The Biology Major

See the box on this page for the specific requirements for the major.

Note: Students wishing to attend health professions schools or to undertake further graduate training must take

some or all of the following cognate courses: Chemistry 113, 114, and 251, 252; Physics 121 and 122, or equivalents.

Biology Majors Who Want to Enter the Health Professions

Adviser: H.R. Koepfer; **Secretary:** C. Farley; **Office:** SB B338

It is recommended that pre-health professions 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

Adviser: D.W. Alsop

Students who want to meet requirements for a certificate to teach biology in middle, junior, or senior high schools should follow the major in Biology-Education and consult with the Department of Secondary Education and Youth Services to determine the education requirements for New York State certification.

Evening Session

Assistant Chair, Biology: D.W. Alsop

Able individuals are provided with the opportunity to acquire a liberal arts education on a part-time or full-time basis.

Students who wish to major in Biology but can only attend during evening hours: the Biology 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

Assistant Chair for Evening Studies.

The Biology Minor

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

No Biology course with a grade below C- will be credited toward the minor requirements. Research courses (390, 391, 395, 396) may not be applied for fulfillment of the minor. 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 have a prerequisite of one year of college chemistry, and must be taken at Queens College.

COURSES

Course Numbering

All courses offered by the Biology Department are numbered according to the following system:

1-99. Courses open to students in all disciplines, but not creditable to the major or minor in biology.

100-199. Introductory courses for majors and minors (freshman level).

200-299. Second-level courses for which the prerequisites are Biology 106 and Chemistry 114 (sophomore level).

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

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 knowl-

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

Requirements for the Major in Biology

Required: At least 36 credits in Biology, including the required courses, with the remainder being in 200- and 300-level courses of which at least 3 of the advanced courses, not including 381, 344, 390, 391, 395, or 396 must be at the 300 level, and at least 5 must be laboratory courses. A minimum of a year of Chemistry (normally Chemistry 113 and 114, or equivalent); and Math 151 and 152, or equivalent. At least 20 of the Biology credits above Biology 107 and 108 must be taken at Queens College. Course selection must be made in consultation with a departmental adviser.

Transfers: A maximum of 16 Biology credits are accepted as transfer credits in the major.

30 credits are required in major-level courses in the following cognate departments: Chemistry and Biochemistry; Computer Science; Earth and Environmental Sciences; Family, Nutrition & Exercise Sciences; Mathematics; Physics. These courses are to be chosen in consultation with a departmental adviser.

Requirements for the Minor in Biology

Students who minor in Biology must complete Biology 107 and 108 and at least 9 credits of advanced Biology courses, not including the research courses (390, 391, 395, 396). All of the advanced courses must be taken at Queens College.

edge of biology or chemistry is assumed. Not open to students who have taken Biology 11. MAT charge, \$25. Fall, Spring

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 Biology 8, 11, Chemistry 113, 114, or the equivalent, except with the permission of the Chair. (PBGB)

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 Biology 8, 9, Chemistry 113, 114, or the equivalent, except with permission of the Chair. MAT charge, \$25. (PBGA)

12. Field Ecology of New York. 2 lec., 1 rec., 3 lab. hr.; 4 cr. A course stressing field study, with emphasis on the identification and ecology of the life forms of New York State. Part of the outdoor study may be done at the QC Center for Environmental Teaching and Research at Caumsett. One overnight trip may be scheduled. For non-science majors. Not open to students who have taken Biology 101 or 102 or the equivalent. MAT charge, \$50. (PBGA)

20. Introduction to the Human Embryo. 3 lec. hr.; 3 cr. Study of the development of the human embryo from conception to birth, with reference to human reproductive physiology and human genetics. May not be used to fulfill biology major or minor requirements. (PBGB)

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. (PBGB)

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. (PBGB)

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.

24. Biology and Society. 3 lec. hr.; 3 cr. Prereq.: None, although Biology 11 is recommended. Biology and Society is a non-major lecture course (supplemented with video) focusing on selected biological principles in genetics, development, evolution, physiology, and ecology which are discussed in the context of their impact on the human population. The approach throughout is to initially provide a scientific background of principles and processes and then relate them to human society in the most global sense. The ethical considerations of many situations, such as genetic testing, pollution influences on developmental disabilities, and humanitarian aid in overpopulation crises, are considered. (PBGB)

25. Biological Evolution. 3 lec. hr.; 3 cr. Prereq.: Biology 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. (PBGB)

30. Ecology and Mankind. 3 lec., 1 rec./demon., 4 hr.; 4 cr. The natural world and its response to the human influence. Field trips around campus, to local parks, and other areas. For non-science majors. May not be used to fulfill biology major or minor requirements. MAT charge, \$25. (PBGB)

31. The Plant World. 3 lec., 1 rec./demon., 4 hr.; 4 cr. The relationship of plants to the environment and humanity. Topics considered will be: the nature of plants, plants and humans, plant life through the ages, classification of plants, plant communities, plant geography, and basic plant structure and function. Students will take trips to study plants in local natural areas, and two weekend trips to a museum and a botanical garden. May not be used to fulfill biology major or minor requirements. MAT charge, \$25. (PBGB)

43. Anatomy and Physiology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 11 or 107; Chemistry 10 or 59 or the equivalent. Functional and descriptive anat-

omy and physiology of the human and other mammals, emphasizing practical aspects. Not open to students who have completed Biology 108, except by permission of the Chair. May not be used to fulfill biology major or minor requirements. MAT charge, \$25.

44. Food and Human Microbiology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 11 or 107; Chemistry 59 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. MAT charge, \$25.

50. Issues in Biomedical Ethics. 2 lec., 1 rec. hr.; 3 cr. Prereq.: Open to both science and non-science students, open to juniors and seniors only; a course in college biology, or written permission of the instructor. A student seminar with exploration of such issues as death and dying, genetic engineering, human experimentation, behavior control, health-care delivery, patients' rights, and biomedical research and war. Concepts from biology, philosophy, history, law, political science, and sociology will be evaluated as a means of broadening perceptions of bioethics in our complex society. May not be used to fulfill biology major or minor requirements.

51. Sociobiology. 3 lec. hr.; 3 cr. Prereq.: Open only to juniors and seniors. An evolutionary and ecological analysis of social behavior and communication in humans and animals. Nature and nurture from a modern scientific perspective. Examines the biological and social basis of behaviors such as altruism, male and female reproductive strategies, parenting, generation gaps, cultural patterns, and language. May not be used to fulfill biology major or minor requirements. (PBGB)

52. The Biology of Cancer. 3 lec. hr.; 3 cr. Prereq.: Biology 11 or permission of 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. (PBGB)

INTRODUCTORY COURSES FOR THE MAJOR

107. General Biology: Life Forms, Evolution, and Ecosystems. 3 lec., 3 lab. hr.; 4 cr. Prereq.: High school biology and/or chemistry assumed. Students are advised to have taken one semester of College chemistry or to co-register for it. The first semester of a two-semester sequence for biology and science majors and minors, pre-health professionals, and those majoring in related areas. The topics include a survey of the kingdoms and an introduction to genetics, evolution, and ecology. MAT charge, \$25. (PBGA)

108. General Biology: Physiology and Cell Biology. 3 lec., 3 lab. hr.; 4 cr. Prereq.: Biology 107. 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. MAT charge, \$25. (PBGA)

200-LEVEL MAJOR COURSES

Microbiology

201. General Microbiology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. Significance, structure, metabolism, and functions of microorganisms; the basic bacteriological techniques of culture, isolation, and identification. MAT charge, \$25.

Botany

210. Lower Plants. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. Introduction to the biology of the algae, fungi, and bryophytes of the northeastern United States. Laboratory includes several field trips. MAT charge, \$50.

211. Fungi. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. Survey of the major taxa of fungi, including the slime molds, with emphasis on their morphology, physiology, and taxonomy. The importance of fungi as causal agents in diseases of humans, other animals, and plants, and as experimental tools in genetic, biochemical, and physiological research will be considered. Basic techniques of culturing fungi are used in the execution of individual projects. MAT charge, \$50.

212. Higher Plants. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. 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. MAT charge, \$50.

213. Field Botany. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. 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. MAT charge, \$50.

Zoology

220. Invertebrate Zoology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. Evolution, classification, anatomy, and physiology of the invertebrates. Laboratory includes dissection of representative forms and a weekday or weekend field trip. MAT charge, \$50.

225. Vertebrate Natural History. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. The natural history, classification, and autecology of the vertebrates. Field studies of the local fauna. Usually offered in the Spring or Summer. Overnight field trips in Spring and a 6-day field trip in Summer. MAT charge, \$50.

226. Comparative Vertebrate Anatomy. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. Functional and phylogenetic morphology of the vertebrates. Laboratory includes dissection of representative forms. MAT charge, \$25.

Mathematical Biology

230. Introductory Biometrics. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. Not open to students who have successfully completed any one of the following courses (or their equivalents): Economics 249; Mathematics 14, 241; Psychology 107; Sociology 205, 306. Probability models, statistical inference, design of experiments, and critical analysis of statistical applications in biology. (SQ)

Community and Ecosystem Biology

241. Techniques of Field Biology. 1 lec., 4 lab. hr.; 3 cr. Prereq.: Biol. 108; Chem. 114. 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. MAT charge, \$50.

Genetics and Evolution

251. Genetics Laboratory. 1 rec., 3 lab. hr.; 2 cr. Prereq. or coreq.: Biology 285. Laboratory exploration of the fundamental concepts of genetic analysis utilizing different model organisms. MAT charge, \$25.

Cell and Developmental Biology

262. Laboratory Techniques in Molecular Biology. 2 rec., 3 lab. hr.; 3 cr. Prereq. or coreq.: Biology 108; Chemistry 114 or the equivalent. Biology 285 is strongly recommended as a prerequisite or corequisite. Introduction to the basic laboratory techniques of molecular biology. MAT charge, \$50.

263. Laboratory Techniques in Cellular Biology. 2 rec., 3 lab. hr.; 3 cr. Prereq. or coreq.: Biology 108; Chemistry 114 or the equivalent. Biology 286 is strongly recommended as a prerequisite or corequisite. Introduction to the basic laboratory techniques of cellular biology. MAT charge, \$50.

Principles Courses

285. Principles of Genetics. 2 lec., 1 rec. hr.; 3 cr. Prereq.: Biology 108; Chemistry 114 or the equivalent. The inheritance, structure, and mode of genetic material.

286. Principles of Cell Biology. 3 lec. hr.; 3 cr. Prereq.: Biology 108; Chemistry 114. Structure, function, and regulation of cells, including cell cycle, subcellular compartmentalization, signal transduction, and cell-cell interactions.

300-LEVEL MAJOR COURSES

Botany

312. Morphology and Evolution of Plants. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 210, or 212, or 213. 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. MAT charge, \$50.

also see 343 (Plant Ecology), 371 (Plant

Physiology), and 380 (Field Biology)

Zoology

320. Parasitology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 220. 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. MAT charge, \$25.

321. Entomology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 220. 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. MAT charge, \$50.

also see 345 (Animal Behavior), 360 (Vertebrate Histology), 365 (Developmental Biology), 372 (Vertebrate Physiology), and 380 (Field Biology)

Mathematical Biology

330. Design of Experiments. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 230 or an equivalent introductory course in statistics (Economics 249; Mathematics 14, 241; Psychology 107; Sociology 205, 306); or permission of 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

340. General Ecology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 220 and 212 or 213. 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. MAT charge, \$50.

343. Plant Ecology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 212 or 213; Earth and Environmental Sciences 101 and/or 102 strongly recommended. Classification, distribution, structure, dynamics, and climatology of plant communities. Emphasis on the vegetal assemblages of North America. Laboratory

includes weekday and some weekend field trips to natural areas, botanical gardens, and museums. MAT charge, \$50.

344. Biology and Society: Contemporary Issues. 3 hr.; 3 cr. Prereq.: Biology 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.

345. Animal Behavior. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 285. Study of animal behavior. Topics include the description, evolution, development, physiological basis, and ecological significance of behavior. MAT charge, \$50.

346. Limnology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 210 and/or 220. Survey of the physical, chemical, and biological properties and features of streams, rivers, and lakes. MAT charge, \$50.

347. Marine Biology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 210 and/or 220. Study of marine organisms and biological oceanography. Short trips scheduled on oceanographic research vessels. Usually offered in Summer. MAT charge, \$50.

348. Chemical Ecology. 2 lec. hr.; 2 cr. Prereq.: Biology 108; Chemistry 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.

349. Chemical Ecology Laboratory. 4 lab. hr.; 2 cr. Prereq. or coreq.: Biology 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 380 (Field Biology)

Genetics and Evolution

350. Molecular Genetics. 3 lec., 1 rec.

hr.; 4 cr. Prereq.: Biology 285 and 286; Chemistry 251 or the equivalent. Chemistry majors may substitute Chemistry 375 in lieu of Biology 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.

354. Evolution. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Any of Biology 212, 220, 226, or 251. Study of the mechanisms and processes by which groups of organisms change through time. MAT charge, \$25.

Cell and Developmental Biology

360. Vertebrate Histology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 286. Microscopic structure and ultrastructure of vertebrate tissue and organ systems. Laboratory emphasizes identification and analysis of commercially prepared slides of vertebrate tissue. MAT charge, \$25.

364. Theory and Biological Application of Electron Microscopy. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 263 and 360. Principles and practice of electron microscope operation and preparation of tissues for fine structure studies. MAT charge, \$50.

365. Developmental Biology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 286. Gametogenesis, fertilization, and embryonic development through organogenesis. Mechanisms of cell differentiation and morphogenesis as revealed by techniques of experimental embryology. MAT charge, \$50.

366. Immunology. 3 lec.; 3 cr. Prereq.: Biology 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

371. Plant Physiology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 286; Chemistry 252 or the equivalent. Anatomy, physiology, molecular biology, and development of plants. MAT charge, \$25.

372. Vertebrate Physiology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Biology 286; Chemistry 252 or the equivalent. Functioning of the major organ systems of animals, with special emphasis on the vertebrates. MAT charge, \$25.

373. Neurobiology. 3 lec., 1 rec.; 4 cr. Prereq.: Biology 286 or permission of 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

380. Field Biology Studies. 380.3, 9 hr.; 3 cr., 380.4, 12 hr.; 4 cr., 380.5, 15 hr.; 5 cr., 380.6, 18 hr.; 6 cr. Prereq.: 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. MAT charge, \$50.

381. Colloquium in Biology. 1 hr.; 1 cr. Prereq.: Senior standing and permission of the instructor. Course may be repeated once for credit.

385. Special Topics in Physiology, Cell, and Developmental Biology. 385.1-385.4, 1-4 hr.; 1-4 cr. Prereq.: Biology 285 and 286; upper junior or senior standing and 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.

386. Special Topics in Ecology and Evolutionary Biology. 386.1-386.4, 1-4 hr.; 1-4 cr. Prereq.: Upper junior or senior standing and 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.

Undergraduate Research

390, 391. Research in Biology. 390.1, 3 hr.; 1 cr.; 390.2, 6 hr.; 2 cr.; 390.3, 9 hr.; 3 cr.; 391.1, 3 hr.; 1 cr.; 391.2, 6 hr.; 2 cr.; 391.3, 9 hr.; 3 cr. Prereq.: Two or more courses in Biology numbered 200 or above and written permission of a faculty sponsor. Biology majors of exceptional ability may arrange to do research under supervision of a member of the staff. Each semester, a report of the research undertaken must be submitted and approved by the faculty sponsor. This, together with the sponsor's written evaluation must be submitted to the department.

395, 396. Honors Research in Biology. 395.1, 3 hr.; 1 cr.; 395.2, 6 hr.; 2 cr.; 395.3, 9 hr.; 3 cr.; 396.1, 3 hr.; 1 cr.; 396.2, 6 hr.; 2 cr.; 396.3, 9 hr.; 3 cr. Prereq.: Biology 390 and senior standing, and written permission of a faculty sponsor. Biology majors of exceptional ability may arrange to do honors research under the supervision of a member of the staff. Each semester, a thesis must be submitted and approved by the faculty sponsor. This, together with the sponsor's written evaluation must be submitted to the department.

The following graduate courses are open to qualified undergraduates with written permission of the department Chair.

501. Recent Advances in Biology. 2 lec., 2 lab./demo. hr.; 3 cr. Prereq.: One year of general biology. Open only to Master of Science in Education candidates who are concentrating in science education. Selected topics in the life sciences. Not open to candidates for the Master of Arts degree in Biology. ††

510. Selected Topics. 2-4 hr.; 2-4 cr. Prereq.: One year of general biology. Open only to Master of Science in Education candidates who are concentrating in science education. Lectures in a selected area of biology, concentrating on current concepts. May be taken for credit more than once provided topic changes. Not open to candidates for the M.A. degree in Biology.

610. Lower Plants. 2 lec., 1 rec., 3 lab. hr.; 4 cr. A survey of algae, bryophytes, and fungi of the northeastern United States, with an emphasis on identification, morphology, physiology, and ecology. A library or field research paper is required. MAT charge, \$50.

613. Field Botany. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: A course in plant biology or its equivalent. The biology and ecology of the local flora. Summer Session only. MAT charge, \$50.

614. Mycology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: One semester of genetics and permission of instructor. A survey of the major taxa of fungi, including slime molds, with emphasis on their morphology and taxonomy. The importance of fungi as causal agents in diseases of man, other animals, and plants, as experimental tools of genetic, biochemical, and physiological research will be considered. Basic techniques of culturing fungi will be utilized in the execution of individual projects. MAT charge, \$25. †

621. Entomology. 2 lec., 1 rec., 3 lab. hr.;

4 cr. Prereq.: Course in invertebrate zoology. Anatomy, physiology, and ecology of insects. Identified insect collection required of each student. Students should expect to reside at the QC Center for Environmental Teaching and Research, Caumsett State Park, Lloyd Neck, Long Island, for at least one week of the course (dormitory fees will be announced and collected at time of registration). Summer Session only. MAT charge, \$50.

626. Vertebrate Phylogeny. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: A course in comparative anatomy. Phylogeny and interrelationships of the important major groups of the phylum Chordata, emphasizing the origins of higher categories and their adaptive radiation into subgroups. Laboratory on representatives of fishes, amphibians, reptiles, birds, and mammals, emphasizing differences in locomotion, feeding mechanisms, and sense organs found within the same subclasses, infra-classes, super-orders, and orders, with practice in the identification of typical specimens likely to be found in the field. ††

630. Biometrics. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Course in genetics and calculus. Probabilistic models in biology, field, and laboratory sampling; tests of hypotheses; uses of statistics for estimation. Topics selected will include growth processes of organisms and populations, discriminant functions, and genetic descriptions of evolving populations. Laboratory includes computational procedures in evaluating biological data.

640. General Ecology. 2 lec., 1 rec., 2 lab. hr.; 4 cr. Prereq.: A course in field biology. Theory and analysis of structure, growth, biological communities in terms of their structure, species abundance and diversity, interspecific interactions, and integration with the physical environment. MAT charge, \$50.

644. Biology and Society. 3 hr.; 3 cr. Prereq.: Courses in genetics and in cell biology. Critical analysis of selected subjects encompassing current biological research and related technological developments in context of their ethical, scientific, and economic impact on the human social systems.

646. Limnology. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: A course in field biology. Survey of the physical, chemical, and biological properties of streams, rivers, and lakes. A comparative analysis of inland waters. Students should expect to reside at the Queens College Center at Caumsett State Park (4 nights) (or its replacement station) and/or the Audubon Center at Greenwich, CT. The site selected depends

on scheduling and the availability of space. Three to five other field trips, including two all-day trips are planned. Students should expect to be involved full-time during the duration of this summer course.

666. Immunology. 3 lec. hr.; 3 cr. Prereq.: A course in cell biology. 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.

680. Field Biology Studies. 680.3, 9 hr.; 3 cr., 680.4, 12 hr.; 4 cr., 680.5, 15 hr.; 5 cr., 680.6, 18 hr.; 6 cr. Prereq.: Variable prerequisites and 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 Summer 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 mode of travel, destination, and type of accommodations. A term paper is required. MAT charge, \$50.

682. Environmental Biology and the Law. 3 lec., 1 proj. prep. hr.; 4 cr. Prereq.: Experience in environmental field studies and permission of the instructor. An analysis of federal and state statutes and regulations in relation to environmental biology. Cases of major import are studied and analyzed. Students are expected to develop an understanding of applicable law, both statutory and common law, as it affects such areas as land-use control, protection of wetlands, endangered species, water and air pollution. Students are required to do a project paper evaluating environmental impact statements in terms of the various statutes and regulations. ††

685. Special Topics. 685.2-685.4, 2-6 hr.; 2-4 cr. Special topics in various areas of cellular, developmental, environmental, or evolutionary biology to be taken by arrangement with the instructor and graduate adviser. This course is designed primarily for students entering the M.A. program, particularly from other institutions, and must be taken during the first year of graduate study. ††

Business and Liberal Arts (BALA)

Administrative Director: Barbara Sandler

Academic Director: Charles W. Smith

Advisory Committee: Hanlon, Hill, Klinger, Nix, Purnell, Scott, Smith

Secretary: Evelyn Hurr

Office: Kissena Hall 315, 997-2860, Fax 520-7659

Business and Liberal Arts is a rigorous, interdisciplinary minor for the liberal arts major. Conceived and planned in response to the results of a corporate survey undertaken by the Queens College Corporate Advisory Board in 1986, BALA is designed to help students build bridges between the liberal arts and business. Study of the liberal arts and performance in the corporate world both depend on the ability to communicate in person and on paper, to analyze and solve problems, and to share ideas with colleagues. BALA makes explicit those capacities long associated implicitly with a liberal arts education. Consistent with the tradition of the liberal arts, BALA marries the study of the arts and sciences with carefully selected exposure to basic business disciplines.

THE MINOR

The BALA minor consists of eight required three-credit courses totalling 24 credits, which may be taken in conjunction with any major. See the box on page 70 for specific requirements for the minor.

Eligibility Requirements

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 will be selected for the program based on grade-point average, an essay, and an interview with the Director. In conjunction with the Faculty Advisory Committee, the Director shall make the decision on whether a student is admitted.

Retention Requirement

Retention in the BALA minor requires maintenance of a 3.0 overall GPA, and a 3.3 GPA in the required BALA courses.

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 are applicable to business (Oral Communication in the Workplace, Computers with Business Applications, Financial and Managerial Accounting, Essay Writing for Special Fields).

COURSES

100. Introductory Seminar in Business and Liberal Arts. 3 hr.; 3 cr. Prereq.: Permission of 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.)

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.

302W. Law and Ethics of Business. 3 hr.; 3 cr. Prereq.: BALA 100 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.)

303. Analytical Problem Solving and Decision Making in Business. 3 hr.; 3 cr. Prereq.: Computer Science 18, Accounting 100, and BALA 103. 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.)

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 BALA 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 adviser. The 391 courses may be taken in any combination up to a maximum of 6 credits.

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 program director. Selected issues in business, topics to be announced in advance. Course may be repeated in any combination up to a maximum of four credits provided that the course topic differs.

BALA is **not** a business administration minor, but rather a liberal arts program dedicated to building a bridge between business and the university. All guidelines regarding Queens College requirements and LASAR apply to the BALA minor. BALA 103W, BALA 302W and English 201W fulfill one unit of the Writing Intensive requirement. Computer Science 18 fulfills the Scientific Methodology & Quantitative Reasoning LASAR requirement.

Departmental 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 Business and Liberal Arts (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.

Byzantine & Modern Greek Studies

Director: Harry J. Psomiades

Program Coordinator: Effie Lekas

Advisory Committee: Bird, Frangakis-Syrett, Picken, Schneider

Office: Jefferson Hall 301, 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.

Departmental Award

Byzantine and Modern Greek Studies offers the Constantinos Paparrigopoulos Prize of \$1,000 annually to a graduating senior for excellence in this subject.

THE MAJOR

See the box on page 71 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 of the program at all stages of their studies. A concentration form should be filed with the program during the junior year. Students are advised to consult the program's **Student Handbook** for a detailed description of courses offered each semester.

THE MINOR

See the box on page 71 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 major (36 credits) in another field.

COURSE SEQUENCE

Introductory

The courses below are introductions to the major categories of Byzantine and Modern Greek Studies. Students are advised to complete these courses by the end of their sophomore year.

- GRST 100. Modern Greek Culture and Civilization
- GRST 101. Byzantine Culture and Civilization
- GRST 102. The Greek-American Community

Intermediate

A. Byzantine Studies

- Art 211. Early Christian and Byzantine Art
- History 209. The Byzantine Empire, 324-1025
- History 210. The Byzantine Empire, 1025-1453

B. Modern Greek Studies

- Economics 221. The Economy of Greece
- History 239. History of Southeastern Europe, 1354-1804
- History 240. History of Southeastern Europe, 1804 to the Present
- History 241. Modern Greek History, 1821-1923
- History 242. Modern Greek History, 1923 to the Present
- Political Science 241. The Formation of the Modern Greek State
- Political Science 260. The Middle East in

Requirements for the Minor in Business and Liberal Arts

Required (24 credits): BALA 100, 103W, 302W, and 303; Accounting 100, Financial and Managerial Accounting; Computer Science 18, Computers with Business Applications; English 201W, Essay Writing for Special Fields: Writing for Business; and Media Studies 165, Oral Communication in the Workplace.

World Politics
Political Science 269. Colloquium in International Politics (when subject is Greece and/or Cyprus)

C. Modern Greek Literature and Culture
Anthropology 209. Peoples of Europe (when subject is Greece and/or Cyprus)
GRST 200. Greek Cinema
Greek 305. Modern Greek Literature I
Greek 306. Modern Greek Literature II
Greek 150. Modern Greek Literature in Translation

D. Greek-American Studies
GRST 201. Colloquium on the Greek-American Community
ETST 310. Six Major Ethnic Groups of New York City
Urban Studies 202. Racial and Ethnic Minorities in Urban America

Seminars

GRST 300. Seminar on the Greek-American Community
GRST 301. Seminar in Byzantine and Modern Greek Studies
Greek 321. Survey of Modern Greek Literature I
Greek 322. Survey of Modern Greek Literature II
Greek 323. Survey of Modern Greek Literature III
History 394. Seminar in History (when the topic is on Byzantine, Balkan, or Modern Greek History)
Political Science 384. Seminar in International Politics (when the topic is on Greece and/or Cyprus, or when listed

as the Middle East in World Politics)

Additional Electives

Greek 204. Intermediate Modern Greek II
Greek 211. Modern Greek Conversation
Greek 315. Writing about Literature: Theory and Practice
Greek 330. Early Modern Greek Literature: Fourteenth to Seventeenth Century
Greek 335. Modern Greek Poets
Classics 120. Greek Civilization
GRST 202. Selected Topics in Byzantine and Modern Greek Studies
GRST 390. Tutorial (on Byzantine and Modern Greek subjects)

COURSES

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.
101. Byzantine Culture and Civilization. 3 hr.; 3 cr. A survey of the political, religious, intellectual, and social currents of Byzantine life.
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.”

200. Greek Cinema. 4 hr.; 3 cr. Prereq.: GRST 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.

201. Colloquium on the Greek-American Community. 3 hr.; 3 cr. Prereq.: GRST 102 or permission of 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 GRST201 twice to satisfy the requirement for two courses in category D. See program office for details.

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 not the same.

300. Seminar on the Greek-American Community. 3 hr.; 3 cr. Prereq.: GRST 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.

301. Seminar in Byzantine and Modern Greek Studies. 3 hr.; 3 cr. Prereq.: Permission of 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 not the same.

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.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).
† Offered either Fall or Spring; see **Class Schedule**.
‡ May be offered; see **Class Schedule**.

Requirements for the Major in Byzantine & Modern Greek Studies

Minimum of 36 credits in Byzantine and Modern Greek Studies, including GRST 100; GRST 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 of the courses 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

Minimum of 18 credits in Byzantine and Modern Greek Studies, including GRST100; GRST101 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.

Chemistry and Biochemistry

Chair: A. David Baker

Graduate Advisers: David Locke (Chemistry), Wilma A. Saffran (Biochemistry)

Department Concentration Adviser: Wilma A. Saffran, 997-4195

Evening Session Coordinator: A. David Baker, 997-4100 or 4101

Summer Session Coordinator: A. David Baker, 997-4101

Dept. Office: Remsen 206, 997-4100

Distinguished Professor: Bittman; **Professors:** Baker, Disch, Engel, Gafney, Hersh, W., Koepl, Locke, Streckas, Tropp; **Associate Professors:** Mirkin, Rotenberg, Saffran; **Research Associates:** Seven Postdoctoral Fellows; Thirty-five Graduate Students; **Chief CLT and Director of Laboratories:** Smith; **Chief CLT:** Wurman; **Senior CLTs:** Badalamenti, Beukelaer; **CLTs:** Ezeude, Tokhi; **Department Secretary:** Deutsch; **HEO:** G. Subramanian

Major Offered: Chemistry (State Education Code 02794)

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 chemistry-biochemistry track prepares students for graduate study in these fields, professional schools of medicine, dentistry, and other health-related professions, careers in the chemical and biotechnology industries, and for secondary school teaching.

Several courses offered by the department fulfill LASAR requirements. Requirements for a major in several other departments within the Division of Mathematics and and Natural Sciences include chemistry courses.

The department is accredited by the Committee on Professional Training of the American Chemical Society as qualified to offer professional training to chemists.

Departmental Awards

The Chemistry and Biochemistry Department awards the following prizes: the **Stanley G. Konkol Memorial Award in Chemistry** is provided by the parents and friends of Stanley G. Konkol, Queens College Class of 1954; approximately \$500 is awarded to a graduating chemistry major planning to do graduate work in either chemistry or biochemistry. The **Herman Schulz Memorial**

Award in Chemistry (\$1,000) is funded by an endowment established by Mrs. Rose Baron Schulz in memory of her husband. The recipient is to be a graduating departmental major, selected on the basis of excellence in scholarship and leadership, and one who is planning a career in chemistry or biochemistry. 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 **Trudy Rothman Chemistry Award** is provided by Mrs. G. P. Rothman and family to encourage academic excellence. The award is to be presented to a graduating chemistry major who demonstrated continued improvement and maintained a very good academic record. The **Chemistry and Biochemistry Department Service Award** may be given annually to a graduating senior for outstanding service to the department. 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 **Merck Index Award** is given to a graduating chemistry major whose qualifications are determined by the faculty of the department. The **Lenore F. Meadows Memorial Award**, in memory of a faculty member who died in April 1967, consisting of books selected by the recipient, is provided by the family, faculty, students, and friends.

THE MAJOR

See the box on page 73 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 Track

The biochemistry track is designed to train chemistry majors with an interest in chemical approaches to living systems and health-related problems. See the box on page 73 for the specific requirements for this track.

Students interested in obtaining information about the biochemistry track 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 adviser and the department faculty for more details about the various opportunities available.

B.A.-M.A. Program

The four-year B.A.-M.A. program in biochemistry and chemistry is described in the **Chemistry Department Undergraduate Student Handbook**, available in the department office.

Majors who want to be certified by the American Chemical Society as having successfully completed an approved undergraduate program in chemistry should consult with a department concentration adviser on the choice of 12 credits beyond Chemistry 366. A similar conference is strongly advised for chemistry majors who plan to do graduate work in chemistry or biochemistry.

THE MINOR

See the box on page 73 for the specific requirements for the minor.

Science Education Minor

Chemistry majors who plan to teach general science and chemistry should consult the science education adviser in the Secondary Education Department (Klapper 310, 997-5150) on the selection of the 12 additional credits beyond Chemistry 366.

Transfer Students

All transfer students who plan to take chemistry courses beyond the first course must provide proof of having completed with a grade of C- or better the prerequisite courses. Students are advised to schedule the 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. To fulfill the LASAR requirements, Chem 16, **Chemistry in Modern Society** (lecture only, 3 hours, 3 credits), taken in combination with Chem 17, **Chemistry for the Consumer** (lab only, 3 hours, 1 credit), satisfies the Physical & Biological Sciences, Group A requirement. Chem 16 taken alone satisfies the Group B requirement.

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:** 159 and 179 have prerequisites.) Chem 19 satisfies the Group A LASAR requirement.

For the science major, pre-medical or pre-engineering student, Chem 113, **Introductory College 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. Chem 113 satisfies the Group A LASAR requirement.

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

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. MAT charge, \$18.

16HW. Chemistry in Modern Society. 3 lec. hr.; 3 cr. (Not open to students who have taken Chemistry 19, 59, 111, 112, 113, 114.) A survey of chemistry designed to acquaint nonscientists with aspects of the subject of interest and concern to 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. Topics such as the genetic code and recombinant DNA techniques ("genetic engineering"); the role of hormones in plants, animals, and insects; the nature of genetic diseases, viruses, the cancer problem, and chemotherapy are among those considered. The course deals with aspects of chemical technology and chemical aspects of our environmental problems. In this connection, energy resources, material resources, and the role of synthetic and analytical procedures are considered. (PBGB) Fall, Spring

17. Chemistry for the Consumer. 3 lab. hr.; 1 cr. Prereq. or coreq.: Chemistry 16. Provides a firsthand laboratory experience of chemistry-based products and processes. The emphasis of the course is to provide a basis of knowledge for the average consumer. Students prepare and/or analyze consumer products such as cold creams, cereals, headache tablets, and cleansers as well as investigate the chemical behavior and manufacture of substances such as plastics, acids, fertilizers,

and insecticides. Processes such as photography, dyeing, painting, and printing form the basis of a number of laboratory sessions. Students also learn how chemicals can be used to generate electricity (cells and batteries) and how solar energy can be trapped using chemical principles. MAT charge, \$18. (PBGA) Fall, Spring

19. Basic Chemistry. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Math 6 or equivalent. An introductory course for students who do not intend to take courses beyond Chemistry 79. Chemistry 19 prepares students for entry into Chemistry 58 or 59. MAT charge, \$18. (PBGA) Fall, Spring

111. Preliminary Chemistry. 1 lec., 3 rec. hr.; 2 cr. Prereq.: Math 6 or equivalent. Emphasizes problem-solving strategies and techniques in the context of basic chemistry topics such as the mole concept, stoichiometry, solutions, gas laws, and an introduction to atomic structure. Chemistry 111 prepares the student for Chemistry 113. Fall, Spring

113, 114. General Chemistry I, II. 3 lec., 1 rec., 3 lab. hr.; 5 cr. each semester. Prereq.: For Chemistry 114, a grade of C- or better in Chemistry 113 and Mathematics 122. This is the standard introductory sequence for students interested in physical science, biology, pre-engineering, pre-medical, and pre-dental programs. It is designed to provide a thorough knowledge of facts and theory essential for subsequent advanced courses. A previous knowledge of chemistry is not required; however, adequate high school preparation in basic science and mathematics is essential. MAT charge, \$18. (113, PBGA; 114, PBGB) Fall, Spring

115, 116. Introductory College Chemistry. Chemistry 115: 3 lec., 1 rec. hr.; 4 cr.; Chemistry 116: 3 lec., 1 rec., 6 lab. hr.; 6 cr. Prereq.: For Chemistry 116, a grade of C- or better in Chemistry 115 and Mathematics 100, or 141, or 151. The equivalent of Chemistry 113 and 114, but with all the laboratory work in the second semester. ††

159. Basic Organic Chemistry. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Chemistry 19 or equivalent with a grade of C- or better. A one-semester survey of organic chemistry, intended for majors in home economics, nutrition, biology-education, health-education, and other health-relat-

Requirements for the Major in Chemistry

Required: Chemistry 113 and 114 (or equivalents), 241, 251, 252, 361, 362, 365, 366, Math 151, 152, and 201 (or equivalents), and Physics 121 and 122 (or equivalents), and 12 additional credits in the natural sciences and/or mathematics. At least six of the 12 additional credits must be advanced chemistry courses (Chemistry 375 and those with Chemistry 361 as a pre- or corequisite) and must include some laboratory work. Any science courses other than chemistry to be included must be more advanced than the first year's work, and any math courses to be included must be advanced courses that have Mathematics 201 as a prerequisite.

Biochemistry Track

Required: Chemistry 113 and 114 (or equivalents), 241, 251, 252, 361, and 365, Math 151 and 152 (or equivalents), and 201, and Physics 121 and 122 (or equivalents); Chemistry 375, 376, 377, 378, 379; Biology 107, 108, and 286.

Requirements for the Minor in Chemistry

Required: Introductory Chemistry (Chemistry 113 and 114, or equivalent, 111, 112, and 114 or 119), Organic Chemistry (Chemistry 251 and 252), and Analytical Chemistry I (Chemistry 241). Chemistry 241 may be replaced by other courses with approval of the department. (**Note:** A prerequisite for Chemistry 113 is Mathematics 122. Such a course is therefore a requirement for a minor in chemistry.)

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

ed fields, and also for nonscience majors. MAT charge, \$25. (PBGB) Fall, Spring

179. Basic Biochemistry. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: Chemistry 19 and 59 (or equivalents). 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: proteins, carbohydrates, lipids, nucleic acids, and vitamins. In addition to presenting the chemistry of major cellular constituents, the course will also cover enzymology, the metabolism of carbohydrates, proteins, lipids, nucleic acids, and important nutrients. Problems of metabolic regulation in relation to nutrient intake will also be discussed. Not open to chemistry majors. MAT charge, \$18. Fall, Spring

240. Environmental Chemistry. 3 lec. hr.; 3 cr. Prereq.: Chemistry 114, 116, or 119 with a grade of C- or higher. 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

241. Analytical Chemistry I. 3 lec., 4 lab. hr.; 4 cr. Prereq.: A grade of C- or higher in Chemistry 114, 116, or 119. The study of the theory and techniques of quantitative determination by gravimetric, volumetric, and instrumental methods. MAT charge, \$18. Fall, Spring

251, 252. Organic Chemistry I, II. 3 lec., 1 rec., 4 lab. hr.; 5 cr. each semester. Prereq.: For Chemistry 251, a grade of C- or higher in Chemistry 114, 116, or 119; for Chemistry 252, a grade of C- or higher in Chemistry 251. The structure, preparation, properties, and reactions of the principal classes of organic compounds. MAT charge, \$25. Fall, Spring

331. Advanced Inorganic Chemistry. 3 lec. hr.; 3 cr. Prereq.: Grade of C- or higher in Chemistry 252 and 361. 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

342. Analytical Chemistry II: Instrumental Analysis. 2 lec., 6 lab. hr.; 4 cr. Prereq.: A grade of C- or higher in Chemistry 241; prereq. or coreq.: Chemistry 361. Quantitative determinations using instrumental methods. Laboratory experiments utilizing commercially available instruments are included. MAT

charge, \$25. Spring

354. Advanced Organic Chemistry. 2 lec., 1 rec. hr.; 3 cr. Prereq.: A grade of C- or higher in Chemistry 252 and 365; prereq. or coreq.: Chemistry 362. Mechanisms of organic reactions, thermodynamics and chemical equilibrium, stereochemical problems, and polycyclic and heterocyclic compounds. Fall

361, 362. Physical Chemistry I, II. 3 hr.; 3 cr. each semester. Prereq.: For Chemistry 361, Physics 122 or 146, Mathematics 201, Chemistry 114, 116, or 119 with a grade of C- or higher; for Chemistry 362, a grade of C- or higher in Chemistry 361. An introduction to such topics as thermodynamics, equilibrium, electrochemistry, kinetics, quantum theory, spectroscopy, and atomic theory. 361, Fall; 362, Spring

363. Selected Topics in Advanced Physical Chemistry. 3 lec. hr.; 3 cr. Prereq.: A grade of C- or higher in Chemistry 362. Selected topics from quantum chemistry, kinetic theory, statistical thermodynamics, and their applications. †

365, 366. Physical Chemistry Laboratory I, II. 1 rec., 4 lab. hr.; 2 cr. each semester. Prereq. or coreq.: For Chemistry 365, Chemistry 241 and 361; prereq.: For Chemistry 366, Chemistry 365; prereq. or coreq.: For 366, Chemistry 362. An introduction to experimental techniques. MAT charge, \$25. 365, Fall; 366, Spring

375. Introduction to Biochemistry. 4 lec. hr.; 4 cr. Prereq.: A grade of C- or higher in Chemistry 252 and in Biology 107 or 108, or permission of instructor. Structure, properties, biosynthesis, and metabolism of major groups of compounds of biological importance: proteins, amino acids, nucleic acids, carbohydrates, lipids, and vitamins. Fall, Spring

376. Introductory Biochemistry Laboratory. 1 rec., 4 lab. hr.; 2 cr. Prereq.: Chemistry 361 and a grade of C- or higher in Chemistry 252; coreq.: Chemistry 375. Experimental study of selected biochemical processes; enzyme kinetics; biological oxidations; use of radioactive tracers; chromatographic separation and purification of major types of natural substances. MAT charge, \$25. Fall, Spring

377. Advanced Biochemistry. 3 lec. hr.; 3 cr. Prereq.: A grade of C- or higher in Chemistry 361, 375, or permission of department. Biosynthesis especially of macromolecules and complex cellular constituents such as membranes. Specialized topics of current interest. Spring

378. Physical Biochemistry. 3 lec. hr.; 3 cr. Prereq. or coreq.: A grade of C- or higher in Chemistry 361; prereq. or coreq.: Chemistry 375. Structure and conformation of proteins, nucleic acids, and other biopolymers; physical techniques for study of macromolecules; behavior and properties of biopolymers. †

379. Biophysical Chemistry Laboratory. 1 rec., 4 lab. hr.; 2 cr. Prereq.: Grade of C- or higher in Chemistry 361 and 365; prereq. or coreq.: Chemistry 378. Application of physical chemical techniques to the study of biomolecular properties, including molecular conformations, kinetic and thermodynamic aspects of ligand binding, redox properties and separation techniques. MAT charge, \$25. †

380. Selected Topics in Biochemistry. 3 lec. hr.; 3 cr. Prereq.: Chemistry 377 or permission of instructor. In-depth treatment of topics such as recombinant DNA technology, biochemistry of cancer, membrane structure and function, control and regulation in metabolic processes, bioinorganic chemistry. †

381. Seminar. 2 hr.; 2 cr. Prereq.: Permission of the department. Topics for each semester announced in advance. Offered primarily for seniors. Fall, Spring

386. Physical Methods of Structure Determination. 3 lec. hr.; 2 cr. Prereq.: Chemistry 252. 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

387. Advanced Integrated Laboratory and Introduction to Research Techniques. 1 rec., 5 lab. hr.; 3 cr. Prereq. or coreq.: Chemistry 331, 386, and either 362 or 378. The synthesis, separation, and characterization of both inorganic and organic substances using advanced laboratory techniques such as syringe procedures for working in air-free systems, vacuum distillation and sublimation, use of liquid ammonia, chromatographic techniques of separation, and soxhlet extraction. Hands-on use of Fourier transform infrared and nuclear magnetic resonance spectrometers, and use of circular dichroism and fluorescence spectrometers. MAT charge, \$25. Spring

391. Special Problems. 3-9 hr. to be

arranged; 1-3 cr. Prereq.: Permission of department. This offering is not of the usual classroom type. It permits a student to undertake a minor research problem under the direction of a faculty member in the department. The purpose is to effect the transition from experiments for which the outcome is known to designing and doing experiments in order to secure the information necessary to solve a problem.

Admission to Chemistry 391 is by permission of the Chair or a designated adviser on the basis of the student's previous work and the belief of the adviser and at least one instructor that the student can profit from the research experience. Once permission is secured, the student talks with several faculty members about their research interests and possible research problems. By mutual agreement of the student and faculty member, the student becomes part of an ongoing research group. In this course, the time and duration of the work is arranged with the supervising faculty member. In general there is not the usual correlation of scheduled "laboratory hours" and credits; rather, the student will find that research demands a continued ongoing effort. Reports are written on the work performed and are judged by the faculty.

This work is done in addition to other advanced course work in the department: generally one more appropriate advanced courses in Chemistry and/or Biochemistry should be taken along with undergraduate research. MAT charge, \$25. Fall, Spring

Classical, Middle Eastern & Asian Languages & Cultures

Chair: Gopal Sukhu

Dept. Office: King 203, 997-5570; Fax 997-5072

Web Page: <http://www.qc.edu/cmal>

Professors: Alcalay, Goldsmith, Schoenheim; **Associate Professors:** Cook, Lidov, Spector; **Assistant Professors:** Kim, McClure, Shu, Sukhu; **Lecturer:** Acker;

Department Secretary: Silverman; **Professors Emeriti:** Gries, Solomon, Wu

Majors Offered: Ancient Greek (State Education Code 02754), Latin (State Education Code 02753), Hebrew (State Education Code 02755), Yiddish (State Education Code 10099), and Asian Studies (State Education Code 02694)

The department offers courses in five areas:

Arabic, Islamic, and Middle Eastern Studies

Asian Studies: Chinese (Classical and Modern Mandarin), Japanese, and Korean

Classics, Ancient Greek, and Latin

Hebrew: Ancient, Medieval, and Modern; Sphardic and Israeli Culture
Yiddish*

Cultural knowledge, along with 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. "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 other departments such as Art, Comparative Literature, English, History, and Philosophy. They can also complement course work in fields where knowledge of Clas-

sical, 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 Classics, Ancient Greek, Latin, Hebrew, and Yiddish.* Chinese, Japanese, and Korean are part of the Asian Studies major; Hebrew and Yiddish are part of the Jewish Studies major. Students can minor in any of the areas of the department.

Departmental Awards

The Classical, Middle Eastern, and Asian Languages and Cultures Department awards prizes for excellence in language and literature study in the department.

Writing Through Cultures

The Department of Classical, Middle Eastern, and Asian Languages and Cultures offers an alternative, three-course program called Writing Through Cultures, which is another way to satisfy four separate requirements: the College writing requirement (equivalent to English 120) and the Humanities I Tier 1, Humanities I Tier 2, and Humanities III LASAR requirements. This program encourages students to study one culture in depth – choosing from ancient and modern cultures from various parts of the world – while learning to perfect their writing abilities.

To enroll in the Writing Through Cultures program, students must apply in advance to a department area adviser or to the department writing program coordinator and agree on a sequence of three courses in one area of the student's interest. These courses are taught in English. Typical sequences might be:

Chinese: Oriental Studies 140, 220, 221; Comparative Literature 220, 221; Chinese 240

Japanese: Oriental Studies 140, 220, 221; Comparative Literature 220, 221; Japanese 250

Classical Greece & Rome: Classics 120,

*Admission to this major is no longer being accepted.

130, 140, 150, 240, 250

Ancient Greek: Classics 120, 140, 250

The Middle East: Arabic 150, 160; Hebrew 150, 155

The Hebrew Tradition: Hebrew 150, 155, 160

Modern Jewish Culture: Yiddish 150, 161; Hebrew 150, 155

We expect to add more courses in the near future, including some to make possible concentrations in Korean, the Islamic Tradition, and Modern Israeli Culture. A student's sequence may include one advanced literature course in the language of the culture studied, but all writing must be done in English.

Cities and Civilizations, an interdisciplinary sequence of courses looking at world cultures through the study of great cities, will be offered as a pilot program and will also be a component of Writing Through Cultures.

Students enrolled in the Writing Program will receive special assignments and writing instruction in each of the courses – short assignments in the first course and a major term paper in the third. Their participation in the program will be noted on their records, and upon completion of the third course, the Registrar will be notified that the LASAR and English skills requirements have been satisfied.

The program is open only to students who have completed or are exempt from English 110. The department may restrict admission to the program, and may limit the sequences offered on the basis of course availability. Students who do not complete the sequence will fulfill only the requirements which are satisfied by the courses they do complete, as listed in the College **Bulletin**.

Courses in English

The department offers the following courses in English (many of which satisfy the Humanities I or III Liberal Arts and Sciences Area Requirements, and the Pre-Industrial/Non-Western Civilization requirement; see pages 39-41).

CMAL 101. Cultural Studies: The Short Poem

CMAL 102, 102W. Cultural Studies: Experiences of Imperial, Colonial & Post-Colonial Life

Arabic 150. Modern Arabic Literature in Translation

Arabic 160/History 117. The History and Civilization of Islam

Arabic 260. Revival and Reform Movements in Islam

Chinese 240. Modern Chinese Fiction in Translation

Classics 10. The Greek and Latin Elements in English

Classics 120. Greek Civilization

Classics 130. Roman Civilization

Classics 140. Classical Mythology

Classics 150. Greek and Latin Classics in Translation

Classics 240. Religion and Philosophy in Classical Greece and Rome

Classics 250, 250W. Ancient Epic and Tragedy

Hebrew 150. Modern Hebrew Literature in Translation

Hebrew 155. Sephardic Literature in Translation

Hebrew 160. Masterpieces of Hebrew Literature in Translation

Hebrew 190. Topics in Hebrew Culture and Literature in Translation

Japanese 250. Modern Japanese Fiction in Translation

Japanese 255, 255W. **The Tale of Genji** and Early Japanese Women's Writings

Korean 120. Civilization of Korea

Korean 150. Korean Literature in Translation

Oriental Studies 140. East Asian Religion

Oriental Studies 220. East Asian Civilization I

Oriental Studies 221. East Asian Civilization II

Yiddish 150. An Introduction to Yiddish Literature

Yiddish 161. The Culture of East European Jewry

Courses in the art, history, and philosophy of China, Japan, Greece, and Rome are offered by the relevant departments. Other related courses include English 380 and 381, Comparative Literature 220 and 221, and courses in Jewish Studies (see page 144).

Departmental 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 101, 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 post-colonial 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 difference. The department plans to add more courses in Cultural Studies on a variety of topics.

CMAL 101. 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. (H3)

CMAL 102, 102W. Cultural Studies: Experiences of Imperial, Colonial & Post-Colonial Life. 3 hr.; 3 cr. Prereq.: English

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. (H3)

Arabic, Islamic, and Middle Eastern Studies

Coordinator and Adviser: Susan A. Spector

Arabic language study stresses the reading and comprehension of Modern Standard Arabic. After completing Arabic 204, advanced students may wish to pursue writing and speaking skills as well. Students are introduced to graded modern reading selections in Arabic 102. In Arabic 203, students read short classical texts in addition to ungraded modern selections. From Arabic 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 page 77 for the requirements for the minor in Arabic.

Course Placement

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

Courses in Arabic Courses Taught in English

150. Modern Arabic Literature in Translation. 3 hr.; 3 cr. An introduction to outstanding works of Arabic literature in English translation. Modern Arabic writers have broken with classical forms and traditions, and current writing deals with

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

contemporary concerns and ideals. We will study the intellectual, social, and political implications of selected short stories, novels, and poems. (H1T2, PN)

160./History 117. 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. (H3, PN)†

190. Topics in Arab Culture and Literature in Translation. 3 hr.; 3 cr. Prereq.: Arabic 150 or 160. 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.

260. Revival and Reform Movements in Islam. 3 hr.; 3 cr. Prereq.: English 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 reading and discussion are in English. (H3, PN)

300. Topics in Islamic Studies. 3 hr.; 3 cr. Prereq.: Arabic 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.

Basic Language Courses

101. Elementary Arabic I. 4 hr.; 4 cr. Prereq.: English 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. Fall

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

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

204. Intermediate Arabic II. 3 hr.; 3 cr.

Prereq.: Arabic 203. A continuation of Arabic 203. Spring

Advanced Language Courses

Please consult the Coordinator. Permission of the instructor is required before registration for advanced language study.

Chinese, Japanese, Korean, and Asian Studies

Coordinators and Advisers for Chinese: Yunzhong Shu, Gopal Sukhu

Coordinators and Advisers for Japanese: Lewis Cook, William McClure

Major in Asian Studies

The department offers courses in Chinese, Japanese, and Korean from elementary to advanced levels, as well as literature and civilization courses given in translation. A major in Asian Studies is also offered and has a Chinese, Japanese, or Korean language requirement. Asian Studies is a flexible program for students wishing to gain familiarity with the history and cultures as well as the social, religious, and political institutions of the countries of Asia in ways that can be applied to a wide range of fields including law, foreign affairs, international business, secondary education, comparative literature, art history, and other professions and academic disciplines. For more details, see pages 62-63.

Courses Taught in English

Chinese 240. 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. (H1T2, PN)

Japanese 250. 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,

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. (H1T2, PN)

Japanese 255, 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. (H1T2)

Korean 120. 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 course work will be in English. (H3)

Korean 150. 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. (H1T2, PN)

Oriental Studies 140, 140W. East Asian Religion. 3 hr.; 3 cr. Prereq.: English 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. (H3, PN)

Oriental Studies 220. East Asian Civilization I. 3 hr.; 3 cr. An introduction to the civilization of China and Japan, from ancient times through the Tang dynasty in China and from ancient times through the medieval period in Japan. No knowledge of Chinese or Japanese is necessary. (H3, PN)

Oriental Studies 221. East Asian Civilization II. 3 hr.; 3 cr. A continuation of Oriental Studies 220. An introduction to the civilization of China and Japan, 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. (H3, PN)

Requirements for the Minor in Arabic

Required: 15 credits beyond Arabic 102. Six of these credits will normally be in language study; 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 Coordinator or the Chair.

Oriental Studies 290. Topics in East Asian Studies. 3 hr.; 3 cr. Prereq.: Oriental Studies 140, or 220, or 221. Study of a particular topic in Chinese, Japanese or Korean literature or civilization for students who have taken introductory courses in Oriental Studies. Materials will be read in translation. Course may be repeated for credit when the topic changes.

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 Chinese 101. Students who have learned Chinese characters through their study of Japanese or Korean may enter Chinese 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

101. Elementary Chinese I. 4 hr.; 4 cr. Prereq.: English 95 or equivalent. A beginner's course in Mandarin. Fall

102. Elementary Chinese II. 4 hr.; 4 cr. Prereq.: Chinese 101 or equivalent. A

Requirements for the Minor in Chinese

Required (20 credits): 17 credits in the language (Chinese 101, 102, 203, 204, and 250) and 3 credits in Oriental Studies 220.

continuation of Chinese 101. Spring

203. Intermediate Chinese I. 3 hr.; 3 cr. Prereq.: Chinese 102 or equivalent. 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. Fall

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

250. Introduction to Classical Chinese I. 3 hr.; 3 cr. Prereq.: Chinese 204 or equivalent. Wen-yen grammar and the reading of texts in Classical Chinese. (PN) Fall

251. Introduction to Classical Chinese II. 3 hr.; 3 cr. Prereq.: Chinese 250 or equivalent. A continuation of Chinese 250. (PN)††

Advanced Language and Literature Courses

311. Advanced Modern Chinese. 3 hr.; 3 cr. Prereq.: Chinese 204 or permission of the department. A continuation of Chinese 204.

312. Advanced Classical Chinese. 3 hr.; 3 cr. Prereq.: Chinese 251 or permission of the department. A continuation of Chinese 251.

320. Chinese Drama. 3 hr.; 3 cr. Prereq.: Chinese 251 or equivalent. Readings in representative twentieth-century Chinese plays. (H1T2, PN)††

330. The Chinese Essay. 3 hr.; 3 cr. Prereq.: Chinese 251 or equivalent. Readings in contemporary prose works. Current journalistic writings may be included. (H1T2, PN)††

340. Readings from Chinese History. 3 hr.; 3 cr. Prereq.: Chinese 251 or equivalent. Readings in Chinese historical texts; the selections may vary from year to year. (PN)††

350. Chinese Fiction. 3 hr.; 3 cr. Prereq.: Chinese 251 or equivalent. Readings in twentieth-century Chinese novels and short stories. (H1T2, PN)††

360. Traditional Chinese Literature. 3 hr.; 3 cr. Prereq.: Chinese 251 or equivalent. 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. (H1T2, PN)††

370. Chinese Short Story. 3 hr.; 3 cr. Prereq.: Chinese 251 or equivalent. Readings of classical and modern Chinese short stories. (H1T2, PN)††

380. Seminar in Sinological Methods. 3 hr.; 3 cr. Prereq.: Chinese 320, 330, 340, or 350 or permission of 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 (Japanese 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 (Japanese 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 page 79 for the requirements for the minor in Japanese. Students who wish to take the minor should consult with the adviser for Japanese.

Course Placement

Students who have no previous knowledge of the Japanese language must begin with Japanese 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 the New York City public schools. Students who have passed the New York State Comprehensive Examination in Japanese should be able to enter directly into Japanese 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

101. Elementary Japanese I. 4 hr.; 4 cr. Prereq.: English 95 or equivalent. An introduction to the modern language with emphasis on using spoken Japanese in context. Students learn **hiragana** and **katakana**.

102. Elementary Japanese II. 4 hr.; 4 cr. Prereq.: Japanese 101 or equivalent. A

continuation of Japanese 101. Spoken exercises are increased as more of the modern language is learned. Approximately 125 Chinese characters are introduced.

203. Intermediate Japanese I. 3 hr.; 3 cr. Prereq.: Japanese 102 or equivalent. A continuation of Japanese 102 with greater emphasis on reading and writing as well as an introduction to literary Japanese.

204. Intermediate Japanese II. 3 hr.; 3 cr. Prereq.: Japanese 203 or equivalent. A continuation of Japanese 203. Students will prepare sophisticated spoken exercises and begin to read texts of intermediate difficulty.

305. Advanced Modern Japanese I. 3 hr.; 3 cr. Prereq.: Japanese 204 or permission of the instructor. 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.

306. Advanced Modern Japanese II. 3 hr.; 3 cr. Prereq.: Japanese 305 or permission of the instructor. A continuation of Japanese 305. Topics covered will vary from semester to semester and may include readings in a broad range of modern Japanese literary and cultural materials.

Korean

Courses in Korean

Korean 101. Elementary Korean I. 4 hr.; 4 cr. Prereq.: English 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.

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

Korean 203. Intermediate Korean I. 3 hr.; 3 cr. Prereq.: Korean 102 or equivalent or permission of instructor. An intermediate course in Korean. Reviews the fundamentals of Korean and further

develops skills in speaking, reading, and writing.

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

Korean 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 course work will be conducted in Korean. (H1T2)

Classics, Ancient Greek, and Latin

Coordinator and Adviser: Joel B. Lidov

The Classics section offers **Classics** courses in English and beginning and advanced courses in **Latin** and in **Ancient Greek**. In the Classics courses students learn about the literature and civilization of the ancient world as it is presented in the original writings of ancient poets, historians, orators, and philosophers. All reading is done in translation. The Greek and Latin courses provide students with a reading knowledge of the ancient languages. The first year 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 page 80 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 composing 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

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. ††

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. (H3, PN) †

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. (H3, PN) ††

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. (H3, PN) Fall, Spring

150. Greek and Latin Classics in Translation. 3 hr.; 3 cr. Prereq.: English 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, 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. Fall, Spring (H1T1, PN)

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. (H3, PN) ††

250, 250W. Ancient Epic and Tragedy. 3 hr.; 3 cr. Study of the literary, philosoph-

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

Requirements for the Minor in Japanese

Required (20 credits): Four semesters of Japanese (101, 102, 203, 204) and two courses (6 credits) taught in English relevant to Japanese literature or culture (Japanese 250, Oriental Studies 220 or 221, or other relevant courses). One of these two courses in English can be replaced by advanced Japanese language courses.

ical, 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. (H1T2, PN)††

300. Topics in Classical Studies. 300.1-300.3, 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.

Courses in Ancient 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.

252. Elementary Ancient Greek II. 4 hr.; 4 cr. Prereq.: Greek 251 or one year of high school Greek. A continuation of Greek 251. Spring

351. Euripides. 3 hr.; 3 cr. Prereq.: Greek 252 or two years of high school Greek. (H1T2, PN)††

352. Plato. 3 hr.; 3 cr. Prereq.: Greek 252 or two years of high school Greek. Readings in the shorter works of Plato. (H1T2, PN)††

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

(H1T2, PN)††

360. Readings in Ancient Greek Literature. 360.1-360.3, 1-3 hr.; 1-3 cr. Prereq.: Greek 351 or 352 or equivalent. A study of the writings of one major Ancient Greek author (such as Aeschylus, Sophocles, Herodotus, Thucydides, Lysias) in the original Greek. Topic to be announced in advance. Course may be repeated for credit when topic changes. Course may also be given as tutorial; consult Coordinator. (H1T2, PN)

Courses in Latin

101. Elementary Latin. 3 hr.; 3 cr. Fall

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

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.

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. (PN)

315. Latin Prose Composition I. 1 hr.; 1 cr. Prereq.: Latin 204 or permission of department. A practical course in the writing of Latin prose; review of forms and syntax. ††

360. Readings in Latin Literature. 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 Coordinator. (H1T2, PN)

Hebrew Language and Culture

Coordinator and Adviser: Jerome Acker

The department offers courses in the Hebrew language, Biblical Aramaic, Hebrew, Sephardic, Yiddish, and Israeli literature and culture. 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. The department offers a diverse range of courses for advanced students with a command of Hebrew; these include courses in Biblical, Talmudic, Medieval, and Modern Hebrew literature, and Israeli culture. In many of these courses, Hebrew is used as the classroom language. Students can use these advanced courses as the basis for a concentration, minor, or double-major to complement their primary field of study. The department also offers a wide range of courses in English on Hebrew literature of various periods as well as Israeli, Sephardic, and Yiddish literature and culture.

See the box on page 81 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 course 101; those with less than two years normally begin with course 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 course 305 or 307.

All others, including native speakers

Requirements for the Major in Ancient Greek

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 Classics 120, 130, and 140.

Requirements for the Major in Latin

Required (32 credits): A minimum of 15 credits of Latin beyond Latin 203; Greek 251 and 252 or their equivalent (8 credits); and Classics 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 and 316 (2 credits).

Requirements for the Minor in Classical Studies

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 adviser (e. g., Art 110, 206, 307; Comparative Literature 101 in place of Classics 150; History 113, 205, 206, 207, 208; Philosophy 140, 250, 264).

and students who attended Hebrew day schools or Yeshivot, should consult the department for correct placement.

Courses in Hebrew

Courses Taught in English

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 not the same. (H1T2)†

155. Sephardic Literature in Translation. 3 hr.; 3 cr. The class will explore cultural, political, and social implications of works by Sephardic writers both in Israel and the Diaspora. Readings in English translation of the literature of Sephardic and Middle Eastern Jews from the late nineteenth century to the present. (H1T2)

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. (H1T2)†

190. Topics in Hebrew Culture and Literature in Translation. 3 hr.; 3 cr. Specific topics will be announced in advance. May be taken for credit more than once if the topic is different.††

250W. Biblical Allusions in Hebrew Prose and Poetry in Translation. 3 hr.; 3 cr. Prereq.: English 110. For over three thousand years, the stories of the Bible have provided Hebrew authors and poets with a never-ending source of inspiration. In this course, we will examine important biblical stories such as the love story of Jacob and Rachel, the sacrifice of Isaac, and the rise of King David. Beginning with the biblical text itself, we will then turn to examine the creative expression it received in various poems, songs, and stories ranging from eleventh-century

Spain to twentieth-century Israel. All texts in English; no prior knowledge of the Bible is required. (H1T2)

Basic Language Courses

101. Elementary Hebrew I. 4 hr.; 4 cr. A beginner's course in modern Hebrew. Fall, Spring

102. Elementary Hebrew II. 4 hr.; 4 cr. Prereq.: Hebrew 101 or equivalent. Fall, Spring

203. Intermediate Hebrew I. 3 hr.; 3 cr. Prereq.: Hebrew 102 or equivalent. A continuation of Hebrew 102. Fall, Spring

204. Intermediate Hebrew II. 3 hr.; 3 cr. Prereq.: Hebrew 203 or equivalent. A continuation of Hebrew 203. Fall, Spring

Advanced Language Courses

305. Advanced Modern Hebrew. 3 hr.; 3 cr. Prereq.: Hebrew 204. A study of modern Hebrew texts to improve students' command of the language and to develop an appreciation of modern literature. For students who have completed two years of college-level study (or equivalent) in a general Hebrew course or who have attained a reading knowledge of Biblical or Rabbinic Hebrew without practice in modern literature.†

307. Classical Hebrew. 3 hr.; 3 cr. Prereq.: Hebrew 204. An introduction to Hebrew of Biblical and Rabbinic texts. For students who have completed two years of college-level study (or equivalent) in a general Hebrew course or who have attained proficiency in modern Hebrew without practice in earlier texts.††

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

315. Hebrew Grammar and Composition. 3 hr.; 3 cr. Prereq.: Hebrew 204 or equivalent. A thorough review of Hebrew

grammar and usage with systematic practice in composition.†

317. Skills and Art of Translation. 3 hr.; 3 cr. Prereq.: Hebrew 204 (or equivalent) and English 120. 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.††

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.††

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

Elective Courses in Hebrew Literature

321. Biblical Literature I: Genesis. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

322. Biblical Literature II: Exodus. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

323. Biblical Literature III: Leviticus/Numbers. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

324. Biblical Literature IV: Deuteronomy. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

325. Biblical Literature V: Joshua and Judges. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

326. Biblical Literature VI: Samuel I and II. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

327. Biblical Literature VII: Kings I and II. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

328. Biblical Literature VIII: Major Prophets. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

329. Biblical Literature IX: Minor Prophets. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

330. Biblical Literature X: Megillot. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

331. Biblical Literature XI: Psalms. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

332. Biblical Literature XII: Wisdom Lit-

Requirements for the Major in Hebrew

The major in Hebrew requires 30 credits beyond Hebrew 101-102. Students must consult the adviser for placement in the language program and to determine the distribution of credits for the major. Hebrew 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

The minor in Hebrew consists of 18 credits in Hebrew beyond 102. For details, please consult the Coordinator or the Chair. At least three of these courses must be taken at Queens College.

erature. 3 hr.; 3 cr. Prereq.: Hebrew 307. (H1T2, PN)††

335. **Biblical Aramaic: Daniel and Ezra.** 3 hr.; 3 cr. Prereq.: One course in Biblical literature. Introduction to the Aramaic texts found in the Hebrew Bible. (PN)††

340. **Talmudic Literature.** 3 hr.; 3 cr. Prereq.: Hebrew 307 or equivalent. 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. (PN)††

341. **Midrash and Aggada.** 3 hr.; 3 cr. Prereq.: Hebrew 307 or equivalent. An introduction to the content and methods of Midrash and Aggada through a survey of selected Midrashim. (PN)††

345. **Medieval Literature I.** 3 hr.; 3 cr. Prereq.: Hebrew 307. Readings in the secular and liturgical poetry of the Middle Ages, particularly of the "Golden Age" in Spain. (H1, PN)††

346. **Medieval Literature II.** 3 hr.; 3 cr. Prereq.: Hebrew 307. Readings in philosophy, ethics, history, and Biblical exegesis. Special attention to the works of Judah Ha-Levi, Maimonides, and Nahmanides. (H1T2, PN)††

351. **Modern Hebrew Drama.** 3 hr.; 3 cr. Prereq.: Hebrew 305. (H1T2)††

352. **Modern Hebrew Poetry I.** 3 hr.; 3 cr. Prereq.: Hebrew 305. (H1T2)††

353. **Modern Hebrew Poetry II.** 3 hr.; 3 cr. Prereq.: Hebrew 305.††

354. **The Modern Hebrew Essay.** 3 hr.; 3 cr. Prereq.: Hebrew 305. (H1T2)††

356. **Contemporary Israeli Literature I.** 3 hr.; 3 cr. Prereq.: Hebrew 305. (H1T2)††

357. **Contemporary Israeli Literature II.** 3 hr.; 3 cr. Prereq.: Hebrew 305. (H1T2)††

358. **The Modern Hebrew Press.** 3 hr.; 3 cr. Prereq.: Permission of instructor. Readings, translation, and discussion of selections from contemporary Hebrew

newspapers, periodicals, and journals of opinion: news, stories, articles, reviews, and criticism. May be repeated once for credit.††

390. **Studies in Hebrew Language, Literature, and Culture.** 390.1-390.3, 1-3 hr.; 1-3 cr. Prereq.: Varies with topic. 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.††

Yiddish

Coordinator and Adviser: 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.

See the box below for the requirements for the major and minor in Yiddish.

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.

Courses in Yiddish

Courses Taught in English

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. (H1T2) Fall, Spring

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.††

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 life-style, Yiddish language and literature, Hassidism, Haskalah, origins of modern Hebrew literature, the Mussar Movement, Jewish socialism, and Zionism. (H3)†

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

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.††

190. **Topics in Yiddish Culture and Literature in Translation.** 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

101. **Elementary Yiddish I.** 4 hr.; 4 cr. For students with no previous knowledge

Requirements for the Major in Yiddish*

Required: 36 credits beyond Yiddish 204, of which 18 must be in courses numbered above 300. They should complete Yiddish 203 before taking courses in Yiddish literature conducted in the Yiddish language. Majors are strongly urged to take additional courses in Hebrew language and literature as well as courses in the Jewish experience offered by other departments.

Requirements for the Minor in Yiddish*

Required: 18 credits in Yiddish beyond Yiddish 102. The student may choose language courses or literature and culture courses, including those offered in English.

*Admission to this major and minor is no longer being accepted.

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. Fall

102. **Elementary Yiddish II.** 4 hr.; 4 cr. Prereq.: Yiddish 101 or equivalent. A continuation of the work in Yiddish grammar, comprehension, speaking, reading, writing, and the study of Yiddish culture. Spring

203. **Intermediate Yiddish I.** 3 hr.; 3 cr. Prereq.: Yiddish 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. Fall

204. **Intermediate Yiddish II.** 3 hr.; 3 cr. Prereq.: Yiddish 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. Yiddish 203 and 204 serve not only to train students in language, but also to acquaint them with some of the major Yiddish writers. Spring

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

Advanced Language and Literature Course

390. **Studies in Yiddish Language, Literature, and Culture.** 390.1-390.3, 1-3 hr.; 1-3 cr. Prereq.: Yiddish 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, 997-5670

Lecturer: Brandman (English), Goldhaber (English); **Adjunct Lecturers:** Horowitz, Kaplan, Lasry, Stark, Steiner

These courses are designed to meet the English language needs of limited English proficiency students who have not passed the CUNY Assessment Test.

Students must see the CESL Director before registering for any courses.

COURSES

CESL 21. **Foundations of Writing I.** 5 hr.; 1 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.; 1 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.** 028.4, 4 hr.; 1 cr., 028.3, 3 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 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 on 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. Examination of American political manifestoes, poems, novels, autobiographies, paintings, music, and films that have shaped the character of the American people. Fall, Spring

Comparative Literature

Chair: Clare Carroll

Advisers: Ahmed, Carroll, Martin

Dept. Office: Kiely 310, 997-5690

Distinguished Professor: Ghosh; **Associate**

Professors: Ahmed, Carroll, Martin;

Assistant Professors: Flores, Rupprecht;

Department Secretary: Lewis

Web page: www.qc.edu/complit

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 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.

Departmental Award

The Comparative Literature Department awards the **Paul Zweig Memorial Award**, which is 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: Comparative Literature 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.

Comparative Literature 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: Comparative Literature 331 to 341 are intended for more advanced work in comparative literature for all students.

Advanced Seminars: Comparative Literature 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

101, 101W. Great Books I. 3 hr.; 3 cr. Prereq.: English 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. (H1T1, PN) Fall, Spring

102, 102W. Great Books II. 3 hr.; 3 cr. Prereq.: English 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. (H1T1) Fall, Spring

135W. Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite 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.

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. (H1T2) Fall, Spring

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. (H1T2)

205. Modern Poetry. 3 hr.; 3 cr. Prereq.: Sophomore standing and English 120 or 140. 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. (H1T2)

General Literature

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. (H1T2, PN)

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. (H1T2, PN)

Requirements for the Major in Comparative Literature

Required: 12 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 Comp. Lit. 101, instead of the second foreign language); and five approved courses in comparative literature, including two chosen from 331 through 350 and two seminars (381 through 384).

Requirements for the Minor in Comparative Literature

Required: Five elective courses in comparative literature, totaling 15 credits. These must include at least one chosen from Comp. Lit. 331 through 350, and one seminar (381 through 384). Comp. Lit. 101 and 102, will not count toward the minor.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

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. (H1T2)††

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. (H1T2)††

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. (H1T2)

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. (H1T2)††

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. (H1T2)

220. 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. (H1T2, PN)

221. 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. (H1T2, PN)

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. (H3, PN)

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.††

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. (H1T2)

230. African Literatures. 3 hr.; 3 cr. Prereq.: Sophomore standing or permission of 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. (H1T2, PN)

231. African Literatures in a World Context. 3 hr.; 3 cr. Prereq.: Sophomore standing or permission of 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. (H1T2, PN)

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. (H3)

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. MAT charge, \$7.†

Genre and Criticism

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 English 382.††

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. (H1T2)

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. (H1T2, PN)

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. (H1T2)

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. (H1T2)

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. (H3)

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. ††

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. (H3)

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. (H1T2)

Additional courses are currently under consideration.

Advanced Seminars

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 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. (H1T2) Fall, Spring

Computer Science

Chair: Tsaiyun Ihsin Phillips

Assistant Chair: Kenneth Lord

Dept. Office: SB A202, 997-3500

Web Page: <http://www.cs.qc.edu>

Professors: Brown, Friedman, Ghozati, Kong, Kwok, Phillips, Vickery, Waxman;

Associate Professors: Goldberg, Gross, Ryba, Sy, Wasserman, Whitehead, Xiang;

Assistant Professors: Lord, Obrenic, Yukawa; **Department Secretary:** Vasquez; **Systems and Network Administrator:** Chen

Majors Offered: Computer Science (B.S.: State Education Code 93111; B.A.: 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 B.A. or B.S. 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 M.A. degree and, in collaboration with other senior CUNY colleges, the Ph.D. in computer science. (For further details, see the department handbook.)

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, Computer Science 12 provides an understanding of how problems are formulated for solution by a personal computer using popular software packages. Computer Science 95 teaches introductory programming for students who have never used a computer, and serves as a first course for students considering a major in computer science.

Transfer Students

The normal first course in the major is

Computer Science 111 (Prereq.: Mathematics 151). Transfer students should consult with a department adviser before registering.

Departmental Awards

The Computer Science Department offers three awards to outstanding students who have been recommended by the department's Honors and Awards Committee. The **Philip Drummond Memorial Award** is given for excellent academic achievement; the **Robert Spector Memorial Award** is given for high academic skills and service to other students; and the **Departmental Service Award** is 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 B.S. augments the B.A. with more computer science theory, mathematics, and experimental laboratory courses.

Residency Requirements

Students must complete at least half of the courses for the major and half of the required computer science courses at Queens College.

See the box on page 87 for the specific requirements for the majors and the minor.

Minimum Grade Requirements

All courses required for the major or minor, regardless of the department in which they are taken, must be completed with a minimum grade of **C** or better. A course may not serve as a prerequisite until it has been passed with a grade of **C** or better.

Note: The department requires one grade of **C** or better for each course, not an average grade of **C**. Thus, receiving a **D** in a course and repeating it with a **C** is satisfactory, even though the average of the two grades is less than **C**.

B.A.-M.A. Program

The department offers an accelerated B.A.-M.A. program. Interested students should contact the department or consult the web page for complete details.

Departmental Honors

Departmental honors are awarded to majors of outstanding academic performance who also complete at least 3 credits in Computer Science 391, 393, or 399; have a Computer Science major GPA of 3.67; and overall GPA of 3.2.

COURSES

Note that the middle digit of course numbers indicates the type of course rather than its level, as follows:

Middle Digit	Course Type
0 or 1	Software
2	Foundations
3	Database Systems
4 or 5	Systems
6	Methodology
7	Software Engineering
8 or 9	Special Topics and Honors

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 Mathematics 6 or 8. 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 with 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 Computer Science 18. (SQ)

18. **Computers with Business Applications.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: Admission to the Business and Liberal Arts minor. 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. (SQ)

80. **Problem Solving with Computers.** 2 lec., 2 lab hr.; 3 cr. Prereq.: CS 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. (SQ)

81. **HTML and WWW Programming.** 3 hr.; 3 cr. Prereq.: CS 80. Introduction to computer networks from a user's perspective and the World Wide. The course will provide hands-on experience with electronic mail, file transfer, Telnet, and web browsers, including the creation of web pages using HTML, JavaScript, and CGI scripts; image preparation and editing; scanning and OCR.

82. **Multimedia Fundamentals and Applications.** 3 hr.; 3 cr. Prereq.: CS 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.

84. **Models of Computation.** 3 hr.; 3 cr. Prereq.: Math 10. 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

Requirements for the Majors in Computer Science

BACHELOR OF ARTS DEGREE

Core Requirements: Computer Science 111, 211, 220, 240, 300, 313, 320, 323, 331, 340, and 370.

Elective Requirements: Twelve credits of computer science courses numbered 200-699, except 398, 603, 615, and 642. One approved course from Mathematics or Physics may be used.

Self-study language courses may not be used to satisfy this requirement. No more than three credits of Computer Science 390 through 399 may be used as part of the major without the approval of the Honors and Awards Committee. One course from the following list may be taken in place of one computer science course for this requirement: Mathematics 223, 224, 232, 245, 247, 248, 317, 333, 337, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; Physics 225, 227, or 312.

Math Requirements: Math 151 and 152 or equivalent; (e.g., 141, 142, 143), 241 or 611 or 621.

Science Requirement: Physics 145, 146, or Biology 107 and 108, or Chemistry 113 and 114.

BACHELOR OF SCIENCE DEGREE

Core Requirements: Computer Science 111, 211, 220, 240, 300, 313, 320, 323, 331, 340, 343, and 370.

Elective Requirements: Fifteen credits of computer science courses numbered 200-699, except 398, 603, and 642. (See elective requirements for the BA above.) One approved course from Mathematics or Physics may be used.

A course from the following list may be used for this requirement: Mathematics 223, 224, 232, 245, 247, 248, 317, 337, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636. Physics 225, 227, or 312.

Math Requirements: Mathematics 151 and 152 or equivalent; (e.g., 141, 142, 143); 241 or 611 or 621; 230 or 237.

Science Requirement: Physics 204. (Prereq.: Physics 103, 122, or 146.)

Physics Requirement: Physics 145, 146, and 204; or Physics 103 and 204, and either Biology 107 and 108, or Chemistry 113 and 114.

One of the following sequences: Physics 145, 146, and 225.* Chemistry 113 and 114. Biology 107 and 108. EES 101 and 102. Psychology 101 107, and 213.

Requirements for the Minor in Computer Science

The minor in computer science consists of the following courses:

Core Requirements: Computer Sci. 95 (unless exempt), 101, 141, 203, and 220.

Elective Requirements: One additional 3-credit course from the Core or Elective Requirements listed under the B.A. and B.S. degrees above.

Math Requirements: Math 120 and either 100, 141, or 151.

Requirements for the Minor in Computer Information Technology

Computer Science 12, 80, 95, and four additional three-credit courses numbered 81-199.

*Students opting for this sequence should take Physics 145 and 146 instead of Physics 103, and may not use Physics 225 to satisfy Group B electives.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

†Offered either Fall or Spring; see **Class Schedule**.

‡May be offered; see **Class Schedule**.

of computation. These environments will be models of actual computing environments. The nature of what an algorithm is will be developed.

85. Database Application Programming. 3 hr.; 3 cr. Prereq.: CS 80. A continuation of CS 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.

86. Science, Computing Tools, and Instrumentation. 4 hr.; 3 cr. Prereq.: Math 10. 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. (SQ)

90.1, 90.2, 90.3. Topics in Computing. 1 hr.; 1 cr., 2 hr.; 2 cr., 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.

111. Algorithmic Problem Solving I. 3 lec., 2 lab. hr.; 4 cr. Prereq.: Math 151 or equivalent. Primitive data types. Single- and multi-dimensional arrays. Strings. Control structures. Basic I/O. Functions and parameter-passing. References. Scope and lifetime of variables. Algorithmic problem-solving. Concept of recursion. Error handling. Documentation. Testing and debugging.

211. Algorithmic Problem-Solving II. 3 lec., 2 rec. hr.; 4 cr. Prereq.: CS 111. User-defined data types. Pointers and linked-lists. ADTs. Stacks. Queues. Recursion. Searching and simple sorting. Elementary memory management. Object-oriented problem-solving.

220. Discrete Structures. 3 lec. hr.; 3 cr. Prereq.: Mathematics 120 and 151. Algorithms, recursion, recurrences, asymptotics, relations, graphs and trees, applications.

240. Computer Organization and Assembly Language. 3 lec., 1 lab. hr.; 3 cr. Prereq.: CS 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. (SQ)

280. Self-Study Programming. 3 hr.; 1 cr. Prereq.: Computer Science 203. 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.

300. Programming Languages. 4 lec. hr.; 4 cr. Prereq.: Computer Science 141 and 203. Principles of programming language design and implementation of the procedural, functional, and logic programming paradigms including syntax (BNF, expression grammars, and operator associativity); binding of variables; type coercion and equivalence (including weakly-typed languages); scope and extent of variables (activation records, static and dynamic links); parameter passing and environments; formal semantics. Programming projects done in the lab will use programming languages which serve to exemplify in practice the theoretical material presented in lecture.

307. Compilers. 3 hr.; 3 cr. Prereq.: Computer Science 300. 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. (SQ)

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.

313. Data Structures. 4 hr.; 4 cr. Prereq.: CS 211, 220, and a minimum grade of C on the department proficiency test. Binary trees, binary search trees, AVL trees, n-ary trees, and partially-ordered trees. Priority queues - heaps. Graphs. Hash tables. Recursive problem-solving. Advanced sorting. Graph traversal and shortest-path algorithms. Worst-case analysis. Exception handling. (SQ)

315. Artificial Intelligence. 3 hr.; 3 cr. Prereq.: Computer Science 300. 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. (SQ)

318. Computer Graphics. 3 hr.; 3 cr. Prereq.: Computer Science 200, 220, and Mathematics 130. Introduction to the hardware and software components of graphics systems, fundamental algorithms for the generation of two-dimensional display (lines, fill areas, curves, characters), transformation and viewing algorithms, methods of organizing picture components into segments, interactive input, Graphical Kernel System (GKS) routine calls, color models, introduction to three-dimensional techniques. Programming projects to demonstrate the implementation of graphic algorithms. (SQ)

320. Theory of Computation. 3 hr., 3 cr. Prereq.: CS 220, and a minimum grade of C on the department proficiency test, and a minimum of a B average in CS 111, 211, 220 and 240. Finite state machines, regular languages, regular expressions, grammars, context-free languages, pushdown automata, Turing machines, recursive sets, recursively enumerable sets, reductions, Halting problem, diagonalization.

323. Design and Analysis of Algorithms. 3 hr.; 3 cr. Prereq.: 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. (SQ)

331. Database Systems. 3 hr.; 3 cr. Prereq.: Computer Science 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.

340. Operating Systems Principles. 3 hr., 3 cr. Prereq.: CS 240, 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. (SQ)

341. Computer Organization. 3 hr.; 3 cr. Prereq.: Computer Science 141 and 220. Combinational and sequential logic design including programmable logic

devices. Memory organization. Arithmetic unit design. Conventional and microprogrammed control unit design. I/O organization. (SQ)

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 which 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. (SQ)

343. Computer Architecture. 3 hr.; 3 cr. Prereq.: CS 240 and a minimum grade of C on the department proficiency test. 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. (SQ)

345. Logic Design Lab. 2 lec., 3 lab. hr.; 3 cr. Prereq.: 340. Design principles and laboratory implementation of logical devices from flip-flops to peripheral interfaces. (MAT fee \$25)

348. Data Communications. 3 hr.; 3 cr. Prereq.: Computer Science 341. 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. (SQ)

344. Distributed Systems. 3 lec., 1 lab. hr.; 3 cr. Prereq.: CS 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.

361. Numerical Methods. 3 hr.; 3 cr. Prereq.: Computer Science 101 and Math-

ematics 201. Numerical methods and efficient computation, approximation, and interpolation. Computer solution of systems of algebraic and ordinary differential equations.

370. Software Engineering. 4 lec., 1 lab. hr.; 3 cr. Prereq.: CS 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.

381. Special Topics in Computer Science. 381.1-381.4, 1-4 hr.; 1-4 cr. Prereq.: Permission of department. Fall, Spring

No more than 3 credits of CS 391-399, excluding 398, may be used as an elective for the Computer Science major or minor.

391. Honors Problems in Computer Science. 391.1-391.3, 1-3 hr.; 1-3 cr. Prereq.: Permission of 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 staff. Fall, Spring

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 two other faculty members. The thesis proposal and committee must be approved by the Departmental 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.

395. Research Projects. 395.1-395.3, 1-3 hr.; 1-3 cr. Prereq.: Permission of 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 staff.

398. Internship. 398.1, 45 hr.; 1 cr.; 398.2, 90 hr., 2 cr.; 398.3, 135 hr.; 3 cr. Prereq.: Completion of 15 credits in computer science and departmental approval. Computer science students are given an opportunity to work and learn for credit.

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. 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. Computer Science 398 may not be applied to the computer science major or minor.

399. Honors Readings in Computer Science. 3 hr.; 3 cr. Prereq.: Junior or senior standing and permission of 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.

Graduate Courses for Undergraduates (See **Graduate Bulletin** for complete listing.)

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 instructor, undergraduate adviser, department Chair, and the Office of Graduate Studies.

Cooperative Education & Internships

Director: Tesfaye Asfaw

Office: B Building 213, 997-2850; www.qc.edu/career

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 may earn department credit. In addition, the following course is offered for credit.

COURSE

201. Orientation to the World of Work. 201.1, 1 hr. lec.; 1 cr., 201.2, 1 hr. + 60 hr. of work experience placement; 2 cr.;

201.3, 1 hr. lec. plus 120 hr. of work experience placement; 3 cr. Prereq.: Sophomore standing and permission of Director. An introductory course that provides students 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, the dynamics of the employment and selection process. Special emphasis is placed on effective interview techniques and job search strategies. The lecture is required of all Cooperative Education students concurrent with job placement.

Drama, Theatre & Dance

Chair: Harry A. Feiner

Dept. Office: Rathaus 213, 997-3090

Professors: Einhorn, Feiner, Malone, Matthews; **Associate Professors:** Critchell, Tanner; **Assistant Professors:** McCurley, Repole, Whidden; **Adjunct Associate Professor:** Pereira; **Adjunct Lecturers:** Boodaghian, Greenberg, Jackson, Vuolo, Wanner, Webb; **Senior Laboratory Technician:** Capone; **Department Secretary:** Krauer; **Professors Emeriti:** Allen, Carlson, Dierlam, Gasper, Keene

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.

Departmental Awards

The Drama, Theatre, and Dance Department presents annually the **Judith Paige Hoffmann Memorial Award** to a student

who has distinguished himself or herself in the Drama, Theatre, and Dance program; the **Robin Hirshfield Miller Memorial Award** to a student who demonstrates the most promise in acting; the **Richard Henry Hommel Award** to a student best exemplifying the positive spirit and enthusiasm of the drama student; the **Technical Theatre Award** for outstanding work in design and technical theatre; the **Dance Award** to the most outstanding student in theatre-dance; the **Bertram L. Joseph Scholarship** for a distinguished student going on to graduate study in drama; the **Graduate Dance 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 **Farah Marcelus Award for Choreography** for a student who has demonstrated outstanding creative achievement; the **John Darren Scholarship in Technical Design** for an outstanding returning student in the field of Technical Theatre and Design; and the **Chairman's Award** for special contributions to the department's production program.

THE MAJORS AND MINORS

See the box on page 91 for the specific requirements for the majors and minors.

Joint Major

Drama and Theatre and Mass Communications

The Departments of Drama, Theatre, and Dance and Media Studies are revising this program. Please consult with advisers in each department for the current status of this program.

Courses in Drama and Theatre Introductory Courses

DRAMA 001. 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. (H2) Fall, Spring

Play and Performance, History, and Criticism Courses

DRAMA 101. Play and Performance: Introduction. 3 hr.; 3 cr. A study of plays and playwrights with particular attention to the relationship between text and per-

formance. (H2) Fall, Spring

DRAMA 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. (H2, PN) Fall

DRAMA 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. (H2) Spring

DRAMA 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. (H2)

DRAMA 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. (H2)

DRAMA 205. History of Musical Theatre. 3 hr.; 3 cr. Fall

DRAMA 206. Play and Performance: Black Drama in America. 3 hr.; 3 cr. A survey of drama dealing with the black experience in America. (H2) Fall

DRAMA 308. Studies in Play and Performance. 3 hr.; 3 cr. Prereq.: Junior or senior standing and permission of 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 different topic is studied. (H2)

DRAMA 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

DRAMA 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. (H2) Fall, Spring

DRAMA 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

DRAMA 211. Scenic Design I. 3 hr.; 3 cr. Prereq.: Drama 111 or Art 260 or permission of department. Students will design stage scenery for plays, operas, and musical theatre. Fall

DRAMA 312. Scenic Design II. 3 hr.; 3 cr. Prereq.: Drama 211 or permission of department. Students will design stage scenery for multiscene productions including operas, musicals, and at least one play by Shakespeare. Spring

DRAMA 213. Costume Design I. 3 hr.; 3 cr. Prereq.: Drama 111 or Home Economics 157 or Art 260, or permission of department. Projects in costume design for plays, operas, musical theatre, and dance performances. The course deals with earlier periods of theatrical history. Fall

DRAMA 314. Costume Design II. 3 hr.; 3 cr. Prereq.: Drama 111 or Home Economics 158 or Art 260, or permission of department. Projects in costume design for plays, operas, musical theatre, and dance performances. Continues from the periods covered by Drama 213 to contemporary theatre. May be taken independently of 213.

DRAMA 215. Theatre Lighting I. 3 hr.; 3 cr. Prereq.: Drama 115 or permission of department. Aesthetics and practice of lighting design with reference to historical development, color theory, basic electricity, control equipment, and optics for stage lighting. Fall

DRAMA 316. Theatre Lighting II. 3 hr.; 3

cr. Prereq.: Drama 215 or permission of department. Advanced study of color, optics, and production for the stage. Emphasis on lighting design, script analysis, plotting, cueing. Spring

DRAMA 318. Projects of Theatre Design. 3 hr.; 3 cr. Prereq.: Drama 111 and permission of 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

DRAMA 319. Projects in Technical Theatre. 3 hr.; 3 cr. Prereq.: Drama 115 and permission of department. Projects in technical theatre. May be repeated for credit if a different project is undertaken. Fall, Spring

Acting Courses

DRAMA 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 Drama 121 instead of, or in addition to, this course. (H2)

DRAMA 121. Acting I. 3 hr.; 3 cr. An introduction to basic physical and emotional work, improvisations, technique, and theatre games. The first courses for the professional actor. (See also Drama 100; please note, however, that Drama 121 does not fulfill H2.)

DRAMA 222. Acting II. 3 hr.; 3 cr. Prereq.: Drama 121 and permission of department. Scene analysis and performance, audition techniques, and the preparation and presentation of monologues.

DRAMA 323. Acting III. 3 hr.; 3 cr. Prereq.: Drama 222, audition, or permission of department. Character study, script interpretation, role preparation, and scene work.

DRAMA 324. Acting IV. 3 hr.; 3 cr. Prereq.: Drama 323, audition, or permission of department. Advanced character study, script analysis, role preparation, and advanced scene work.

DRAMA 225. Voice and Articulation for the Actor. 3 hr.; 3 cr. Prereq.: Drama 121 or permission of department.

DRAMA 227. Physical Training for the Actor I. 3 hr.; 2 cr. Prereq.: Drama 121 or permission of department. Physical techniques for performance. Fall

DRAMA 328. Physical Training for the Actor II. 3 hr.; 3 cr. Prereq.: Drama 121, 227, or permission of department. Continuation and expansion of physical techniques studied in Drama 227, as well as improvisation, movement, and mime.

DRAMA 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

DRAMA 230. Stage Management. 3 hr.; 3 cr. Prereq.: Permission of department. The practical application of stage managing techniques in production. May be repeated for credit if different work is involved. Fall, Spring

DRAMA 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

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

†Offered either Fall or Spring; see **Class Schedule**.

††May be offered; see **Class Schedule**.

Requirements for the Majors

Drama and Theatre

A major in Drama and Theatre consists of no fewer than 36 credits, which must include: 101; 201, 202; one of the following: 203, 204, or 308; 111; 115; 318 or 319; 100 or 121; 230 or 231; and 9 elective credits.

Theatre-Dance

A major in Theatre-Dance consists of no fewer than 38 credits, which must include: 251, 252, 259, 270, 290; three courses from 160, 161, 260, 261, 360, 361; three from 162, 163, 164, 165, 166, 262, 263; three from 168, 169, 268, 269, 368, 369; 7 elective credits. Transfers: A maximum of 6 credits are accepted as transfer credits in the major.

Requirements for the Minors

Drama and Theatre

A minor in Drama and Theatre consists of no fewer than 18 credits, which must include: two of the following: 101, 201, 202, 203, 204, 308, 309; one of the following: 111 or 115; one of the following: 318 or 319; one of the following: 100 or 121; one of the following: 231, 241, 342, 343, 344, 346, 349.

Theatre-Dance

A minor in Theatre-Dance shall consist of no fewer than 18 credits, which must include: 251 or 252; one course from 160, 161, 260, 261, 360, 361; one from 162, 163, 164, 165, 166, 262, 263; one from from 168, 169, 268, 269, 368, 369; and three elective credits.

DRAMA 332. Intermediate Directing. 3 hr.; 3 cr. Prereq.: Drama 231 and permission of department. Continuation of study of directing. Student will direct one act of a play or a one-act play. May be repeated for credit if different work is involved. Fall

DRAMA 333. Advanced Directing. 3 hr.; 3 cr. Prereq.: Drama 332 and permission of department. Advanced projects in directing a full-length play, which might involve directing a major production in the Queens College Theatre. May be repeated for credit if different work is involved. Spring

Workshops

DRAMA 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 248. Black Drama Workshop. 3 hr.; 3 cr. The production of a play or plays dealing with the black experience. Spring

DRAMA 342. Shakespeare Workshop I. 3 hr.; 3 cr. Prereq.: Permission of department. A study of Shakespeare's comedies and tragicomedies integrating scholarship, criticism, and theatre art. Fall

DRAMA 343. Shakespeare Workshop II. 3 hr.; 3 cr. Prereq.: Permission of department. A study of Shakespeare's histories and tragedies integrating scholarship, criticism, and theatre art. Spring

DRAMA 344W. Playwriting Workshop. 3 hr.; 3 cr. Prereq.: Permission of department. Spring

DRAMA 346. Musical Theatre Workshop. 3 hr.; 3 cr. Prereq.: Audition and permission of department. Practice of performance techniques, including auditioning, for the performer in musical theatre. May be repeated for credit if different work is involved. Fall, Spring

DRAMA 349. Workshop in Repertory Theatre Management, Production, and Performance. 349.1-349.6, 1-6 hr.; 1-6 cr. Prereq.: Audition, interview, and permission of 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

DRAMA 390. Special Problems in Drama and Theatre. 390.1-390.3, 1-3 hr.; 1-3 cr. Prereq.: Permission of 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.

DRAMA 397. Seminar in Drama and Theatre. 3 hr.; 3 cr. Prereq.: Permission of 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. (H2)

History, Criticism, Theory, and Education Courses

DANCE 250. Time and the Dancing Image in the U.S. I. 3 hr.; 3 cr. Lecture/discussion/ film course examining 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 251. Time and the Dancing Image in the U.S. II. 3 hr.; 3 cr. Lecture/discussion/film course examining 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 252. Dance Criticism and Aesthetics. 3 hr.; 3 cr. The question "What is Dance?" is explored through lectures, discussion, and film. Students are encouraged to appreciate diverse dance forms and to understand their accompanying systems of artistic criteria.

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. Offered in Intersession only.

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 258. Dance Notation. 3 hr.; 3 cr. A study of the basic skills and techniques for analyzing and recording movement in Labanotation.

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. (H2)

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. 2 hr.; 2 cr. Beginner/advanced-beginner studio course in a specific cultural dance form of Africa. Emphasis on the fundamentals of style, polyrhythmic body articulation, fluidity, and control.

DANCE 262. Dance Techniques of Africa II. 2 hr.; 2 cr. Prereq.: 162. Intermediate/ advanced studio course in a specific cultural dance form of Africa. Emphasis on the fundamentals of style, polyrhythmic body articulation, fluidity, and control.

DANCE 163. Dance Techniques of the Caribbean I. 2 hr.; 2 cr. Beginner/ advanced-beginner studio course in a specific cultural dance form of the Caribbean. Emphasis on the fundamentals of style, polyrhythmic body articulation, fluidity, and control.

DANCE 263. Dance Techniques of the Caribbean II. 2 hr.; 2 cr. Prereq.: 163. Intermediate/ advanced studio course in a specific cultural dance form of the Caribbean. Emphasis on the fundamentals of style, polyrhythmic body articulation, fluidity, and control.

DANCE 164. Asian Performing Arts. 2 hr.; 2 cr. A studio course introducing the forms and techniques used in a specific Asian dance or theatre form.

DANCE 165. Chi Gong. 2 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. 2 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 tap technique with emphasis on rhythm awareness, foot articulation, and style. Includes the history of American tap dance and its relationship to the evolution of jazz music.

DANCE 268. Tap II. 3 hr.; 2 cr. Prereq.: 168. Intermediate studio course in tap technique with emphasis on rhythm awareness, foot articulation, and style. Includes the history of American tap dance and its relationship to the evolution of jazz music.

DANCE 368. Tap III. 3 hr.; 2 cr. Prereq.: 268. Advanced studio course in tap technique with emphasis on rhythm awareness, foot articulation, and style. Includes the history of American tap dance and its relationship to the evolution of jazz music.

DANCE 169. Jazz I. 3 hr.; 2 cr. Beginner/advanced-beginner studio course in jazz dance technique with emphasis on developing an awareness of style, control, and rhythm.

DANCE 269. Jazz II. 3 hr.; 2 cr. Prereq.: 169. Intermediate/advanced studio course in jazz dance technique with emphasis on developing an awareness of style, control, and rhythm.

DANCE 369. Jazz III. 3 hr.; 2 cr. Prereq.: 269. Advanced studio course in jazz dance technique with emphasis on developing an awareness of style, control, and rhythm.

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.: 160. Intermediate studio course in modern dance techniques with emphasis on increased movement range, control, and complexity.

DANCE 360. Modern Dance III. 3 hr.; 2 cr. Prereq.: Theatre-Dance 260. Advanced studio course in the modern dance idiom with emphasis on performance style and quality.

DANCE 161. Ballet I. 3 hr.; 2 cr. A beginner studio course in classical ballet technique with emphasis on correct placement and alignment.

DANCE 261. Ballet II. 3 hr.; 2 cr. Prereq.: 161. Intermediate studio course in classical ballet techniques with emphasis on proper phrasing, clarity, and musicality.

DANCE 361. Ballet III. 3 hr.; 2 cr. Prereq.: 261. Advanced studio course in classical ballet technique with emphasis on performance qualities.

Choreography and Performance Courses

DANCE 270. Dance Improvisation and Composition. 3 hr.; 3 cr. A studio course introducing the basic skills, techniques, and methods used in the craft of choreography.

DANCE 271. Choreography I. 3 hr.; 3 cr. Prereq.: 270. 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 371. Choreography II. 3 hr.; 3 cr. Prereq.: 270, 271. More complex compositional problems are explored in the creation of dances which are mounted for performances at the end of the semester.

Dance Production and Workshops

DANCE 290. Theatre Practicum. 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 380. Dance Production. 380.1-380.3, 1-3 hr.; 1-3 cr. Prereq.: Audition. A laboratory for creating and preparing for a dance performance, culminating in the public presentation of a dance concert. May be repeated for credit if different work is involved.

DANCE 385. Theatre-Dance Workshop. 3 hr.; 3 cr. Prereq.: Audition. A performance workshop combining the study of technique and composition in preparation for a public presentation of a dance concert.

Special Projects and Seminars

DANCE 395. Special Problems in Theatre-Dance. 395.1-395.3, 1-3 hr.; 1-3 cr. Prereq.: Permission of department. Independent study projects under faculty supervision. May be repeated for credit once if different work is involved.

DANCE 398. Seminar in Theatre-Dance. 3 hr.; 3 cr. Prereq.: Permission of department. Topics vary. May be repeated for credit once if different work is involved.

School of Earth & Environmental Sciences

Director: Daniel Habib

Associate Director: Nicholas K. Coch

Undergraduate Adviser: Patrick W.G. Brock

Graduate Adviser: Cecilia McHugh

Dept. Office: Science Bldg., D216, 997-3300

Professors: Brueckner, Coch, Finks, Habib,

Ludman, Markowitz, Speidel; **Associate**

Professors: Brock, P. W. G., McHugh;

Assistant Professors: Chowdhury, Zheng;

Chief Laboratory Technician: Cinquemani;

Department Secretary: Mancina; **Research**

Associates: Brock, P.C., El Tabakah; **Pro-**

fessors Emeriti: Alexandrov, Commoner,

Mattson, McIntyre, Schreiber, Thurber

Majors Offered: Geology (State Education

Code B.S.: 82333; B.A.: 02802); Environ-

mental Sciences with Concentration in

Geology (B.A.: 21974; B.S.: 21975); Chem-

istry (B.A.: 21976; B.S.: 21977); and Biolo-

gy (B.A.: 21978; B.S.: 21979);

Environmental Studies (B.A.: 21980)

The major tracks in the School of Earth and Environmental Sciences prepare students for graduate and professional work in geology and related environmental sciences; other environmentally-related industrial areas; and for teaching secondary school earth science, geology, or general science. 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.

Departmental 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** awards an annual gift to the undergraduate geology major with the second highest scholastic average in the School. 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. New-**

man 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, a minor in Earth Science Education, and two interdisciplinary majors—Environmental Sciences and Environmental Studies. B.A. and B.S. degrees are available in all the majors except Environmental Studies (B.A. only). Students planning to major in the School will be assigned an adviser with whom they should consult frequently.

See the box on page 95 for the specific requirements for the majors and minor.

Earth Science Education Minor

Requirements for the Majors in Geology who wish to teach Earth Science in Secondary Education.

Students who wish to become Earth Science Teachers in secondary education can do so by completing the B.A. requirements in Geology and by completing the Minor in Secondary Education and Youth Services. Beginning in Spring 2002, the minor program will change to: SEYS 201, 221, 340, 350, 362, 372, and 382 for a total of 21 credits. Students should consult with the adviser in SEYS before committing to this minor.

Department Standards

Students may not have a course with a grade below C– credited toward their major requirements. The minimum grade of C– is required in a prerequisite course before a student may register in the course for which it is a prerequisite. A student may not repeat a course more than twice, and credit toward the degree may be given only once. The 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

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. (PBGB) Fall, Spring

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. MAT charge, \$9. (PBGB)††

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. MAT charge, \$15. (PBGB)††

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 Geology 356. (PBGB) Fall, Spring

9. Environmental Issues. 9.2, 2 hr.; 2 cr., 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; land use; human impact on the global environmental problems are examined from both scientific and social points of view. (Field trips may be scheduled.) (PBGB)

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 Geology 342. (PBGB) Fall, Spring

12. Natural Disasters. 12.2, 2 hr.; 2 cr., 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. (PBGB)

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. (PBGB) Fall, Spring

17. Earthquakes. 3 hr.; 3 cr. How, when, and where earthquakes happen. Location and measurement. Daily, weekly, monthly, yearly seismicity of the earth. The relation of earthquakes to lithospheric plate movements; seismic hazard and mitigation; possible earthquake prediction. Great historic earthquakes and their effect on human activities. (PBGB)

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. (PBGB)

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. (PBGB) Fall, Spring

40. Special Topics in Geology. 40.1, 1 lec. or 3 lab. hr.; 1 cr., 40.2, 1 or 2 lec., 3 lab. hr.; 2 cr., 40.3, 2 or 3 lec., 3 lab. hr.; 3 cr. Topic varies from semester to semester. Designed for nonscience students. ††

52. Water: The Ultimate Resource. 3 lec. hr. for 5 weeks; 1 cr. A five-week course focusing on problems of water supply, water use, and present and potential pollution problems. Special attention is paid to local problems.

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 (with overnight stay at the Queens College Center for Environmental Teaching and Research), 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.

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. (PBGB)

Introductory Courses

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 trips. MAT charge, \$35. (PBGA) Fall, Spring

102. Historical Geology. 3 lec., 3 lab. hr.; 4 cr. Prereq.: Geology 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). MAT charge, \$18. (PBGA) Fall

Major Courses

201. Earth Materials I. 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 100. 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). MAT charge, \$10.

202. Earth Materials II. 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 201. The second course in a two-semester study of Earth materials. Sediments and soils; sedimentary rocks and their metamorphic equivalents. Field trip(s). MAT charge, \$10.

208. Surficial Processes and Products. 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 100. 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). MAT charge, \$10.

213. Sedimentation and Stratigraphy. 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 100. The study of sediments and the stratigraphy of sedimentary rocks utilizing physical, chemical, and biological methods. Field trip(s). MAT charge, \$10.

214. Earth's Internal Processes. 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 100. Earth processes and structures generated by the earth's internal heat; convection, plate tectonics, folds, and faults. Field trip(s). MAT charge, \$10.

216. Dynamics of the Oceans and Atmospheres. 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 100. 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.

237. Origins and Uses of Earth Materials.

2 lec., 1 rec., 2 lab. hr.; 4 cr. Prereq.: Geology 100. Recognition of common rock-forming minerals, rock fabric variation, and the implications with respect to origin of various combinations 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.

239. Evolution of Ecosystems. 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 100. 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). MAT charge, \$10.

261. Geology in the Field. 9 hr. field work; 3 cr. Prereq.: Geology 100, 101, 102, 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. Offered in Summer.

270. Geochemistry of the Global Environment. 3 lec. hr.; 3 cr. Prereq.: Geology 100 (Chemistry 19, 111, or 113 recommended). Geochemical processes affecting Earth's environmental systems; geobiochemical distribution, transport, and fluxes in and between the geosphere, hydrosphere, and atmosphere.

335. Petrography and Petrology. 4 lec., 3 lab. hr.; 5 cr. Prereq.: Geology 232. 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. MAT charge, \$9.

339. Paleontology. 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 102 or permission of department. The nature and significance of extinct animals and plants; their ecology, morphology, and geologic history.

342. Introduction to Meteorology. 2 lec., 3 lab. hr.; 3 cr. Prereq. or coreq.: Mathematics 103 or 112. An introductory study of meteorology for science majors.

Requirements for the Majors

Geology

Both the B.A. and B.S. are offered in geology. **The B.A. degree** requires completion of: Geology 100, 201, 202, 208, 213, 214, 216, 239, 261, and 270; Mathematics 141 or 151, Chemistry 113, Physics 145; Computer Science 12 and a course in statistics. Students planning to attend graduate school in Geology are strongly advised to take a course in Optical Mineralogy (Geology 721) in their senior year.

For **the B.S. in Geology**, students must: satisfy the requirements for the B.A.; complete Mathematics 152 (or equivalent), Chemistry 114, Physics 146; 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

The interdisciplinary **B.A. in Environmental Sciences** requires the following courses: ENSCI 111, 112, and 373; completion of one of the following science concentrations:

Biology: Biology 107, 108, one course from each of the following three groups [201, 210, 212], [213, 220, 230], and [340, 343, 346, 348]; or

Chemistry: Chemistry 113, 114, 159, 179 & 240; or

Geology: Geology 100, 270, 347, and any three courses chosen from 201, 202, 208, 213, 214, 216, 239, 261, 339 & 349; and three courses from the approved Humanities and Social Science courses listed under Environmental Studies.

For **the B.S. in Environmental Sciences**, the student must satisfy the requirements for the B.A. and complete an additional 24 credits in mathematics and science, including a course in statistics and one year of calculus, and electives chosen from courses used to satisfy the major concentrations.

Environmental Studies

The interdisciplinary **B.A. in Environmental Studies** requires the following courses: ENSCI 111, 112, and 373; two courses from each of the thematic areas in Social Sciences and Humanities listed below and two additional courses chosen from that list; and 9 to 12 credits from Environmental Science concentration courses.

Social Science and Humanities courses approved for the Environmental Studies Program:

Area I: Social and Cultural Aspects of the Environment: Anthropology 270, 302; English 303, 395 (when topic is applicable); Philosophy 125; Urban Studies 250

Area II: Environmental Policy and Economics: Economics 228, 242; Political Science 219, 221, 226, 250; Urban Studies 253

Requirements for the Minor in Geology

Geology 100 and any five Geology courses numbered above 200.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

347. **Principles of Hydrology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 100 or 101, Chemistry 112 or 113, Physics 121. A survey of surface water and ground water hydrology, including discussion of water quality, pollution, and water resource management.

349. **Environmental Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 100 or 101 or permission of instructor. Geological processes affecting the quality of the environment. Analysis of geologic problems affecting the quality of the environment.

356. **Principles of Oceanography.** 2 lec., 3 lab. hr., field trips; 3 cr. Physical, chemical, biological, and geological oceanography for science majors. Open to science or mathematics majors of upper-class standing, or by permission of instructor.

360. **Field Geology.** 360.5, 5 wk.; 5 cr., 360.6, 6 wk.; 6 cr. Prereq.: Geology 359. Geological mapping. Offered in the Summer. Required residence in field camp or dormitories.

364. **Comparative Planetary Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Geology 102 or permission of 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 Geology 64 may not take Geology 364 without departmental approval.)

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.

381, 382. **Seminar.** 2 hr.; 2 cr. each seminar. Prereq.: Permission of department. Advanced topics in Geology. Offered primarily for seniors.

383. **Special Topics in Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Permission of department. The topic varies from semester to semester. May be repeated for credit provided the topic is not the same.

391, 392, 393. **Special Problems.** 391, 1 lec. hr.; 1 cr., 392, 2 lec. hr.; 2 cr., 393, 3 lec. hr.; 3 cr. Prereq.: Permission of department. The student works on a research problem under the supervision of a member of the faculty. Fall, Spring

Environmental Science Courses

ENSCI 111. **Introduction to the Environment.** 3 lec., 1 rec., 3 lab. hr.; 4 cr. The ecosystem; humans in the scheme of nat-

ural 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). MAT charge, \$35. (PBGA)

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. (PBGB)

ENSCI 373. **Environmental Problem Solving.** 3 lec. hr.; 3 cr. Prereq.: Open to Environmental Science and Environmental Studies seniors or to Environmental Sciences 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.

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 not the same.

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 not the same.

ENSCI 391, 392, 393. **Special Problems in Environmental Science.** 391, 1 lec. hr.; 1 cr.; 392, 2 lec. hr.; 2 cr.; 393, 3 lec. hr.; 3 cr. Prereq.: Permission of department. The student works on a research problem under the supervision of a member of the faculty.

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 not the same.

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 not the same.

ENSTD 391, 392, 393. **Special Problems in Environmental Studies.** 391, 1 lec. hr.; 1 cr.; 392, 2 lec. hr.; 2 cr.; 393, 3 lec. hr.; 3 cr. Prereq.: Permission of department. The student works on a research problem under the supervision of a member of the faculty.

Economics

Chair: M. Anne Hill

Assistant Chair: Elizabeth Field-Hendrey

Dept. Office: Temp. II, Room 105
997-5440

Professors: Edelstein, Edwards, Field-Hendrey, Gabel, Gram, Hill, Kaufmann, Riskin, Roistacher, Tabb, Thurston;

Adjunct Professors: Kohn, Levenson, Malin; **Associate Professors:** Devereux, Dohan, Nix; **Adjunct Associate Professors:** Rezvani, Solon; **Assistant Professors:** Chun, Feliciano; **Adjunct Assistant Professors:** Bacchetta, Paizis; **Adjunct Lecturers:** Debo-

ra, Smirnova, Weinman; **Professor Emeritus:** Levenson; **Associate Professor Emerita:** Solon; **Lecturer:** Chiremba; **Department Secretaries:** Crohn, Fernandez, Gonzalez

Major Offered: Economics (State Education Code 02811)

The department aims to give students a thorough comprehension of the economic aspects of human behavior in its social context. By providing knowledge of the basic structure, processes, and problems of the economy and systematic training in the use of analytical procedures in their study, economics, along with other social sciences, constitutes an essential element in the broad understanding of society, its organization, functioning, and trends.

Courses in economics prepare the student for graduate work in economics, statistics, and business administration; for professional schools such as law, journalism, and social work. 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 the Mathematics Department. Most graduate schools require as a minimum Mathematics 151 and 152. In addition, it is recommended that economics majors also take Computer Science 101 (Introduction to Computer Science).

Honors Programs

The Economics Department has two honors options: Honors in Economics and Honors in Financial Economics. The Honors in Economics Program requires that students (1) take Economics 390 and 392 in addition to the other requirements for an economics major; (2) write a senior thesis in conjunction with Economics 390 and 392; and (3) maintain a B average or better in all economics courses. The Honors in Financial Eco-

nomics Program requires that students (1) take Economics 241, earning a grade of B or better; (2) take two of the following three courses: Economics 341, 350, 351, also with a grade of B or better; and (3) maintain a B average or better in all economics courses.

Departmental Awards

The Economics Department awards the **Matthew Simon Memorial Award** to a graduating senior who has majored in economics and achieved a record of superior scholarship in the field; preference is given to students who are planning graduate work in economics. The **Henry S. Miller Award** is presented to a graduating economics major who has contributed the most distinguished service in advancing the department's professional interests. The **Arthur D. Gayer Memorial Award** is made to a graduating senior who has concentrated in economics and has achieved a record of superior scholarship in the field. The **Persia Campbell Award** is offered to a graduating economics major who has presented the best undergraduate research paper in economics. The **Wall Street Journal Student Achievement Award** is given to an economics major with a record of superior scholarship; preference is given to students planning graduate work in management or public administration. The **Steve E. Burdman Memorial Award** is 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 **William Withers Award** is given to a graduating economics major who has demonstrated outstanding scholarship, creativity, and intellectual curiosity.

THE MAJOR

See the box on page 98 for the specific requirements for the major.

Economics majors who have not completed Economics 205 and 206 by the start of their junior year must take Economics 205 and 206 during their junior year. If neither Economics 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.

All majors must see a department adviser before enrolling in courses beyond Economics 101 and 102. Majors

are required to file a concentration form during their junior year or before.

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

THE MINOR

See the box on page 98 for the specific requirements for the minor. Students should consult with a faculty adviser and complete a concentration form as soon as they have decided to minor in economics.

COURSES

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 Economics 101. Not open to students who are enrolled in or who have received credit for Economics 101. (SS) Fall, Spring

101. Introduction to Macroeconomics. 3 hr.; 3 cr. Prereq.: Math 06 or equivalent. 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. (SS)

102. Introduction to Microeconomics. 3 hr.; 3 cr. Prereq.: Math 06 or equivalent. 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.

134W. Writing Tutorial. 1 hr.; 1 cr. A one-credit add-on course to a regular

subject matter course on a co-registration basis. This course works on writing that is relevant to the subject matter of the main course. Co-registration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a Economics Writing Tutorial satisfies one of the College's writing intensive course requirements. May be repeated for credit.

135W. Economics Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a Economics Writing Workshop satisfies one of the College's writing intensive course requirements. May be repeated for credit.

203. Development of Economic Thought. 3 hr.; 3 cr. Prereq.: Economics 102 or permission of instructor; English 110. Traces the evolution of economic doctrines both in their institutional context and with reference to central issues that are of present-day significance.

205. Price Theory. 3 lec., 1 lab. hr.; 3 cr. Prereq.: Economics 102 and Mathematics 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 Economics 225 has been taken (see also Economics 225). Fall, Spring

206. Macro-Economic Analysis. 3 hr.; 3 cr. Prereq.: Economics 102. National income measurement; macro-economic theories of income, employment, prices, and interest rates; public policies for growth and stabilization. This course cannot be taken for credit if Economics 226 has been taken (see also Economics 226). Fall, Spring

207. Comparative Economic Systems. 3 hr.; 3 cr. Prereq.: Economics 102; English 110. Includes comparisons with the USSR. ††

208. The Process of Economic Development. 3 hr.; 3 cr. Prereq.: Economics 102; English 110. The causes of differences in the levels of economic performance among countries; major theories of economic development; policies for economic development. ††

210. Transformation of Economic Systems. 3 hr.; 3 cr. Prereq.: Economics 102; English 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. ††

211. Economics of Asia. 3 hr.; 3 cr. Prereq.: Economics 102 or permission of department; English 110. ††

212. Economic Problems of Latin America. 3 hr.; 3 cr. Prereq.: Economics 102 or permission of department; English 110.

213. Economics of the Labor Force. 3 hr.; 3 cr. Prereq.: Economics 102; English 110. Theoretical and public policy issues relating to wage determination, labor markets, the labor force, wages, prices, productivity, employment, human resources, and income maintenance.

214. Economics of Organized Labor. 3 hr.; 3 cr. Prereq.: Economics 102; English 110. Includes collective bargaining in the public and private sectors and labor problems of minorities. ††

215. Money and Banking. 3 hr.; 3 cr. Prereq.: Economics 102. Description and analysis of monetary and banking principles and institutions.

217. Public Finance. 3 hr.; 3 cr. Prereq.: Economics 205 or 225; English 110. Such topics as government expenditures, distribution of the tax burden, equity in taxation, tax competition, and the national debt.

218. The Economics of State and Local Finance. 3 hr.; 3 cr. Prereq.: Economics 102; English 110. Such topics as the demand for government services, inter-governmental fiscal relations, the distribution of various public services within and between governmental jurisdictions, governmental budgeting processes, and sources of revenue.

219, 219W. Economics of Class, Race, and Sex. 3 hr.; 3 cr. Prereq.: Economics 101; English 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.

220. Consumer Economics and Personal Finance. 3 hr.; 3 cr. Prereq.: Economics 102; English 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. Students learn to use a spreadsheet on the IBM PC to solve various case problems. ††

221. The Economy of Greece. 3 hr.; 3 cr. Prereq.: Economics 102; English 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. ††

222. European Economic History since 1750. 3 hr.; 3 cr. Prereq.: Economics 101 and 102; English 110. Emphasizes the processes and repercussions of industrialization.

223, 223W. The Development of the American Economy to 1914. 3 hr.; 3 cr. Prereq.: Economics 101 and 102; English 110.

224. American Economic History since 1914. 3 hr.; 3 cr. Prereq.: Economics 101 and 102; English 110.

225. Price Theory (Mathematics Emphasis). (formerly Economics 205M) 3 lec., 1 lab. hr.; 3 cr. Prereq.: Economics 102 and Mathematics 132 or 143 or 152. Identical to Economics 205, 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 Economics 205 has been taken. ††

226. Macro-Economic Analysis (Mathematics Emphasis). (formerly Economics 206M) 3 hr.; 3 cr. Prereq.: Economics 102 and Mathematics 132 or 143 or 152. Identical to Economics 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 Economics 206 has been taken. ††

227. International Finance. 3 hr.; 3 cr. Prereq.: Economics 102 and 206 or 226; English 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, financial problems of economic integration.

228, 228W. The Economics of the Envi-

Requirements for the Major in Economics

Required: Mathematics 131 or the equivalent and at least 30 credits in economics courses exclusive of courses 151, 253, 254, 258, and 370. Economics 101, 102, 205, 206, and 249 and 382 are required of all majors. Transfer students must take at least 15 hours of economics at Queens College. All students must have at least a C average for economics courses taken at Queens College, and, in addition, a C average in the required courses in economics. Mathematics 131 or its equivalent must be passed with a letter grade. All courses for the major, plus Math 131 or equivalent, must be passed with a letter grade (no P/NC option).

Students who are planning to major in economics should take Mathematics 131 or its equivalent as early in their economics major as possible because Mathematics 131 or its equivalent is a prerequisite for two required courses, Economics 205 and 249. Equivalents for Mathematics 131 include Mathematics 141, 151, 157, an AP calculus score which is 3 or better for Calculus AB or BC.

Requirements for the Minor in Economics

Required: Mathematics 131 or the equivalent and 18 credits in economics consisting of Economics 101, 102; two of the following courses: Economics 205, 206, and 249; and two electives. At least 12 of these credits must be taken at Queens College.

C average is required for all economics courses applied to the minor and a C average in Economics 101, 102, and the two courses chosen from Economics 205, 206, and 249. All courses for the minor, plus Math 131 or equivalent, must be passed with a letter grade (no P/NC option).

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 34, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

ronment. 3 hr.; 3 cr. Prereq.: Economics 102 or permission of instructor; English 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.††

230, 230W. Women's Issues in Economics. 3 hr.; 3 cr. Prereq.: Economics 102; English 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.††

240. Industrial Organization. 3 hr.; 3 cr. Prereq.: Economics 102 and Mathematics 131 or equivalent; English 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.

241. Corporation Finance. 3 lec., 1 lab. hr.; 3 cr. Prereq.: Economics 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

242. Regulation of American Business. 3 hr.; 3 cr. Prereq.: Economics 102; English 110. The origin, evaluation, and present pattern of government regulation of business; the organization of industry; anti-trust and the promotion of competition and prevention of monopoly and public regulation; public policies in natural resource and environmental conservation.††

243. Economics of Distribution and Marketing. 3 hr.; 3 cr. Prereq.: Economics 102; English 110. 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. Mer-

chandising and sales promotional activities, price policies, selection of channels of distribution.

246. Urban Economics. 3 hr.; 3 cr. Prereq.: Economics 102; English 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.

247. Business Economics. 3 hr.; 3 cr. Prereq.: Economics 102; English 110. 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.††

249. Statistics as Applied to Economics. 3 lec., 1 lab. hr.; 3 cr. Prereq.: Economics 101 and Mathematics 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 Mathematics 241, which will be accepted in lieu of Economics 249.) (SQ) Fall, Spring

326. International Economics. 3 hr.; 3 cr. Prereq.: Economics 205. An introduction to the theory of international trade and to empirical tests of trade theory.

341, 341W. Intermediate Finance. 3 hr.; 3 cr. Prereq.: Economics 241 and 249 or permission of the instructor; English 110. Covers the five most important problems of modern finance at a level beyond Economics 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.

350. Investment Analysis. 3 hr.; 3 cr. Prereq.: Economics 241 or permission of instructor; English 110. 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 macro- and micro-economic activity on portfolio performance, and measures of performance are discussed.

351. Financial Markets. 3 hr.; 3 cr. Prereq.: Economics 241 or permission of the instructor. 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.

382. Introduction to Econometrics. 3 hr.; 3 cr. Prereq.: Economics 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.

383, 383W. Seminar in Selected Studies in Economics. 3 hr.; 3 cr. Prereq.: Economics 101 and 102 and permission of department; English 110. Subject varies with the instructor and the year. May be repeated for credit provided the topic is not the same.††

390, 390W. Research Methods in Economics. 3 hr.; 3 cr. Prereq.: Economics 101, 102, 205, 206, 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.

391, 391W. Special Problems. 391.1-391.3, 1-3 hr.; 1-3 cr. Prereq.: Permission of department; English 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 391.1-391.3 series.)††

392, 392W. Honors Seminar. 3 hr.; 3 cr. Prereq.: Economics 101, 102, 205, 206, 249; coreq.: Economics 390. Class size is limited to 20. This course meets twice weekly to study selected topics in economics. The special topics will be selected by the staff, and, for example, could include rational expectations, econometric models, search theory, radical economics, benefit-cost analysis, decision-theory, location-models, etc. Students will be organized into study groups to meet with faculty to review specific topics in micro, macro, and other areas for their comprehensive exams.

DIVISION OF EDUCATION

(see also pages 102, 104, 107)

Acting Dean: Philip M. Anderson

Acting Associate Dean: Lee Ann Truesdell

Assistant to the Dean for Instructional

Technologies: Daniel J. Brovey

Director of Office of Teacher Certification: Christine Howard

Director of Office of Educational Placement: Christine Howard

Director of Field Placement: Suzanne Abruzzo

Please note: To find out where a department or office is located, call 997-5411.

IMPORTANT: Due to action taken by the New York State Board of Regents in September 1999, all requirements for undergraduate programs in Education are subject to change. Students who intend to major or minor in Education should keep in close contact with the relevant Department.

Queens College offers undergraduate programs that prepare students for teaching at the early childhood, 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 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 advisers immediately upon admission to Queens College for evaluation of 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 Community College. 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 adviser 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 Suzanne Abruzzo (SEYS), 997-5546.

Educational Placement Office

The primary responsibility of the Educational Placement Office is to maintain the Professional Official Educational File for education students. Unlike the file maintained in the Careers and Development office, there is no time limit on this file. This file can be quite effective for students seeking a job in education.

Students are urged to open an Educational Placement file after 12 credits in education and no later than the last semester at the College. A reasonable fee is charged to open the file and after five free send outs, a small fee is charged to send it to various districts. Please note: New York City does not require this official file as part of their hiring practice; however, the file can be used effectively to present yourself to employers within the City system. It is a dynamic file; you can ask individuals to add letters at any time as long as they have a supervisory relationship to you.

Most districts outside New York City require this file as part of the hiring process. It is usually required when you are seeking certification outside New York State. Updating this file is very

important as it provides a picture of your career progress.

Many resources are available from the Educational Placement Office, including information on: how to write educational cover letters and resumes; interviewing skills, including the kinds of questions you will be asked in interviews both in and outside New York City; New York State Teacher Certification Exams and study guides and courses for these tests; calendars addressing the New York State Prevention and Intervention Seminars, whom to contact, and when and where they are given. Arranging for the New York State Certification fingerprinting process is another service of the office. Job announcements are also posted periodically.

Christine Howard is the director of this office (997-5545).

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. It is also the credential used to establish interstate agreements.

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. However, this new certificate will not go into effect until after February 2, 2004. Individuals who graduate before February 2, 2004 will be awarded the provisional teaching certificate.

Upon completion of an education program and all requirements for the BA or BS degree, students must apply for New York State teacher certification through the College's Office for Teacher Certification. Please note that New York State teacher certification is not automatic. The student's academic record with all other supporting documentation will be forwarded to the New York Department of Education. Steps in the application process are listed below.

- Complete all requirements for the degree including the education program and student teaching, and obtain clearance from your adviser.
- Take all three Prevention and Intervention Seminars: Child Abuse, School Violence, and Substance Abuse.
- Apply for graduation during the semester the program is completed

(see page 38 for the final dates to file a graduation application).

- Obtain the Queens College Application for New York State Certification from the Office of Teacher Certification.
- Complete the application, provide all required documents, and submit it to the Office of Teacher Certification.
- The Office of Teacher Certification will provide you with a letter attesting to the fact that you have completed everything necessary for your program and teacher certification. This letter may be used for employment purposes.

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 (997-5547).

New York City License

New York City licensing requirements change from time to time. Usually, when students complete a program leading to New York State Certification, they are eligible for New York City "Regular Licensing" or a license based upon New York State Certification. (This is the **primary** requirement needed to teach anywhere, including New York City). Since City licensing requirements change periodically, it is the responsibility of students to determine whether their course of study will meet City requirements. Students may make inquiries for information only in the Teacher Certification and Educational Placement Offices (997-5545, 5547).

Departmental Awards

The Division of Education presents the **Marc Belth Award** for studies in cognition. This annual prize of \$700 is awarded to a graduating undergraduate or graduate student who has submitted an essay or paper in the areas of philosophical, social, or curriculum theory of education. The **Clarence Bunch Award in Art Education** (also open to graduate students) is 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 **Robert Edgar Award in Secondary Education** is 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 **Herbert Fremont Award in Secondary Education** is given to a graduating student with an overall index no lower than 3.6 and who exemplifies brilliance in the teaching of mathematics. The **Bertha Friedman Award** is granted to a limited number of Elementary Education graduates who show dedication, courage, and integrity in the field of education. The **Herbert Schwartzberg Award** is granted to an Elementary Education major who exemplifies the positive spirit, enthusiasm, and ability to positively affect young children, for which Professor Emeritus Schwartzberg is remembered.

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 Christine Howard, coordinator and treasurer (997-5547).

Undergraduate Students in Graduate Education Courses

Undergraduates who wish to take graduate courses must see a graduate adviser in the appropriate education department and obtain permission from the Office of Graduate Studies. Credit may be used at the undergraduate or graduate level **with the permission of the graduate adviser**. For more information, see the **Graduate Bulletin**.

The Office of Technology in the Division of Education has teaching laboratories in Delany Hall. The Kaplan Macintosh Lab has the latest Power-PC Macs including CD-ROMs. The IBM and IBM-compatible labs provide facilities for telecommunications including e-mail and Netscape. A faculty and staff lab provides access to a state-of-the-art Macintosh computer with multimedia capacity, a scanner, and laser printer.

Concerned with the impact of contemporary technology on the classroom, the Office conducts experimental classes for public school students and teachers on

and off campus, monitors developments in educationally appropriate technology, and develops curriculum materials associated with microcomputer use, communication systems, and data retrieval.

Through its research, teaching, and associated activities, the Office supports the pre-service and in-service training components of the various departments within the Division of Education.

For information, see Professor Daniel Brovey, 997-5435; fax 997-5506.

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. Marvin Leiner is the director (Delany Hall 215, 997-3175; fax 997-3177).

The Training and Resource Center for Economic Education, operated jointly by the Department of Secondary Education and Youth Services and the Department of Economics, 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 (997-5164; fax 997-5222) or Professor Hugo Kaufmann (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 997-5375.

Title II Reporting: Queens College's Education Programs & Public Accountability Title II creates comprehensive Teacher Quality Enhancement Programs designed to increase elementary and secondary education student achievement by ensuring accountability in teacher preparation programs.

Each year Section 207 of Title II requires the 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 Examination tests for all the Colleges and Universities in New York State. These tests 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).

Queens College reports the percentages of students who complete our teacher education programs and who pass the teacher certification exams. Please refer to the following web site for the most recent Queens College teacher certification test results.

<http://www.qc.edu/Education/Edplace/edplace4.htm> (the Queens College Admissions Office) - (Queens College Institutional Research Site)

Queens College must also disclose the passing percentages for the certification tests mentioned above in comparison to other colleges and universities in New York State. To remain current in reporting the information, which we are required to provide to the public and individuals pursuing the teaching profession, please refer to the following New York State Teacher Education Web Site:

<http://www.nysed.gov/Tcert/gov>

At the above Web Site you will find the New York State Teacher Certification Examinations Provisional Certificate Program Completers [Current Year] Annual Institutional Report - Statewide Summary.

If there are any questions regarding this information, contact Christine Howard, Queens Coordinator for Title II Reporting (e-mail: christinehoward@qc.edu or choward@qc1.qc.edu; phone 997-5547).

Elementary & Early Childhood Education

Chair: Helen L. Johnson

Undergraduate Advisers: Fraboni, Harris, Salz, Swell, Whitin, P.

Dept. Office: Modular 4, 443, 997-5300;
Fax: 997-5325

Professors: Abramson, Brovey, Johnson, Schwartz, J., Schwartz, S., Whitin, D., Zarnoswki; **Associate Professors:** Baghban, Ezair, Gibson, Okongwu, Olivares, Salz, Swell, Turkel; **Assistant Professors:** Bushnell, Dill, Harris, Loughran, Whitin, P.; **Instructor:** Bisland; **Lecturer:** Fraboni; **Department Secretaries:** Farrell, Martinez

Major offered: Childhood Education, grades 1-6 (NY State Education code 02707)

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, EECE undergraduate programs have 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 (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.

Liberal Arts and Sciences Requirements: All students at Queens College are required to fulfill the College Liberal Arts and Sciences Requirements (LASAR). Students who began college Fall 2000 and later and are interested in obtaining NYS Initial Certification in Childhood Education, 1-6, must select LASAR 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. (Note: The Department recommends that students who began college prior to Fall 2000 also follow these guidelines in fulfilling LASAR requirements).

Students can obtain a worksheet listing the course selections that fulfill the liberal arts and sciences requirements from the Department. The course selections that fulfill the requirements are summarized below:

- Two courses in American history and two additional social science courses;
- Four courses in science (at least two laboratory courses);
- Two courses in literature analysis/criticism;
- One course in each of art, music, drama/theater/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: Math, Science, Social Studies, and English Language Arts;
3. Math 110 (or exemption);
4. English 110 and 120 with a minimum grade of B, or minimum of B in third English or W-designated course;
5. Foreign language: 2 of 3 semesters required for graduation (or exemption);
6. No more than 9 credits remaining to complete in the co-major;
7. Liberal arts and sciences coursework requirements must be complete;
8. Documentation of 100 hours of experience with children.

Departmental 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;
- Display appropriate professional behavior in field settings.

In cases of unsatisfactory performance, the EECE Student Review Committee is convened by the Department Chairperson to review the case and either recommend remedial action or determine that the student pursues other study. Each student has the right to appeal to the Queens College Undergraduate Scholastic Standards Committee for review of his/her evaluation.

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; fire and arson prevention;
- Pass the NYS Certification Exams: Liberal Arts and Sciences Test (LAST) and the Elementary version of the Assessment of Teaching Skills (ATSW).

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, 310, and 340) prior to applying for admission to the intensive professional preparation/certification sequence. The professional preparation sequence, typically taken in the senior year, is organized in a cohort model, in which students and faculty work together both on campus and in the field.

Students interested in becoming elementary school teachers should contact the Department as early as freshman year for information about program requirements and procedures. Queens College has a Jointly Registered Program for Elementary Education majors with Queensborough and LaGuardia Community Colleges. Upon transfer to Queens College, students should contact the Department during their first semester at Queens.

COURSES

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 field work); 3 cr. Prereq.: SEYS 201, 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

Requirements for the Major in Elementary Education

Phase I: Pre-Professional Courses

Required (18 credits): EECE 201, 220, 310, 340; Math 119, Mathematics for Elementary 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 (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 (21 credits): EECE 311, 341, 350, 351, 352, 360, 361, 399

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

† **May** be offered; see **Class Schedule**.

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 from birth through grade 2 students, 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. 2 hr.; 2 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 351, 352, and 360. Open only to students in the NYS Initial Certificate Program in Childhood Education 1-6. In this course students learn important mathematical content and methods for teaching elementary school mathematics. Students will learn about children's mathematical thinking from a developmental point of view. They also learn about appropriate mathematical content and methods that are consistent with state and national standards. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

EECE 351. Teaching Science in the Elementary School. 2 hr.; 2 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 upon their experiences with children. An inquiry-based model of learning and assessment is emphasized.

EECE 352. Teaching Social Studies in the Elementary School. 2 hr.; 2 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 1: 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 field work and course work. 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 special studies in Bilingual/Multicultural Education should meet with Professor Rafael Olivares in Modular 4, 403.

Secondary Education & Youth Services

Chair: Eleanor Armour-Thomas

Dept. Office: Klapper 310, 997-5150

Professors: Anderson, Armour-Thomas, Artzt, Curcio, Zevin; **Associate Professors:** Bassey, Dong; **Assistant Professors:** Asher, Colley, Costigan, Davis, Dickson, Gerwin, Miller, Moncada-Davidson; **Department Secretaries:** Nava, Wilichinsky

Program Description

The Adolescence Education Programs are designed for students who wish to become middle, junior high, and senior high school teachers. The Adolescence Education Programs provide the 24-credit minor that is designed in tandem with the major. 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 and senior high school teachers major in an approved liberal arts and sciences major for New York State certification and complete a minor in secondary education. Students must file a minor declaration card for secondary education with the registrar, and meet with an adviser. Students must maintain a 3.0 average in secondary education courses, and a minimum 2.75 GPA in the major department, as well as meet the graduation requirements of the College. To be placed for student teaching in SEYS 370, students must have passed SEYS 201, 221, 340, 350, and 360 with a 3.0 average and completed a minimum of 24 credits of the major.

For purposes of New York State teacher certification (English, 7-12; Mathematics, 7-12; Science, 7-12; Social Studies, 7-12; Foreign Language, 7-12), students must pass three parts of the New York State Teacher Certification Examination. They must also take three seminars that deal with alcohol and drug abuse, child abuse identification and reporting, and violence intervention. Students must see an adviser to obtain current information regarding New York State certification regulations.

Special Programs

In the area of mathematics the department offers a tuition-free program called TIME 2000 (Teaching Improvements through Mathematics Education). Students are urged to apply for this program as soon as they are accepted to Queens College. For further information, contact Dr. Alice Artzt.

Initial Certificate

The Initial Certificate Program consisting of 48 credits is available to students who have a B.A. degree with a major in a field acceptable for State certification, but without an undergraduate minor 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*.

Suggested Program of Study

Please note: It is usually recommended that students not begin taking their secondary education courses until they are upper sophomores. However, some students may prefer to begin the sequence earlier. For example, the TIME 2000 Mathematics Teaching program requires students to take SEYS 221 in their lower freshman semester.

Upper Sophomore – Upper Junior

- SEYS 201 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 Teaching English in Middle and High School
- SEYS 361 Teaching Mathematics in Middle and High School
- SEYS 362 Teaching Science in Middle and High School
- SEYS 363 Teaching Social Studies in Middle and High School
- SEYS 364 Teaching Foreign Language in Middle and High School

Upper Senior

- SEYS 370-374
- SEYS 370 Student Teaching English in Middle and High School
- SEYS 371 Student Teaching Mathematics in Middle and High School
- SEYS 372 Student Teaching Science in Middle and High School
- SEYS 373 Student Teaching Social Studies in Middle and High School
- SEYS 374 Student Teaching Foreign Language in Middle and High School
- SEYS 380-384
- SEYS 380 Curriculum and Assessment in Teaching English
- SEYS 381 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

LASAR

Secondary Education (SEYS) 216/American Studies may be used to satisfy the LASAR for the social sciences.

COURSES

- SEYS 201W. Historical, Social and Philosophical Foundations of Education. 3 hr.; 3 cr. 20 hr. field experience. 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 221. Development and Learning in Middle Childhood and Adolescence. 3 hr.; 3 cr.; 20 hr. field experience. 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.; 3 cr.; 20 hr. field experience. Prereq.: SEYS 201. Open only to students in teacher education programs. Intended to promote students' understanding of language development in adolescence, and multi-lingual, multicultural, and biliteracy issues in education. Students will learn about the nature of language acquisition, English language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content will focus on the characteristics and needs of ELL student populations and the literacy demands of content curricula in secondary schools.

SEYS 350. Cognition, Technology, and Instruction for Diverse Learners. 3 hr.; 3 cr.; 20 hr. field experience. Prereq.: SEYS 201 and 221; coreq.: The subject-specific teaching seminar from the following: SEYS 360, 361, 362, 363, or 364. 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. Teaching _____ in Middle and High School.

- 360. Teaching English in Middle and High School
- 361. Teaching Mathematics in Middle and High School
- 362. Teaching Science in Middle and High School

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).
† Offered either Fall or Spring; see **Class Schedule**.
‡ May be offered; see **Class Schedule**.

363. Teaching Social Studies in Middle and High School

364. Teaching Foreign Language in Middle and High School

3 hr.; 3 cr.; 20 hr. of field experience. Prereq.: SEYS 201 and 221; coreq.: SEYS 350. Open only to students in teacher education programs. Focused 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. The course is corequisite with SEYS 350 in which issues regarding classroom instruction and the use of technology are reinforced from cognitive perspectives on teaching and learning.

SEYS 370-374. Student Teaching in _____ for Middle and High School.

370. Student Teaching English for Middle and High School

371. Student Teaching Mathematics for Middle and High School

372. Student Teaching Science for Middle and High School

373. Student Teaching Social Studies for Middle and High School

374. Student Teaching Foreign Language for Middle and High School

6 cr.; 30 four-hour days each at two sites. Prereq.: SEYS 201, 221, 340, 350, and 360; coreq.: SEYS 380. Open only to students in teacher education programs. Designed to provide undergraduates in the secondary education program with school-based teaching experiences that prepare them to effectively teach students at both the middle and senior high school levels. Student teachers are placed at two field sites, one in middle-junior high school and the other in senior high school. They spend a minimum of 30 four-hour days at each site, teaching under the guidance of a cooperating teacher and a college-based supervisor at each school.

SEYS 380-384. Curriculum and Assessment in Teaching _____.

380. Curriculum and Assessment in Teaching English

381. 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.: SEYS 370. 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 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 Description

The Visual Arts program provides for a 27-credit education minor, designed in tandem with the art major of 42 credits, for the New York State certification program in Art Education, Pre K-12.

SEYS 201, SEYS 221, EECE 310, EECE 340 or SEYS 340, EECE 333, SEYS 350, SEYS 365, SEYS 375

The course requirements in art education prepare students at both the elementary and secondary level. Student Teaching, SEYS 375, will include two student teacher placements: the first half of the semester in a PreK through elementary school setting and the second half in a middle through senior high school setting. Each placement will require at least 20 days.

Program Requirements

Prospective PreK-12 art teachers major in an approved liberal arts and sciences major in the area of art for New York State certification and complete a sequence of courses in art education. To enroll in the first course, SEYS 201, students must file a minor declaration card for secondary education with the registrar, and meet with the program adviser. Students must maintain a 3.0 average in education courses, and a minimum of 2.75 GPA in the major department, as well as meet the graduation requirements of the College. To enroll in SEYS 375, students must have a 3.0 average in SEYS 201, 221, EECE 333, SEYS 340 or EECE 340, SEYS 350 and SEYS 365, and have completed a minimum of 24 credits of the major.

For purposes of New York State teacher certification, Art PreK-12 students must pass three parts of the New York Teacher Certification Examination.

COURSES

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 field work); 3 cr. Prereq.: SEYS 201 and 221; coreq.: EECE 310. 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. plus participation and observation one morning or afternoon per week; 3 cr. Prereq.: EECE 333, SEYS 340 or EECE 340; coreq.: SEYS 350. 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 PreK-12. 3 hr. plus participation; 6 cr. Prereq.: SEYS 201 and 221, EECE 310, SEYS or EECE 340, EECE 333, SEYS 365. The course provides undergraduates in the art education program with school-based teaching experiences that prepare them to teach art in PreK-12 levels. Students will be assigned the equivalent of 20 six-hour days (120 hours) at the elementary (PreK-6) level, and 50 three-hour days (150 hours) at the secondary level (7-12) under the guidance of a cooperating teacher and a college-based supervisor. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

Educational & Community Programs

Chair: Jesse M. Vázquez

Dept. Office: Modular 3, 320;
997-5250, 5240

Professors: Brown, Dunn, Fish, Goh, Hittleman, Margolis, Vázquez; **Associate Professors:** Erwin, Lopez, Michaels, Ross, Tobias, Truesdell; **Assistant Professors:** Brady, Howell, Pellittieri; **Departmental Secretaries:** Miller, Zion, Steinberg

The Department offers graduate degree programs in the following areas: Administration and Supervision, Counselor Education, Literacy Education, School Psychology, and Special Education. It does not offer undergraduate courses. For information about graduate programs in this department, see the *Graduate Bulletin*.

English

Chair: Nancy Comley

Associate Chair: John Weir

Associate Chairs for Composition: Steven Kruger, Janice Peritz

Assistant to the Chair: Thomas Frosch

Director of Graduate Studies: David Richter

Dept. Office: Klapper 607, 997-4600

Distinguished Professors: Dickstein, Kaplan; **Professors:** Buell, Comley, D'Avanzo, Epstein, Frosch, Green, Hahn, Harris, Kruger, McCoy, McKenna, Molesworth, Richter, Sargent, Schechter, Schotter, Stone, Summerfield, Tytell, Whatley, Zimroth; **Associate Professors:** Allen, Bobb, Bowen, Gross, Kier, O'Brien, Peritz, Tucker, Weidman, Zimmerman; **Assistant Professors:** Cooley, English, Hintz, Kazanjian, Rodway, Schaffer, Weir; **Lecturers:** Brandman, Cuomo, Goldhaber, Lalande; **Adjunct Associate Professor:** Warren; **Adjunct Assistant Professors:** Brewer, Brown, Cochran, Davison, Lewis, Marotta, Sirlin, Werner; **Administrative Assistant:** Beckerman; **Office Assistant:** Muskewitz
Major Offered: English (State Education Code 02760)

Courses in the Department of English 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 different 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** can be obtained in the departmental office.

Departmental Awards

The English Department awards the following annual prizes: the **John Golden Award** of \$1,000 to the student who shows the greatest literary promise in

drama; the **James R. Kreuzer Prize** of \$100 to the student who has shown the greatest overall literary promise; the **James E. Tobin Award** of \$100 for the best group of poems; the **Melvin Dixon Prize** for poetry; the **Claire Bibuld Jacobs Prize** of \$100 for the best single work in short fiction; the **Joseph McElroy Prize** for fiction; the **Neal Feld Memorial Writing Prize** to a junior English major for excellence in writing fiction and/or poetry; the **Clinton Oliver Memorial Prize** of \$100 for the single best work – scholarly, critical, and/or creative – that relates to the African-American experience; the **Norman Silverstein Memorial Prize** of \$100 for the best film criticism; the **English Club Award** of \$50 for excellence in any genre; the **Lois Hughson Prize** of \$50 for the best essay in the Orwell tradition; the **Women's Club Prize** of \$50 for the best work on women's experience; the **Myron Matlaw Prize** of \$100 for a work in any genre of wit and intellectual excellence; the **Rosemary Deen Prize** for nonfiction; the **John Tytell Award** for nonfiction; the **Leo Statsky Award** for nonfiction; the **Norman Silverstein and Ella Peiser Awards** of \$500 each to juniors, and of \$250 each to sophomores, for excellence in 1) creative writing, 2) nonfiction, documentary, or biographical writing, and 3) for all-around excellence in English studies; the **Sandra Schor Writing Awards** of \$500 each for excellence in poetry, fiction, drama, and nonfiction; five **Sandra Schor Writing Awards** of \$100 each for essays written in composition courses; the **Immigrant Experience Prize** of \$50, which will be awarded for the single best work – scholarly, critical, or creative – that relates to the immigrant experience in America; the **Robert Greenberg Memorial Prize** for best performance by a student in the English Honors Program; the **Sue Shanker Scholarship** of \$500 for a gifted student, majoring in English, who has returned to college after a hiatus; the **Sandra Schor Memorial Scholarships** of up to \$1000 a year for two years, for sophomore English majors with outstanding academic records; the **Raul Martin Award for Literary Studies** (\$1,000) for excellence in a specific area of English studies that is designated by the donor each year.

THE MAJOR

After fulfilling the College's writing requirement, all English majors take at least 14 English courses, of which 7 are required. Transfer students must take a minimum of 18 elective credits in the major at Queens College. A student may meet the requirements for graduation as

an English major by maintaining an average of 2.0 in the required and elective work in English and by completing the course sequence noted in the box on this page.

Advisement

A detailed **English Department Handbook** can be obtained in the departmental office. Additional guidance in choosing courses within the major and supplementing the major will be provided by faculty advisers who have specialized in aiding students whose vocational interests lie in fields such as medicine, law, journalism, teaching, and drama/theatre.

Courses are listed in this **Bulletin** in numerical order, but in the **English Department Handbook** they are organized into subject areas (or “clusters”) described in detail. Clusters are intended to guide majors in choosing electives, to provide a visible, comprehensive rationale for the department’s offerings, and to explain the specializations and interests of departmental faculty. These subject areas fall into four general categories: 1) national literatures and historical periods; 2) studies in genres and literary

forms; 3) studies in literature in its relations to language, culture, and society; and 4) writing. 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

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, 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 English majors and to graduate from the College with departmental honors. Open 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 adviser to discuss the program as early as possible in their college careers.

Requirements: Students in the Honors Program take English 399 (English Honors Seminar), a course chosen by the students themselves, in place of, or in addition to, English 391. Honors students also take an English Honors Examination, generally in the upper senior semester. Performance on that examination, together with their departmental and College grade-point average, will qualify students for Honors, High Honors, or Highest Honors at graduation. Students may also write an Honors Thesis in the senior year, course work for which may be counted toward the 42-credit requirement for the major.

Advisement: Students are encouraged to elect suitable patterns of study with the help and approval of the honors adviser, 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 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 English 382.

THE MINOR

A student may meet the requirements for graduation as an English minor by maintaining an average of 2.0 in the required and elective work in English and by completing the course sequence described in the box on this page. At least 12 credits in the minor must be completed at Queens College.

Scholarships, Prizes and Awards

Several scholarships, as well as a number of writing prizes for English majors and non-majors, are awarded each year.

Requirements for the Major in English

Required Courses (7 courses)

1. Critical Reading and Writing (2 courses): English 140, Introduction to Poetry. English 150, Introduction to Literary Studies.

2. Literary History (4 courses): English 251, British Literature I. (In place of 251, two of the following courses may be substituted: 310 or 311, 312 or 313, 320, 321, 330 or 331, 332 or 333, 334, 340, 365.) English 252, British Literature II. (In place of 252, two of the following courses may be substituted: 322, 323, 324, 341, 344, 345, 366.) Add two courses out of the following three:

English 253, American Literature I (formerly English 350). In place of 253, two of the following courses may be substituted: 352, 354, 356, 357, 358.

English 254, American Literature II (formerly English 351). In place of 254, two of the following courses may be substituted: 352, 354, 356, 359, 360.

English 255, Twentieth-Century Literatures in English. In place of 255, two of the following courses may be substituted: 346, 353, 355, 362, 363, 367, 370, 371, 373, 374, 376.

Note: A given course may be offered in substitution for only one survey; if English 352 (or 354 or 356) is used in partial substitution for English 253, it may not also be used in substitution for English 254.

3. Senior Seminar: English 391, Topics in Literature.

Electives (7 courses) To complete their majors, students will choose 7 courses from the other offerings of the English Department at the 200 or 300 level.

Requirements for the Minor in English

Required (15 credits): English 140, 150, 251, 252, and one course from English 253, 254, 255.

Electives (12 credits): Four courses from the offerings of the English Department at the 200 or 300 level.

Information on the criteria for awards and scholarships and application deadlines is available in the English Department.

Pre-Journalism

Queens College does not offer a major in journalism, but does offer a minor (see page 146). Students interested in post-graduate training or careers in journalism and publishing are urged to major in English, history, political science, communication arts and sciences, or one of the other liberal arts disciplines, and to acquire as broadly based an education outside their major as they can. They can gain some valuable experience while working for the campus press as an extracurricular activity, and in journalism and publishing internships sponsored by the Departments of English and Media Studies.

The following courses may be of interest to pre-journalism students:

English 211. Writing Nonfictional Prose
 English 220. Introduction to Editing
 English 303. Essay Workshop
 Sociology 218. Mass Communication and Popular Culture
 MEDST 101. Contemporary Media
 MEDST 242. Television Production I
 MEDST 243. Television Production II
 MEDST 250. Freedom of Speech
 MEDST 321. News Analysis

An interdisciplinary advisory committee for pre-journalism students has been set up with representatives from the English, Media Studies, and Sociology Departments. Students may consult any of these departments for referral to counseling on professional schools and careers.

COURSES

Prescribed Composition Courses

English 110 is required of all students and should be taken by the end of the freshman year. In addition to English 110, the College requires students to acquire three Writing Intensive units over the course of their undergraduate program.

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 Tests (USAFI). 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 Professor Janice Peritz.

Courses

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.

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.

115. VT: Topics in Writing. 115.2, 2 hr.; 2 cr., 115.3, 3 hr.; 3 cr. Prereq. or coreq.: English 110 or permission of department. A writing course for students who wish to extend the work of English 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.

120. Writing, Literature, Culture. 3 hr.; 3 cr. Prereq.: English 110. 2 W units. 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.

It is recommended that students take Tier I courses (140, 151, 152, 153, 154, 155, 156) before taking advanced electives.

Courses Primarily for Freshmen and Sophomores

Students who plan to major in English should take English 140. Courses below English 200 do not satisfy the free elective choices of the various department majors, or the minor.

134W. Writing Tutorial. 1 hr.; 1 cr. Prereq.: English 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.

135W. Writing Workshop. 1 hr.; 1 cr. Prereq.: English 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.

140. Introduction to Poetry. 3 hr. plus conf.; 3 cr. Prereq.: English 110. Close reading and critical analysis of a wide variety of English and American poetry of various periods. This course combines the study of literature with continued training in clear and effective written expression. Designed for prospective English majors. (H1T1)

150W. Introduction to Literary Study. 3 hr.; 3 cr. Prereq.: English 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. (H3)

151, 151W. Works of English Literature: A Course for Nonmajors. 3 hr.; 3 cr. Prereq.: English 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.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

†Offered either Fall or Spring; see **Class Schedule**.

††May be offered; see **Class Schedule**.

Designed for nonmajors. (H1T1)

152, 152W. **Works of American Literature: A Course for Nonmajors.** 3 hr.; 3 cr. Prereq.: English 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. (H1T1)

153, 153W. **Introduction to the Bible.** 3 hr.; 3 cr. Prereq.: English 110. Selected books of the Old and New Testaments in English translation. Cannot be taken for credit if student has taken English 381. Designed for nonmajors. (H1T1)

154, 154W. **Great Works of Fiction.** 3 hr.; 3 cr. Prereq.: English 110. An introduction to fiction through a reading of great novels and short stories from various periods. Designed for nonmajors. (H1T1)

155, 155W. **Great Works of Drama.** 3 hr.; 3 cr. Prereq.: English 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. (H1T1)

156, 156W. **Introduction to Shakespeare.** 3 hr.; 3 cr. Prereq.: English 110. A basic course in Shakespeare's plays and poems. Designed for nonmajors. (H1T1)

200W. **Essay Writing.** 3 hr. plus conf.; 3 cr. Prereq.: English 110. The writing and criticism of formal and informal essays, various types of articles, reviews, and reportage, designed to develop effective expression in an individual and personal style. Fall, Spring

201W. **Essay Writing for Special Fields.** 3 hr. plus conf.; 3 cr. Prereq.: English 110 or permission of 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. ††

210W. **Creative Writing.** 3 hr. plus conf.; 3 cr. Prereq.: **B** in English 110 or 120. Introduction to the writing of poems, stories, and plays, planned primarily for qualified sophomores. Fall, Spring

211W. **Writing Nonfictional Prose.** 3 hr.; 3 cr. Prereq.: **B** in English 110 or 120.

The writing of nonfictional prose in various forms. This course is designed primarily for writing majors and for students who plan to take English 303. Fall, Spring

220. **Introduction to Editing.** 3 hr.; 3 cr. Prereq.: English 110 or high pass on placement examination. The art of editing, with the skills of copy editing, proofreading, and indexing, introduced against the background of language history and style. †

225. **Newspaper and Article Writing.** 3 hr. plus conf.; 3 cr. Prereq.: **B** in English 110 or 120 or high pass on placement examination or permission of instructor. Preparing articles for newspapers and for magazines. Fall, Spring

251, 252. **Great Writers of English Literature.** 3 hr.; 3 cr. each sem. Prereq.: English 140 or 150 or permission of department. A survey of the chief figures in English literature from the **Beowulf** poet to the twentieth century. Both of these courses are required for all students intending to major in English. (H1T2) Fall, Spring

253. **American Literature Survey I.** 3 hr.; 3 cr. Prereq.: English 140 or 150 or permission of department. American literature from its beginnings to the Civil War. (H1T2)

254. **American Literature Survey II.** 3 hr.; 3 cr. Prereq.: English 140 or 150 or permission of department. American literature from the Civil War to 1918. (H1T2)

255. **Twentieth-Century Literatures in English.** 3 hr.; 3 cr. Prereq.: English 140 or 150 or permission of department. An introduction to selected writers in English of the 20th century. The works may be selected from a number of national literatures, such as those of Africa, Australia, Canada, the Caribbean, Great Britain, Ireland, New Zealand, South Asia, and the United States. (H1T2)

265. **An Introduction to Folklore.** 3 hr.; 3 cr. Prereq.: English 110. An introduction to the study of the oral literature and lore – fairy tales, legends, ballads, etc. – which 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. (H3)††

280. **Literature and Film.** 3 hr.; 3 cr. Prereq.: English 110 or high pass on placement examination. A study of the literary aspects of film art, focusing on its narrative and poetic structure. MAT charge, \$7. Fall, Spring

285. **Studies in Literature and Film.** 3 hr.; 3 cr. Prereq.: English 110 or high pass on placement examination. 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. MAT charge, \$7. †

Note: English majors may offer only one film course (280 or 285), not both, as part of the major.

290. **The English Language.** 3 hr.; 3 cr. Prereq.: English 140 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H3) †

295. **Modern English Grammar.** 3 hr.; 3 cr. Prereq.: English 110 or high pass on placement examination. The study of grammatical analysis and of problems of sentence construction, usage, and diction. The course compares traditional and new techniques. Fall, Spring

299.1, 299.2, 299.3. **Internship.** 45 hr.; 1 cr., 90 hr.; 2 cr., 135 hr.; 3 cr. Prereq.: Permission of the Associate Chairman. 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 adviser. May be repeated for credit, but no more than three credits may be applied to the major in English.

301W. **Short Story Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: **B** in English 210 or permission of instructor. The techniques of the short story, with three or four full-length short stories written and carefully revised by the student. May be repeated once for credit toward degree but may be applied only once to the major. Fall, Spring

302. **Playwriting Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: **B** in English 210 or permission of instructor. The technique of writing plays, with at least one complete play, presumably in one act, written and carefully revised by the student. May be repeated once for credit toward degree but may be applied only once to the major. Fall, Spring

303W. **Essay Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: **B** in English 211 or permission of instructor. The writing of nonfictional prose, including the review, the essay in literary and other criticism, and

the personal essay. May be repeated once for credit toward degree but may be applied only once to the major. Fall, Spring

304. Poetry Workshop. 3 hr. plus conf.; 3 cr. Prereq.: **B** in English 210 or permission of instructor. Practice in the writing of poems. May be repeated once for credit toward degree but may be applied only once to the major. Fall, Spring

310. Old English. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. An introduction to Old English prose and poetry in the original. ††

311. Literature of the Anglo-Saxon Period. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. Old English literature in translation studied in the context of Western European culture of the period. Fulfills Pre-Industrial and/or Non-Western Civilization LASAR. (H1T2, PN)††

312. Medieval Literature, 1100-1500. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The literature of Western Europe, studied principally in modern English translation. The Arthurian tradition will not be included. (H1T2, PN)†

313. The Arthurian Tradition. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The historical, legendary, and literary developments from Gildas to Malory. (H1T2, PN)†

320. Literature of the English Renaissance. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The new English poetry and prose (non-dramatic) of the Tudor century, as illustrated in the work of such writers as More, Sidney, Spenser, Shakespeare, Bacon, Donne, and Ben Jonson. (H1T2, PN)†

321. Literature of the Seventeenth Century. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. English poetry and prose of the seventeenth century with emphasis on literary movements and such authors as Donne, Herbert, Herrick, and Milton. (H1T2, PN)†

322. Literature of the Restoration and Eighteenth Century. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. English poetry and prose from 1660 to 1789, from Dryden through

Swift and Pope to Samuel Johnson, Boswell, Goldsmith, and Burns. (H1T2)†

323. The Age of Romanticism in England. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2) Fall, Spring

324. Victorian Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. Poetry and prose of Victorian England, including such writers as Tennyson, Browning, Arnold, Hopkins, Hardy, Pater, Ruskin, and Lewis Carroll. (H1T2) Fall, Spring

326. Women Writers and Literary Tradition. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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.

328. Topics in Children's Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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.

330. Chaucer: The Early Works. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The dream-visions, **Troilus and Criseyde**, the short poems, and Boethian philosophy. (H1T2, PN)†

331. Chaucer: The Canterbury Tales. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. An intensive study of Chaucer's late work. (H1T2, PN)†

332. Shakespeare I. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The comedies and histories in the first part of Shakespeare's career to

about 1600. Students electing both English 332 and 333 should, if possible, take 332 first. (H1T2) Fall, Spring

333. Shakespeare II. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The tragedies and the dramatic romances in the latter part of Shakespeare's career, after 1600. (H1T2) Fall, Spring

334. Milton. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2)†

340. English Drama from Its Beginnings to 1642. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. English drama, exclusive of Shakespeare, from its medieval origins to the closing of the theatres in 1642. Examples of such early forms as the miracle play and the morality play will be examined, and particular attention will be paid to tragedy, tragicomedy, and satire. Playwrights studied will include figures like Marlowe, Jonson, Webster, Middleton, and Beaumont and Fletcher. Conventions of the medieval, Tudor, and Stuart stage will be discussed. (H1T2, PN)††

341. Drama of the Restoration and Eighteenth Century. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The chief English playwrights and stage developments from 1600 to 1780, including Dryden, Congreve, Steele, Gay, Goldsmith, and Sheridan. (H1T2)††

344. The English Novel I. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The origin and development of the English novel in the eighteenth century. Readings from Defoe, Richardson, Fielding, Smollett, Sterne, and Jane Austen. (H1T2) Fall, Spring

345. The English Novel II. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The major novelists of the nineteenth century: Dickens, Thackeray, Trollope, the Brontës, George Eliot, and Hardy; development of the novel as social criticism. (H1T2) Fall, Spring

346. British Fiction, 1900-1945. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. Such writers as

Conrad, James, Joyce, Lawrence, Woolf, Forster, Orwell, H. G. Wells, Huxley, Waugh. (H1T2) Fall, Spring

352. The American Novel to 1918. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. Such writers as Cooper, Hawthorne, Melville, Twain, Howells, James, Chopin, Norris, Dreiser, Wharton, Cather. (H1T2) Fall, Spring

353. American Fiction, 1918-1945. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. Such writers as Gertrude Stein, Sherwood Anderson, Dos Passos, Fitzgerald, Hemingway, Wright, Faulkner, Steinbeck, Wolfe, Henry Miller. (H1T2) Fall, Spring

354. Afro-American Literature I (1619-1930). 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. An introduction to Afro-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. (H1T2) Fall

355. Afro-American Literature II (1930 to the Present). 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. A study of modern and contemporary Afro-American authors, including Richard Wright, Ralph Ellison, Toni Morrison, James Baldwin, Ishmael Reed, and Amiri Baraka. (H1T2) Spring

356. Literature of the American Indians. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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.††

357. Puritanism in American Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. A study of Puritanism in American literature from Colonial times. (H1T2)††

358. Nineteenth-Century American Transcendentalism. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. Literature and philosophy of the American Transcendentalists: Emerson, Thoreau, Whitman. Countercurrents and reflections in later writers. (H1T2)††

359. Regionalism, Realism, and Naturalism

in American Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2)††

361. The American Dream. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. Political, social, and economic visions of America based on a selection of literature from the Puritans to the present. (H1T2) Fall, Spring

362. The Immigrant Experience. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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.

363. World Literature Written in English. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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.

364. Studies in African Drama, Film, and Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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 African diaspora. Writers and directors include Achebe, Cissé, Farah, Head, Kaboré, Ngema, Ngugi, Ouedraogo, Sembem and Soyinka.

365. Celtic Myth and Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2, PN)††

366. Introduction to Irish Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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 which took place in the late nineteenth and early twentieth centuries; and the literature of modern Ireland.

367. Modern Irish Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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.

368. Irish Writers. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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.

370. British and American Drama, 1890-1945. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2)†

371. British and American Drama, 1945 to the Present. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The development of drama in English from World War II to the present: Williams, Miller, Albee, Osborne, Beckett, Pinter, recent experimental dramatists. (H1T2)†

373. British and American Poetry, 1910-1945. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2) Fall, Spring

374. British and American Poetry, 1945 to the Present. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. A study of Dylan Thomas, Lowell, Roethke, Larkin, Berryman, Creeley, and others associated with the trends and movements of contemporary verse. (H1T2) Fall, Spring

376. British and American Fiction, 1945 to the Present. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2) Fall, Spring

380. Classical Backgrounds of English Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. A study of selected works of Greek and Latin literature in translation in relation to the development of English literature. (H1T2, PN) Fall, Spring

381. The Literature of the Bible. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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 English 153. (H1T2, PN) Fall, Spring

382. Aspects of Literary Criticism. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. A selection of critical texts illustrating approaches to literary criticism. Works of literature will be analyzed according to these approaches. (H3)††

383. Aspects of Poetry. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. A wide reading in British and American poetry of various periods, together with appropriate critical selections, dealing with poetic theory and practice. (H1T2)†

384. Aspects of Fiction. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2) Fall, Spring

385. Aspects of Drama. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. A selection of representative plays and criticism. The theory and practice of drama as reflected in tragedy, comedy, and other major forms. (H1T2)†

386. Literature and Religion. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. Religious ideas and experiences in literature. Such writers as the Pearl poet, Donne, Milton, Bunyan, Blake, Melville, Hopkins, and Eliot. (H3)††

387. Literature and Politics. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Tier 1, Humanities I LASAR requirement. Relationship of literature and politics. Such topics as revolution and reaction, images of kinship and government, Utopian and Apocalyptic visions, and Marxism and Existentialism. (H3)††

388. Literature and Psychology. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The relationship of literature and psychology is studied through readings in psychological theories and literary works. (H3) Fall, Spring††

389. Myth and Archetype in Literature. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. The study of myth and archetype in ancient and modern literature with consideration of such writers as Frazer, Jung, Frye, and Lévi-Strauss.†

390. Comedy and Satire. 3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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.

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.

392. Selected English Writers. 3 hr.; 3 cr. Prereq.: Varies each semester. An intensive study of one or two figures. Writers studied vary each semester. The course may be taken for credit more than once if the topic is different.††

393. Selected American Writers. 3 hr.; 3 cr. Prereq.: Varies each semester. An intensive study of one or two figures (a companion course to English 392). The course may be taken for credit more than once if the topic is different.††

394. Selected Studies in English Literature. 3 hr.; 3 cr. Prereq.: Varies with topic.

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.††

395. Selected Studies in American Literature. 3 hr.; 3 cr. Prereq.: Varies with topic. 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.††

396. Studies in Language, Literature, and Culture. 3 hr.; 3 cr. Prereq.: Varies with topic. 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.††

397, 398. Seminar in Teaching Writing. 4 hr.; 4 cr. Prereq.: Permission of faculty program coordinator. Students participate in teaching English 95 with an instructor. Work includes planning and giving lessons, holding conferences, commenting on students' papers, and attending a weekly workshop. Fall, Spring

399W. Departmental Honors Seminar. 3 hr.; 3 cr. Prereq.: Enrollment in Honors Program or permission of instructor. Required of departmental honors candidates. Designed to provide intensive examination of literary figures, periods, and forms that are not considered, or only partially studied, in the department's regular offerings. May be repeated for credit. Fall, Spring

European Languages & Literatures

Chair: Hermann W. Haller

Deputy Chair: Rinaldina Russell

Undergraduate Advisers: Karen Sullivan (French); Christine Spreizer (German); Constance Tagopoulos (Greek); Eugenia Paulicelli (Italian); Thomas Bird (Russian)

Graduate Advisers: Royal Brown (French); Peter Carravetta (Italian)

Dept. Office: King Hall 207, 997-5980; fax 997-5072

Distinguished Professor: Yevtushenko; **Professors:** Brown, Carravetta, Evans, Haller, Russell; **Associate Professors:** Bird, Paulicelli, Todd; **Assistant Professor:** Spreizer; **Lecturers:** Cheloukhina, Sullivan, Tagopoulos; **Department Secretary:** Turner

Majors Offered: French (State Education Code 02735), German (State Education Code 02740), Italian (State Education Code 02743) Russian (State Education Code 02751)

The program of instruction in the Department of European Languages and Literatures 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.

Departmental Awards

The European Languages and Literatures Department offers the following Awards to students pursuing their studies in the department: the **Robert W. Hartle**

Award for Excellence in a Romance Language; the **Sheila Endler-Landau Memorial Prize** in French; the **Norman H. Paul Award** in French; the **Literary Society Foundation Prize** in German; the **German Language Award of the Steuben**

Society of America; the **Italian Prize;** as well as prizes in Italian offered by Italian business firms and friends of Italian studies at Queens College. Special departmental 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 adviser 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 Hall 301, 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 adviser 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.

French

Students who have had less than one and one-half years of high school French normally begin with course 111; those entering with two years normally begin with course 112; those presenting three years normally begin with course 203; and

those presenting four years normally begin with course 204. Native speakers should consult the Chair or a department representative for correct placement.

The department houses a chapter of Pi Delta Phi, the national French honor society.

THE MAJOR AND MINOR IN FRENCH

See the box on page 115 for the specific requirements for the major and the minor.

COURSES

Courses in English

41, 41W. Masterpieces of French Literature in Translation. 3 hr.; 3 cr. Prereq.: English 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. (H1T1) Fall, Spring

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. ††

50, 50W. French Cinema. 4 hr.; 3 cr. The course will deal with the various elements of French cinema: historical, cultural, aesthetic, political, technical, etc. Particular courses may deal with a certain tendency (such as the "New Wave"), period, or individual director (such as Renoir, Cocteau, 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

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

112. Elementary French II. 4 hr.; 4 cr. Prereq.: French 111 or two years of high school French. This course is a continuation of French 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 a course of Intensive French 111 and 112 for eight credits.

203. Intermediate French I. (formerly French 113) 3 hr.; 3 cr. Prereq.: French 112 or three years of high school French. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level. Fall, Spring

204. Intermediate French II. 3 hr.; 3 cr. Prereq.: French 203 or four years of high school French. Continuation of French 203, with grammar review, conversation, composition, and readings in literary and cultural materials. Fall, Spring

205. Survey of French Literature I. 3 hr.; 3 cr. Prereq.: French 204 or permission of department. Reading and analysis of representative works from the Romantic period to the present day, with special emphasis on literary values and history. Required for majors and others planning to take elective courses in the department. (H1T2)

206. Survey of French Literature II. 3 hr.; 3 cr. Prereq.: French 205 or permission of department. Reading and analysis of representative works from the sixteenth through the eighteenth centuries, with special emphasis on literary values and history. Required for majors and others planning to take elective courses in the department. (H1T2, PN)

Advanced Language Courses

222. Phonetics and Diction. 2 hr.; 1 cr. Prereq.: French 203. Provides further training in the pronunciation of the for-

eign language. Intensive practice and exercises in diction and phonetics will be carried on in the classroom and language laboratory. ††

223. Advanced Conversation. 3 hr.; 3 cr. Prereq.: French 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 French with native fluency. Fall, Spring

224. Advanced Grammar. 3 hr.; 3 cr. Prereq.: French 204 or permission of department. Provides instruction in advanced French grammar and idiom patterns. Fall, Spring

225. Advanced Composition. 3 hr.; 3 cr. Prereq.: French 224. Grammatical analysis, stylistics, and intensive work in composition.

228. Literary Composition and Explication of Texts. 3 hr.; 3 cr. Prereq.: French 224 or permission of department. Provides instruction in formal composition of a literary nature; trains students in the techniques of textual analysis.

231. Skills and Art of Translation I. 3 hr.; 3 cr. Prereq.: French 204 or permission of department. Introduction to the techniques and problems of translation; intensive practice in translating various texts.

232. Skills and Art of Translation II. 3 hr.; 3 cr. Prereq.: French 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. Spring

235. Commercial and Technical French. 3 hr.; 3 cr. Prereq.: French 204 or permission of department. Through the reading of specialized texts and the acquisition of business terminology, this course offers the student a practical knowledge of French business practices and procedures as well as a broad survey of the history and role of business in the development of

the French economy in the public and private sectors. †

Civilization Courses

310. French Civilization Survey I. 3 hr.; 3 cr. Prereq.: French 206 or permission of department. A study of the development of French institutions and history. (H3)††

311. French Civilization Survey II. 3 hr.; 3 cr. Prereq.: French 206 or permission of department. French contributions to the fine arts, music, science, education, philosophy. Students electing both French 310 and 311 should, whenever possible, take 310 first. (H3)††

Elective Courses in Literature

320. French Literature of the Middle Ages. 3 hr.; 3 cr. Prereq.: French 206 and 228 or permission of department. (H1T2, PN)††

330. French Literature of the Sixteenth Century. 3 hr.; 3 cr. Prereq.: French 206 and 228 or permission of department. (H1T2, PN)††

340. French Literature of the Seventeenth Century. 3 hr.; 3 cr. Prereq.: French 206 and 228 or permission of department. (H1T2, PN)††

345. French Literature of the Eighteenth Century. 3 hr.; 3 cr. Prereq.: French 206 and 228 or permission of department. (H1T2)††

350. French Novel of the Nineteenth Century. 3 hr.; 3 cr. Prereq.: French 206 and 228 or permission of department. (H1T2)††

360. French Novel of the Twentieth Century. 3 hr.; 3 cr. Prereq.: French 206 and 228 or permission of department. (H1T2)††

363. French Poetry of the Nineteenth and Twentieth Centuries. 3 hr.; 3 cr. Prereq.: French 206 and 228 or permission of department. (H1T2)††

366. French Theatre of the Nineteenth and Twentieth Centuries. 3 hr.; 3 cr. Prereq.: French 206 and 228 or permission of department. (H1T2)††

381. Seminar. 381.2, 2 hr.; 2 cr., 381.3, 3 hr.; 3 cr. Prereq.: Upper junior or senior standing; an average of **B** in elective courses taken in French, and permission of department. Designed especially to give qualified students experience in

Requirements for the Major in French

The major in French consists of up to 36 credits taken above the 204 level. Successful completion of 205, 222, and 224 is required of all majors. Students should choose courses for the remaining 25 credits in consultation with the undergraduate adviser. French 205 and 206 are prerequisites for 300-level literature courses; French 224 is a prerequisite for advanced language courses. The French major offers a choice of two separate tracks: the language track or the literature track.

Requirements for the Minor in French

The minor consists of 18 credits in French beyond the level of French 112, chosen in consultation with a departmental adviser.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

scholarly investigation, exploring a field of French literature, civilization, or language. (Also serves French majors specializing in language and those interested in civilization.) ††

German

Students who have had less than one and one-half years of high school German normally begin with German 111; those entering with two years normally begin with German 112; those presenting three years usually begin with German 203; and those presenting four years normally begin with course 204. Native speakers should consult the departmental adviser in German for correct placement.

The new German program at Queens was developed (together with other German programs at Hunter College and at GSUC) 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 the undergraduate adviser and the faculty from basic and intermediate language courses to level I and level II elective courses that fit their individual proficiency

Requirements for the Major in German

Required: In addition to attaining proficiency in German through the level of German 203, 33 credits including German 204 are required for the major. Students must take at least 24 credits from among language courses in the 200-series (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 (German 41, 45, 50, 310-315). Interested students are urged to consult with the academic adviser for German as early as possible in order to plan their programs.

Requirements for the Minor in German

Required: 15 credits beyond German 203 or its equivalent. Six credits must be taken from among language courses in the 200 series (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 204, including those taught in English translation (German 41, 45, 50, 310-315). Students should consult with the academic adviser for German as early as possible in order to plan their programs.

level. Oral proficiency interviews (OPI) help to determine the exact standing of each student and his/her placement in the appropriate elective course.

THE MAJOR IN GERMAN

The German Program offers two types of major. One major is intended for students primarily interested in literary texts and their historical and intellectual contexts; the second major is for students who wish to study various aspects of the culture, history, political and social institutions, and current affairs of German-speaking countries. See the box on this page for the specific requirements for the major.

The German club maintains a varied program of social and cultural events. The department also houses the Delta Omicron Chapter of Delta Phi Alpha, the national German honor society.

The department encourages interested students to take the various standard examinations such as that for the **Certificate "Deutsch als Fremdsprache,"** issued by the Goethe-Institut in Munich through the Goethe House, New York. Further information about the composition of these tests, as well as about the dates on which they are administered, may be obtained from the academic adviser.

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

41, 41W. Masterpieces of German. 3 hr.; 3 cr. Prereq.: English 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. (H1T1) ††

45. German Civilization. 3 hr.; 3 cr. Prereq.: English 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.

50, 50W. 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. MAT charge \$7. ††

Basic Language Courses

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 German 111 or 112, or equivalent. May not be taken in fulfillment of the Foreign Language requirement. ††

109. Intensive German I-II. 8 hr.; 8 cr. The contents of German 111 and 112 condensed into one semester.

110. Intensive German III-IV. 6 hr.; 6 cr. Prereq.: German 109 or German 111 and 112. Fulfills the language requirement in German. ††

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

112. Elementary German II 4 hr.; 4 cr. Prereq. German 111 or equivalent. A continuation of German 111. Fall, Spring

203. Intermediate German I. 3 hr.; 3 cr. Prereq.: German 112 or three years of high school German. A continuation of German 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

204. Intermediate German II. 3 hr.; 3 cr. Prereq.: German 203. Reading, conversation, composition, vocabulary building, review of grammar. Counts as an elective course toward the major or minor. Fall, Spring

Introductory Literature Courses

206. Survey of German Literature 2, Level I. 3 hr.; 3 cr. Prereq.: German 204 or permission of 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. (H1T2) Fall

207. Survey of German Literature, Level 1. 3 hr.; 3 cr. Prereq.: German 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. (H1T2) Fall, Spring

Advanced Language Courses

223. Conversation. Level I. 3 hr.; 3 cr. Prereq.: German 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. †

224. Advanced Grammar and Stylistics, Level II. 3 hr.; 3 cr. Prereq.: German 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. †

228. Advanced Conversation and Composition. Level II. 3 hr.; 3 cr. Prereq.: German 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. †

235. German for Business and Industry. 3 hr.; 3 cr. Prereq.: German 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. †

236. German Media of Today. 3 hr.; 3 cr. Prereq.: German 203. An introduction to contemporary information sources and their influence on German society through an analysis of print, visual, and computer media. †

Civilization Courses

11. German for the Arts. 3 hr.; 3 cr. For students who require the elements of a reading knowledge in German of more advanced and discipline specific texts, such as required by students of music, art history, and other academic disciplines. Prior knowledge of German is strongly encouraged. May not be taken in fulfillment of the foreign language requirement.

310. Art, Music, Literature in German Society I. 3 hr.; 3 cr. Prereq.: English 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. (PN) †

311. Art, Music, Literature in German Society II. 3 hr.; 3 cr. Prereq.: English 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. (H3) †

312. Politics, Religion, and German Society I. 3 hr.; 3 cr. Prereq.: English 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. (PN) †

313. Politics, Religion, and German Society II. 3 hr.; 3 cr. Prereq.: English 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. (H3) †

314. Minorities in Germany. 3 hr.; 3 cr. Prereq.: English 110. An examination of the changing role of minorities in contemporary Germany after Unification. (H3) †

315. German Culture in New York City: Directed Research. 1-12 cr. Prereq.: German 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. (H3) †

Elective Courses in Literature

321. Early German Literature. 3 hr.; 3 cr. Prereq.: German 207 or permission of

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. (PN) † †

324. German Enlightenment. 3 hr.; 3 cr. Prereq.: German 206 or permission of the department. Reading of the works of such authors as Lessing, Mendelssohn, Bodmer, Breitinger, Lichtenberg, and early Goethe and Schiller. (H1T2) † †

325. The Age of Goethe. 3 hr.; 3 cr. Prereq.: German 206 or permission of the department. Reading of some of the major works of Goethe (excluding **Faust**), Schiller, Hölderlin, and Kleist. (H1T2) † †

326. Romanticism. 3 hr.; 3 cr. Prereq.: German 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. (H1T2) † †

331. The German Theatre: From Lessing to Heiner Müller. 3 hr.; 3 cr. Prereq.: German 206 or permission of the department. (H1T2) † †

333. German Novels. 3 hr.; 3 cr. Prereq.: German 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. (H1T2) † †

335. German Poetry. 3 hr.; 3 cr. Prereq.: German 206 or permission of the department. Poems of such authors as Goethe, Schiller, Hölderlin, Mörike, Meyer, Trakl, Brecht, and Bachmann may be considered. (H1T2) † †

350. German Literature in the Industrial Age: From Büchner to Fontane. 3 hr.; 3 cr. Prereq.: German 206 or permission of the department. Readings may include the works of authors such as Büchner, Keller, Meyer, Grillparzer, Heibel. (H1T2) † †

360. German Literature and Modernity: From Wedekind to the Present. 3 hr.; 3 cr. Prereq.: German 206 or permission of the department. Readings may include works of such writers as Hauptmann, Kafka, Mann, Brecht, Frisch, Dürrenmatt, and Grass. (H1T2) † †

381. Seminar 3 hr.; 3 cr. Prereq.: At least one 300-level course or permission of the department. † †

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. Departmental courses in Greek literature may be used as part of a specialization within that program. A separate language major is under consideration. See the box on this page for the requirements for the minor.

COURSES

Courses Taught in English

GRST 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. (H3)

150, 150W. *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. (H1T2)††

Language Courses

101. *Elementary Modern Greek I*. 4 hr.; 4 cr. Prereq.: Permission of 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.

102. *Elementary Modern Greek II*. 4 hr.; 4 cr. Prereq.: Modern Greek 101 or equivalent, or permission of department. This course is a continuation of Modern Greek 101. 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.

203. *Intermediate Modern Greek I*. 3 hr.; 3 cr. Prereq.: Modern Greek 102 or equivalent, or permission of department. Continuation of Modern Greek 102 with grammar review, conversation, and readings in literary and cultural materials at an intermediate level.

204. *Intermediate Modern Greek II*. 3 hr.; 3 cr. Prereq.: Modern Greek 203 or equivalent. A continuation of Modern Greek 203, with grammar review, conversation, composition, and readings in literary and cultural materials. Selections from prose and poetry.

223. *Modern Greek Conversation*. 3 hr.; 3 cr. Prereq.: Greek 102 or equivalent and permission of department. Intended for students who have an elementary knowledge of Greek and wish to improve their ability to converse. Recommended especially for students in Greek 203 or 204 who come from homes where Greek is not spoken.††

231. *Modern Greek Translation*. 3 hr., 3 cr.; Prereq.: Modern Greek 203 and English 110, or permission of 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

305. *Modern Greek Literature I*. 3 hr.; 3 cr. Prereq.: Greek 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. (H1T2)

306. *Modern Greek Literature II*. 3 hr.; 3 cr. Prereq.: Greek 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. (H1T2)

315. *Writing about Literature: Theory and Practice*. 3 hr.; 3 cr. Prereq.: Greek 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. Read-

ings from a selection of Greek writers and literary critics. Recommended for students taking literature courses.††

321. *Survey of Modern Greek Literature I: Eighteenth Century to 1880*. 3 hr.; 3 cr. Prereq.: Greek 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**. (H1T2)††

322. *Survey of Modern Greek Literature II: 1880 to 1930*. 3 hr.; 3 cr. Prereq.: Greek 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. (H1T2)††

323. *Survey of Modern Greek Literature III: 1930 to Present*. 3 hr.; 3 cr. Prereq.: Greek 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. (H1T2)††

330. *Early Modern Greek Literature: Fourteenth to Seventeenth Century*. 3 hr.; 3 cr. Prereq.: Greek 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, the literary genre of the romance. Selections will be read from such works as **Digenis Akritis**, **Erotokritos**, **Erofilis**, and Cypriot lyric poetry. (H1T2, PN)††

335. *Studies in Modern Greek Literature*. 3 hr.; 3 cr. Prereq.: Greek 321, 322 or 323 or Greek high school diploma or special permission. Intensive study of two or three major authors. Subject for each semester to be announced in

Requirements for the Minor in Greek

15 credits in literature and language courses above Modern Greek 203. Nine credits must be taken in any Greek course above level 203, including courses in translation and conversation, as well as Greek 150 (150W) and 335 (variable topic).

advance. May be taken for credit more than once when the subject changes. (H1T2)

Italian

Students who have had less than one and one-half years of high school Italian normally begin with course 111; those entering with two years normally begin with course 112; those presenting three years usually begin with course 203; and those presenting four years normally begin with course 204. Native speakers should consult the Chair or a department representative for correct placement.

THE MAJOR AND THE MINOR IN ITALIAN

See the box on this page for the specific requirements for the major and the minor. The department houses a chapter of Gamma Kappa Alpha, the national Italian honor society.

COURSES

Courses in English

41, 41W. **Masterpieces of Italian Literature in Translation.** 3 hr.; 3 cr. Prereq.: English 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. (H1T1)††

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. (H3)

50, 50W. **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

111. **Elementary Italian I.** 4 hr.; 4 cr. Intended for students with no previous training in Italian. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken Italian, to become familiar with cultural aspects of Italy, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory. Fall, Spring

112. **Elementary Italian II.** 4 hr.; 4 cr. Prereq.: Italian 111 or two years of high school Italian. This course is a continuation of Italian 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 a course of **Intensive Italian 111 and 112** for eight credits.

203. **Intermediate Italian I.** 3 hr.; 3 cr. Prereq.: Italian 112 or three years of high school Italian. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level. Fall, Spring

204. **Intermediate Italian II.** 3 hr.; 3 cr. Prereq.: Italian 203 or four years of high school Italian. Continuation of Italian 203 with grammar review, conversation, composition, and readings in literary and cultural materials. Fall, Spring

Introductory Literature Courses

207. **Survey of Italian Poetry.** 3 hr.; 3 cr. Prereq.: Italian 204 or permission of 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. (H1T2, PN)

208. **Survey of Italian Prose.** 3 hr.; 3 cr. Prereq.: Italian 204 or permission of

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. (H1T2, PN)

209. **Introduction to Italian Culture.** 3 hr.; 3 cr. Prereq.: Italian 204 or permission of 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. (H3, PN)

Advanced Language Courses

223. **Advanced Conversation.** 3 hr.; 3 cr. Prereq.: Italian 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.††

224. **Advanced Grammar.** 3 hr.; 3 cr. Prereq.: Italian 204 or permission of department. Provides instruction in advanced Italian grammar and idiom patterns. Spring

228. **Advanced Composition (Dissertation and Explication of Texts).** 3 hr.; 3 cr. Prereq.: Italian 204 or permission of department. Provides instruction in formal composition of a literary nature; trains students in the techniques of textual analysis. Fall

231. **Skills and Art of Translation I.** 3 hr.; 3 cr. Prereq.: Italian 204 or permission of department. Introduction to the techniques and problems of translation; intensive practice in translating texts of various types.††

232. **Skills and Art of Translation II.** 3 hr.; 3 cr. Prereq.: Italian 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.††

235. **Commercial and Technical Italian.** 3 hr.; 3 cr. Prereq.: Italian 204 or permission of 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.††

Requirements for the Major in Italian

Required: 36 credits taken above the 204 level; successful completion of 207, 208, 209, and 224. Students should choose courses for the remaining 24 credits in consultation with the undergraduate adviser.

Requirements for the Minor in Italian

Required: 18 credits above Italian 112. Students may start with any course above Italian 112. Prospective minors should consult with the undergraduate adviser in order to plan their programs.

Elective Courses in Literature

329. Textual Analysis. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of department. Introduction to the idea of text, stylistics, research, and criticism. Explication of different methodologies and theories of interpretation, with strong emphasis on practical strategies of identifying and contextualizing the literary artifact.

336. The Italian Language. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of 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, Italian as an immigrant language. May be repeated for credit provided the topic is different. (H1T2)

345. Studies in Medieval Literature I: Dante. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of 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. (H1T2, PN)

346. Studies in Medieval Literature II: Poetry. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of 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. (H1T2, PN)

347. Studies in Medieval Literature III: Prose. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of 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. (H1T2, PN)

355. Studies in Renaissance Literature I: Theatre. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of 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. (H1T2, PN)

356. Studies in Renaissance Literature II: Poetry. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235

or permission of 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. (H1T2, PN)

357. Studies in Renaissance Literature III: Prose. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of 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. (H1T2, PN)

361. Studies in Modern Literature I: Theatre. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of 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. (H1T2)

362. Studies in Modern Literature II: Poetry. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of department. Focuses on specific works or problems in poetic 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. (H1T2)

364. Studies in Modern Literature III: Prose. 3 hr.; 3 cr. Prereq.: At least one course from Italian 223 through 235 or permission of 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. (H1T2)

381. Seminar. 381.2, 2 hr.; 2 cr.; 381.3, 3 hr.; 3 cr. Prereq.: Upper junior or senior standing, an average of **B** in elective courses in Italian, and permission of 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.

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 departmental adviser 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 page 121 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 academic adviser can supply further information on these programs.

Elective Courses

Students considering a major must consult an adviser in the department before filling out appropriate concentration forms. Either Russian 301 or 302 is required of all majors unless specifically waived by the department because of special competence in these fields. Students may choose a program that emphasizes either language or literature; however, a language concentration requires at least one literature elective in addition to Russian 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 200 or 300 series. Majors should consult with their adviser before registering for the next semester.

COURSES IN RUSSIAN

Basic Courses

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, estab-

lish correct pronunciation, and help students deal with simple social situations. ††

112. **Elementary Russian II.** 4 hr.; 4 cr. Prereq.: Russian 111. A continuation of Russian 111. ††

When circumstances warrant, the department may offer a course of Intensive Russian 111 and 112 for eight credits.

203. **Intermediate Russian I.** 3 hr.; 3 cr. Prereq.: Russian 112. A comprehensive review of elementary grammar and vocabulary, continuing practice in conversation and reading and writing. ††

204. **Intermediate Russian II.** 3 hr.; 3 cr. Prereq.: Russian 203. A continuation of Russian 203, with grammar review, conversation, composition, and readings in literary and cultural materials. ††

214. **Intermediate Russian Conversation.** 214.1-214.3, 1-3 hr.; 1-3 cr. Prereq.: Russian 203. Intensive practice in spoken Russian.

215. **Advanced Intermediate Russian I.** 4 hr.; 4 cr. Prereq.: Russian 204 or equivalent. A continuation of Russian 204. ††

225. **Advanced Intermediate Russian II.** 4 hr.; 4 cr. Prereq.: Russian 204 or equivalent. An introduction to reading Russian. ††

Requirements for the Major in Russian

Required (33 credits): A minimum of 24 elective credits in Russian language (above Russian 203) and literature and culture (starting with Russian 150). The rest of the credits could be selected from other Russian courses (Russian 41, 45, and 50) 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 Comparative Literature 218, 331, 333-337; History 109, 110; Philosophy 106, 263; Political Science 235, 261.

Requirements for the Minor in Russian

Required: Minimum of 15 credits. May be started with any Russian literature and culture course (including Russian 41, 45, and 50) or Russian language course (above Russian 203). Students should consult with the Undergraduate Adviser and fill in a concentration form so that the minor will be recorded on their transcript.

301. **Advanced Grammar and Composition I.** 3 hr.; 3 cr. Prereq.: Russian 215 or permission of 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. ††

302. **Advanced Grammar and Composition II.** 3 hr.; 3 cr. Prereq.: Russian 301 or permission of department. A continuation of Russian 301. ††

311. **Advanced Oral Practice I.** 3 hr.; 1 cr. Prereq.: Russian 215 or permission of department. Normally taken by majors at the same time as Russian 301. ††

321. **Translation.** 3 hr.; 3 cr. Prereq.: Russian 215 and English 120 or permission of department. A practical study in the problems and skills of translation of Russian and English. May be repeated for credit. ††

325. **Stylistics.** 3 hr.; 3 cr. Prereq.: Russian 302 and 331 or permission of department. A theoretical and practical study of problems of stylistics in literary and nonliterary Russian. ††

327. **Contrastive Grammar.** 3 hr.; 3 cr. Prereq.: Russian 302 or permission of department. A theoretical analysis of modern Russian contrasted with English. ††

Courses in Russian Literature and Thought in English

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. (H3)

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, Dostoevsky. Lectures and readings in English. (H1T1) ††

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.

234. **Survey of Russian Literature: The Nineteenth Century.** 3 hr.; 3 cr. The development of Russian literature from Pushkin to the 1890s.

235. **Survey of Russian Literature: The Twentieth Century.** 3 hr.; 3 cr. The development of the Russian literature from the end of the tsarist monarchy through socialist realism and perestroika to the present day.

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. (H1T2) ††

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, 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 that the topic is different.

245. **Russian Short Story.** 3 hr.; 3 cr. The Russian short story in the nineteenth and twentieth centuries. Lectures and readings in English. (H1T2) ††

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. (H1T2) ††

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. (H1T2) ††

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. (H1T2) ††

Courses in Russian Literature

331. **Introduction to Russian Literature.** 3 hr.; 3 cr. Prereq.: Russian 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. (H1T2) ††

350. **Nineteenth-Century Russian Poetry.** 3 hr.; 3 cr. Prereq.: Russian 331 or permission of 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 Zhukovskiy, Pushkin, Lermontov, Nekrasov, Tyutchev, and Fet. (H1T2) ††

351. **Nineteenth-Century Russian Prose.** 3 hr.; 3 cr. Prereq.: Russian 331 or permission of 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

tov, Gogol, Goncharov, Turgenev. (H1T2)††

360. **The Silver Age of Russian Literature.** 3 hr.; 3 cr. Prereq.: Russian 331 or permission of 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. ††

362. **Studies in Twentieth-Century Russian Poetry.** 3 hr.; 3 cr. Prereq.: Russian 331 or permission of department. A critical study of major poets of the twentieth century from the end of the Symbolists period to the present. The course is oriented to a broad segment of readers. This course may be repeated once for credit, provided the topics are different. (H1T2)††

375. **Pushkin.** 3 hr.; 3 cr. Prereq.: Russian 331 or permission of department. A close reading of selected works, with lectures on Pushkin's life, times, and literary influence. (H1T2)††

376. **Gogol.** 3 hr.; 3 cr. Prereq.: Russian 331. A critical study of the author's life and principal writings, and their influence on Russian literature.

391, 392. **Seminar.** 3 hr.; 3 cr. each sem. Prereq.: Upper junior or senior standing; an average of **B** in elective courses taken in Russian; and permission of 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

240. **Studies in Slavic and East European Languages.** 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. ††

250. **Studies in Slavic and East European Literatures.** 250.1-250.3, 1-3 hr.; 1-3 cr. From time to time, various special literary topics not covered by other courses will be assigned, such as *Childhood in Russian Literature*, *Russian Women Writers*, *The Prose of Russian Poets*, *The Image of the Jew in Russian Literature*, etc. May be repeated for credit if the topic changes.

Family, Nutrition & Exercise Sciences

Chair: Michael M. Toner

Deputy Chairs: John R. Magel, Lakshmi Malroutu

Graduate Advisers: Elaine K. Ludman, Michael M. Toner

Dept. Office: Remsen 306, 997-4150; fax 997-4163

Professors: Fardy, Magel, Newman, J.; **Associate Professors:** Hoehn, Kant, Lowe, Ludman, Malroutu, Toner; **Assistant Professors:** Muir, Travers, Wiener; **Lecturer:** Miller; **Dietetic Internship Director:** Braverman; **Senior Laboratory Assistant:** Newman, M.; **College Laboratory Technician:** McKiddie; **Administrative Assistant:** Brantley

Majors Offered: Home Economics/Family and Consumer Sciences (State Education Codes 01504 and 02759) Physical Education (State Education Code 02720), Nutrition and Exercise Sciences (State Education Code 22283)

The Family, Nutrition, and Exercise Sciences Department (FNES) offers programs in Family and Consumer Sciences, Exercise Science, and Physical Education with several specializations under those programs.

The **Family and Consumer Sciences** program is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences. Course work regardless of specialization leads to a Bachelor of Arts degree. The professional program offered by this accredited unit includes specializations in 1) Family and Consumer Studies, 2) Food and Nutrition, 3) Dietetics, 4) K-12 Teacher Education, and 5) Textiles and Apparel.

Course work synthesizes knowledge from the physical sciences, the social sciences, and the 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 B.S. in **Nutrition and Exercise Sciences** has just been approved. See the box on page 123 for the requirements for this major, as well as the description

below 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.

Departmental Awards

The Family, Nutrition, and Exercise Sciences Department offers the following awards to graduating seniors: **Curtice Burns Award** (formerly Comstock Michigan Fruit Award) to a food service graduating senior who had excelled in his or her studies and demonstrated a dedication to pursuing a food service career. (Award includes a \$100 denomination United States Savings Bond and a plaque); **Eula Bee Corban Award** to an outstanding student of nutrition; **Anne Whelan Dwyer & Patrick Andrew Dwyer Award** to a graduating senior in nutrition (minimum C+ GPA); **Family and Consumer Science Alumnae/i Service Award** for service to Family and Consumer Science student clubs, the department, and the college; **Family, Nutrition, and Exercise Sciences Department Award** for high scholarship and future promise in any area of Family and Consumer Sciences; **Margaret A. Gram Award** for scholarship and service in any area of Family and Consumer Sciences; **Hester Gray Memorial Award** is a monetary award given to a graduating student going on to teach Family and Consumer Sciences, showing significant personal growth in both academic and personal qualities. In case of a tie, two awards will be given. Funds in this account are designated solely for this purpose; **Frances P. Hoffman Memorial Award for Academic Excellence in Physical Education** for a student who has demonstrated superior scholarship in physical education; **Glenn Howard Award for Academic Excellence in Physical Education** for a student who has demonstrated superior scholarship in physical education; **Margaret Kiely Award** for scholarship in any area of Family and Consumer Sciences, presented in memory of Dean Margaret Kiely; **William Madden Service Award** for a student from the Physical Education program; **Shirley Schecter Memorial Award** is a monetary award

given to a graduate student for excellence in research in the Family and Consumer Sciences. The student will be selected by the professor teaching the graduate research course in conjunction with other faculty; and the **Selma Schwartz Memorial Award** for a physical education major who has demonstrated superior scholarship and teaching ability.

College Requirements in Physical Education

All baccalaureate students at Queens College shall complete satisfactorily one course in physical education selected from the liberal arts electives (FNES 11 through 30 or, for ACE students only, FNES 32). Students with physical and medical problems whose physician has stated in writing that it would be medically inadvisable to complete a physical activity course may select FNES 30, a 3-credit academic course that has no exercise requirement.

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, extension, merchandising, fashion and 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, all students majoring in the Family and Consumer Sciences programs take a common core of basic courses. These include FNES 106, 147, 151, and 380; Chemistry 16 and 17 or 19 and 159; and either Biology 11, 20, 22, or 108. In addition to these courses, students must complete one of the following areas of specialization and receive a grade of *C* or better in all courses required for Family and Consumer Sciences specializations, both inside and out of the department.

Dietetics: The department offers a specialization for students who wish to go beyond the required course work in food and nutrition in order to satisfy the professional registration requirements of the American Dietetic Association (ADA) and CDN from New York State. The certified Didactic Program in Dietetics (ADA DPD) requires numerous courses in the

FNES Department and in other departments beyond those outlined below for the general Food and Nutrition area. Students should consult an adviser at the earliest possible point in their academic career to ascertain those specific requirements and to ensure that they have the course work planned in the proper sequence and to learn about the post-baccalaureate internship experience. An overall average of 2.00 is required in the dietetics course work in order to be verified. See the box on this page for the specific requirements for this specialization.

Family and Consumer Studies: This specialization is for students interested in working with individuals, families, and children in such settings as family service agencies, family service departments of hospitals and clinics, financial counseling agencies, consumer agencies, nursing homes for the aged, adolescents' and children's residences, day care centers, departments of social welfare, etc. See the box on this page for the specific requirements for this specialization.

Food and Nutrition: See the box on this page for the specific requirements for this specialization.

Secondary School Teacher Education: See the box on this page for the specific requirements for this specialization.

Textiles and Apparel: Students specializing in Textiles and Apparel are encouraged to participate in fieldwork and the FIT option. Early consultation with an adviser is strongly recommended. Graduates from this program find employment in such areas as fashion merchandising and management, product development, and publishing. See the box on this page for the specific requirements for this specialization.

Minors in Family and Consumer Sciences

A minor in Family, Nutrition, and Exercise Sciences is available in two areas: Food and Nutrition, and Textiles and Apparel. Students who want to have the minor noted on their transcript must register with the department. See the box on this page for the specific requirements for the minors.

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:

Requirements for the Major in Family & Consumer Sciences

Required of All Majors: FNES 106, 147, 151, and 380; Chemistry 16 and 17 or 19 and 159; and either Biology 11, 20, 22, or 108. In addition to these courses, students must complete one of the following specialization and receive a grade of *C* or better in all courses required for Family and Consumer Sciences specializations, both inside and out of the department.

Didactic Program in Dietetics (DPD): FNES 101, 104, 153, 203, 263, 264, 275, 307, 337, 365, 366, 368, & 378. Also Chem 19, 159 & 179, Bio 11, 43 & 44, and two of the following three: Psych 101, Soc 101, Anthro 101.

Family and Consumer Studies: FNES 101, 140, 203, 248, 252, and 350.

Food and Nutrition: FNES 101, 104, 203, 275, and 307. (**Note:** In this specialization, students must complete Chemistry 19 and 159 and FNES 263 and 264, or equivalents.)

K-12 Teacher Education: 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 228, 336, 338 & 339 and Secondary Education 201, 221, 340 (or EECE 340) and SEYS 350.

Textiles and Apparel: FNES 121, 126, 157 or 158, 226, 227, 228, 325, and 327; Economics 100.

Requirements for the Major in Nutrition & Exercise Sciences

Required (59 credits): FNES 230, 263, 264, 340, 341, 342, 352, 353, 365, 366, 368, 377; Biology 11, 43; Chemistry 19, 159, 179; and one statistics course: FNES 165 or Psychology 107 or Sociology 205.

Requirements for the Minor in Family & Consumer Sciences

Food and Nutrition: FNES 101, 263, 264, and at least six credits selected from among FNES 104, 203, 275, 307, and 378.

Textiles and Apparel: FNES 121, 126, 157 or 158, and at least seven credits selected from FNES 226, 227, 228, 325, 327, 358, and 373.

- 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 deadline for fall semester is **January 15** and for spring semester is **October 15**. 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 g.p.a. of 2.5 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 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 is comprised of 36 credits in nutrition and exercise sciences, as well as a science core of an additional 23 credits in biology, chemistry, and statistics. In addition, students take college-wide English and Mathematics skills placement exams which place them in appropriate courses to meet the Queens College general education and Liberal Arts and Sciences Area Requirements (LASAR). Required courses in nutrition and exercise sciences include: FNES 230, 263 (prereq. Chem 19 and 159), 264 (prereq. FNES 263), 340, 341 (prereq. FNES 340), 342 (prereq. Bio 43 and Chem 19), 352 (prereq. FNES 342), 353 (prereq. FNES 342), 365 (prereq. FNES 263 and Chem 179), 366 (prereq. FNES 264 and 365), 368 (prereq. FNES 264 and Bio 43), and 377 (prereq. FNES 353 or permission). The science core includes: Bio 11, 43 (prereq. Bio 11), Chem 19, 159 (prereq. Chem 19), 179 (prereq. Chem 159), and Statistics (FNES 165, or Psy 107, or Soc 205). Students interested in this program should consult with the undergraduate adviser, Dr. Elaine Kris Ludman.

Note: The BS degree in Nutrition and Exercise Sciences does not meet requirements for teacher certification or for verification for membership in the American Dietetic Association. Students interested in Teaching Home Economics/Family and Consumer Sciences or Physical Education, or verification in Dietetics should consult with the appropriate advisers for those programs.

Students interested in the MS degree program in Nutrition and Exercise Sciences should consult with the graduate adviser, Dr. Michael Toner.

The Major Program in Physical Education

The academic program in physical education prepares individuals for a Bachelor of Science degree and for service as teachers in physical education. It leads to New York State Provisional 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; coaches and instructors of sports in the middle and upper grades; and health-related fitness specialists.

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 adviser.

Pre-Professional Component

The program includes a pre-professional component (the freshman and sophomore years) and a professional component (the junior and senior years). The pre-professional component consists of required College-wide baccalaureate courses, courses in liberal arts and sciences (LASAR categories), and courses in physical education.

The academic standards and requirements for successful completion of the pre-professional component is as follows:

1. Queens College English requirements with an average grade of **B-** in English 110 and 120. With less than a **B-** the student will be required to take additional writing courses;
2. QC and CUNY mathematics entrance requirements;
3. Successful completion of FNES 11 (Physical Conditioning) with a minimum grade of **B-** (course meets the QC Physical Education requirement);
4. At least 26 credits in the LASAR area achieving a minimum cumulative grade-point average of 2.0;
5. A minimum grade of **C** in all physical education courses with an average grade of **B-** in the **human movement studies** area (FNES 160, 340, 341, 342, 343) and an average grade of **B** in at least 7 of the 9 credits required in the **movement performance area** (FNES 12, 13, 14);
6. A minimum total of 63 credits with an overall grade-point average of 2.5 including the pre-professional component of the program, the Queens College baccalaureate requirements, LASAR, and physical education program course requirements.

See the box on page 125 for the courses students must take for the pre-professional component.

Professional Component

The academic progress standards and requirements for the professional component of the physical education program include:

1. Maintenance of a 3.0 grade-point average in courses included in the professional component.
2. A minimum grade of **C** in all physical education major courses. A student

may not repeat a major course more than twice beyond the initial enrollment in the course. A student must obtain written permission from an adviser prior to registering for a required course at another institution, and a minimum grade of **C** is required in that course.

3. An average grade of **B** or better in SEYS 201, 221, 222; also a grade of **B** or better in SEYS 369 is required.

4. Satisfactory completion of professional blocks as scheduled. Because these blocks are structured, a student who has not satisfactorily completed required courses in one block will require written permission to proceed to any of the courses in the next block.

5. Satisfactory performance and completion of competencies included in the clinical/field work portion of the program.

6. Satisfactory performance of competencies identified in the pedagogical area of the program (FNES 161, 266, 370; SEYS 369, 379).

In general, a student's progress will be

monitored. A student whose progress as outlined above is not satisfactory will be placed on departmental probation for one or more semesters. A student who seems unable to remove the probationary status in an appropriate time frame will be advised to follow another program if remedial action is not possible. In addition to the above:

7. Students may be asked to produce a writing sample to exhibit writing proficiency. Students may be required to improve their writing skills through enrollment in additional College writing courses or by some other plan as determined and approved by an adviser.

8. Students who are found to have difficulty in oral communications will be required to take and complete, with a minimum grade of **C**, one or more of the following courses: Media Studies 165 and 251, Drama/Theatre 100 and 241.

9. Completion of all College requirements not previously specified.

10. Submittal during the student's senior year of valid certificates in First

Aid and Cardiopulmonary Resuscitation.

See the box on this page for courses students must take for the professional component.

Honors Study

Coordinator: John R. Magel

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 course work for a particular semester but are free to work independently with members of the faculty. Honors work in physical education is not limited to majors in this department.

All interested students should see the department honors coordinator.

Off-Campus and Outdoor Activities

Coordinator: H. Harry Hoehn

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. The courses below involve extended field trips and generally take place during Winter and Summer intersessions. All outdoor courses involve field fees.

Refer to the **Class Schedule** for all course offerings including those held off campus.

COURSES

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

12. **Team Sports.** 2 hr.; 1 cr. Courses in team sports activities. Opportunity is

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

†Offered either Fall or Spring; see **Class Schedule**.

‡May be offered; see **Class Schedule**.

Requirements for the Major in Physical Education

Pre-Professional Component

During the freshman and sophomore years, the following courses are required of majors in the physical education program:

Physical and Biological Sciences & Quantitative Reasoning (15 credits): Biology 11, Chemistry 19, Biology 43, and one course in statistics from the following: FNES 165, Psychology 107, Sociology 205 (or other approved course).

Human Movement Studies (15 credits): FNES 160, 340, 341, 342, 343.

Movement Performance Level I, Beginning; Level II, Intermediate/Advanced (8 credits): FNES 11, 12 (Basketball, Levels I & II; Volleyball, Levels I & II), 13, 14 (Tennis, Levels I & II), 15 (Aquatics)

To begin study in the **professional component** of the major program, students must satisfy all requirements and standards of the pre-professional component and submit one letter of recommendation from a professor teaching one or more courses in the physical education program.

Professional Component

During the junior and senior years, courses are arranged in professional blocks by semester and co-block experiences. The professional block courses are taken together and are offered in conjunction with the Secondary Education and Youth Services Department. During the junior and senior years, students may also complete their remaining baccalaureate and LASAR requirements.

Professional Block I: Fall Semester, Junior Year (10 credits): FNES 143, 146.3, 230, 266

Professional Block II (Prereq.: Block I): Spring Semester (9 credits): FNES 253, 352, 392

Professional Block III (Prereq.: Block II): Fall Semester, Senior Year (6 credits): FNES 145.3, 353

Co-Block Course Experiences in Physical Education (6 credits): FNES 161 (Prereq.: Professional Block I and SEYS 201), 370 (Prereq.: a minimum of 7 of the 9 credits required in the movement performance area)

Movement Performance Area (2 credits): FNES 12 (Level I Soccer or Softball) and 14 (Individual/dual elective)

General Education Courses: Junior and Senior Years (20 credits): SEYS 201, 221, 340 (or EECE 340), 350, and EECE 310, FNES 369, 379

also provided for participation in inter-collegiate athletics.

13. **Dance.** 2 hr.; 1 cr. Courses in selected areas of dance.

14. **Individual Sports.** 2 hr.; 1 cr. Courses in a wide variety of individual sport activities.

15. **Aquatics.** 2 hr.; 1 cr. Courses in a variety of swimming and water sports.

Swimming

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.††

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.††

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

22. **Advanced Scuba Diving.** 3 hr. field trips; 3 cr. Prereq.: FNES 21 or equivalent national certification. The science and technology of life-supporting systems in hyperbaric environments. National certification in basic and advanced open water, dive master, and other specialty ratings for those students who qualify. Spring

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.††

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.††

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

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. Fall

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. MAT charge, \$60. Fall, Spring

104. **Social, Cultural, and Economic Aspects of Foods.** 3 hr.; 3 cr. Multidisciplinary study of world food patterns and nutritional implications in various cultures. MAT charge, \$10. Fall

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 non-majors. 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

111. **Physical Fitness and Training Programs.** 3 hr. plus field work; 2 cr. Designed to provide individuals entering the professional areas of physical educa-

tion and exercise sciences with direct application of scientific methods to weight training and physical conditioning activities. Includes personal training and 20 hours of field work in schools.

121. **Textiles.** 3 hr.; 3 cr. A study of textile fibers, fabrics, and finishes. Testing and identification of fabrics. MAT charge, \$25. (PBGB) Fall, Spring

126. **Apparel Science I.** 2 class, 2 lab. hr.; 3 cr. Instruction in fundamental construction techniques, quality evaluation of ready-to-wear apparel, use of equipment and commercial patterns. MAT charge, \$20. Fall

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.

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. Fall

143. **Workshop in 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

145. **Advanced Workshop in Physical Education.** 145.1, 2 hr.; 1 cr., 145.2, 4 hr.; 2 cr., 145.3, 6 hr.; 3 cr. Prereq.: Permission of 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 not the same. Only one credit may be applied toward the major physical activity requirement. Fall, Spring

146. **Sport Skill Analysis (Team, Individual, and Dual Sports).** 3 hr. plus 2 site visits; 3 cr. Prereq.: FNES 143. Focus is on the acquisition and demonstration of developmental K-12 content of teaching a designated sport to a K-12 population. Fall

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

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. (SS) Fall, Spring

153. Family Resource Management. 3 hr.; 3 cr. The effective management of resources for individuals and families. Fall, Spring

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.

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. (H3, PN)

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. (H3)

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

161. Introduction to the Teaching of Physical Education. 3 hr. plus 12 hr. field work; 3 cr. 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

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. (PBGB) Fall, Spring

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, Spring

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. Fall, Spring

203. Meal Planning and Meal Management. 2 class hr., 3 lab. hr.; 3 cr. Prereq.: FNES 101 or permission of department. Understanding the meaning of foods in family meals, and basic principles of meal planning, preparation, and service effectively using money, time, and energy. MAT charge, \$60. Fall, Spring

226. Apparel Science II. 2 class, 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. MAT charge, \$20. Spring

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

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

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. Not open to students who have taken FNES 30. ††

235. Analysis of Human Movement. 3 hr. plus lab demon.; 3 cr. 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.

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

252. Current Problems in Family and Consumer Studies. 3 hr.; 3 cr. Prereq.: FNES 151. Investigation of consumer problems of individuals and families. Spring

253. The Psychology of Sports Participation. 3 hr.; 3 cr. The psychological fac-

tors related to sport in contemporary society. ††

263. Nutrition I. 3 hr.; 3 cr. Prereq.: Chemistry 159. A study of carbohydrate, lipid, protein, and energy requirements; the utilization of nutrients in the body; and the application of nutritional principles. Fall, Spring

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

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

266. Physical Education: Pre-School through Elementary School Levels. 3 hr. plus 15 hr. of field work; 3 cr. Prereq.: FNES 160 and 161. 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. Spring

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. ††

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. Spring

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

307W. Experimental Food Science. 2 lec., 3 lab. hr. plus conf.; 4 cr. Prereq.: FNES 101 and Chemistry 101 and 159. Techniques in food experimentation. The completion of an individual food study required including interpretation and evaluation of results. MAT charge, \$60. Fall, Spring

322. Survey of Recent Developments in

Textiles. 3 hr.; 3 cr. Prereq.: FNES 121 or equivalent and permission of department. ††

325. The Apparel Industry. 3 hr.; 3 cr. Prereq.: Economics 101; 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

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

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.

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 review techniques and resources for teaching nutrition. Students learn to assess the needs of different learner groups and select and evaluate appropriate nutrition education materials. †

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 222. 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.

339. Student Teaching in Family and Consumer Sciences, K-12. 8 hr.; 6 cr. Prereq.: A grade of 2.75 in the major and a 3.0 average in SEYS 201, 221, and 222; a grade of B or better in SEYS 360; an average of C+ or better in English 110 and 120; 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.

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

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

342. Physiology of Muscular Activity. 3 hr. plus lab. demon.; 3 cr. Prereq.: Biology 43 and Chemistry 19. The acute and long-term physiological adjustments occurring in the human organism as a result of sport and other physical activities. Spring

343. Motor Learning and Performance. 3 hr. plus lab. demon.; 3 cr. Prereq.: Biology 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

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.

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.

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.

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. Not open to students who have taken FNES 31. ††

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. ††

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. ††

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. ††

365. Nutrition, Counseling, and Assessment. 3 hr.; 3 cr. Prereq.: Chemistry 179 and FNES 263. Introduction to nutrition assessment, counseling, and other components of medical nutrition therapy. Fall

366. Medical Nutrition Therapy. 3 hr.; 3 cr. Prereq.: FNES 264 and 365. Nutrition and dietary principles for pathological conditions. Spring

368. Advanced Nutrition. 3 lec. hr.; 3 cr. Prereq.: Biology 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

369. Seminar in the Teaching of Physical Education. 3 hr. (participation and observation one morning or afternoon per week) and 4 class hr.; 4 cr. Prereq. or coreq.: SEYS 222. Examines relevant methods and materials for teaching students at the middle- and high-school levels. Includes methods of integrating State and National standards into the curricu-

lum, specific to these age levels. Students must complete 36 field work hours.

370. Practicum in Teaching. Hr. to be arranged; 1 cr. Prereq.: FNES 143, 144, 146. The course provides students with learning experiences enabling them to practice selected teaching competencies required for successful student teaching. Teaching competencies required in the department's CBTE Program are developed in a "real-world" setting under the guidance of a master teacher. Students apply content knowledge and skills acquired in previous courses to the design, implementation, and evaluation of lessons focused on sport and physical education activities. Fall, Spring

371 Through 376. Field Work Courses. Prereq.: Junior or senior standing and permission of department. Field work 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. MAT charge, \$60. Fall, Spring

371. Field Work in Institutional Management. 371.1, 3 hr.; 1 cr., 371.2, 6 hr.; 2 cr.

372. Field Work in Nutrition. 372.1, 3 hr.; 1 cr., 372.2, 6 hr.; 2 cr.

373. Field Work in Textiles and Apparel. 373.1, 3 hr.; 1 cr., 373.2, 6 hr.; 2 cr.

374. Field Work in Foods. 374.1, 3 hr.; 1 cr., 374.2, 6 hr.; 2 cr.

375. Field Work in Family and Consumer Sciences. 375.1, 3 hr.; 1 cr., 375.2, 6 hr.; 2 cr.

376. Field Work in the Community. 376.1, 3 hr.; 1 cr., 376.2, 6 hr.; 2 cr.

377. Internship in Exercise Science. 90 hr. per semester plus 1 hr. seminar; 3 cr. Prereq.: FNES 353 or permission of 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.††

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, invento-

ry control, production, and distribution. Topics will include layout and design, equipment selection, and compliance with codes and standards. Fall

379. Student Teaching in Physical Education. 8 hr.; 6 cr. Prereq.: A grade of 2.75 in the major and a 3.0 average in SEYS 201, 221, and 222; a grade of B or better in SEYS 360; and average of C+ or better in English 110 and 120; and completion of all incompletes in the major and in education courses. Supervised teaching and observation in elementary and secondary schools. Students are required to spend a minimum of 7 weeks at each level.

380. Seminar in Family and Consumer Sciences. 1 hr.; 1 cr. Prereq.: Junior standing with a minimum of 18 credits in family and consumer sciences. An overview of the profession including its scope, trends, new developments. Fall

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 department. The topic for each semester will be announced in advance. May be repeated for credit provided the topic is not the same.††

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 instructor and department. The student works on a research problem under the supervision of a member of the physical education faculty. Fall, Spring

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.

393. Coaching Internship. 90 hr. plus 1 hr. conf. per wk.; 3 cr. Prereq.: FNES 392. The internship is designed to give students a 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.

395. Seminar in Physical Education. 3 hr.; 3 cr. Prereq.: Designated according to topic and permission of instructor. Selected topics in physical education. Topics will vary from semester to semester. May be repeated for credit provided

the topic is not the same.

396. Seminar in Special Physical Education. 3 hr.; 3 cr. Prereq.: Permission of 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 not the same.

The following graduate courses are open to qualified undergraduate students with permission of department.

634. Adult and Occupational Education. 3 hr.; 3 cr. History, philosophy, and resources in adult and occupational education in the United States with emphasis on legislation that has been developed to fund these programs related to Family and Consumer Sciences.††

636. Writing for the Professional. 3 hr.; 3 cr. Preparation of copy for press and news releases, promotional material, newspapers, magazines, and business publications.††

Film Studies

Director: Royal Brown (European Languages)

Committee Members: Buchsbaum, Kapsis

Program Office: Kiely 073, 997-5748; Fax 997-5784

Major Offered: Film Studies (State Education Code 81206)

The purpose of the B.A. 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 (36

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

credits) will plan their program of study in accordance with the following course groupings. (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 literature, 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 English 201 (Essay Writing for Special Fields). See the box on this page for the specific requirements for the major.

THE MINOR

The film studies minor, consisting of 18 credit hours, is designed to allow students to supplement their major in another field with a concentration of work in film studies. See the box on this page for the specific requirements for the minor.

Advisory Services and Extracurricular Activities

The Film Studies Committee advises students on careers in film, graduate film study programs at CUNY and at other institutions, film festivals, grants and awards in filmmaking and film research, and film organizations. The substantial library of films held by Queens College and augmented by the CUNY Film Con-

sortium 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.

COURSES

201. Great Directors. 4/3 hr.; 3 cr. Prereq.: Sophomore standing; MEDST 143 and 144 or permission of instructor. A historical and artistic evaluation of the work of such directors as Antonioni, Bergman, Eisenstein, Ford, Godard, Hawks, Hitchcock, Lang, Ray, Welles, et al. The course may be limited to the work of a single director, or it may involve a comparative study of two or more directors. May be repeated provided the topic is different.

211. Film Genres. 4/3 hr.; 3 cr. Prereq.: Sophomore standing; MEDST 143 and 144 or permission of instructor. A historical, theoretical, and artistic evaluation of such film genres as the western, horror film, musical, science fiction, thriller, and so on. The course may be limited to work on a single genre or it may involve a comparative study of two or more genres. May be repeated for credit provided the topic is different.

380. Special Topics. 4/3 hr.; 3 cr. Prereq.: Junior or senior standing; MEDST 143 and 144; at least one Film Studies elective. An advanced course dealing with film studies areas of specialized interest and offering the opportunity for intensified study and research in particular areas. May be repeated for credit provided the topic is different.

Geology

The courses previously offered by the Geology Department are now offered through the School of Earth and Environmental Sciences.

Hispanic Languages & Literatures

Chair: Emilio De Torre

Undergraduate Adviser: Edward Strug

Graduate Adviser: Jose Miguel Martínez-Torrejón

Dept. Office: Kiely 243, 997-5660;

Fax 997-5669

Distinguished Professor: Rabassa; **Professor:** Glickman; **Associate Professors:** De Torre, Llorens, Martínez-Torrejón; **Lecturers:** Casco, Romero, Strug; **Department Secretary:** Mendelsohn; **Professor Emeritus:** Green

Major Offered: Spanish (State Education Code 02749)

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. Although the Portuguese program has been temporarily suspended, a limited number of courses in Portuguese language instruction may be offered in the future.

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.

Departmental 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 page 131 for the specific requirements for the major. All prospective majors must consult a department adviser before filing concentration forms.

Students planning to teach Spanish in secondary schools must also take at least three courses in a second Romance

Requirements for the Major in Film Studies

Required (15 credits): Media Studies 143, 144, 200, 340, 341

Electives (21 credits): Media Studies 245, 315, 342, 344, 346; Comparative Literature 241; Education 390 (only when "Documentary Film and Education" is offered); English 280, 285; Film Studies 201, 211, 380; French 50; German 261; Italian 50; Philosophy 105; Political Science 209; Russian 244; Sociology 249; Spanish 50; Special Studies 95. Only when studies in film aesthetics, criticism, form, theme, directors, or genres are given under this number.

Requirements for the Minor in Film Studies

Required (18 credits): Students minoring in film studies must take Media Studies 143, 144, and 200 plus a total of nine hours chosen from the elective category designated above for the film studies concentration.

language. Approval for student teaching normally requires a 3.0 average in elective courses and a grade of **B** in conversation and grammar. The major in Spanish is offered in the day and evening sessions.

THE MINOR IN SPANISH

See the box on this page for the specific requirements for the minor. Minors must file departmental concentration forms.

Portuguese Courses

Basic Language Courses

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.

112. Elementary Portuguese II. 4 hr.; 4 cr. Prereq.: Portuguese 111 or equivalent. This course is a continuation of Portuguese 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 a course of Intensive Portuguese 111 and 112 for eight credits.

203. Intermediate Portuguese I. (formerly Portuguese 113) 3 hr.; 3 cr. Prereq.: Portuguese 112 or equivalent. A continuation of Portuguese 112, with a grammar review, conversation, and readings in literary and cultural materials.

204. Intermediate Portuguese II. 3 hr.; 3 cr. Prereq.: Portuguese 203 or its equivalent. Continuation of Portuguese 203, with grammar review, conversation, composition, and readings in literary and cultural materials.

Requirements for the Major in Spanish

Required (24 credits): Spanish 221 (for native speakers) or 223 (for non-native speakers); 224 (these courses are prerequisites for all higher-numbered courses); 227, 228, 250, 260, 270 (these courses are prerequisites for all higher-numbered courses); and 333

Electives: 12 credits chosen from Spanish 50, 225, 310, 312, 320, 336, 337, 341, 342, 343, 355, 365, 375, 376, 381.

Requirements for the Minor in Spanish

The minor consists of 18 credits in Spanish beyond the level of Spanish 112, chosen in consultation with a department adviser.

Spanish Courses

Students who have had less than one and one-half years of high school Spanish normally begin with course 111; those entering with two years normally begin with course 112; those presenting three years usually begin with course 203; and those presenting four years normally begin with course 204. Native speakers should consult the Chair or a department representative for correct placement.

Courses Taught in English

(Only Spanish 50 is applicable to the major.)

41. Masterpieces of Hispanic Literature in Translation. 3 hr.; 3 cr. Prereq.: English 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 Spanish 204 or higher numbered courses. (H1T1)

50. Hispanic Cinema. 4 hr.; 3 cr. This course will deal with the various 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 taken more than once for credit provided the topic is different.

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

111. Elementary Spanish I. 4 hr.; 4 cr. 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.

112. Elementary Spanish II. 4 hr.; 4 cr. Prereq.: Spanish 111 or equivalent. This course is a continuation of Spanish 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 a course of Intensive Spanish 111 and 112 for eight credits.

203. Intermediate Spanish I. (formerly Spanish 113) 3 hr.; 3 cr. Prereq.: Spanish 112 or three years of high school Spanish. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level.

204. Intermediate Spanish II. 3 hr.; 3 cr. Prereq.: Spanish 203 or four years of high school Spanish. Continuation of Spanish 203, with grammar review, conversation, composition, and readings in literary and cultural materials.

214. Spanish Conversation. 2 hr.; 1 cr. Prereq: Spanish 112 or coelective with Spanish 203. Intensive practice in spoken Spanish for students wanting such training. Exercises in aural-oral work in the language laboratory will be required. May not be taken by students who speak Spanish with native fluency.

Introductory Literature Courses

210. Survey of the Literature of Puerto Rico. 3 hr.; 3 cr. Prereq.: Spanish 227 and 228 or permission of department. Development of the literary form in Puerto Rico. The course will examine the early myths and folklore as foundations for the emergence of the novel, essay, and poetry. The survey will include an analysis of important Puerto Rican writers within the context of major literary movements from the 1930s to the present.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).
† Offered either Fall or Spring; see **Class Schedule**.
‡ May be offered; see **Class Schedule**.

227. **Introduction to Hispanic Literature.** 3 hr.; 3 cr. Prereq.: Spanish 204 or permission of department. Develops oral and written language skills while it presents to students some of the outstanding writers of the Spanish-speaking world. Representative readings in the short story, novel, drama, and poetry will provide models and materials for class discussion and frequent written assignments. Prepares students for more advanced courses in literary analysis and surveys of literature.

228. **Introduction to Literary Analysis.** 3 hr.; 3 cr. Prereq.: Spanish 224 or permission of department. Designed to provide students of Spanish with practice in the use of the fundamental tools and terminology necessary to the appreciation and evaluation of literature.

250. **Survey of Spanish Literature I.** (formerly 205) 3 hr.; 3 cr. Prereq.: Spanish 227 and 228 or permission of 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. (H1T2, PN)

260. **Survey of Spanish Literature II.** (formerly 206) 3 hr.; 3 cr. Prereq.: Spanish 227 and 228 or permission of 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. (H1T2)

270. **Survey of Spanish-American Literature.** (formerly 207) 3 hr.; 3 cr. Prereq.: Spanish 227 and 228 or permission of department. Reading and analysis of representative works of Spanish-American literature from the period of the Conquest 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. (H1T2)

Advanced Language Courses

221. **Language Workshop for Students of Spanish-Speaking Background.** 3 hr.; 3 cr. Prereq.: Spanish 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.

223. **Advanced Conversation.** 3 hr.; 3 cr. Prereq.: Spanish 203. For students wanting fluency in speaking and writing Spanish. Prepared and impromptu group discussions on general topics and everyday situations. Frequent oral presentations and compositions. May not be taken by students who speak Spanish with native fluency.

224. **Grammar.** 3 hr.; 3 cr. Prereq.: Spanish 204 or permission of department. A thorough review of Spanish grammar and usage on an advanced level; systematic practice in composition.

225. **Advanced Composition.** 3 hr.; 3 cr. Prereq.: Spanish 224. Advanced work in special problem areas of usage and style. Intensive practice in writing.

337. **Advanced Grammar and Phonology.** 3 hr.; 3 cr. Prereq.: Spanish 224 or permission of 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.

341. **Skills and Art of Translation I.** 3 hr.; 3 cr. Prereq.: Spanish 224 or permission of instructor. Introduction to the techniques and problems of translation; intensive practice in translating texts of various types.

342. **Skills and Art of Translation II.** 3 hr.; 3 cr. Prereq.: Spanish 341. Translation of more advanced texts. Texts may be chosen not only from literature but from journalism, advertising, business, and other technical or specialized areas.

343. **Commercial and Technical Spanish.** 3 hr.; 3 cr. Prereq.: Spanish 224 or equivalent. Provides adequate training in the use of Spanish 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.

Civilization Courses

310. **The Culture and Civilization of Spain.** 3 hr.; 3 cr. Prereq.: Spanish 260 or permission of department. Attention to ethnic, political, and artistic aspects. (H3)

312. **The Culture and Civilization of Latin America.** 3 hr.; 3 cr. Prereq.: Spanish 270 or permission of department. Attention to ethnic, political, and artistic aspects. (H3)

Advanced Literature Courses

320. **Studies in Medieval Literature.** 3 hr.; 3 cr. Prereq.: Spanish 228 and 250 plus one elective beyond Spanish 228, or permission of department. Studies a variety of masterworks and literary currents from the Spanish Middle Ages. May be repeated for credit provided the topics and selections are different. (H1T2, PN)

333. **Don Quijote.** 3 hr.; 3 cr. Prereq.: Spanish 228, 250, and 260, or permission of department. A detailed reading and analysis of **Don Quijote**, with attention to its influence in Spain and on world literature. (H1T2, PN)

336. **Studies in Golden Age Literature.** 3 hr.; 3 cr. Prereq.: Spanish 228 and 250 or permission of department. Studies a variety of masterworks and literary currents of Spain's **Siglo de Oro**. Representative works in poetry and prose by authors such as Góngora, Fray Luis de León, San Juan de la Cruz, Quevedo, and dramatic works of Calderón, Lope de Vega, and others will provide a wide range of topics. May be repeated for credit provided the topics and selections are different. (H1T2, PN)

355. **Studies in Eighteenth- and Nineteenth-Century Spanish Literature.** 3 hr.; 3 cr. Prereq.: Spanish 228 and 260 or permission of department. A study of literary works and currents of thought leading from such eighteenth-century thinkers such as Feijóo and Cadalso to **Costumbrismo** and the Romantic Movement and the development of the realist novel. May be repeated for credit provided topics and selections are different. (H1T2)

365. **Studies in Twentieth-Century Spanish Literature.** 3 hr.; 3 cr. Prereq.: Spanish 228 and 260 or permission of department. Spanish literature from 1898 through the Civil War and to the present, with attention to major authors and works in the drama, essay, novel, and lyric poetry. May be repeated for credit provided the topics and selections are different. (H1T2)

375. **Studies in Colonial and Nineteenth-Century Spanish American Literature** 3 hr.; 3 cr. Prereq.: Spanish 228 and 270 or permission of department. The significant literary works produced in Spanish America from the Colonial period to Rubén Darío, the realist novel, and de-

velopment of the essay. May be repeated for credit provided the topics and selections are different. (H1T2)

376. Studies in Twentieth-Century Spanish American Literature 3 hr.; 3 cr. Prereq.: Spanish 228 and 270 or permission of department. A study of significant literary works produced from the Post-Modernist period to the present, with special emphasis on recent narrative fiction. May be repeated for credit provided the topics and selections are different. (H1T2)

381. Seminar. 381.2, 2 hr.; 2 cr., 381.3, 3 hr.; 3 cr. Prereq.: Spanish 228, 260, and 270. Focus with intensive student participation on varying themes, problems, movements, authors, genres, and theories in Spanish and Spanish-American literature. May be repeated for credit provided topics and selections are different.

History

Chair: Frank A. Warren

Graduate Adviser: Frank Merli

Dept. Office: Razran 360, 997-5350

Distinguished Professors: Cannistraro, Syrett, Yavetz; **Professors:** Alteras, Carlebach, Frangakis-Syrett, Freeman, Gruder, Hershkowitz, Hirshson, Kaplan, Kraut, McManus, O'Brien, Pine, Rossabi, Scott, Warren; **Associate Professor:** Peterson; **Assistant Professors:** Nadasen, Rosenblum, Uppal; **Research Associate:** Nuxoll; **Department Secretaries:** Harris, Kapchan

Major Offered: History (State Education Code 02813)

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 Ph.D. programs. It is the best major for

those planning on teaching 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 the civil service.

Departmental Awards

The History Department offers six memorial awards: the **Koppel S. Pinson Prize** to the graduating senior with the highest record in history courses; the **Gaudens Megaro Prize** to a graduating senior for distinguished scholarship in European history; the **Solomon Lutnick Prize** to a graduating senior for distinguished scholarship in American history; the **Richard W. Emery Prize** for distinguished scholarship in pre-1500 European history; the **Award for Distinguished Scholarship in World History**; the **Melina Mercouri Prize** for Excellence in Greek/European History; and the **History Department Scholarship** (for Juniors). 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 page 134 for the specific requirements for the major.

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 the concentration advisers in order to insure that their programs satisfy department requirements. A concentration form should be filed with the department during the junior year. Introductory surveys (History 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 who plan to do graduate work in any field of history should consult the Chair or department members as early as possible and should pay special attention to the language requirements for advanced study.

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 advisers.

Department honors will be granted to majors who have a 3.5 grade-point average in history.

THE MINOR

See the box on page 134 for the specific requirements for the minor. Transfer students minoring in history must take a minimum of 12 credits in the History Department. To be graduated with a minor in history, students must have a cumulative grade-point index of at least 2.0 in history courses taken at Queens College.

COURSES

1. Survey of Western Civilization from Ancient Times to 1715. 3 hr.; 3 cr. The broad outline of Western history from the golden age of Greece through the seventeenth century, with emphasis on institutional, intellectual, and artistic development. Readings will include primary source material. (H3 or SS) Fall, Spring

2. Survey of Western Civilization from 1715 to the Present. 3 hr.; 3 cr. The broad outline of Western history from the eighteenth century to recent times, with emphasis on institutional, intellectual, and artistic development. Readings will include primary source material. (H3 or SS) Fall, Spring

100. Europe in the Middle Ages. 3 hr.; 3 cr. Europe from the end of the ancient world through the late Middle Ages. (PN) Fall, Spring

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, PN) Fall, Spring

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; im-

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

†Offered either Fall or Spring; see **Class Schedule**.

††May be offered; see **Class Schedule**.

perialism; the rise of communism, fascism, and Nazism; and the origins and impact of the two world wars. (SS) Fall, Spring

103, 103W. *American History, 1607-1865*. 3 hr.; 3 cr. The United States from colonial times to the end of the Civil War. (SS) Fall, Spring

104, 104W. *American History, 1865 to the Present*. 3 hr.; 3 cr. The United States from Reconstruction to the present time. (SS) Fall, Spring

105. *History of Latin America to 1825*. 3 hr.; 3 cr. Survey of major developments from the era of colonization through the wars of independence. (PN) Fall

106. *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

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. (PN) Fall

108. *History of Great Britain since 1603*. 3 hr.; 3 cr. English history from the death of Elizabeth I to the present. Spring

109. *History of Russia to 1855*. 3 hr.; 3 cr. From the Kievan period to the death of Nicholas I. (PN) Fall, Spring

110. *History of Russia since 1855*. 3 hr.; 3 cr. From the accession of Alexander II to the present time. Fall, Spring

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. (PN) Fall

112. *Introduction to East Asian History*. 3 hr.; 3 cr. A topical survey of the major characteristics of Chinese and Japanese civilizations. (PN)

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. (PN) Fall, Spring

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. (PN) Fall

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 A.D. to 1789). (PN) Fall, Spring

116. *History of the Jewish People III*. 3 hr.; 3 cr. The varieties of the Jewish experience since 1789; religious and secu-

lar, political and cultural. Fall, Spring

117./Arabic 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. (H3, PN)

118. *The Caribbean: A Historical Survey*. 3 hr.; 3 cr. This course traces the social, economic, and political development of the Caribbean countries from pre-Columbian times to the present, emphasizing the nature and role of slavery and foreign domination.

119. *The Spanish Caribbean in the Twentieth Century*. 3 hr.; 3 cr. A comparative study of the history, societies, and migrations of the peoples of the Dominican Republic, Puerto Rico, and Cuba in the twentieth century.

121. *History of Brazil*. 3 hr.; 3 cr. The major developments from colonial times to the present. ††

125. *World Civilizations to 1715*. 3 hr.; 3 cr. A survey of the political, social, and cultural history of world civilizations to 1715.

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.

130. *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.

134W. *Writing Tutorial*. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-registration basis. This course works on writing that is relevant to the subject matter of the main course. Co-registration 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.

135W. *Writing Workshop*. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite 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.

Requirements for the Majors in History

Majors are required to take a minimum of 36 credits in history.

Required courses (21 credits): History 101, 102, 103, and 104; two courses (6 credits) from among the following: History 105, 106, 111, 112, 117 (or Arabic 160), 140 through 143; and at least one colloquium (History 392).

Electives: 12 additional credits in one of the following special areas:

Ancient History. Includes History 113, 114, 201, 203, 205, 207, and 307.

European History since the Fall of Rome. Includes History 100, 107 through 110, 115, 116, 130, 209, 210, 213 through 219, 221 through 225, 227 through 233, 236 through 242, 247, 251 through 254, 291, 292, 302, 304, 306, and 332. Students must take one course (other than 001 or 101) in pre-1500 History.

United States History. Includes History 258 through 271, 273 through 280, 282 through 286, 288, 295, 296, 330, 331.

History of Areas of the World other than the United States and Europe. Includes History 105, 106, 111, 112, 117 through 119, 140 through 143, 243, 255, 256, 297, 298, 332.

Jewish History. Includes History 114 through 116, 248 through 256, and 294.

Please note: History 200, 290, and 392 (the Colloquium) have varying subject matter. They will be included in whichever special area is appropriate for the particular section of the course. History 392 may be used as one of the 12 credits in the major's special area if the topic of History 392 is part of the special area.

Requirements for the Minor in History

The minor consists of 18 credits in history, of which 6 credits must be in United States history, 6 credits in European history, and 6 credits in non-United States/non-European history.

140. **China to 1500.** 3 hr.; 3 cr. Survey from earliest times to the eve of the first contacts with the West. (PN)
141. **China after 1500.** 3 hr.; 3 cr. The initial Western impact and China's response. (PN)
142. **History of Japan.** 3 hr.; 3 cr. The major cultural and political trends in Japan from the earliest times. (PN)
143. **The History of the Indian Subcontinent.** 3 hr.; 3 cr. Survey of the Indian Subcontinent from the onset of Hinduism to contemporary times, emphasizing cultural and religious development in the traditional era and the rise of Indian nationalism in the 19th and 20th centuries. (PN)
200. **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 not the same. Fall, Spring
201. **The History of Ancient Egypt.** 3 hr.; 3 cr. This course will examine the development of ancient Egyptian society before the Pharaonic unification and the achievements of Pharaonic Egypt during the Old, Middle, and New Kingdoms. (PN)
203. **The Civilization of the Ancient Near East.** 3 hr.; 3 cr. This course will analyze the development of the first Near Eastern city-states of Sumer into the Empire of Akkad, Babylon, Assyria, and Persia. The interaction of these city-states with the development of Palestine will also be examined. (PN)
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. (PN)
207. **The Roman Republic and Empire.** 3 hr.; 3 cr. This course will analyze the "rise and fall" of Rome, both Republic and Empire. Political, economic, military, cultural and religious developments will be examined. (PN)
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. (PN)
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. (PN)
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.
214. **Studies in the Italian Renaissance, 1300-1600.** 3 hr.; 3 cr. A study of Italian Renaissance civilization including artistic, political, and intellectual developments. (H3, PN)
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. (PN)
- 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). (PN) Fall
- 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
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.
219. **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.
221. **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.
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
223. **Anarchism.** 3 hr.; 3 cr. The history of anarchism with emphasis on such modern thinkers as Bakunin and Kropotkin, as well as anarchism in action in Russia and Spain, and the anarchist movement in the United States.
224. **Utopias.** 3 hr.; 3 cr. A historical analysis of the great utopias from Plato to Skinner, and the application of utopian ideas to communitarian experiments. Readings will include Plato's **Republic**, More's **Utopia**, Bellamy's **Looking Backward**, Morris's **News from Nowhere**, Huxley's **Brave New World**, Orwell's **1984**, and Skinner's **Walden Two**.
225. **England under the Tudors and Stuarts.** 3 hr.; 3 cr. Selected topics in the history of England during the Tudor and Stuart periods. (PN)
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.
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.
229. **English Constitutional History.** 3 hr.; 3 cr. The English constitution from the Norman Conquest to the present.
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. (PN) Fall
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
232. **France since 1815.** 3 hr.; 3 cr. The history of France from the Battle of Waterloo to the present. ††
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.
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.

237. 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.

238. 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.

239. History of Southeastern Europe, 1354-1804. 3 hr.; 3 cr. Institutions, politics, economy, society, and culture of Southeastern Europe under Ottoman rule. (PN)

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.

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.

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.

243. The History of Puerto Rico. 3 hr.; 3 cr. A survey of Puerto Rican history from pre-Columbian times to the present.

247. 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.

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 not the same.

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 com-

munity building; emergence of new forms of Judaism and of Jewish identity; Jewish/non-Jewish interactions; American Jewish culture; Jews in politics and society.

250. American Jewish History from 1945 to the Present. 3 hr.; 3 cr. This course will focus on the social, cultural, political, and religious evolution of American Jews and Judaism post World War II. Specific topics include: Jewish suburbanization, mobility, and economic ascendance; impact of the Holocaust and Israel on Jewish communal and personal identity; American Jewish civil religion; American Jewish culture wars; organizational and political trends; patterns of assimilation; acculturation and cultural renaissance.

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.

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.

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.

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.

255. 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.

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.

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.

259. The Era of the American Revolution, 1763-1789. 3 hr.; 3 cr. American history from Revolutionary era to establishment of the federal union.

260. The United States in the Early National Period: 1789-1824. 3 hr.; 3 cr. Federalism and the emergence of political parties; the settlement of the Midwest and the Louisiana Purchase; the War of 1812 and the Era of Good Feeling.

261, 261W. The Age of Jackson. 3 hr.; 3 cr. The Jackson era, its origins and effect on American life. ††

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

263. The New America: 1878-1898. 3 hr.; 3 cr. The end of the frontier; industrial capitalism and the transformation of agriculture; the labor movement; urbanization and the agrarian revolt.

264. Progressivism, Power, and Prosperity: 1898-1928. 3 hr.; 3 cr. The progressive movement, foreign relations and imperialism, World War I and its consequences.

265, 265W. The New Deal and World War II: 1929-1945. 3 hr.; 3 cr. Political, economic, and social developments, 1929 to 1945. Fall, Spring

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

267. Diplomatic History of the United States to 1895. 3 hr.; 3 cr. The diplomacy of expansion and national security; the political, economic, social, and intellectual aspects of national life as sources of foreign policy.

268. Diplomatic History of the United States, 1895-1945. 3 hr.; 3 cr. American foreign policy toward the Far East, Latin America, Europe, and Africa.

269. Diplomatic History of the United States since 1945. 3 hr.; 3 cr. American foreign policy in the post-World War II period.

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.

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.

273. American Labor History to World War I. 3 hr.; 3 cr. The development of the labor movement, its ideology and its relation to social movements and to the economic structure of society, from Jeffersonian America to the first World War.

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.

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.

276. The Immigrant in American History. 3 hr.; 3 cr. The European background of immigration and the role of immigrants in American social, political, and economic life.

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

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

279. 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.

280./Urban Studies 251. Urban Planning in the American Past. 3 hr.; 3 cr. How Americans designed and built towns and cities; an examination of the city-building process, emphasizing landmark urban plans.

282. 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

283. 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

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

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

286. 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 average and will conduct an original investigation and submit a substantial documented report.

288. American Military History. 3 hr.; 3 cr. The development of American military institutions from Jamestown to the present. ††

289. 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."

290. 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.

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. (PN)

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.

294. 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.

295. 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.

296. 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.

297. South Asian Diaspora. 3 hr.; 3 cr. The establishment of South-Asian communities world-wide 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.

298. 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.

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 differs. (H3)

304. Nazi Germany. 3 hr.; 3 cr. From beer hall to the bunker, an analysis of the origins and nature of Nazism; the leading personalities; domestic and foreign policies; popular support and resistance.

306. The Air War in Europe, 1939-45. 3 hr.; 3 cr. The use of air power as a strategic weapon in Europe during World War II.

307. 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 differs.

330. 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 differs.

331. 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.

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.

392W. Colloquium. 3 hr.; 3 cr., 4 hr.; 4 cr. Prereq.: Open to students with at least 18 credits in history or by special permission of 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 not the same. Fall, Spring

393. Tutorial. 393.1-393.3, 1-3 hr.; 1-3 cr. Prereq.: Permission of 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 393.1-393.3 series provided the subject is not the same. Fall, Spring

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 not the same. Fall, Spring

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 in the Humanities

Director: Richard McCoy

Office: Delany 305, 997-3180

Secretary: Wilma Hernandez

Honors in the Humanities (HTH) is intended for students who wish to gain an understanding of fundamental works of literature, religion, and philosophy. It is particularly meant for students who wish to do so without sacrificing the possibility of majoring in a traditional field. In order to allow sufficient time to study these major works with some care and to see their relationship to each other, Honors in the Humanities offers a planned sequence of courses, listed in the box on page 139.

Any student who has been admitted to the College and has passed the CUNY Assessment Tests in writing and reading may enter HTH. Retention requires maintaining a **B** (3.0) average in courses. Although most students enter the courses in their freshman year, sophomore entry is permitted.

The sequence satisfies the college-wide requirements in English composition and the following Liberal Arts and Sciences Area Requirements: Humanities I, Tier 1 and Tier 2, Humanities III, and Pre-Industrial and/or Non-Western Civilization. In addition, completion of the entire sequence will satisfy one of the social science course requirements. Any social science course on the LASAR list may be used to complete the social science requirement.

THE MINOR

See the box on page 139 for the specific requirements for the minor.

COURSES

Note: HTH 101 and 102 are open only to Townsend Harris High School seniors.

101, 102. Freshman Humanities Colloquium. 3 hr.; 3 cr. each sem. Prereq.: Passing grade on the CUNY Assessment Test. Selected readings from the classic texts of the Western Tradition, from the Bible and the Greeks to the present. The course will emphasize reading, writing and student discussion.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

† † May be offered; see **Class Schedule**.

Townsend Harris High School graduates who elect to matriculate at Queens College and who continue in Honors in the Humanities may use HTH 101 and 102 in lieu of English 140 and one of the HTH senior seminars to complete the ten-course sequence in HTH. For Townsend Harris graduates who do not choose to complete the sequence in Honors in the Humanities, HTH 101 and 102 will satisfy the Hum. I, Tier 1 and Pre-Industrial and/or Non-Western Civilization components of LASAR.

151. Medieval Thought. 3 hr.; 3 cr. Prereq.: By permission only. Christian thought and literature in the late ancient and medieval periods as reflected in selected writings from the New Testament, Augustine, Aquinas, Dante, and some of their contemporaries.

201. Early Modern Thought. 3 hr.; 3 cr. Prereq.: By permission only. Renaissance literature, Reformation theology, and early modern philosophy as reflected in selected writings by Machiavelli, Luther, Montaigne, Shakespeare, Descartes, Hobbes, and some of their contemporaries.

251. Pre-Enlightenment and Enlightenment Thought. 3 hr.; 3 cr. Prereq.: By permission only. The impact of the new science and philosophy on Western thought as reflected in selected writings by Spinoza, Pascal, Locke, Leibniz, Swift, Voltaire, Rousseau, Hume, and some of their contemporaries.

301. Nineteenth-Century Thought. 3 hr.; 3 cr. Prereq.: By permission only. Nineteenth-century philosophy, theology, and literature as reflected in selected writings by Kant, Goethe, Hegel, Flaubert, Marx, Kierkegaard, Tolstoy, Dostoevsky, Nietzsche, and some of their contemporaries.

351, 351W. Senior Seminar. 3 hr.; 3 cr. Prereq.: By permission only. Works covered will range from ancient times to the present, and will include literature, philosophy, history, religion, etc. May be repeated for credit provided the subject is not the same.

375, 376. Honors Seminar for College Teaching. 4 hr.; 4 cr. Prereq.: Permission

of 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 Liberal Arts

Office: Honors & Scholarships, B Building, Room 310, 997-5502, honors@qc.edu

The Honors in Liberal Arts program provides an opportunity for students to enjoy an enriched academic program and to satisfy part of the College's composition and distributional (LASAR) requirements in a challenging and exciting way. It is designed for students who are interested in thinking critically, reading broadly, and developing strong written and oral communications skills. Students are encouraged to apply before the start of their freshman year.

Honors in the Liberal Arts is sponsored by the Office of Honors and Scholarships. The program is open to qualifying students, preferably in the freshman year. Application is made to the Office of Honors and Scholarships, ideally by May 15 preceding matriculation at Queens College. Admission is based on high school average and academic program, SAT scores, teacher recommendations, and a personal essay. Students may apply after entering Queens College; application will be based on college GPA, a personal essay, and on two letters of recommendation from Queens College faculty members. Transfer students may

substitute two letters of recommendation from faculty at their previous college or university.

The Honors in Liberal Arts program coordinates its offerings and activities with the Honors in the Humanities (HTH) and Honors in the Mathematical and Natural Sciences (HMNS) programs so that students may participate in these programs in combination with Honors in Liberal Arts.

The full program is 31-32 credits, many of which will satisfy the College's composition, writing-intensive, and Liberal Arts and Sciences Area Requirements. Students who complete the program with a cumulative grade-point average of 3.3 or higher will have Honors in Liberal Arts Program noted on their transcripts and receive a certificate of program completion. Students completing 12 or more credits of program honors courses (those with an H in their number or with the departmental designation HNRS) will receive a certificate of program participation. (Students who join the program after the first semester of their freshman year need not have taken the Freshman Colloquium to certify for program completion.)

Summary of the Curriculum

- HNRS 101 Freshman Honors Colloquium 1 credit
- English 120H. Composition and Writing II 3 credits
- Designated Honors courses (*defined below*) 9 credits
- HNRS 300. Honors Thesis 4 credits
- Math 142, 151, or 157 (or higher) 4 credits
- One designated Science Group A LASAR courses 4-5 credits
- One designated course in Scientific Methodology and Quantitative Reasoning 3 credits
- One literature course in a language other than English (this requires the equivalent of four semesters of college-level study in that foreign language) 3 credits
- Completion of four writing-intensive courses, which may overlap with the above requirements. (HNRS 301 and 302 should qualify for one writing-intensive credit.)

Designated Honors Courses

Students not in the HILA Program may also take Designated Honors courses if they have a GPA of at least 3.2 or receive permission of the instructor.

Requirements for the Sequence in Honors in the Humanities

English 140, Introduction to Poetry; English 381, Literature of the Bible; Philosophy 140, History of Ancient Philosophy; Classics 250, Ancient Epic and Tragedy; HTH 151, 201, 251, 301, and 351 (taken twice).

Requirements for the Minor in Honors in the Humanities

A minor consists of any six courses (18 credits) from among HTH offerings, one of which must be the Senior Seminar.

At least one course must be in the humanities and one in the social sciences. No more than one may be taken at the 100 level without the permission of the director.

Courses meeting one of the following criteria may be designated as honors courses:

a. Departmental courses with an H following their number. The designation will be determined by departments in cooperation with the Honors in Liberal Arts Program and with the approval of the Undergraduate Curriculum Committee. Such courses will meet the following criteria:

- i. a reading list drawing heavily on primary sources
- ii. a research and writing component
- iii. student presentations (may be as part of seminar discussions or more free-standing forms of presentation)

b. HNRS 201 courses. Special topics sponsored by the Honors in Liberal Arts

c. Offerings of other College honors programs (HTH, HMNS). Up to 3 such credits will qualify for Honors in Liberal Arts, with the approval of the Honors in Liberal Arts director

d. Departmental honors offerings that are independent of the Honors in Liberal Arts Program. Up to 3 such credits will qualify for Honors in Liberal Arts, with the approval of the Honors in Liberal Arts director.

e. Up to three credits towards Honors in Liberal Arts from honors courses transferred from other institutions, with the approval of the Honors in Liberal Arts director.

Designated Science Group A LASAR courses

Biology 107; Chemistry 113;
Earth and Environmental Sciences 111;
Geology 100, 102;
Physics 103, 204, 121, 145;
Psychology 213

Designated Courses in Scientific Methodology and Quantitative Reasoning

Anthropology 238; Biology 230;
Computer Science 80, 86;
Economics 249; Linguistics 283; Mathematics 114 or 241;
Philosophy 109; Psychology 107; Sociology 205, 212, 333;
Urban Studies 200, 201

(Note: Science majors or pre-medical students may substitute another science course with the approval of the director.)

HNRS 101. Freshman Honors Colloquium. 1 hr.; 1 cr. Prereq.: Admission to the

Honors in Liberal Arts program. A weekly seminar to introduce freshmen in Honors in Liberal Arts 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 201. Special Topics. 3 hr.; 3 cr. Prereq.: Permission of the Honors in Liberal Arts program. May be repeated once providing the topic is different.

HNRS 222W. Science Concepts and Consequences. 3 hr., 3 cr. Prereq.: Three years of high school mathematics; high school biology, chemistry, and physics; English 110. This course examines recent scientific advances that have the potential to cause profound changes in our institutions and to challenge our value system. A number of major scientific concepts and their potential consequences are explored. Students do research using journals such as *Scientific American* and *The American Scientist*, as well as Internet sources to explore a modern scientific concept. They prepare a seminar presentation and term paper that demonstrates mastery of the underlying science and explores potential political, economic, social, legal, and/or ethical consequences. Topics reflect the interests of participating students and faculty. This course is offered in conjunction with departments within the Division of Mathematics and the Natural Sciences.

HNRS 301. Honors Senior Thesis I. 2 hr.; 2 cr. Prereq.: Junior standing and approval of the Honors in Liberal Arts program. The first of a two-consecutive-semester sequence in which the student will do independent study under the direction of a faculty member leading to a thesis written on an approved topic. Students working on their theses meet every other week to discuss topics and research issues. This course is graded on a Y basis only. Credit will be given upon completion of HNRS 302.

HNRS 302W. Honors Senior Thesis II. 2 hr.; 2 cr. Prereq.: HNRS 301. A continuation of the research and completion of the writing of the thesis begun in HNRS 301. Students meet every other week to discuss topics and research issues.

HNRS 300.0. Honors Senior Seminar I. 2 hr.; 0 cr. Prereq.: Permission of the Honors in Liberal Arts program. The first of a two-consecutive-semester sequence of seminars taken in lieu of HNRS 301 for students who are completing a three-credit (minimum) honors thesis in their

major department. This course is graded on a Y basis only. Credit will be granted for the participation in the seminar upon completion of HNRS 300.1 and the departmental honors thesis course.

HNRS 300.1. Honors Senior Seminar II. 2 hr.; 1 cr. Prereq.: HNRS 300.0 and registration in a departmental honors thesis course. The second of a two-consecutive-semester sequence of seminars taken in lieu of HNRS 302 for students who are completing a three-credit (minimum) honors thesis in their major department.

Honors in the Mathematical & Natural Sciences (Science Honors)

Director: W. A. Saffran

Office: Remsen 120D, 997-4195

Committee: Saffran, W. A. (Chemistry and Biochemistry), Bodnar, R. (Psychology), Lord, K. (Computer Science), Emerson, W. (Mathematics), Finks, R. (Geology), Munding, P. C. (Biology), Schwarz, S. (Physics), Toner, M. (Family, Nutrition & Exercise Sciences)

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 Natural Sciences. The Seminar is interdisciplinary; topics and problems which overlap the traditional areas in science are presented and discussed. The broad exposure to work in science helps stu-

dents choose a major and mentor(s) for subsequent research courses (HMNS 102, 291, and 391). 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), the Queens College Faculty-mentored Undergraduate Research Program, 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 others’ research during seminars presented in HMNS 102 and 398. The students have their own room, a pleasant environment which they can use to “hang out,” study, share research experiences, socialize, read, and use state-of-the-art microcomputers. 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 which concern the Division of Mathematics and Natural Sciences.

Work in Science Honors culminates when students present their research during the Senior Science Honors Seminar (HMNS 398). Although the research accomplishments of students are expected to vary widely, we expect that some highly motivated students will present their results in refereed publications and at scientific meetings. Work in Science Honors is acknowledged at two levels of accomplishment on a student’s transcript and by certificates which are presented at the Divisional Award Ceremony which follows Commencement.

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 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

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.

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 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.

291.1-3. Intermediate Science Honors Research. Three similar courses varying in credit: 291.1, 3 hr.; 1 cr., 291.2, 6 hr.; 2 cr., and 291.3, 9 hr.; 3 cr. Prereq.: HMNS 102 and permission of director. Students who take 101 and receive a SPUR Fellowship or complete an approved research project at another institution do not have to take 102. The intermediate stage of research with a science division faculty mentor or a mentor from a NYC-area research institution. In the latter case, the student must work as an unpaid volunteer. Students describe their research in a report. For sophomores and juniors.

391.1-3. Advanced Science Honors Research. Three similar courses varying in credits: 391.1, 3 hr.; 1 cr., 391.2, 6 hr.; 2 cr., and 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.

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: Participation and Concentration.

Participation in Science Honors

This requirement is met by completing 7 credits or more in the HMNS curriculum with an overall grade 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 which is approved by the director. Research courses offered by departments in the Division of Mathematics and Natural Sciences may substitute for 291 when they are approved by the Science Honors Faculty. Students will receive recognition on their transcript and a certificate at the Divisional Awards Ceremony.

Concentration in Science Honors

This requirement is met by completing 12 credits or more of courses in the HMNS curriculum with an overall grade average of A– or better, that is, HMNS 101, 102, 291 (for 3 or more credits), 391 (for 3 or more credits) and 398. The HMNS 102 requirement will be waived for students who receive a SPUR Fellowship or complete a research project at another institution which 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 will receive recognition on their transcript and a certificate at the Divi-

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

sional Awards Ceremony.

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 120-credit limit for all course work.

Interdisciplinary & Special Studies

Assistant to the Provost: Robert Weller

Office: Kiely 1107, 997-5782

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 course work 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 Hall 134.

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. **The courses, except when otherwise specified, are open to every student in good stand-**

ing at the College, freshman through senior.

Tutorials

A tutorial enables a motivated, advanced student to undertake independent study of a topic under the direct supervision of a full-time faculty member. To take a tutorial, a student must first 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. The Special Studies Office will register the student in the tutorial.

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.

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, 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 Special Studies 95) 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) 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. 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. 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. 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. 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) 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 399 is twelve. 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 Assistant to the Provost Robert Weller, Kiely 1107.

Ethnic Studies

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.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

Irish Studies

Director: Clare Carroll

Administrative Committee: Bird, Carroll, McKenna, Moore

Office: Kiely 310, 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 post-colonial 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.

Requirements for the Minor in Irish Studies

Required (12 credits): English 366, Introduction to Irish Literature; History 230, Ireland from the Norman Conquest to 1690; History 231, Ireland since 1690; one course from among the following: English 365, Celtic Myth and Literature; English 367, Modern Irish Literature; English 368, Irish Writers

Two choices from among the following (6 credits): Irish Studies 101, 102, 103, 105, 390; English 265, Introduction to Folklore; 365, Celtic Myth and Literature; 367, Modern Irish Literature; 368, Irish Writers. English 365, 366, or 367 may be offered if not used to fulfill the course requirement listed above. In special circumstances, and with the approval of the Director, an appropriate department or Special Studies course not listed above may be offered in fulfillment of this requirement.

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

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.

102. Elementary Irish II. 3 hr.; 3 cr. Prereq.: Irish Studies 101 or permission of instructor. A continuation of Elementary Irish I.

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.

105. Early Christian Ireland, 450-800. 3 hr.; 3 cr. A study of the development of Ireland's Christianized civilization from the origins in the fifth century to the Carolingian Renaissance.

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.

Italian-American Studies

Director: Philip V. Cannistraro

Office: Kiely 140, 997-4543

Student Adviser: Dominic Carrieli

Office: Jefferson 307, 997-4527

The requirements for the minor in Italian American Studies are under revision. For the most current information, call Professor Cannistraro at (718) 997-4543.

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 an interdisciplinary one, 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 page 144 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

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.

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.

202. **The Italian-American Experience through Literature.** 3 hr.; 3 cr. Prereq.: English 120 or completion of LASAR Humanities I, Tier 1. Reading, analysis, and discussion of selected works, mostly of the twentieth century.

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.

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.

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

Students wishing to pursue a minor in Italian-American Studies take a minimum of 27 credit-hours of course work, divided as follows:

The six credit, two-semester core course: ITAST 100 and 101.

Six credits from The Social and Political Heritage: History 233, and one (1) of the following: History 276, Political Science 211, 217, 219, Sociology 214, or Ethnic Studies 310.

Six credits from Cultural Studies: ITAST 202, 204; ITAL 40, 41, 45, or 360.

One of the following Language Studies Sequences:

a. ITAL 111, 112, and 203

or

b. ITAL 207, 208, 209.

Jewish Studies

Director: Benny Kraut

Administrative Committee: Acker, Alcalay, Alteras, Bird, Carlebach, Goldsmith

Office: Jefferson Hall 311, 997-4530

Majors 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 literature 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: J. Acker, A. Alcalay
History: I. Alteras, E. Carlebach
Philosophy: E. Leites
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:

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

Departmental Awards

Jewish Studies awards the following annual prizes: **Morris Flatow Memorial Award** given in recognition of achievement in the field of Jewish Studies; **William Fenster Memorial Scholarship** awarded to one or two students on the junior level and granted on the basis of merit; **Helen Rudolph Memorial Scholarship** for those in the ACE program majoring in Jewish Studies; **Center for Jewish Studies Award** given to a student who has contributed to the health and

vigor of the Jewish Studies Program on campus; **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 MAJOR

See the box on page 145 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:

1. Jewish Social & Intellectual History

History

- 237. The Holocaust
- 249. The Jews in Greco-Roman Palestine
- 250. The Jews in the Medieval Islamic World
- 251. The Jews in Medieval Christendom
- 252. Medieval Spanish Jewry
- 253. Modern Western European Jewry
- 254. The Jews in Eastern Europe
- 255. History of Zionism
- 256. History of Modern Israel
- 257. American-Jewish History

2. The Anthropology, Sociology, Political Life, and Folklore of Jews

Sociology

- 241. The American-Jewish Community
- 242. Modern Israel: Sociological Aspects
- 348. Orthodox Jews in America

Music

- 144. Jewish Music.

3. Jewish Religious and Philosophical Thought

Philosophy

- 124. Philosophy of the Holocaust
- 250. Plato and the Bible
- 251. Aristotle and Maimonides.
- 252. Existentialism and Modern Jewish Philosophy.

Jewish Studies

- 202. Jewish Ethics
- 301. Jewish Mysticism and Hasidism

Religious Studies

- 103. Introduction to Judaism

4. Jewish Languages and Literatures

Jewish Languages: Hebrew

- 150. Modern Hebrew Literature in Translation

- 160. Masterpieces of Hebrew Literature in Translation
 - 190. Topics in Hebrew Culture and Literature in Translation
 - 101. Elementary Hebrew I
 - 102. Elementary Hebrew II
 - 203. Intermediate Hebrew I
 - 204. Intermediate Hebrew II
 - 305. Advanced Modern Hebrew
 - 307. Classical Hebrew
 - 311. Hebrew Conversation
 - 315. Hebrew Grammar and Composition
 - 317. Skills and Art of Translation
 - 335. Biblical Aramaic: Daniel and Ezra
 - 361. History of the Hebrew Language
 - 362. Hebrew Root Studies
 - 390. Studies in Language, Literature, and Culture
- Jewish Languages: Yiddish**
- 140. History of the Yiddish Language
 - 156. Jewish Thought and Modern Yiddish Literature
 - 161. The Culture of East European Jewry

- 162. Jews in the Soviet Union, 1917 to the Present
 - 167. The Development of Yiddish Culture in the United States
 - 172. Hasidism and Jewish Mysticism
 - 101. Elementary Yiddish I
 - 102. Elementary Yiddish II
 - 203. Intermediate Yiddish I
 - 204. Intermediate Yiddish II
 - 210. Intermediate Conversational Yiddish
 - 305. Advanced Yiddish
 - 390. Studies in Yiddish Language, Literature, and Culture
- Jewish Literatures: Hebrew**
- 321. Biblical Literature I: Genesis
 - 322. Biblical Literature II: Exodus
 - 323. Biblical Literature III: Leviticus/Numbers
 - 324. Biblical Literature IV: Deuteronomy
 - 325. Biblical Literature V: Joshua & Judges
 - 326. Biblical Literature VI: Samuel I and II

- 327. Biblical Literature VII: Kings I and II
- 328. Biblical Literature VIII: Major Prophets
- 329. Biblical Literature IX: Minor Prophets
- 330. Biblical Literature X: Megillot
- 331. Biblical Literature XI: Psalms
- 332. Biblical Literature XII: Wisdom Literature
- 340. Talmudic Literature I
- 341. Talmudic Literature II
- 345. Medieval Literature I
- 346. Medieval Literature II
- 351. Modern Israeli Drama
- 352. Modern Hebrew Poetry I
- 353. Modern Hebrew Poetry II
- 354. The Modern Hebrew Essay
- 356. Contemporary Israeli Literature I
- 357. Contemporary Israeli Literature II
- 358. The Modern Hebrew Press

Jewish Literatures: Yiddish

- 150. An Introduction to Yiddish Literature
- 190. Women in Yiddish Literature
- 330. Yiddish Literature from the Beginnings to Mendele
- 331. Mendele and His Contemporaries
- 332. Peretz, Sholem Aleichem, and Their Contemporaries
- 336. Soviet Yiddish Literature
- 338. Polish and Rumanian Yiddish Literature, 1917 to Present
- 340. American Yiddish Literature, 1880-1915
- 341. American Yiddish Literature, 1915 to the Present
- 345. Yiddish Literature in Israel since World War II
- 154. Yiddish Drama
- 352. The Yiddish Theatre in Eastern Europe
- 353. The Yiddish Theatre in the United States
- 356. The Yiddish Novel in the Twentieth Century
- 357. Yiddish Poetry in the Twentieth Century
- 176. The Literature of the Holocaust
- 174. The East Side in American Literature in Yiddish and in English
- 355. Yiddish Historical Fiction and Drama

THE MINOR

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

Foreign Study

Students intending to major or minor in

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).
 † Offered either Fall or Spring; see **Class Schedule**.
 ‡ May be offered; see **Class Schedule**.

Requirements for the Major in Jewish Studies

Majors in Jewish Studies are required to take 36 credits, distributed as follows:

Core Curriculum (9 credits): Students must take 3 core curriculum courses, two from Part A and one from Part B:

Part A. Jewish History (Choose 2; 6 cr.): History 114, 115, 116, History of the Jewish People I, II, III

Part B. Jewish Philosophy and Religion (Choose 1; 3 cr.): Philosophy 250, Plato and the Bible; Philosophy 251, Aristotle and Maimonides; Philosophy 252, Existentialism and Modern Jewish Philosophy; Religious Studies 103, Introduction to Judaism

Area Studies Courses (15 credits) Refer to Area Studies listings on pages 157-59.

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 on the 200-course level or above. The courses shall be chosen in consultation with a Jewish Studies adviser. The related departments for each area are as follows: History Department; Anthropology or Sociology Department; 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

Core Curriculum (9 credits) Students must take 3 core curriculum courses, two from Part A and one from Part B:

Part A. Jewish History (Choose 2; 6 cr.): History 114, 115, 116, History of the Jewish People I, II, III

Part B. Jewish Philosophy and Religion (Choose 1; 3 cr.): Philosophy 250, Plato and the Bible; Philosophy 251, Aristotle and Maimonides; Philosophy 252, Existentialism and Modern Jewish Philosophy; Religious Studies 103, Introduction to Judaism

Intermediate and Advanced Courses (12 credits): Students will choose four courses from the Area Studies course list, with at least two courses in one area. Refer to Area Studies listings on pages 157-59.

Language Requirement Students are required to demonstrate competence in Hebrew or Yiddish through level 3.

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 Hall 311 for advice.

COURSES

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.

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.

365. Senior Seminar. 3 hr.; 3 cr. Prereq.: 27 credits in the major; 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

Director: Joann Lee

Advisory Committee: Bittman, Krasner, Patterson, Pine, Macmillan, Roistacher

Office: G Building 102C, 997-2995

Associate Professors: Bianchi, Lee; **Visiting Associate Professor:** Drachlis; **Adjunct Assistant Professor:** Hartman; **Secretary:** Chan

This 21-credit journalism minor is a complement to existing offerings on the media in the Departments of Economics, English, History, Media Studies, Political Science, and Sociology. Those attracted to journalism will find this minor enhances basic reporting and writing skills, while providing a comprehensive overview of the news media as an industry.

The journalism minor links the academic major with career interests by teaching students to report the news from the perspective of their major. Those majoring in science, for instance, might take the journalism minor to explore possibilities for science reporting, while economics majors will learn to write clearly for the general public about complicated monetary issues.

The five news courses in this minor are different from other courses at Queens College in two important ways: 1) they emphasize the news: understanding, reporting, editing, and broadcasting; 2) they are taught by individuals whose primary experience is in the news media. Such individuals will function as journalists-in-residence, bringing expertise and career contacts directly from the newsroom to the classroom.

See the box on page 147 for the specific requirements for the minor.

Retention Requirement

Retention in the Journalism minor requires maintaining a **B-** average in Journalism courses and an overall grade-point average of 2.75.

Program Awards and Scholarships

The Journalism Program awards the following annual prizes: the **Alicia Patterson Journalism Scholarship** of \$2,500 to a sophomore or junior in the Journalism Program; the **Joe Queen Scholarship** of \$2,000; and the **Richard Clurman Excellence in Journalism Award** of \$500 to a graduating senior.

Information on the criteria for awards and scholarships and application deadlines is available in the Journalism Program office.

Internship & Mentor Opportunities

Those admitted into the minor will be eligible for internships which provide opportunities for students to learn first hand about the real world of journalism. Practicing journalists will also be invited to act as mentors for students interested in journalism careers.

The first course in the sequence, Journalism 100, is a gateway course open to all students. It is designed to sharpen students' abilities to understand not only news events, but issues of ethics and coverage that shape the news environment. The remaining four core courses are designed for students with intensive interest in learning about the world of reporting and writing. Students admitted into these courses will cover stories in the field and write to deadline. They will meet with news professionals and visit news organizations. They will learn basic skills in copy editing and broadcast news writing.

COURSES

100W. News Media. 3 hr.; 3 cr. Prereq.: English 95. This course will provide an overview of the industry, including a discussion of ethics, the role of journalism in society, an exploration of the role of business in journalism, and an analysis of the differences among various branches of the media. Students will also be introduced to basic reporting skills.

101. News Reporting and Writing I. 3 hr.; 3 cr. Prereq.: **B** or better in Journalism 100 or permission of Director. Prereq. or coreq.: English 110. The purpose of this course is to teach the fundamentals of news reporting and writing. Will feature visits to news organizations and guest speakers (reporters and news management), providing firsthand accounts of their experiences as professionals in the world of journalism.

200W. News Reporting and Writing II. 3 hr.; 3 cr. Prereq.: Journalism 101. 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 guest lectures by seasoned professionals.

201. News Editing. 3 hr.; 3 cr. Prereq.: Journalism 101 and 200. 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.

202. Broadcast Journalism. 3 hr.; 3 cr.

Prereq.: Journalism 101. 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; actual field coverage.

203. Newspaper Production. 3 hr.; 3 cr. Prereq.: Journalism 100 and 101. This is designed to provide journalism students with the opportunity to learn firsthand how to construct and produce a newspaper. The course 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.

300. Internship in Journalism. Minimum 135 hr.; 3 cr. Prereq.: Journalism 201 or 202; minimum 2.7 cumulative index; 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 9 hours per week for 15 weeks (or equivalent time for Summer semester) of off-campus work in a professional news organization, for which the Journalism curriculum has prepared the student through its emphasis on writing, reporting, research, and critical thinking in the context of the world of Journalism. Journalism internships provide exposure to news tasks in a variety of settings. A final written paper is required. Course may be repeated once for credit.

301. Electronic Journalism. 3 hr.; 3 cr. Prereq.: Journalism 101 and 200. Introduces students to a range of on-line 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 on-line 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 On-line.

304. Critical Issues in Journalism. 3 hr.; 3 cr. Prereq.: Journalism 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.

Labor Studies

Director: Joshua Freeman

Coordinating Committee: Hanlon, Hum, Krasner, Mantsios, Nadasen, Rodberg, Rogers-Dillon, Sanjek, Tabb

Office: Razran 360, 997-5384

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 give students 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 also 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, history.

The Labor Studies major consists of 36 credits: 18 credits in a core sequence, 9 in a specialization, and 9 in approved electives. Courses in the core sequence provide a foundation for all Labor Studies majors. These courses are aimed at developing an understanding of the following: 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.

In addition to the required core sequence, students must complete 9 credits within a specialization. Presently there are three specialization tracks to choose from: economics, sociology, and urban studies. Each track provides students with an opportunity to develop their analytical skills from the perspective of the academic discipline selected. The specialization tracks 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.

The Major and the Minor

See the box on page 148 for the specific requirements for the major and the minor.

COURSES

101, 101W. Introduction to Labor Studies. 3 hr.; 3 cr. The course will introduce

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 34, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

Requirements for the Minor in Journalism

Required Course Sequence: Journalism 100, 101, 200, 201, and 202.

Two electives (6 credits): These will be selected from the following in consultation with a Journalism adviser. Students are strongly urged to take at least **one** of the three journalism electives listed: Journalism 203, 300, 301; **Economics:** 211, Economics of Asia; 224, American Economic History since 1914; 246, Urban Economics; **English:** 210, Creative Writing; 211, Writing Nonfictional Prose; 303; Essay Workshop; 387, Literature and Politics; **History:** 266, Contemporary America: 1945 to the Present; 275, Business in American Life; 283, American Constitutional History since 1865; **Media Studies:** 242, Television Production II; 256, Media Censorship; 357, Media, Law, Ethics; **Political Science:** 213, The Legislative Process in America; 217, Decision-Making in the White House; 220, Politics and the Media; **Sociology:** 218, Mass Communication and Popular Culture.

Note: Courses taken to fulfill a student's major requirement **cannot** count toward satisfying the Journalism electives requirement.

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.

240. Labor Unions and Industrial Relations. 3 hr.; 3 cr. Prereq.: LS 101. This course will examine labor-management relations in the contemporary U.S., considering both the internal dynamics of management, and the structure, government, and goals of labor unions. Particular emphasis will be given to comparing and contrasting labor relations in unionized and non-unionized workplaces, and in different sectors of the economy (manufacturing, services, and government). Topics to be covered include: the development of management's industrial relations policies, the impact of the changing international economy on labor, the dynamics of collective bargaining, decision-making processes within unions, and problems of union democracy.

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.

310. Labor Law: An Institutional Approach. 3 hr.; 3 cr. Prereq.: LS 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.

320. Perspectives on the Labor Movement. 3 hr.; 3 cr. Prereq.: LS 240. This course will examine 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.

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.)

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 or 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.)

Requirements for the Majors in Labor Studies

Core Courses (18 credits, required of all majors): Labor Studies 101, 240, 320, and one other Labor Studies course; Economics 101, Introductory Economics I; and History 274 American Labor History from World War I to the Present.

Majors must also complete one of three tracks (9 credits each track):

Track A (Economics): Economics 102, Introductory Economics II; 249, Statistics as Applied to Economics; and one of the following: 213, Economics of the Labor Force; or 214, Economics of Organized Labor

Track B (Sociology): Sociology 101, General Introduction to Sociology; 205, Social Statistics I; and one of the following: 228, Industrial Sociology; or 224, Organizational Sociology.

Track C (Urban Studies): Urban Studies 101, Urban Issues: Poverty and Affluence; 200, Methods in Urban Research; and one of the following: 102, Urban Issues: Services and Institutions; 105, Socioeconomic and Political Power in the City; 202, Racial and Ethnic Minorities in Urban America; 210, Urban Protest Movements.

Electives (9 credits): History 273, American Labor History to World War I; History 275, Business in American Life; Psychology 226, Psychology in Business and Industry; Political Science 225, Politics and Administration of Industrial Regulation; Economics 240, Economics of Business Organization; and one of the following: Sociology 219, Class, Power, and Inequality; Economics 219, Economics of Class, Race, and Sex; Urban Studies 101, Urban Issues: Poverty and Affluence; Political Science 222, Power in America.

Students may also fulfill the elective requirement by completing certain courses in the alternate track of core requirements, i. e., Economics 213, 214, Sociology 224, 228, if not taken to fulfill core requirements.

Requirements for the Minor in Labor Studies

Minors will take a minimum of 18 credits in Labor Studies, including Labor Studies 101, 240, and 320, and three other courses listed above as either core or elective requirements for the major.

Latin American Area Studies

Administrative Committee Chair and Undergraduate Adviser:

George Priestley

Office: Kissena Hall 310, 997-2895

Major Offered: Latin American Area Studies (State Education Code 02694)

This major 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. It is strongly recommended that those who intend to go on to do graduate work should choose a minor, combining Latin American Area Studies with economics, Hispanic languages and literatures, history, anthropology, or political science. 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 Chair.

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 literature, 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 literature.

Visiting professors make it possible to offer other courses not listed here. Subjects in Special Problems, offered by the 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.

Requirements for the Major in Latin American Area Studies

Required: 30 credits from the area and language courses listed. The 30 credits must include History 105 and 106, Political Science 239 or 259, Hispanic Languages 312 or 375 or 376, Economics 212, and Latin American Area Studies 381.

THE MAJOR

See the box on this page for the specific requirements for the major.

Students majoring in Latin American areas studies, either alone or in combination with another department, are required to take Latin American Area Studies 381 in their senior year or, with permission, in their junior year.

Seminars and Special Courses

201. Contemporary Society and Film in Latin America. 3 hr.; 3 cr. Prereq. or coreq.: English 120 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

381. Latin American Seminar. 3 hr.; 3 cr. Prereq.: Permission of the Committee Chair. 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

391. Latin American Special Problems. Hr. to be arranged; 3 cr. Prereq.: Permission of the Committee Chair. Makes provision for intense study in a special field chosen by the student with approval of the Chair of Latin American Area Studies. Open only to upper juniors and seniors whose previous work indicates special ability to profit from directed, individual work done outside the class. Fall, Spring

LEAP

See Worker Education, page 199.

The Library

Chief Librarian: Sharon Bonk

Professors: Bonk, Kaufmann; **Associate Professors:** Brady, Chiang, DeLuise, Simor, Swensen, Taler; **Assistant Professors:** Beth, Gandhi, Li, Macomber, Mellone, Ponte, Sanudo, Wall; **Lecturers:** Gomez, Ronnermann, Silverman; **Substitute Instructor:** Crenshaw; **Higher Education Officers:** Chitty, Flanzraich; **Department Secretary:** Armao

Dept. Office: Rosenthal 328, 997-3760

Formal courses in basic library research methods and information literacy are offered by library faculty. Upon request, course-related instruction in a variety of discipline areas, both graduate and undergraduate, is also available for class groups. These include, where relevant, instruction in online and print access to multiple data bases. Orientation tours are also offered on a regular schedule, day and evening, during the first month of the semester. These are open to all library users. On a regular basis workshops are also offered about "CUNY +." These present an overview of selected online data bases available on the "CUNY +" system (including the online catalog of the City University of New York libraries) and allow for hands-on practice. More specialized orientation is also offered to all new faculty annually.

The Benjamin S. Rosenthal Library, which holds the principal collections, also houses the Art Library and the Art Center at Queens College. The Music Library is located in the Music Building. (For more information, see pages 8-9.)

COURSES

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 de-

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

velop 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.

150. Library Skills: Fundamentals of Library Research. 2 hr.; 2 cr. Prereq.: Satisfactory completion of English 110. Designed for undergraduate students who wish to improve their ability to use libraries in general and the Queens College library in particular. Emphasis will be on the construction of search strategies and on the use of the catalog, indexes, abstracts, and other reference sources. Students' individual subject interests will be considered as much as possible so that the maximum benefit can be applied to their college work. Opportunities will be provided for the practical application of what is learned in class.

Library & Information Studies

Chair and Director: Marianne A. Cooper

Graduate Adviser: Karen P. Smith

Dept. Office: Rosenthal 254, 997-3790

Professors: Blake, Smith, Surprenant; **Associate Professors:** Chelton, Cooper, Kibirige, Perry; **Assistant Professors:** Brody, Cool, Ng, Warwick; **Department Secretary:** Ruzicky

Library and Information Studies offers a graduate program leading to the degree of Master of Library Science (M.L.S.), as well as a post-master's certificate. The purpose of the program is to prepare professionals who will function in various library/information environments. 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 currently.

For further details consult the Graduate School of Library and Information Studies.

COURSES

The following graduate courses are open to qualified undergraduate students with permission of the School and the Office of Graduate Studies.

700. The Technology of Information. 2 hr. plus supervised lab.; 3 cr. This course will introduce the student to the conceptual and practical elements of visual and computer literacy for the library and information science profession. Particular attention will be paid to their place and role in libraries and information centers. A laboratory session following each class will give students the opportunity to apply some of the concepts learned in class and to learn and strengthen basic skills. Fall, Spring

701. Fundamentals of Library and Information Science. 2 hr. plus conf. or supervised lab.; 3 cr. Overview of the curriculum, historical introduction to librarianship and information science as a profession; professional literature; role and structure of libraries and information agencies in the conservation and dissemination of knowledge to various clientele; nature of research in library and information science. Fall, Spring

702. Information Sources and Service: General. 2 hr. plus conf. or supervised lab.; 3 cr. Study and application of general reference, bibliographic, and other information sources (print and electronic); techniques and procedures for serving the needs of various clientele; criteria for evaluating these sources and services and for developing appropriate collections. Fall, Spring

703. Introduction to Technical Services. 2 hr. plus supervised lab.; 3 cr. The focus will be on the principles of providing access to items using the current cataloging

code and the provision of subject access to items through subject headings' lists and classification systems. Study and practical exercises in all areas of technical services. Fall, Spring

Linguistics & Communication Disorders

Chair: Helen Smith Cairns

Associate Chairs: Arlene Kraat, Robert Vago

Director, Graduate Program in Speech-Language Pathology: Sima Gerber

Director, Graduate Programs in Linguistics: Robert Vago

Department Office: Kissena Hall 347, 997-2870; Fax: 997-2873

Professors: Cairns, C., Cairns, H., Fiengo, Gelfand, Halpern, Stark, Stevens, Vago; **Associate Professors:** Klein, Kraat, Martohardjono, Schneider; **Assistant Professors:** Gerber, Newman; **Lecturer:** Toueg; **Department Secretary:** Mahadeo; **Professor Emeritus:** Seliger

Queens College Speech-Language-Hearing Center

Gertz Building, 997-2930

Director: Kraat; **Speech, Language, and Hearing Staff:** Gerber, Kraat, Kroll, McCaul, Schneider, Toueg; **Center Secretary:** Kroll

Majors Offered: Communication Sciences and Disorders (State Education Code 77457), Linguistics: TESOL (State Education Code 84389), Linguistics (State Education Code 02768)

The Department of Linguistics and Communication Disorders (LCD) is the result of a merger in July 1997 of the Department of Linguistics and the Communication Disorders area of the former Department of Communication Arts and Sciences.

Human language is the primary and unifying theme of the department. It brings to students an opportunity to explore the richness and diversity of this unique phenomenon. Students are pro-

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

vided 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 processes.

The department houses programs in Linguistics and in Communication Sciences and Disorders, which are designed to provide the necessary preparation for students who are 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. Through the exploration of human speech and language, we hope to impart to the student a deep appreciation and understanding of human nature.

Departmental Awards

The Linguistics and Communication Disorders Department presents annually the **Outstanding Scholar Award** to an undergraduate major who has made outstanding scholarly contributions to the discipline of communication sciences and disorders; the **Outstanding Service Award** in the discipline of communication; and the **Elaine Goran Newman and R.M.R. Hall** memorial awards for outstanding students in Linguistics.

THE MAJORS

The department offers majors in three areas of speech and language: Communication Sciences and Disorders, General Linguistics, and Applied Linguistics: Teaching English to Speakers of Other Languages (TESOL). See the box on page 152 for the specific requirements for the majors.

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 and hearing science and its research methods 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.

THE MINOR

Minors are available that are particularly relevant to students who are majoring in English, Computer Science, Philosophy, Psychology, and the foreign languages. Students interested in designing a minor should see the Department Chair.

Advisement

Students who are interested in majoring or minoring in the Department of Linguistics and Communication Disorders 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

Preparation for professional work in Communication Disorders requires completion of a master's degree. Satisfying the requirements for the American Speech and Hearing Association's 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 American Speech, Language, and Hearing Association requires a master's degree, a specified number of clock hours

of supervised clinical practice, a year of employment experience, and passing of a national examination. Students should consult advisers in order to plan programs of study that will lead toward eventual certification by the national professional association.

COURSES

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. (Fulfills LASAR Humanities III requirement.) Fall, Spring

105. Introduction to Psycholinguistics. (formerly CAS 101) 3 hr.; 3 cr. Linguistic and psychological processes underlying communication. Fall

106. Introduction to Communication Disorders. (formerly CAS 106) 3 hr.; 3 cr. The study of speech, language, hearing, and communication disorders in children and adults. Spring

110. Phonetics. 3 hr.; 3 cr. The nature of speech production; phonetic properties of language; practice in hearing, producing, and transcribing speech sounds. Fall

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. Fall

120. Syntax I. 3 hr.; 3 cr. The study of word order and sentence structure, with special attention to English and implications for Teaching English to Speakers of Other Languages, Part I. Fall

134W. Writing Tutorial. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-registration basis. This course works on writing that is relevant to the subject matter of the main course. Co-registration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a Linguistics & Communication Disorders Writing Tutorial satisfies one of the College's writing intensive course requirements. May be repeated for credit.

135W. Linguistics & Communication Disorders Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a Linguistics &

Communication Disorders Writing Workshop satisfies one of the College's writing intensive course requirements. May be repeated for credit.

191.1-191.3. Special Problems. (formerly Ling. 191.1-191.3) 1, 2, 3 hr.; 1, 2, 3 cr. Prereq.: Permission of department. Topics to be announced. May be repeated once for credit provided the topic is different. ††

203. Languages of the World. (formerly Ling. 203) 3 hr.; 3 cr. Prereq.: LCD 101. A survey of selected aspects of several languages, drawn from different families. There are several writing assignments in this course. ††

204. Writing Systems. (formerly Ling. 204) 3 hr.; 3 cr. Prereq.: LCD 101. A survey of the histories and structures of writing systems employed by human languages. There are several writing assignments in this course. ††

205. Sociolinguistics. 3 hr.; 3 cr. Prereq.: LCD 101 or 105. Introduction to the study of the relationship between language and society. Socio-cultural factors which influence language form, use, and history. There are several writing assignments in this course. (Fulfills one of the LASAR requirements in the Social Sciences.) Fall

206. Bilingualism. 3 hr.; 3 cr. Prereq.: LCD 101 or 105. Psychological, social,

and educational aspects of bilingualism. There are several writing assignments in this course. (Fulfills one of the LASAR requirements in the Social Sciences.) Fall

207. Anatomy and Physiology for Speech and Language. (formerly CAS 207) 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a GPA of 2.6. Study of respiratory, phonatory, articulatory, and nervous systems as they relate to speech production and language systems. Fall, Spring

208. Hearing Science. (formerly CAS 208) 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a GPA of 2.6. Principles of acoustics, anatomy, and physiology of the ear and auditory system, and psychoacoustics. Fall, Spring

Requirements for the Majors in Linguistics & Communication Disorders

Communication Sciences and Disorders

Required: First Level: LCD 105, 106, and 110. (These three courses must be completed with a GPA of 2.6, B-, before the student can enroll in LCD 207, 208, or 216.); Second Level: LCD 207, 208, 216, and 283; Third Level: LCD 309, 316, 322, 323, and 330 (no more than three of these courses should be taken in a semester); Psychology 214.

Electives: One of the following: LCD 205 or 206; Sociology 211; Psychology 221 or 349.

General Linguistics

Required: First Level: 101, 110, 116, and 120; Second Level: 205, 210, and 220; Third Level: 302, 306, 310 or 320, and 360.

Electives: Two electives, at least one of which is a 300-level course.

Note: No course will count toward this major with a grade lower than C-.

Speech and Language Sciences

Required: *105, *101, *110, 102, 120, 207, 210, 216, 220, and 309

Electives: 9 credits selected from the following courses; one must be a 300-level course: 205, 206, 208, 209, 283, 306, 315, 316, and 360.

It is recommended that students take Psych. 224: Child Psychology.

Note: *These courses must be passed with a SPA of 2.7 (B-) before students may continue in the 200-level courses.

Applied Linguistics: Teaching English to Speakers of Other Languages

Required: A minimum of 12 cr. or the equivalent of study of a language other than English. First Level: 101, 110, 116, and 120; Second Level: 205, 206, 210, 220, 240, and 241; Third Level: 312, 340, and 395; EECE 310; SEYS 201 and 221.

Electives: 302 or 360; 209 or 306.

Note: No course will count toward this major with a grade lower than C-.

Maintenance Requirement: Successful completion of the English Proficiency Test of the LCD department prior to taking LCD 240.

Liberal Arts and Sciences Area Requirements (LASAR): Humanities I: One course from Tier 1 and one course from Tier 2 (courses given in English only); Humanities II: One course; Humanities III: One course from the following list: Africana Studies 232; American Studies 110; Anthropology 104; Arabic 160; Classical, Middle Eastern & Asian Languages & Cultures 101; Classics 120, 140*; Comparative Literature 225, 240, 337, 340; English 265, 290, 382, 386, 387, 388; History 001, 002, 125, 126, 214, 302; Linguistics and Communication Disorders 101; Oriental Studies 140, 220, 221; Philosophy 101, 106, 111, 118, 140; World Studies 101, 104; Social Sciences: Two of the following courses from different departments: Africana 101, 102; Anthropology 101*, 103*; Economics 100, 101; Linguistics and Communication Disorders 205, 206; Philosophy 104, 123, 221, 222, 226; Political Science 100, 101, 102, 103, 104, 105; Sociology 101, 103; Urban Studies 101, 102, 105, 106; Pre-Industrial and/or Non-Western Civilization: One course from the following list: Anthropology 101*, 103*; Arabic 150*, Chinese 240; Classics 140*, 150*; History 101, 113, 201, 203; Korean 150; Religious Studies 102; Sociology 239; World Studies 102; Scientific Methodology & Quantitative Reasoning: One course from the following list: Anthropology 238; Mathematics 114; Psychology 107; Sociology 205; Physical & Biological Sciences: Two courses as follows: Either Biology 11 and one of Chemistry 16, 17, Earth and Environmental Sciences 111, Geology 100, Physics 001, or Physics 001 and one of Anthropology 102, Biology 11, Family, Nutrition & Exercise Sciences 163. (*Cannot be used to fulfill more than one requirement.)

Additional Course Requirements: History 103 and 104; one of Computer Science 12, 86, 111; one of Mathematics 100, 113, 119.

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.

209. Language and Mind. 3 hr.; 3 cr. Prereq.: LCD 101. Influential views in the acquisition of language; the relationship between language and thought; the relation between language and culture/world view. Spring

210. Phonology. 3 hr.; 3 cr. Prereq.: LCD 101 and 110. The study of sound pattern and structure in languages, with special attention to English and implications for TESOL. Spring

216. Language Acquisition. (formerly CAS 210) 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a GPA of 2.6. The acquisition of language in children with special attention to linguistic, cognitive, and social development. Fall, Spring

220. Syntax II. 3 hr.; 3 cr. Prereq.: LCD 101 and 120. The study of word order and sentence structure, with special attention to English and implications for TESOL, Part II. Continuation of LCD 120. Spring

240. Second Language Acquisition and Teaching. 3 hr.; 3 cr. Prereq.: LCD 101 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

241. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing. 3 hr. plus 75 hr. of fieldwork; 4 cr. Coreq./prereq.: LCD 240, SEYS 201, 220, EECE 310. Prereq.: LCD 110 and 120. 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

283. Quantitative Methods in Communication Sciences and Disorders. (formerly CAS 283) 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. (SQ) Spring

291.1-291.3. Special Problems. (formerly Ling. 291.1-291.3) 1, 2, 3 hr.; 1, 2, 3 cr. Prereq.: Permission of department. Topics to be announced. May be repeated once for credit provided the topic is different. ††

302. Linguistic Analysis. 3 hr.; 3 cr. Coreq./prereq.: LCD 210 and 220. Analysis of phonological, morphological, and syntactic data drawn either from one language or a variety of languages.

306. Semantics and Pragmatics. 3 hr.; 3 cr. Coreq./prereq.: LCD 220. A survey of properties of meaning in language (semantics) and communication strategies people use when they talk to each other (pragmatics). There is a substantial writing commitment in this course. Spring

309. Speech Science. (formerly CAS 309) 3 hr.; 3 cr. Prereq.: 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

310. Phonological Theory. (formerly Ling. 310) 3 hr.; 3 cr. Prereq.: LCD 210. Theory of phonological analysis, with implications for applications. There is a substantial writing commitment in this course. Fall

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 socio-cultural 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. Spring

315. Advanced Psycholinguistics. (formerly CAS 315) 3 hr.; 3 cr. Prereq.: LCD 105 or permission of department. Current research in selected areas of psycholinguistics. ††

316. Language and Communication in the School-Aged Child. (formerly CAS 316) 3 hr.; 3 cr. Prereq.: LCD 216. Linguistic, cognitive, and communicative de-

velopment in children with a view toward application in educational settings. Fall, Spring

320. Syntactic Theory. (formerly Ling. 320) 3 hr.; 3 cr. Prereq.: LCD 220. Theory of syntactic analysis. There is a substantial writing assignment in this course. Fall

322. Disorders of Speech. (formerly CAS 321) 4 hr.; 3 cr. Prereq.: 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. Fall, Spring

323. Disorders of Language. (formerly CAS 321) 4 hr.; 3 cr. Prereq.: 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

330. Audiology I. (formerly CAS 330) 3 hr.; 3 cr. Prereq.: 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

331. Audiology II. (formerly CAS 331) 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. ††

332. Historical Linguistics. (formerly Ling 331) 3 hr.; 3 cr. Prereq.: LCD 210 or 220. Principles of language change. There are several writing assignments in this course. ††

340. Methods and Materials of TESOL: The Content Areas. 3 hr. plus 75 hr. of field work; 4 cr. Prereq.: LCD 241. Introduction to the theory and practice of language teaching approaches used in TESOL/ESL courses which focus on thematic units and subject areas, i.e., mathematics, science, social studies, and language arts. With particular attention

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

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. 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. Fall

360. Issues in Linguistic Research. 3 hr.; 3 cr. Coreq./prereq.: LCD 210 and 220. 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. Spring

391.1-391.3. Special Problems. (formerly Ling. 391.1-391.3) 1, 2, 3 hr.; 1, 2, 3 cr. Prereq.: Permission of department. May be repeated once for credit provided the topic is different. ††

392.1-392.3. Tutorial. (formerly Ling. 392) 1, 2, 3 hr.; 1, 2, 3 cr. Prereq.: Junior or senior standing. Student research under the direction of a faculty member or members. May be repeated with permission of department. Fall, Spring

395. Student Teaching Internship in TESOL. 3 hr. plus 75 days of student teaching; 6 cr. Prereq.: LCD 340. Supervised student teaching in ESL classes in a variety of school settings in conformity with New York State certification requirements, plus a weekly seminar at the College. Spring

Mathematics

Chair: Wallace Goldberg

Assistant Chair for Evening Studies and Graduate Adviser: Nick Metas

Assistant to the Chair: Steven Kahan

Dept. Office: Kiely 237, 997-5800

Einstein Professor: Sullivan; **Professors:** Braun, Cowen, Dodziuk, Emerson, Goldberg, Hechler, Hershenov, Itzkowitz, Kahane, Kramer, Kulkarni, Ralescu, Sultan, Swick, Weiss; **Associate Professors:** Diamond, Jiang, Maller, Roskes, Rothenberg, Sisser; **Assistant Professor:** Metas; **Lecturers:** Chen, Don, Eisen, Goodman, Hoffman, Kahan, Schwartz, Sims; **Laboratory Supervisor:** End; **Administrative Assistant:** Green; **Department Secretary:** Patto
Major Offered: Mathematics (State Education Code 02781)

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 page 37 for information on basic skills requirements in mathematics.

Departmental Awards

The Mathematics Department offers each Spring semester the **Eva and Jacob Paulson Memorial Award**, presented to a graduating senior for outstanding work in mathematics; and the **Thomas A. Budne Memorial Award** for special talent and creativity in mathematics. The following awards are also presented to graduating seniors for excellence in mathematics: the **Claire and Samuel Jacobs Award**; the **Arthur Sard Memorial Award**; and the **Banesh Hoffman Memorial Award**. To be eligible for awards, a student must have a high index 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 Mathematics 151 and 152 or the equivalent.

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 page 155 for the specific requirements for this major.

The Applied Mathematics Option

See the boxes on pages 155-56 for the specific requirements for this major.

Each student taking the applied mathematics option must visit the Mathematics Department office by the end of the upper sophomore year in order to be assigned a faculty adviser, who will meet with the student at least once a year to coordinate the student's program. **With the approval of this faculty adviser**, a student may 1) substitute one course from the Mathematics Department (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 track) or with one of the following additional courses:

Biology track: Biology 285; **Economics track:** Economics 382

The Secondary Education Option

See the box on page 156 for the specific requirements for this major

Each student taking this option should consult the Secondary Education Department of the Division of Education about requirements for professional education courses leading to teacher certification (997-5150). In addition, the student must visit Professor Alan Sultan of the Mathematics Department by the end of the upper sophomore year. Professor 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 (997-5300). See the box on page 156 for the specific requirements for this major.

Special Requirements

A student who has received two grades of **D+** or lower in mathematics courses may not proceed with further courses in mathematics without written permission from the Chair or Assistant Chair for Evening Studies. A course in which a grade of **D+** or lower is obtained cannot be used as one of the six elective courses without written permission from the Chair or Assistant Chair for Evening Studies.

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 page 156 for the specific requirements for the minor.

The student's program must be approved by the Mathematics 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 index of at least 2.0

in courses numbered 171 or higher is required, and no course in which a grade below C- is obtained will be recognized as fulfilling the requirements for a minor.

Actuarial Examinations

Those intending to take the Society of Actuaries examinations should take calculus through Mathematics 201 and Mathematics 241 or 611. In addition, the following courses will be helpful:

For the Course 1 examination, Mathematical Foundations of Actuarial Science: Mathematics 242, 271, 272, 621, 623, 633.

For the Course 2 examination, Interest Theory, Economics and Finance: Mathematics 116.

Requirements for the Majors in Mathematics

All students must have completed Mathematics 151 and 152 or the equivalent.

The Pure Mathematics Option

Required: Mathematics 201 and 202 (or 207), 310 (or 208 or 320), and either 231 or 237; Physics 121 and 122, or Physics 103 and 204, or Physics 145 and 146, or Economics 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 Mathematics 317, 333, 613, or 617.

Group A: Mathematics 232, 317, 320, 333, 337, 395, 396, and all 600-level mathematics courses, except 601. Math 320 may not be counted as a Group A course if it has been used to satisfy the requirement above.

Group B: Mathematics 220, 223, 224, 241, 242, 245, 247, 248, 249, 217 (only for evening students who have not taken Math 223), 328, 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: Mathematics 317 (or 617) and 618 and 241, plus courses chosen from 310, 333 (or 613), 518, 524, 619, 621, 626, 636. Courses in computer science and physics are strongly recommended.

College Teaching: Mathematics 310, 320, 337 (or 333 or 613), 609, 612, 614, 618, 619, 621, 624, 625, 626, 628, 631, 634, 636.

Mathematical Physics: Mathematics 220, 223, 224, 328, 333 (or 613), 614, 624, 628, and a number of physics courses beyond Physics 146.

Computer Science: Mathematics 220, 223, 224, 232, 241, 242, 245, 247, 248, 249, 310, 328, 333 (or 613), 614, 621, 623, 624, 625, 626, 628, 633, 634, 636.

Statistics: Mathematics 241, 242, 621, 624, 633, 635, and 614.

Actuarial Work: Mathematics 173, 241, 242, 247, 271, 272, 621, 623, 624, 625, 633; Accounting 101 and 102. These courses will adequately prepare the student for the first three actuarial examinations.

The Applied Mathematics Option

All students electing the applied mathematics option must take 201 and 202 (or 207); either 231 or 237; either 241 or 611; and Computer Science 101. 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 tracks in Group II below:

Group I: Mathematics 208, 220, 223, 224, 232, 242, 245, 247, 248, 249, 310, 328, 333, 613, 614, 619, 621, 623, 624, 625, 628, 633, 634, 635, 636. Except for students in the Operations Research track, students cannot use all three of the courses 247, 248, 249 in fulfilling the Group I requirement. (Continued on page 156)

Departmental Honors

Departmental honors are awarded each Spring semester. The Eva and Jacob Paulson Memorial Award is presented to a graduating senior for outstanding work in mathematics. The Thomas A. Budne Memorial Award is given for special talent and creativity in mathematics. The following awards are presented to graduating seniors for excellence in mathematics: the Samuel Jacobs Memorial Award, the Claire and Samuel Jacobs Award, the Arthur Sard Memorial Award, and the Banesh Hoffman Memorial Award.

To be eligible for the awards, a student must have a high index in mathematics and must have taken courses beyond the minimum requirement for a major.

COURSES

All students planning to take a course in calculus should follow the results of the mathematics placement examination. Mathematics 113 and 114 do not prepare students for calculus; they are designed for nonmathematics and non-science students who want to take a course in mathematics appreciation or in probability and statistics.

In order to register for Mathematics 131, 132, 141, 142, 143, 151, 152, 158, or 201, a student must pass the appropriate prerequisite course with a grade of C- or better. This requirement will be enforced vigorously; it can be waived only upon approval of the department Chair.

Students who have received advanced placement credit for a calculus course cannot receive credit for Math 110 or Math 122.

110. Mathematical Literacy – An Introduction to College Mathematics. 3 hr., 3 cr. This course will give students the 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

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

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 Mathematics 113, 114, 116, and 119.

***113. Ideas in Mathematics.** 3 hr.; 3 cr. Prereq.: Mathematics 110 or 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 Mathematics 201 (unless permission of the Chair is obtained). (SQ) Fall, Spring

***114. Elementary Probability and Statistics.** 3 hr.; 3 cr. Prereq.: Mathematics 110 or 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 Mathematics 241, 611, 621, or 633. (SQ) Fall, Spring

***116. Mathematics of Finance.** 3 hr.; 3

cr. Prereq.: Mathematics 110 or knowledge of intermediate algebra. Topics include simple interest, compound interest, mortgages, bonds, depreciation, annuities, and life insurance. This course may be counted toward the LASAR Scientific Methodology and Quantitative Reasoning requirement. (SQ) Fall, Spring

***119. Mathematics for Elementary School Teachers.** 3 hr.; 3 cr. Prereq.: Mathematics 110 or the equivalent. This course is designed to make prospective elementary school teachers 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. (SQ) Fall, Spring

120. Discrete Mathematics for Computer Science. 3 hr.; 3 cr. Prereq.: Mathematics 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 Mathematics 220. Fall, Spring

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 include: real and complex numbers, algebra of functions, the fundamental theorem of algebra, trigonometry, logarithms and exponential functions, conic sections, and the use of graphic calculators. Students unsure of their preparation for calculus are advised to take the Queens College mathematics placement test.

131. Calculus with Applications to the Social Sciences I. 3 hr.; 3 cr. Prereq.: Mathematics 122, or placement by departmental exam, or permission of the department. The first part of a two-semester sequence (Mathematics 131 and 132) intended to introduce the fundamental ideas and techniques of the 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

*Students who are required to satisfy the College's mathematics basic skills requirement cannot do so by receiving transfer credit for a course having Math 110 as a prerequisite at Queens.

Requirements for the Majors in Mathematics (continued)

Group II: Consult your adviser for an updated list.

Biology track: Biology 107, 108, and Chemistry 115, 116 (or equivalent).

Computer Science track: Any two courses chosen from Computer Science 103, 301, 341, 641, 645.

Economics track: Economics 101, 102, 225, 226.

Physics track: Physics 145, 146 and two courses to be chosen from 311, 312, 611, 612, 615.

Psychology track: Psychology 101, 107, 213, and two courses to be chosen from Psychology 311, 312, 313. Students should include either Mathematics 242 or Mathematics 633 among the courses chosen from Group I.

Operations Research track: Three additional courses from Group I, to make a total of nine; the nine courses must include Mathematics 247 (or 248), 623, and 633. 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 adviser.

All students must have completed Mathematics 151 and 152 or the equivalent.

The Secondary Education Option

Required: Mathematics 231 or 237; 201; 509 or 626; 241 or 611; 518; 220; Computer Science 101 and 103; Secondary Education 361 and 371. Five additional courses chosen from Lists X and Y below, of which at least three must be from List X:

List X: Mathematics 310, 317 (or 617), 333 (or 613), 503, 524, 609, 612, 618, 619, and 626 (if this course is not used to satisfy the requirement above). Mathematics 310 is recommended for those who expect to teach calculus. Also especially recommended are 317 (or 617), 333 (or 613), 618, and 619.

List Y: Mathematics 202, 223, 232, 242, 245, 247, 248, 320, 385, and all 600-level courses. Mathematics 202 is usually required for entry into master's degree programs in mathematics. A year of college physics is recommended.

The Elementary Education Option

Required: Mathematics 119, 141-143 (or 151-152), 231, 220, 241, 509, 518 (or 618), and Computer Science 95. One additional math course will be chosen with the advice and approval of the student's Mathematics department adviser. Each student must obtain a Mathematics department adviser by the beginning of the junior year.

Requirements for the Minor in Mathematics

Required (15 credits): Mathematics 201 and at least four other courses numbered 171 or higher, with the exception of Mathematics 271, 272, and 385. Unless permission of the department is obtained, Mathematics 119 cannot be included as part of the minor. (Elementary Education students should consult that department for their special requirements for a minor in mathematics.)

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 Mathematics 141 or 151. (SQ) Fall, Spring

132. Calculus with Applications to the Social Sciences II. 3 hr.; 3 cr. Prereq.: Mathematics 131. A continuation of Mathematics 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. (SQ)††

141. Calculus/Differentiation. 3 hr.; 3 cr. Prereq.: Mathematics 122, or placement by departmental exam, or permission of the department. The first part of a three-semester sequence (Mathematics 141, 142, 143), covering the same material as Mathematics 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 Mathematics 151. (SQ) Fall, Spring

142. Calculus/Integration. 3 hr.; 3 cr. Prereq.: Mathematics 100 or 141. A continuation of Mathematics 141. Not open to students who are taking or who have passed Mathematics 151. (SQ) Fall, Spring

143. Calculus/Infinite Series. 3 hr.; 3 cr. Prereq.: Mathematics 142. Mathematics 151 does not satisfy the prerequisite. A continuation of Mathematics 142. Not open to students who are taking or who have passed Mathematics 152. (SQ) Fall, Spring

151. Calculus/Differentiation & Integration. 4 hr.; 4 cr. Prereq.: Mathematics 122, or placement by departmental exam, or permission of the department. The first part of a two-semester sequence (Mathematics 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 Mathematics 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 Mathematics 141. (SQ) Fall, Spring

152. Calculus/Integration & Infinite Series. 4 hr.; 4 cr. Prereq.: Mathematics 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 Mathematics 142. (SQ) Fall, Spring

157, 158. Honors Calculus I, II. 4 hr.; 4 cr. each semester. Prereq.: Permission of Chair. An intensive course that is the first year of a two-year sequence (Mathematics 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 Mathematics 141 or 151. (SQ) 157-Fall; 158-Spring

171. Computer Solution of Mathematical Problems. 2 hr.; 2 cr. Prereq. or coreq.: Mathematics 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 Mathematics 624 or Computer Science 361. Fall, Spring

190. Studies in Mathematics. 190.1-190.6, 1-6 hr.; 1-6 cr. Prereq.: Permission of Chair. Topic announced in advance. May be repeated for credit if topic is not the same. ††

201. Calculus. 4 hr.; 4 cr. Prereq.: Mathematics 143 or 152. A continuation of the work of Mathematics 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 Mathematics 132 (unless permission of the Chair is obtained). (SQ) Fall, Spring

202. Advanced Calculus. 4 hr.; 4 cr. Prereq.: Mathematics 201 and either Mathematics 231 or 237, or permission of Chair. Vector-valued functions, higher-order derivatives, maxima and minima of functions of several variables, integrals over paths and surfaces, vector analysis. (SQ) Fall, Spring

207, 208. Honors Calculus III, IV. 4 lec. hr., 1 conf. hr., and independent work; 5 cr. each sem. Prereq.: Mathematics 158 or Mathematics 201 and permission of Chair. Continuation of Honors Calculus I and II (Mathematics 157, 158), including topics of advanced calculus. (SQ) 207-Fall; 208-Spring

217. Engineering Mathematics. 3 hr.; 3 cr. Prereq.: Mathematics 201 and a first course in physics. Covers ordinary differential equations, Laplace transforms, and Fourier series. Intended for students planning to continue in engineering. Students taking this course may not receive credit for Mathematics 223. (SQ) Spring

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. (SQ) Fall

223. Differential Equations with Numerical Methods I. 3 hr.; 3 cr. Prereq.: Mathematics 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 Mathematics 217. (SQ) Fall, Spring

224. Differential Equations with Numerical Methods II. 3 hr.; 3 cr. Prereq.: Mathematics 223, and either Mathematics 231 or 237. Linear systems of equations; stability of linear systems, orbits, phase portraits, periodic solutions, stability; boundary value problems; applications. (SQ) Fall

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 Mathematics 237. (SQ) Fall, Spring

232. Linear Algebra II. 3 hr.; 3 cr. Prereq.: Mathematics 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 Mathematics 237. (SQ) Fall

237. Honors Linear Algebra. 3 hr.; 3 cr. Prereq.: Permission of Chair. An intensive course in linear algebra for superior mathematics students. Not open to students who are enrolled in or who have completed Mathematics 231. (SQ)††

241. Introduction to Probability and Mathematical Statistics. 3 hr.; 3 cr. Prereq. or coreq.: Mathematics 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 Mathematics 114, except by permission of the Chair. Not open to students who are taking or who have received credit for Mathematics 611. (SQ) Fall, Spring

242. Methods of Mathematical Statistics. 3 hr.; 3 cr. Prereq.: Mathematics 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. (SQ) Fall

245. Mathematical Models. 3 hr.; 3 cr. Prereq.: Mathematics 132 or 142 or 152, and permission of 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. (SQ) Spring

247. Linear Programming and Game Theory. 3 hr.; 3 cr. Prereq.: Mathematics 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. (SQ) Fall

248. Nonlinear Programming. 3 hr.; 3 cr. Prereq.: Mathematics 201 and either Mathematics 231 or 237. Iterative methods for solving nonlinear optimization problems; techniques for handling problems with and without constraints; termination criteria and convergence analysis. (SQ) Spring

249. Extensions of Linear Programming. 3 hr.; 3 cr. Prereq.: Mathematics 247. Topics include goal programming, integer programming, network analysis, and dynamic programming. Additional topics may be chosen from fractional programming, quadratic programming, convex programming, separable programming, and heuristic programming. A large number of realistic applications will be given. (SQ)††

271. Actuarial Mathematics I: Calculus and Probability. 1 hr.; 1 cr. Prereq.: Mathematics 201; coreq.: Mathematics 241 or 611. This course covers material in calculus and some probability required for the Course 1 Examination of the Society of Actuaries. (Fall)

272. Actuarial Mathematics II: Probability and Risk Management. 1 hr.; 1 cr. Prereq.: Mathematics 201 and 241 (or 611); coreq.: at least one of Mathematics 242, 621, 623, or 633. This course covers material in probability and risk management required for the Course 1 Examination of the Society of Actuaries. (Spring)

290. Studies in Mathematics. 290.1-290.6, 1-6 hr.; 1-6 cr. Prereq.: Permission of Chair. Topic announced in advance. May be repeated for credit if topic is not the same.††

310. Elementary Real Analysis. 3 hr.; 3 cr. Prereq.: Mathematics 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. (SQ) Fall

317. Foundations of Analysis. 3 hr.; 3 cr. Prereq.: Mathematics 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 Mathematics 617 in place of Mathematics 317. Students may not take both courses. (SQ) Spring

320. Introduction to Point Set Topology. 3 hr.; 3 cr. Prereq. or coreq.: Mathematics 201. Presents the basic concepts and some of the fundamental results of point set topology. (SQ) Spring

328. Introduction to Partial Differential Equations. 3 hr.; 3 cr. Prereq.: Mathematics 217 or 223. Topics covered include partial differential equations, Fourier series, and boundary value problems. (SQ) Spring

333. Introduction to Algebraic Structures. 3 hr.; 3 cr. Prereq.: Mathematics 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 Mathematics 333 and 613. (SQ) Fall

337. Honors Abstract Algebra I. 3 hr.; 3 cr. Prereq.: Permission of Chair. The first part of an intensive two-semester sequence for students intending to do advanced work related to mathematics. Definitions, examples, and basic properties of groups, rings, fields, and vector spaces. (Credit may be received for Mathematics 337 without completing Mathematics 338. Credit may not be received for both Mathematics 337 and either Mathematics 333 or 613. It is suggested that students needing a slower presentation of abstract algebra register for Mathematics 333 or 613 instead.) (SQ)††

385. Mathematical Foundations of the Secondary School Curriculum. 3 hr.; 3 cr. Prereq.: Mathematics 201 or permission of instructor. Designed to give prospective secondary school mathematics teachers an understanding of the mathematics they will be teaching. 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. Fall

390. Studies in Mathematics. 390.1-390.6, 1-6 hr.; 1-6 cr. Prereq.: Permission of Chair. Topics announced in advance. May be repeated for credit if topic is not the same.††

391, 392. Special Problems. 391.1-391.5, 1-5 hr.; 1-5 cr., 392.1-392.5, 1-5 hr.; 1-5 cr. each sem. Prereq.: Junior or

senior standing and permission of 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.††

395. Honors Seminar I. 395.3-395.6, 3-6 hr.; 3-6 cr. Prereq.: Permission of 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.††

396. Honors Seminar II. 396.3-396.6, 3-6 hr.; 3-6 cr. Prereq.: Mathematics 395. Continuation of Mathematics 395.††

The following graduate courses are open to qualified undergraduate students.

503. Mathematics from an Algorithmic Standpoint. 3 hr.; 3 cr. Prereq.: One year of calculus. An algorithmic approach to a variety of problems in high school and college mathematics. Experience in programming is not necessary. Topics may include problems from number theory, geometry, calculus and numerical analysis, combinatorics and probability, and games and puzzles. This course aims at a better understanding of mathematics by means of concrete, constructive examples of mathematical concepts and theorems. (This course may not be credited toward the degree of Master of Arts in Mathematics, except with the special permission of the Chair.) Spring

509. Set Theory and Logic. 3 hr.; 3 cr. Prereq.: One year of calculus or permission of instructor. Propositional logic and truth tables. Basic intuitive ideas of set theory: cardinals, order types, and ordinals. May not be credited toward the Master of Arts degree in Mathematics.

518. College Geometry. 3 hr.; 3 cr. Prereq.: Mathematics 231 or 237. Advanced topics in plane geometry, transformation geometry. Not open to candidates for the Master of Arts degree in Mathematics. Fall

524. History of Mathematics. 3 hr.; 3 cr. Prereq. or coreq.: Mathematics 201. Not open to candidates for the Master of Arts degree in Mathematics. Fall

525. History of Modern Mathematics. 3 hr.; 3 cr. Prereq.: Mathematics 524 or permission of instructor. Selected topics from the history of nineteenth- and twentieth-century mathematics, e.g., topology, measure theory, paradoxes and mathematical logic, modern algebra, non-Euclidean geometries, foundations of analysis. May not be credited toward

the Master of Arts degree in Mathematics.

550. Studies in Mathematics. 1-3 hr.; 1-3 cr. Prereq.: Permission of Chair. Topic will be announced in advance. May be repeated once for credit if topic is not the same. Not open to candidates for the Master of Arts degree in Mathematics.††

555. Mathematics of Games and Puzzles. 3 hr.; 3 cr. Prereq.: Two years of calculus or permission of instructor. Elements of game theory, analysis of puzzles such as weighing problems, mazes, Instant Insanity, magic squares, paradoxes, etc. May not be credited toward the Master of Arts degree in Mathematics.

601. Discrete Mathematics for Computer Science. 4 hr.; 3 cr. An introduction to discrete mathematics for those incoming Computer Science Master's degree students who do not have an undergraduate background in discrete mathematics. Topics include elementary set theory, elements of abstract algebra, propositional calculus and Boolean algebra, proofs, mathematical induction, combinatorics, graphs and discrete probability theory. Students may not receive credit for both Mathematics 601 and either Mathematics 120, 220 or Computer Science 220. Mathematics 601 cannot be counted toward the Bachelor's or Master's degree in Mathematics.

609. Introduction to Set Theory. 3 hr.; 3 cr. Prereq.: Mathematics 201 or permission of Chair. Axiomatic development of set theory: functions, ordinal and cardinal numbers, axiom of choice, Zorn's lemma, continuum hypothesis. Spring

611. Introduction to Mathematical Probability. 3 hr.; 3 cr. Prereq.: A one-year course in differential and integral calculus (including improper integrals). A first course in probability at an advanced level. Topics to be covered include axioms of probability, combinatorial analysis, conditional probability, random variables, binomial, Poisson, normal, and other distributions, mathematical expectation, and an introduction to statistical methods. Not open to students who have received credit for Mathematics 241 or 621. May not be counted toward the Master of Arts degree in Mathematics. Spring

612. Projective Geometry. 3 hr.; 3 cr. Prereq.: Mathematics 231 or 237. Study of the projective plane.††

613. Algebraic Structures. 3 hr.; 3 cr. Prereq.: Mathematics 231 or 237. Groups, rings, polynomials, fields, Galois theory. Students may not take

both Mathematics 333 and 613. Spring

614. Functions of Real Variables. 3 hr.; 3 cr. Prereq.: Course in Elementary Real Analysis or Point Set Topology (equivalent of Mathematics 310 or 320), or permission of instructor. Provides a foundation for further study in mathematical analysis. Topics include basic topology in metric spaces; continuity; uniform convergence and equicontinuity; introduction to Lebesgue theory of integration. Fall

616. Ordinary Differential Equations. 3 hr.; 3 cr. Prereq.: Mathematics 614 or permission of Chair. Existence and uniqueness of solutions, linear systems, Liapunov stability theory, eigenvalue and boundary value problems. Spring

617. Number Systems. 3 hr.; 3 cr. Prereq.: Mathematics 201. Axiomatic development of the integers, rational numbers, real numbers, and complex numbers. Not open to students who have received credit for Mathematics 317. Fall

618. Foundations of Geometry. 3 hr.; 3 cr. Prereq.: Mathematics 143 or 152. Historical perspective. Axiomatics: models, consistency, and independence. Rigorous development of both Euclidean geometry and non-Euclidean geometry of Bolyai and Lobachevski. Spring

619. Theory of Numbers. 3 hr.; 3 cr. Prereq.: Mathematics 231 or 237. The elementary theory of integers, with applications to many numerical problems. Fall

621. Probability. 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of Mathematics 201) and an introductory course in probability, or permission of Chair. Topics to be covered include binomial, Poisson, normal, and other distributions, random variables, laws of large numbers, generating functions, Markov chains, central limit theorem. Fall

623. Operations Research (Probability Methods). 3 hr.; 3 cr. Prereq.: Course in probability theory (such as Mathematics 241). An introduction to probabilistic methods of operations research. Topics include the general problem of decision-making under uncertainty, project scheduling, probabilistic dynamic programming, inventory models, queuing theory, simulation models, and Monte Carlo methods. The stress is on applications. Spring

624. Numerical Analysis I. 3 hr.; 3 cr. Prereq.: Mathematics 231 or 237, and either Mathematics 255 or knowledge of

a programming language; coreq.: Mathematics 201. Numerical solutions of nonlinear equations by iteration. Interpolation and polynomial approximation. Numerical differentiation and integration. Fall

625. Numerical Analysis II. 3 hr.; 3 cr. Prereq.: Mathematics 624 or its equivalent, including knowledge of a programming language. Numerical solution of systems of linear equations. Iterative techniques in linear algebra. Numerical solution of systems of nonlinear equations. Orthogonal polynomials. Least square approximation. Gaussian quadrature. Numerical solution of differential equations. Spring

626. Mathematics and Logic. 3 hr.; 3 cr. Prereq. or coreq.: Mathematics 201 or permission of Chair. Propositional calculus, quantification theory, recursive functions, Gödel's incompleteness theorem. Spring

628. Functions of a Complex Variable. 3 hr.; 3 cr. Prereq.: Mathematics 202 or permission of Chair. Topics covered include analytic functions, Cauchy's Integral Theorem, Taylor's Theorem and Laurent series, the calculus of residues, Riemann surfaces, singularities, meromorphic functions. Spring

630. Differential Topology. 3 hr.; 3 cr. Prereq.: Mathematics 202. Differentiable manifolds and properties invariant under differentiable homeomorphisms; differential structures; maps, immersions, imbeddings, diffeomorphisms; implicit function theorem; partitions of unity; manifolds with boundary; smoothing of manifolds. ††

631. Differential Geometry. 3 hr.; 3 cr. Prereq.: Mathematics 202. The theory of curves and surfaces and an introduction to Riemannian geometry. Fall

632. Differential Forms. 3 hr.; 3 cr. Prereq.: Mathematics 202. A study in a coordinate-free fashion of exterior differential forms; the types of integrands that appear in the advanced calculus. ††

633. Statistical Inference. 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of Mathematics 201) and either an undergraduate probability course that includes mathematical derivations or Mathematics 611 or 621. Basic concepts and procedures of statistical inference. Spring

634. Theory of Graphs. 3 hr.; 3 cr. Prereq.: Mathematics 201. An introduction to the theory of directed and undirected graphs. The Four-Color Theorem. Application to other fields. Fall

635. Stochastic Processes. 3 hr.; 3 cr. Prereq.: Mathematics 611 or 621. A study of families of random variables. ††

636. Combinatorial Theory. 3 hr.; 3 cr. Prereq.: Mathematics 231 or 237. This course will be concerned with techniques of enumeration. Spring

650. Studies in Mathematics. 1-3 hr.; 1-3 cr. Prereq.: Permission of Chair. Topic announced in advance. May be repeated for credit if topic is not the same. ††

Media Studies

Chair: Stuart E. Liebman

Chair, Undergraduate Studies Committee: Walid Raad

Coordinator, Graduate Program in Media Studies: Jonathan Buchsbaum

Dept. Office: 100 G Building, 997-2950

Professor: Liebman; **Associate Professors:** Buchsbaum, Maxwell; **Assistant Professors:** Forman, Hendershot, Lenert, Raad; **Lecturer:** Macmillan; **College Laboratory Technician:** Sun; **Department Secretary:** Pilate

Major Offered: Media Studies (State Education Code 02702)

Courses in Media Studies 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.

Departmental Award

The Media Studies Department presents the **Special Achievement in Multicultural Communication Studies Award** annually 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 perspec-

tive. Awards for the best essay in Media Studies and best creative project are also offered annually.

Areas of Study

The Department of Media Studies 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, narrow-cast 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 adviser, 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 nor more than 42 credits. See the box on page 161 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 Media Studies major.

Joint Programs

Media Studies and Political Science

This program is designed for students whose interests are in law, public affairs, international communications, and political reporting.

Note: New students are not being accepted into this joint major at this time while the two departments are revising this program. Please consult with advisers in each department concerning the status of this program.

Drama, Theatre, and Dance and Media Studies

Note: New students are not being accepted into this joint major at this time while the two departments are revising this program. Please consult with advisers in each department for the status of this program.

THE MINOR

The minor in Media Studies 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 on this page for the specific requirements for the minor.

JOURNALISM

Queens College offers a minor in Journalism (see page 146). Students interested in post-graduate training or careers in journalism and publishing are urged to major in English, history, political science, media studies, or one of the other liberal arts disciplines, and to acquire as broadly based an education outside their major as they can. Students can acquire valuable experience while working for the campus press as an extracurricular activity, and in journalism and publishing internships sponsored by the Departments of English and Media Studies, as well as by the Journalism Program.

Students should consult with the Director of the Journalism Program for counseling about professional schools and careers.

Requirements for the Major in Media Studies

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

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.

FILM STUDIES

Queens College offers an interdisciplinary major in Film Studies (see page 129), 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 head of the Film Studies Program for counseling about professional schools and careers.

COURSES

100. **Media Technologies from Gutenberg to the Internet.** 3 hr.; 3 cr. Broad historical survey of media technologies and their social implications. Fall, Spring

101. **The Contemporary Media.** 3 hr.; 3 cr. (formerly CAS 102) Survey of contemporary media institutions and their economic, social, political, and cultural implications. Fall, Spring

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

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.

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. (SS) Fall, Spring

143. **History of the Cinema I: 1880 to 1930.** 4 hr.; 3 cr. Survey of the motion picture from its inception to 1930. Development of the cinema as both a

distinctive medium of communication and an art form. Significant films are viewed and discussed. MAT charge, \$10. Fall

144. **History of the Cinema II: 1930 to the Present.** 4 hr.; 3 cr. Development of the cinema since 1930. MAT charge, \$10. Spring

145. **History of Broadcasting.** (formerly CAS 250) 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

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, ceremonial.

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 non-verbal 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.

200. **Principles of Sound and Image.** (formerly CAS 147) 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. MAT charge, \$7. Fall, Spring

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.

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.

Note: English 95 or its equivalent is the minimum prerequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

241. Multimedia. (formerly CAS 240) 3 hr.; 3 cr. Prereq.: MEDST200. Exploration and analysis of the emerging technology of interactive computer-based multimedia as a contemporary communication tool, focusing on the nexus of computers, film, video, audio, and text. Students will design, produce, and critique their own web pages and/or presentations.

242. Introduction to Video: Studio. 4 hr.; 3 cr. Prereq.: MEDST 200. Creative processes and techniques of studio television production, including the operation of studio and control-room equipment. Fall, Spring

243. Introduction to Video: Field. 4 hr.; 3 cr. Prereq.: MEDST 200. A continuation of MEDST 242, including production of television in the field. Differences in techniques and styles between studio and field video production are emphasized.

245. Screenwriting. 3 hr. plus conf.; 3 cr. Prereq.: MEDST 143 or 144, or 145, or 200, or permission of department. Principles and practice of writing for radio, television, and film writing. Fall, Spring

249. Media Performance. 2 lec., 2 lab. hr.; 3 cr. Prereq.: MEDST 200 or permission of department. The development of the performer in radio, television, and film.

250. Freedom of Speech. 3 hr.; 3 cr. (formerly CAS 246) Prereq.: MEDST 110 or 145, or permission of department. Regulation and control of communication through legal restriction, censorship, and self-regulation.

251. Argumentation. (formerly CAS 248) 3 hr.; 3 cr. Prereq.: MEDST104 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.

252. Small Group Communication. 3 hr.; 3 cr. Prereq.: MEDST 103. Study and illustration of small group communication.

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.

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.

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.

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.

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 non-verbal languages, use and organization of time and space, social structures.

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.

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.

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.

281. Intermediate Studies in Media. 3 hr.; 3 cr. Prereq.: Permission of department. Study in a specialized area in the field. Exams or papers involving research will be assigned. May be repeated once for credit providing there is a change in topic.

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

310. Television Field Production. (formerly CAS 300) 4 hr.; 3 cr. Prereq.: MEDST 243 or permission of department. Specific principles and techniques of on-location video production includ-

ing concept and design, elements of television script writing, camera techniques, lighting, sound, and editing.

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.

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 MEDST media production courses. MEDST 311 and 312 may be repeated for up to 3 credits in any combination.

313. Telecommunications: Sound. 2 lec., 2 lab. hr.; 3 cr. Prereq.: MEDST 200 or 242. Creative processes and techniques of sound in radio, television, and film.

314. Television Direction. (formerly CAS 346) 4 hr.; 3 cr. Prereq.: MEDST 242 or permission of department. Theory and practice of television direction.

315. Film Production. (formerly CAS 348) 4 hr.; 3 cr. Prereq.: MEDST 200; 143 or 144. Students will storyboard, shoot, and edit a series of 16mm film assignments.

316. Commercial Production. 4 hr.; 3 cr. Prereq.: MEDST 242 and 243, or permission of department. The creation of audiovisual messages used in business, social, and consumer advertising campaigns. The course includes the study of persuasive techniques, audience research, media writing, and the creative use of camera, editing, and graphics.

320, 320W. Gender and Media. 3 hr.; 3 cr. Prereq.: MEDST 220 or 300. Focuses on spectatorship and representation of femininity and masculinity in both mainstream and alternative media.

321W. News Analysis. (formerly CAS 345) 3 hr.; 3 cr. Prereq.: MEDST 101 and 110 or 262. Analysis of information and news transmitted by print and electronic media.

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.

325, 325W. Radical Critiques of Mass Communication. (formerly CAS 370) 3 hr.; 3 cr. Prereq.: MEDST 200. Critical examination of radical analyses of mass media, products, and institutions.

326, 326W. Video Art and Activism. 3 hr.; 3 cr. Prereq.: MEDST 101 and 220. Critical survey of video art and activism from the early 1970s to the present. Course examines video's relationship to other artistic practices, social movements, and mass culture.

340, 340W. Styles of Cinema. (formerly CAS 342) 3 hr.; 3 cr. Prereq.: MEDST 200, and 143 or 144. Advanced exploration of selected cinematic styles of cinema, including, among others, Realism, Expressionism, and Surrealism. MAT charge, \$10.

341, 341W. Theory of Film. 3 hr.; 3 cr. Prereq.: MEDST 143 or 144, and or permission of department. Explores key concepts in film theory as well as writings of critics and directors. (H3)

342, 342W. 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 topic is different.

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. MAT charge, \$10.

344, 344W. 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, Latin America. The course will usually focus on production in a single country or community. MAT charge, \$10. May be repeated once for credit, provided topic is different.

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.

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.

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.

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.

352W. Discourse of the Classical Period. (H3, PN)

353W. American and British Discourse to 1900. (H3)

355, 355W. The Aesthetics of Communication. (formerly CAS 371) 3 hr.; 3 cr. Prereq.: MEDST 200 and 300. Aesthetic aspects of events in communication—visual, aural, written, and gestural—are explored. (H3)

357. 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.

359W. International Telecommunications Policy. 3 hr.; 3 cr. Prereq.: MEDST 262. Examines the history, issues, and institutions which have shaped international telecommunication policy.

360, 360W. Global Media. (formerly CAS 347) 3 hr.; 3 cr. Prereq.: MEDST262. 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.

381, 381W. Advanced Studies in Media. 3 hr.; 3 cr. Prereq.: Permission of department. Intensive study in an area of the department; each semester a special subject will be selected; papers involving research will be assigned. May be repeated once for credit providing there is a change in the topic.

391. Special Problems. 1 conf. and 9 hr.; 3 cr. Prereq.: MEDST major of upper junior or senior standing with a minimum 3.0 grade-point average and written permission of instructor before registration, plus written permission of Chair. Students with less than a 3.0 grade-point average must petition the

departmental 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 adviser and presentation of such paper or papers as the adviser may require. Credit toward major determined by topic. Fall, Spring

392. Internship. 392.3: 135 hr.; 3 cr. 392.6: 270 hr.; 6 cr. Prereq.: MEDST 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 course work. Students with less than a 3.0 grade-point average must petition the departmental Undergraduate Studies Committee for the privilege of taking the course. Supervision by a faculty adviser 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 adviser 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 Media Studies major.

The Aaron Copland School of Music

Director: Hubert S. Howe

Associate Director: Drora B. Pershing

Assistant Director: Henry Burnett

Assistant to the Director: Jonathan Irving

Graduate Adviser: William Rothstein

Music Office: Music Building 203,
997-3800; fax 997-3849

Distinguished Professor: Musgrave; **Professors:** Brings, Burnett, Eisman, Erickson, Hallmark, Hanna, Howe, Orenstein, Peress, Phillips, Ritt, Rothstein, Saylor, Straus; **Associate Professors:** Gagné, Jolley, Mossman, Sang, Smaldone; **Assistant Professors:** Bell, Stone; **Instructor:** Hahn; **Lecturer:** Pershing; **Graduate Fellows:** Franklin, Stoecker; **Senior College Lab Technicians:** Jawdoszyn, Saderman; **College Lab Technician:** Krahn; **Emeritus Distinguished Professor:** Schachter; **Emeritus Professors:** Berkowitz, Burkhart, Heath, Kouguell, Kraft, Lerner, Mandelbaum, Weinberg, White; **Music School Secretaries:** Dimino, Major

Classical Performance Faculty
(Full-time faculty in bold)

Violin and Viola: Daniel Phillips, Sara Adams, Toby Appel, Karen Dreyfus, Burton Kaplan, Isaac Malkin, Margaret Pardee

Cello: David Geber, Alexander Kouguell, Barbara Stein-Mallow, Ronald Thomas

Double Bass: Homer Mensch

Flute: Linda Chesis, Brad Garner, Laura Gilbert, Trudy Kane, Tara Helen O'Connor, Keith Underwood, Jan Vinci

Oboe: Randall Wolfgang

Clarinet: Charles Neidich, David Krakauer, Ayako Neidich

Bassoon: Jean Cortese, Donald Olson, Jane Taylor

French Horn: David Jolley, Robert Rouch

Trumpet: Michael Mossman, Murray Kahn, Susan Radcliff, Tom Smith

Trombone: Michael Mossman, Jack Schatz, Chaim Avitzur

Percussion: Michael Lipsey

Harp: Susan Jolles

Piano: Morey Ritt, Edna Golandsky, Lev Natochenny, Gerald Robbins, Donald Pirone, Dorothy Taubman

Harpichord: Raymond Erickson

Organ: Harry Huff, John Weaver

Voice: Shirlee Emmons, Lena Gabriele, Marcie Lindheimer, Sandra Lopez

Classical Guitar: Frederic Hand, Patrick O'Brien

Lute: Patrick O'Brien

Majors Offered: Music (B.A., State Education Code 02732; B.A./M.A. State Education Code 02733; B. Mus., State Education Code 02729; B.A. K-12 Teacher State Education Code 02718)

The Aaron Copland School of Music offers a liberal arts music major and a major in performance, an additional sequence in music education, and a cultural music major; music 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 so necessary for graduate study and an eventual career in the profession.

The School gives all students of the 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.

The School presents public concerts and recitals by ensembles, students, and faculty, artists-in-residence, and guest artists; lectures by faculty members or guests; and occasionally workshops by performance faculty or guest artists. College ensembles include a symphony orchestra, wind ensemble, opera workshop, various chamber groups and ensembles (including early and contemporary music groups), and several choirs. There is in addition a College-community choir, the Queens College Choral Society. Opera productions and musicals are produced in cooperation with the Department of Drama, Theatre, and Dance. Most of these events are free, and all are open to the public.

The Aaron Copland School occupied new quarters in 1991. The music building includes the LeFrak Concert Hall (which has a tracker organ), a smaller recital hall, classrooms surrounding a central enclosed atrium, practice rooms and rehearsal studios, a library planned for the better accommodation and use of the music library's extensive holdings and collections, expanded 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.

Departmental Awards

The Aaron Copland School of Music awards the following annual prizes to graduating seniors: the **Karol Rathaus Memorial Award** for excellence in composition, scholarship, or performance; 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 **Michal Joan Ress Memorial Award** to an instrumental major; the **Maria and Raffaele Salerno Memorial Award** to a student intending to continue musical education toward a professional career; the **Adele Lerner Prize in Chamber Music**; and the **Claire and Samuel Jacobs Award** to outstanding graduating students. 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 **Rathaus Family Memorial Award**; the **Choral Society Award in Music Education** to a student showing great promise in teaching; the **Mark Kyrkostas Award** for distinguished work in piano or composition; 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 Copland School also awards annually the **John Castellini Silver Jubilee Award** to a distinguished alumnus of the music program.

Scholarships

The following scholarships are awarded by the Copland School of Music on the basis of merit and need. Both undergraduate and graduate students are eligible. (The awards with asterisks are limited to Master's students in jazz.)

Albert Burnett Scholarship
AWA Scholarship
John Castellini Scholarship
Edward Downes Scholarship
*Michael Feinstein Scholarship
Martha Feldman Piano Scholarship
*Marvin Hamlisch 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 **Music Students' Handbook**, available in the Music Office. 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 this page for the specific requirements for this major.

cific requirements for this major.

The Performance Major

The Bachelor of Music program is planned for the advanced student in instrumental or vocal performance and is comparable to conservatory training. Admission is by competitive audition in the major instrument. See the box on this page for the specific requirements for this major.

The Music Major with the Music Education Sequence

See the box on this 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 **Music Students' Handbook**, available in the Music Office.

Standards for admission to student teaching:

For students to be allowed to student teach in music, the following requirements must be met.

(1) Students complete SEYS 201, 221, EECE 310, and either EECE 340 or SEYS 340;

(2) A minimum grade-point average of 2.7 in the following music major core courses: 171-174, 271-274, 373-374, 246-249, 270, 276, 277, 377, and 378;

(3) A minimum grade-point average of 3.0 in the following music education courses: 266, 268, 269, and 161-168; and

(4) A minimum grade of 3.0 (B) in Music 367 (by which time all grades of INC must be made up).

Please note: Bachelor of Music students may not enroll in the education sequence as undergraduates. Those wishing to obtain State teacher certification must complete their undergraduate degree and may then apply for the Advanced Certificate Program in Music Education (see the current **Graduate Bulletin**). MS in Education: Music-Initial Certificate track.

The Cultural Music Sequence

This sequence is for students interested in music from a cultural standpoint but who do not intend to be professional musicians or teachers. Required are Music 246, 247, 248, 249, 171, 173; 172, 174; 271, 273; and 12 additional elective credits for a total of 36 credits in music. In addition, these students are advised to take Classics 140; Philosophy 101, 110; at least one course selected from History 218, 222; three credits in the History of

Requirements for the Majors in Music

The Standard Music Major

Required: Music 246, 247, 248, 249, 171, 173; 172, 174; 271, 273; 272, 274; 373, 374, 270, 276, 277, 377, 378. Students are advised to elect additional courses in music literature and history, composition, and conducting, according to their needs.

Academic Requirements for B. A. Students: All College-wide B.A. requirements must be met, including basic skills and foreign language requirements, and area requirements. (All music majors who have not already met the foreign language requirements are strongly advised to do so in either German, French, or Italian.) The Social Science requirement must include one course (3 cr.) in the history of Western civilization from the Middle Ages to the present from among the following: History 1, 2, 100-104, 213-218, 222, 225, 236, and 302. In addition, one course from the Humanities II category in Art, or Drama, Theatre, and Dance is required.

The Performance Major

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 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 music curriculum described above, but need take only one course from Music 270 (Conducting), 276 (Instrumentation), and 370 (Composition); in addition, they will take Music 282 (Instrument Repertory) and at least four semesters of Music 255 (Chamber Music), if applicable to their instrument. Piano majors will take Music 283 (Keyboard Accompaniment) and two semesters of Music 286 (Practical Accompanying), or one semester each of Music 286 and 284 (Continuo Playing). Voice majors will take Music 213 (Art Song) and Music 280 and 281 (Diction in Vocal Music), and two semesters each of two languages, French, German, or Italian. Each May Bachelor of Music students must demonstrate satisfactory progress in a performance of several contrasting works before a faculty jury. In their last year they are required to present a senior recital that includes major repertoire and that meets the high standards of performance of the School of Music.

Academic Requirements for B. Mus. Students: Students must meet all College-wide basic skills requirements in English, mathematics, and physical education; for instrumental majors, two semesters of a foreign language, which may be fulfilled by two years of high school study. (All music 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 B. Mus. voice majors remains as in the preceding paragraph. In addition, for all B. Mus. students: one course (3 cr.) from Humanities I; one course (3 cr.) from Humanities II in Art, or Drama, Theatre, and Dance; one course (3 cr.) in the history of Western civilization (see approved list under the Standard Music Major above); one course (3 cr.) selected from Humanities I, **or** the list of courses in the Social Sciences, **or** the list of courses in Natural Sciences/Mathematics

The Music Major with the Music Education Sequence

Students who intend to teach music in public schools or other institutions requiring State certification must take all of the courses listed under the Standard Music major above, plus Secondary Education 201, 221, Elementary Education 310, and either Elementary 340 or Secondary 340, and Music 166, 268 or 269, 367, 369, and 370. They must select a concentration in either instrumental or choral music education. The required instrumental sequence includes Music 376, 161-162, 163, 167, and 168. The required choral sequence includes Music 265, required for those whose keyboard skills are found upon examination to be less than adequate, and Music 266. Those who want to obtain the broadest possible professional preparation may elect to take both sequences.

Requirements for the Minor in Music

A detailed description of the minor programs and the name of the faculty adviser are available in the Music Office.

Art; and at least one course selected from Comparative Literature 101, 203, 204, 211, 212, 213, 214. An approved concentration must be on file at least three semesters before graduation. The concentration must be approved by an adviser.

THE MINOR

The Music School offers several minors structured to fit the student's individual goals and interests. These focus on theory or literature. Interested students should take the qualifying examination. A detailed description of the minor programs and the name of the faculty adviser are available in the Music Office.

4¹/₂ Year B.A.-M.A. Degree

Advanced students with superior grades interested in the 4¹/₂ year B.A.-M.A. combined program should consult the graduate adviser. A qualified student may apply for this program in the junior year and, if accepted, would start graduate courses at the beginning of senior year.

Undergraduate Composition Concentration

Music 329 (Composer's Workshop) and Music 330 (Undergraduate Tutorial in Composition) 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 330, but may not take 330 without 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 straight or education music major in either the B.A. or the B. Mus program 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 occa-

sion, 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 729 (the first graduate course in compositional techniques) as soon as they have both completed at least two semesters of Music 330 and achieved senior standing. Admission to Music 729 is at the pleasure of the Office of Graduate Studies and subject to review by the graduate adviser. Upon acceptance into Music 729, students will follow the graduate course sequence in composition.

Important Information for All Music Majors

1. **Qualifying Examination:** All prospective music majors will be given an examination before registering. The examination consists of short 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. 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 May, August, and January during registration. Contact the Music Office for details on the place and date, and how to register.

2. **Scholastic Requirements:** Students enrolled in Music 74, 171, 172, 173, 174, 101, 246, 247, 248, 271, 273, 274, and 373 are required to obtain a grade of **C-** or higher before proceeding to the next course in the sequence. Students enrolled in Music 71 and 73 must receive a grade of **B-** or higher before proceeding to 173. Each of these courses may be repeated once only, subject to exception made by the Music School.

3. **Performance Activities:** All music majors are required to perform each semester of enrollment in at least one large ensemble. Depending upon their major instrument and proficiency, students **will be assigned** (following audition) to participate in one of the following: Orchestra, Wind Ensemble, Choir, or Chorus. Students who audition and qualify for the Vocal Ensemble or Collegium Musicum may use it to meet this requirement, with the approval of the conductor of the choir. Membership in these groups will form a part of the student's permanent departmental record. This experience is an essential part of the music major's training and background.

4. **Progress Evaluation:** Freshman, sophomore, and junior conferences will be held to evaluate students' progress in performance on their major instrument. A senior conference is included in the Senior Comprehensive Exam (see 7 below).

5. Music majors must have an **approved concentration on file** with the School in order to be permitted to register for Music 274.

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 Music School Office. Passing of the freshman and sophomore listening examinations is prerequisite for registration in Music 373 or any subsequent music course.

7. **Senior Concentration Examination:** To be a candidate for graduation, one must receive passing grades in all parts of the Senior Concentration Examination. This examination will include performance on the student's major instrument. 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

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 220). (H2)

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. ††

8. Studies in the Literature of Music. 3 hr.; 3 cr. Topics will vary. (H2)

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. ††

Elective Courses in Music Literature with Prerequisite

For announcements of current offerings, consult the Music School or see the listing at registration.

11. Topical Course in Music Literature. 11.2, 2 hr.; 2 cr., 11.3, 3 hr.; 3 cr. ††

12. Studies in the Literature of Music. 12.2, 2 hr.; 2 cr., 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.

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. ††

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. ††

205. The Symphony from Schubert to the Present. 3 hr.; 3 cr. Prereq.: Music 1 or 101 (or its equivalent).

206. The Concerto. 3 hr.; 3 cr. Prereq.: Music 1 or 101 (or its equivalent). From the Baroque era to the present. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

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. ††

228. The Music Dramas of Richard Wagner. 3 hr.; 3 cr. Prereq.: Music 1 or 101 (or its equivalent). ††

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, contemporary trends.

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)

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 up to the present. Historical, social, and cultural backgrounds as well as foreign influences are studied.

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 instrumen-

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).
† Offered either Fall or Spring; see **Class Schedule**.
†† May be offered; see **Class Schedule**.

tal folk music is encouraged. ††

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. ††

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. ††

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. ††

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.

Primarily for Music Majors

101. Introduction to the Academic Study of Music. 3 hr.; 3 cr. Coreq.: Music 173 or permission of the School of Music. Prereq.: Permission of the School of Music; Qualifying Examination. (This course is designed for music majors but does not earn credit toward the major.) 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. Fall, Spring

Note: Students must have passed English 110 or its equivalent for admission to Music 246, 247, 248, or 249.

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 174. Fall, Spring

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 273. Fall, Spring

248, 248W. 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

249, 249W. Music History IV: Music from 1890 to the Present. 3 hr.; 3 cr. Prereq.:

Minimum grade of C– in Music 248 or permission of the School of Music; prereq. or coreq.: Music 373. Fall, Spring

Courses in Music Theory and Musicianship

May be repeated once only subject to exemption made by the School of Music.

71-75. Basic Musicianship. 2 hr.; 1 cr. each course. Prereq.: Permission of 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.

71. Basic Musicianship: Sight Singing and Dictation. An intensive course in sight singing and melodic dictation. Satisfactory work in Music 71 (minimum grade of C–) or the equivalent will constitute the prerequisite for Music 171. Fall, Spring

73. Basic Musicianship: Theory. 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

74. Basic Musicianship: Keyboard Techniques. An intensive course in musicianship at the keyboard. Satisfactory completion (minimum grade of C–) will constitute the keyboard prerequisite for Music 173. Fall, Spring

75. Piano Skills. 2 hr.; 1 cr. Prereq.: Permission of 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.

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 (minimum grade of C–) or the equivalent will constitute the prerequisite for Music 171. Corequisite with Music 173. Fall, Spring

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

173. Harmony, Counterpoint, and Keyboard Skills I. 3 hr.; 3 cr. Prereq.: A passing score in all phases of a 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 the following **minimum** grades in those courses in order to be permitted to continue to 173 and 171: 71, C–; 73, B–; 74, C–. Corequisite with Music 171. Fall, Spring

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

175. Theory Survey. 3 hr.; 3 cr. Prereq.: Permission of School of Music. Review of species counterpoint, harmony, and keyboard skills. Primarily for transfer students and freshmen entering with advanced standing. Fall

270. Conducting I. 3 hr.; 2 cr. Prereq.: Music 273 or permission of School of Music. Baton technique, score reading, and rehearsal techniques applied to choral and instrumental music. Fall, Spring

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. Normally taken in the same semester as Music 273. Fall, Spring

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. Fall, Spring

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. Fall, Spring

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

276. Principles of Instrumentation. 3 hr.; 3 cr. Prereq.: Music 274 or permission of School of Music. Fall, Spring

277, 377. Analysis I and II. 2 hr.; 2 cr. each sem. Prereq.: For Music 277, Music 274; for Music 377, Music 277. Detailed analysis of selected examples of music literature from various stylistic eras, moving from the simpler to the more complex types of composition, the second semester being devoted principally to the larger genres such as sonata and fugue. Fall, Spring

329. Composer's Workshop. 2 hr. every other week; 1 cr. Prereq.: Permission of 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.

330. Undergraduate Composition Tutorial. 1/2 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. The 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.

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.

371. Intensive Sight Singing and Dictation I. 2 hr.; 2 cr. Prereq.: Permission of School of Music. An accelerated and intensive course in sight singing, dictation, and score reading for highly qualified students. Fall

372. Intensive Sight Singing and Dictation II. 2 hr.; 2 cr. Prereq.: Music 371 or permission of School of Music. A continuation of Music 371. Completes curricular requirements in sight singing and dictation. Spring

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, further work in tonal composition, and the extension of functional tonality in the works of such composers as Debussy, Ravel, early Schoenberg, Berg, and others. Fall, Spring

374. Musical Techniques of the Twentieth Century (1900-1945). 3 hr.; 3 cr. Prereq.: Minimum grade of C- in Music 373. Fall, Spring

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.††

376. Scoring for Orchestra and Band. 2 hr.; 2 cr. Prereq.: Music 276 or permission of School of Music. Required only of instrumental music education majors; recommended for students interested in advanced work in theory, composition, and conducting.†

378. Composition I. 3 hr.; 3 cr. Prereq.: Music 374 or permission of instructor. Fall, Spring

379. Composition II. 3 hr.; 3 cr. Prereq.: Music 378. May be taken more than once for credit.††

380. Topical Course in Music Theory and Musicianship. 380.2, 2 hr.; 2 cr.; 380.3, 3 hr.; 3 cr.††

Courses in Music Education

260. Elementary Classroom Instruments. 3 hr.; 2 cr. Prereq.: Permission of School of Music. Designed for early childhood and elementary education majors; practical experience with instruments used in classroom music.††

261. Music for Children (Elementary Education). 3 hr.; 3 cr. Prereq.: Education 344 or permission of 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

262. Music for Children (Early Childhood Education). 3 hr.; 3 cr. Prereq.: Education 344 or permission of 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

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.††

265. Applied Keyboard Skills. 2 hr.; 1 cr. Prereq.: Music 373. The use of the piano for classroom and rehearsal purposes.††

266. Vocal Pedagogy. 3 hr.; 2 cr. Prereq.: Music 166 or permission of instructor. 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. Spring.

267. Introduction to Music Education. 3 hr. plus fieldwork; 3 cr. Open to departmental majors only. Prereq.: Sophomore standing and Music 174 (Theory II) or above. An introduction to the profession with particular emphasis on 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.

268. The School Choral Program. 3 hr.; 3 cr. Prereq.: Completion of Music 166 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.

269. The School Instrumental Program. 3 hr.; 3 cr. Prereq.: Completion of Music 270 and at least 3 of the 5 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.

367. Seminar in the Teaching of Music. 3 hr. (participation and observation one morning or afternoon per week – total 45 clock hours) and 4 class hr.; 4 cr. (the class hrs. will be divided between elementary and secondary). Prereq.: EECE 310 and SEYS 221. Content will focus on curriculum and instruction, technology, students with disabilities, and assessment.

368. Special Topics in Music Education. 3 hr.; 3 cr. Prereq.: Music 268, 269, or permission of department. The topic changes each time this course is given. For an announcement of the current topic, consult the Music Office or the **Class Schedule**.

369. Student Teaching in Music. 16 hr.; 6 cr. Prereq.: (a) a minimum 2.7 GPA in music major courses exclusive of elec-

tives and performance ensembles, and (b) a minimum grade of B in Music 367 (formerly SEYS 367). Students will be assigned the equivalent of 20 six-hour days (120) hours at the elementary (preK-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

161. Group Instruction in Upper Strings. 3 hr.; 1 cr. Prereq.: Music 171 and 173. For instrumental majors only. Development of skill in performing and pedagogical techniques for (but not limited to) violin.

162. Group Instruction in Lower Strings. 3 hr.; 1 cr. Prereq.: Music 171 and 173. For instrumental majors only. Development of skill in performing and pedagogical techniques for (but not limited to) cello.

163. Group Instruction in Woodwinds. 3 hr.; 1 cr. Prereq.: Music 171 and 173. For instrumental majors only. Development of skill in performing and pedagogical techniques for the woodwind family.

166. Group Instruction in Voice. 3 hr.; 1 cr. Prereq.: Music 171 and 173. For all majors. Development of skill in use of the voice for music teaching.

167. Group Instruction in Brass. 3 hr.; 1 cr. Prereq.: Music 171 and 173. For instrumental majors only. Development of skill in performing and pedagogical techniques for the brass family.

168. Group Instruction in Percussion. 3 hr.; 1 cr. Prereq.: Music 171 and 173. For instrumental majors only. Development of skill in performing and pedagogical techniques for the percussion family.

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.

58. Glee Club. 58.0, 3 hr.; 0 cr., 58.1, 3 hr.; 1 cr. A 4-part chorus for all who enjoy singing. No previous musical training required.††

59. Concert Band. 59.0, 2 hr.; 0 cr., 59.1, 2 hr.; 1 cr. Prereq.: Permission of instructor.††

156. Queens College Choral Society. (See also page 10.) 156.0, 3 hr.; 0 cr., 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**. Fall, Spring

158. Queens College Chorus. 158.0, 3 hr.; 0 cr., 158.1, 3 hr.; 1 cr. Prereq.: Permission of instructor. A singing group designed for those with relatively little previous experience. A wide variety of musical works is selected. Admission is by audition. . Fall, Spring

253. Symphonic Wind Ensemble. 253.0, 3 hr.; 0 cr., 253.1, 3 hr.; 1 cr. Prereq.: Permission of instructor. An all-campus performance organization for wind and percussion players. The Ensemble is designed for the study and performance of the symphonic band repertoire from a variety of periods. Members of the Orchestra's wind and percussion sections who are not scheduled to perform in every orchestral concert are required to attend Wind Ensemble rehearsals.

256. Opera Studio. 256.0, 2 hr.; 0 cr., 256.2, 2 hr.; 2 cr., 256.3, 3 hr.; 3 cr., 256.4, 4 hr.; 4 cr., 256.5, 5 hr.; 5 cr., 256.6, 6 hr.; 6 cr. Prereq.: Admission to course and number of credits and hours by permission of instructor. A participation course. Students are coached individually and introduced to a wide variety of operatic literature, including solos and ensembles. Fall, Spring

258. Concert Choir. 258.0, 3 hr.; 0 cr., 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. Fall, Spring

259. Orchestra. 259.0, 5 hr.; 0 cr., 259.1, 5 hr.; 1 cr., 259.2, 5 hr.; 2 cr. (with instructor's permission only). Prereq.: Audition and permission of instructor. Fall, Spring

291. Jazz Band and Ensembles. 291.0, 3 hr.; 0 cr., 291.1, 3 hr.; 1 cr. Prereq.: Permission of instructor. Groups of various sizes devoted to the study and performance of appropriate literature, both published and special arrangements, including original student work. Fall, Spring

356. Vocal Ensemble. 356.0, 2 hr.; 0 cr., 356.1, 2 hr.; 1 cr. Prereq.: Permission of instructor. A small, select chamber choir that performs music from the Middle Ages to the present day. Fall, Spring

357. Renaissance Band. 357.0, 2 hr.; 0 cr., 357.1, 2 hr.; 1 cr. Prereq.: Permission of instructor. Specializes in the performance of instrumental music of the Middle Ages, Renaissance, and early Baroque on modern copies of old instruments.††

Instruction in Musical Performance

Note: Music 151 to 452 are only for students in the B. Mus. program. Each course is a continuation of the preceding one. All are offered each semester.

151. Major Study in Performance I. Private studio instruction 1 hr. weekly; 3 cr. Prereq.: Permission of School of Music through audition of the student. Study in musical performance with regard to both technique and interpretation of appropriate music literature.

152. Major Study in Performance II. One hr. weekly; 3 cr. Prereq.: Music 151.

251. Major Study in Performance III. One hr. weekly; 3 cr. Prereq.: Music 152.

252. Major Study in Performance IV. One hr. weekly; 3 cr. Prereq.: Music 251.

351. Major Study in Performance V. One hr. weekly; 3 cr. Prereq.: Music 252.

352. Major Study in Performance VI. One hr. weekly; 3 cr. Prereq.: Music 351.

451. Major Study in Performance VII. One hr. weekly; 3 cr. Prereq.: Music 352.

452. Major Study in Performance VIII. One hr. weekly; 3 cr. Prereq.: Music 451.

255. Chamber Music. 255.0, 1 hr.; 0 cr., 255.1, 1 hr.; 1 cr., 255.2, 2 hr.; 2 cr. Prereq.: Permission of School of Music. At least 4 semesters of chamber music are required of Bachelor of Music students. May be repeated for credit. Fall, Spring

257. Ensemble of Related Instruments. 257.0, 1 hr.; 0 cr., 257.1, 1 hr.; 1 cr., 257.2, 2 hr.; 2 cr. Prereq.: Permission of instructor. Presently available ensembles include those for brass, percussion, and guitar. May be required instead of or in addition to Music 255, for Bachelor of Music students playing appropriate instruments. May be repeated for credit.

280. Diction in Vocal Music I. 2 hr.; 1 cr. The study of the proper pronunciation for the singing of English and Italian; the International Phonetic Alphabet. Primarily designed for Bachelor of Music voice majors. Open to other students on a space-available basis.††

281. Diction in Vocal Music II. 2 hr.; 1

cr. The study of proper pronunciation in the singing of French and German. Other foreign languages may also be included. Primarily designed for Bachelor of Music voice majors. Open to other students on space-available basis. ††

282. Survey of Repertory for Major Instruments and Voice. 2 hr.; 1 cr. Prereq.: Music 273. ††

283. The Art of Keyboard Accompaniment. 2 hr.; 2 cr. Prereq.: Permission of 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. ††

284. Introduction to Continuo Playing. 2 hr.; 2 cr. Prereq.: Music 273 and permission of 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. ††

285. Topical Course in Performance. 285.2, 2 hr.; 2 cr., 285.3, 3 hr.; 3 cr. Prereq.: Permission of instructor. ††

286. Practical Accompanying. 286.22, 2 hr.; 2 cr., 286.23, 3 hr.; 2 cr. Prereq.: Music 283 and permission of accompaniment coordinator. Practical experience in serving as accompanist for an ensemble (e.g., concert choir), a performance course (e.g., string repertory), or student recitals. Students will be assigned responsibilities by the accompaniment coordinator. May be repeated for credit. Must be taken for two semesters by all Bachelor of Music students majoring in piano. Music 284 may be substituted for one of the required semesters.

Studies in Jazz (see also Music 291)

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. ††

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. ††

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, style.

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. ††

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

150. Independent Study in Instrument or Voice. 2 cr. Prereq.: Audition. May be repeated for credit, up to a maximum of 8 credits. Grade of B- in Music 150 is required to repeat. For students who wish to study instrumental or vocal performance for college credit. Grade to be determined by a Queens College music faculty jury. Fall, Spring

250. Independent Study of Japanese Instruments. 2 cr. Prereq.: Audition and interview. May be repeated for credit, up to a maximum of 8 credits. a. Koto; b. Shakuhachi; c. Shamisen.

390. Music Bibliography. 2 hr.; 2 cr. Prereq.: Senior standing and permission of School. ††

391, 392. Special Problems. 391.1-391.3, 1-3 hr.; 1-3 cr., 392.1-392.3, 1-3 hr.; 1-3 cr. Prereq.: Senior standing; scholastic record that indicates capacity for independent work; permission of 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 of Music. May be taken more than once provided the topic changes. Fall, Spring

Philosophy

Chair: Steven V. Hicks

Assistant Chair: Harvey Burstein

Graduate Adviser: Alberto Cordero

Dept. Office: Modular I/Philosophy Bldg., 121, 997-5270; fax 5249

Professors: Cordero, Gildin, Jordan, Lange, Leites, Orenstein, Purnell; **Associate Professors:** Grover, Hicks, O'Connor, Rosenberg; **Adjunct Associate Professors:** Lermond, Mohan; **Adjunct Assistant Professor:** Mendell; **Lecturer:** Burstein; **Adjunct Lecturers:** Leafe, Marcus, Matturri, Miceli, Paez, Puglisi, Taha; **Department Secretaries:** Doherty, Gerken

Majors Offered: Philosophy (State Education Code 02775; B.A./M.A. 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

Philosophy 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. Philosophy 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.

Courses 103 and 109 deal in general with methods of reasoning – that is, with the standards of valid argument and inference that apply in different areas of knowledge. Philosophy 103 is an elementary introduction to modern approaches to the subject; it stresses practical applications. Philosophy 109 is the course in modern formal logic, focusing on symbolic techniques for analyzing arguments and for building logical systems.

Courses 101 through 118 and 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 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 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 383 through 394 are seminars and tutorials that provide directed

research for advanced students.

Note: Detailed course descriptions, with instructors' names, are obtainable from the Philosophy Department several weeks prior to each registration period.

Departmental Awards

The Philosophy Department annually offers the **Anna K. Edelman Award** to an outstanding student in the department; the **Nathan Gold Memorial Award** to an outstanding graduating major who plans to attend law school; the **Fanny Gold Memorial Award** for a student who has done distinguished work in the area of Philosophy of Religion; and the **Morris K. Balsam Memorial Award** to an outstanding graduating major who plans to attend graduate school.

THE MAJOR

The major in philosophy normally consists of 36 credits in philosophy, plus recommended courses in related fields. See the box on this page for the specific requirements for the major.

THE MINOR

The minor in philosophy consists of 18 credits. See the box on this page for the specific requirements for the minor.

Combined B.A.-M.A. Program

This program allows the student to finish all work for both the B.A. and M.A. degrees in four years. For information and applications, contact the department's Graduate Adviser.

COURSES

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. (H3) Fall, Spring

103. The Uses of Reason. 3 hr.; 3 cr.

Introduces the student to the principles of effective reasoning used in critical and constructive thought and argument. Examples are chosen from a wide variety of professional and scientific fields, ranging from journalism and literary criticism to anthropology and physics.††

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. (SS) Fall, Spring

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. Fall, Spring

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. (H3) Fall, Spring

109. Modern Logic. 3 hr.; 3 cr. An introduction to logic and logical techniques. The powerful method of symbolism is extensively employed. (SQ) Fall, Spring

111. Introduction to Aesthetics. 3 hr.; 3 cr. Survey of some fundamental issues in philosophical aesthetics from the Greeks to the present. Possible topics: theories of the beautiful; the standard of taste, art, and emotion; representation and form; aesthetic descriptions and judgments; art and society. (H3)††

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. (H3) Fall, Spring

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,

Requirements for the Major in Philosophy

Required (36 credits): Philosophy 109, 140, 141 or 142 or 144, 143, and 383. In Philosophy 383 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 adviser and should be worked out in conference with the adviser and with the advice and help of the various members of the department.

Requirements for the Minor in Philosophy

Required (18 credits): No more than two courses from Philosophy 101, 103, and 120 may be counted. Two courses must be taken from the history of philosophy series, Philosophy 140 through 148. Specific courses for the minor should be selected in consultation with the department's concentration adviser.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

†Offered either Fall or Spring; see **Class Schedule**.

††May be offered; see **Class Schedule**.

including such topics as the Upanishads, Vedanta, Mahayana and Theravada Buddhism, and Zen. (H3, PN) Fall

120. Contemporary Issues in Philosophical Perspective. 3 hr.; 3 cr. Philosophical analysis of issues of current importance and interest. Possible topics: 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 not the same. Fall, Spring

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).

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.

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. (SS)

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.

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.

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. (H3, PN) Fall

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. (PN) Fall

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. (PN) Spring

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.

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. Spring

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. ††

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. ††

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.

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 to the nature of gender and to the question of its role in the framing of philosophical issues, methods, and paradigms of investigation.

212. Philosophy of Knowledge. 3 hr.; 3 cr.

A consideration of philosophical problems relating to the foundation, nature, and justification of knowledge. Fall

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. ††

219. 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. ††

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. (SS) ††

222. Political Philosophy. 3 hr.; 3 cr. An analysis of the major political philosophers from Plato to the early twentieth century. (SS) Spring

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. ††

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. †

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. †

226. Philosophy of the Social Sciences. 3 hr.; 3 cr. Prereq.: Junior standing or permission of instructor. A philosophical critique of the fundamental assumptions, methodologies, and controversies in current social science. Possible topics: behaviorism and its alternatives; mainstream economics versus Marxism and quantitative sociology; functionalism and alternative conceptions in sociology and anthropology. (SS)†

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. Does not satisfy history of philosophy requirements for philosophy majors and minors. (PN)

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. Does not satisfy history of philosophy requirements for philosophy majors and minors. (PN)

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. Does not satisfy history of philosophy requirements for philosophy majors and minors.

260. 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. ††

261. Advanced Problems in Philosophy of Religion. 3 hr.; 3 cr. An examination of some of the major problems in contemporary religious thought. Possible topics: the existence of God, the nature of faith; mysticism; the problem of evil; philosophical aspects of eschatology; the impact of science on religion. ††

262. Recent Continental Philosophy. 3 hr.; 3 cr. Possible topics: the philosophy of language, the human body, theories of consciousness, Husserl's logical studies.

Consult department for current offering and suggested prerequisites. ††

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. (PN)††

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. ††

267. Contemporary Metaphysics. 3 hr.; 3 cr. Selected advanced problems from twentieth-century sources. Possible topics: theories of being and reality; the status of individuals; identity and reference; universals; relations; qualities; matter; space and time. ††

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.

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.

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. ††

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. Fall, Spring

393, 394. Honors Seminar. 3 hr.; 3 cr. Prereq.: Permission of department. Gives students of advanced standing an opportunity to engage in the detailed examina-

tion 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. ††

The following graduate courses are open to qualified undergraduates with permission of the department.

620. Advanced Logic. 2 hr. plus conf.; 3 cr. Prereq.: An introductory course in symbolic logic or its equivalent. The methodology and foundations of deductive systems: propositional and predicate calculi, axiomatics, theory of types, modal logics, multivalued logics, logic of relations, etc. ††

621. Logic and Language. 2 hr. plus conf.; 3 cr. Logical and philosophical questions concerning the structure and function of language. ††

651. Philosophy of Law. 2 hr. plus conf.; 3 cr. An analysis or philosophical problems relevant to legal concepts and theories. Relation of ethics to legal concepts of rights and duties. The nature of law, the logic of evidence, and procedural principles.

652. Philosophy of History. 2 hr. plus conf.; 3 cr. Selected topics in the philosophy of history. Typical questions are monistic and pluralistic, materialistic and idealistic concepts of history; historicism; problems of methods and the role of ideas, explanation, interpretation, evidence, and value judgments; analysis of such basic concepts as causation, progress, and Zeitgeist. ††

653. Philosophy of the State. 2 hr. plus conf.; 3 cr. A critical study of major philosophic theories of the State, with attention to the distinction between factual and valuational elements, and the analysis of the methods and language of political science. ††

654. Philosophy of Religion. 2 hr. plus conf.; 3 cr. A study of selected topics in the philosophy of religion: the ideas of God, immortality, good and evil, and the nature of man in some of the major philosophies of religion, the social role and context of religion. ††

Physics

Chair: Steven A. Schwarz

Deputy Chair: Alexander Lisyansky

Master's Adviser: J. Marion Dickey

Ph.D. Advisers: Azriel Genack and Joseph Klarfeld

Pre-Engineering Adviser: Kenneth R. Rafanelli, SB B320, 997-3390

Physics Major Adviser: Alexander Lisyansky

Physics/Science Education Adviser: Mark G. Miksic

Dept. Office: SB B334, 997-3350

Distinguished Professor: Genack; **Professors:** Cadieu, Dickey, Lisyansky, Rafanelli, Schwarz; **Adjunct Professors:** Deych, Fischer, Neuberger; **Associate Professors:** Klarfeld, Miksic; **Adjunct Lecturer:** Glass, Kunzler; **College Laboratory Technicians:** Bunch, German, Kuhner, Ozimkowski; **Department Secretary:** Hernandez

Majors Offered: Physics (State Education Code 02789; B.A./M.A. State Education Code 02787)

THE MAJOR

The Physics B.A. degree 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 Program 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 Physics B.A. degree may be obtained by taking evening

courses. The Department also offers a Physics minor, a major in Physics Education, and a Pre-Engineering program, as described below.

A student who has started as a non-physics major and taken 121 and 122, or 103 and 204, is requested to see the Chair before starting intermediate courses in physics.

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

B.A.-M.A. Program

Truly outstanding majors are able to participate in the B.A.-M.A. program upon recommendation of the department Chair.

Physics Education

In conjunction with the Department of Secondary Education, the Department of Physics 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 General Astronomy 1. **Please note:** State certification requires a minimum of 36 total credits in science.

Departmental Awards

The Department of Physics offers the **Narciso Garcia Memorial Scholarship**, the **Paul Klapper Physics Prize**, the **Physics Prize**, and the **Ferdinand J. Shore Physics Award** to outstanding students graduating with honors in physics. In addition, departmental 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.

Requirements for the Major in Physics

Required: After completing Physics 145 and 146, all majors take Physics 233, 234, 235, 237, 242, 311, 312, 360, 377 or 378, and 625. Two other physics electives should be chosen from any of the following courses: 221, 225, 366, or, by special permission, 601, 635, 701, 711, 715, and 725. The math requirements are the calculus sequence through Math 201.

Requirements for the Minor in Physics

Required: Physics 121, 122 (or 145, 146, or 103, 204), 207, 230 or 237, 242 or 255 or 311, and one other physics elective.

Pre-Engineering Program

The Pre-Engineering Program is organized by the Physics Department, which gives advice to Pre-Engineering students. For details, refer to Engineering Combined Plans/Pre-Engineering on page 18.

COURSES

1. Conceptual Physics. 2 lec., 2 rec., 2 lab. hr.; 4 cr. Prereq.: 11th-year mathematics or equivalent, or Mathematics 6. This course is designed for non-science majors. Topics include mechanics, heat, electricity and 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 Physics 103, 121, or 145. (PBGA)

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 and nature of sound waves, speech and hearing, musical instruments, electronic music, auditorium acoustics, recording, reproduction and transmission of sound, and selected special topics. Laboratory and demonstration devices are available for illustration of pertinent concepts. (PBG) Fall, Spring

103. Physics for Computer Science I. 3 lec., 1 rec., 2 lab. hr.; 5 cr. Coreq.: Mathematics 142 or 152. Basic concepts of classical physics: Newtonian mechanics, thermodynamics, and electromagnetic theory. (PBGA) Fall, Spring

121. General Physics I. 4 lec. and rec., 2 lab. hr.; 4 cr. Prereq.: Trigonometry and algebra equivalent to Mathematics 10. 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. (PBGA)

122. General Physics II. 4 lec. and rec., 2 lab. hr.; 4 cr. Prereq.: Physics 121. Electricity and magnetism, geometrical and physical optics, and an introduction to modern physics. (PBGA)

145. College Physics I. 4 lec. and rec., 2 lab. hr.; 4 cr. Prereq.: Mathematics 141 or 151. A calculus-based course intended

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

for students who plan to study the physical sciences or engineering. Fundamental principles and laws of mechanics, thermodynamics, kinetic-molecular theory, and sound. (PBGA)

146. College Physics II. 4 lec. and rec., 2 lab. hr.; 4 cr. Prereq.: Physics 121 or 145 and either Mathematics 142 or 152. Electricity, magnetism, and optics. (PBGA)

204. Physics for Computer Science II. 3 lec., 1 rec., 2 lab. hr. (every other week); 4 cr. Prereq.: Either Physics 103, 118, 122, or 146. 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. (PBGA)

207. Introduction to Modern Physics for Engineers. 3 hr.; 3 cr. Prereq.: Physics 118, 122, or 146. 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. ††

221. Wave Motion. 3 hr.; 3 cr. Prereq.: Physics 118, 122, or 146. Selected topics drawn from the principal areas of physics are used to introduce the fundamentals of wave motion. ††

225. An Introduction to Solid State Electronics. 3 rec., 3 lab. hr.; 4 cr. Prereq.: Physics 118, 122, or 146. An introduction to the physical properties of thermionic and solid state electronic devices. Fall, Spring

227. Physical Principles of Telecommunications. 3 hr.; 3 cr. Prereq.: Physics 103 or 146. 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.

230. Mechanics for Engineers. 3 hr.; 3 cr. Prereq.: Physics 118, 122, or 146; coreq.: Mathematics 201. The fundamental principles of statics and dynamics and their application to the problems involving particles and systems of particles including rigid bodies. Spring

233, 234. Intermediate Methods of Mathematical Physics. 3 hr.; 3 cr. each sem. Prereq.: Physics 118, 122, or 146; coreq.: Mathematics 201. Provides the undergraduate with specific mathematical methods used in advanced elective courses in physics. 233-Spring; 234-Fall

235. Classical Physics Laboratory I. 4 hr.; 2 cr. Prereq. or coreq.: Physics 103, 122, or 146. 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

237. Mechanics I. 4 hr.; 4 cr. Prereq.: Physics 122, 146, or 118, Mathematics 201; coreq.: Physics 233 or 234. A development of Newtonian mechanics using vector algebra. Fall

242. Thermodynamics. 3 hr.; 3 cr. Prereq.: Physics 122, 146, or 188; coreq.: Mathematics 142. The theory of heat and the thermal properties of materials. Recommended to majors in chemistry in preparation for the study of physical chemistry. Spring

255. Engineering Thermodynamics. 3 hr.; 3 cr. Prereq.: Physics 145. Introductory concepts and definitions. Zeroth Law and absolute temperature. Work, heat, First Law and applications. Second Law, Carnot Theorem, entropy, thermodynamic state variables and functions and reversibility. Power and refrigeration cycles. This course is part of the Engineering Core Curriculum at City College. Fall

265. Electrical Circuits. 3 hr.; 3 cr. Prereq.: Physics 146. Circuit elements and their voltage-current relationships; Kirchhoff'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

311, 312. Electromagnetism. 3 hr.; 3 cr. each sem. Prereq.: For Physics 311, Physics 122, or 146 and 233; prereq. for Physics 312, Physics 234 and 311. Two-semester course. Physics 311: Introduction to electric and magnetic fields and A. C. and D. C. circuit theory; Physics 312 covers additional A. C. theory, Maxwell's equations, and propagation and radiation of electromagnetic waves. 311-Fall; 312-Spring

322. Applied Optics. 3 hr.; 3 cr. Prereq.: Physics 221, 312, a one-semester laboratory course at the 200 level or above. The principles underlying the operation and application of optical instruments: spectrometers, telescopes, lasers, etc. ††

360. Introduction to Atomic and Nuclear Physics. 4 hr.; 4 cr. Prereq.: Physics 234 and 237; coreq.: Physics 312. An intro-

duction 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. †

377, 378. Modern Physics Laboratory I, II. 4 hr.; 2 cr. each sem. Prereq.: Physics 355 or permission of instructor. Experiments are drawn from atomic, nuclear, solid state physics, modern optics, and electronics. Either Physics 377 or 378 is required of physics majors. Spring

381, 382. Seminar. 381.1, 3 hr. lab.; 1 cr.; 381.2, 2 hr. lec.; 2 cr.; 381.3, 2 hr. lec., 3 hr. lab.; 3 cr.; 382.1, 3 hr. lab.; 1 cr.; 382.2, 2 hr. lec.; 2 cr.; 382.3, 2 hr. lec., 3 hr. lab.; 3 cr. Prereq.: Permission of department. Selected topics of current interest. ††

383. Special Topics. 3 hr.; 3 cr. Prereq.: Permission of department.

391, 392, 393. Special Problems. 391, 3 hr.; 1 cr.; 392, 6 hr.; 2 cr.; 393, 9 hr.; 3 cr. Prereq.: Permission of 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. ††

The following graduate courses are open to qualified undergraduate students with permission of department.

601. Introduction to Mathematical Physics. 3 hr.; 3 cr. Prereq.: A course in mechanics and an approved mathematics background. Selected topics in mechanics, thermodynamics, electrostatics, magnetostatics, the electromagnetic field, and the restricted theory of relativity. The mathematical methods developed include such topics as linear and partial differential equations, the calculus of variations, normal and curvilinear coordinates, expansion of a function as a series of orthogonal functions, vector, tensor, and matrix analysis. ††

611. Analytical Mechanics. 3 hr.; 3 cr. Prereq.: An undergraduate course in mechanics and an approved mathematics background. A course in particle mechanics emphasizing symmetry and conservation laws, group theory and the relation to quantum mechanics. ††

612. Fluid Dynamics. 3 hr.; 3 cr. Prereq.: Physics 233, 234, or Mathematics 310, 223 (or 328), and Physics 122 or 146, or permission of department. A macroscopic description of the physical properties of fluids. Topics include fluid equations for inviscid compressible and incompressible flow; wave propagation; shock waves and related discontinuities; stabili-

ty and turbulence; and selected topics. ††

615. Electromagnetic Theory. 3 hr.; 3 cr. Prereq.: An undergraduate course in electromagnetism and an approved mathematics background. Electrostatic and magnetostatic boundary value problems; systematic derivation of differential form of Maxwell's equations in vector notation. Plane electromagnetic waves. Wave guides and cavity resonators. Spherical electromagnetic waves. Huyghens' principle. ††

625. Introduction to Quantum Mechanics. 3 hr.; 3 cr. Prereq.: A course in modern physics and an approved mathematics background. Planck, Einstein, Compton, and the light quantum. The Bohr atom, Bohr-Sommerfeld quantum conditions, and interpretations by de Broglie waves. Solutions of problems, including the free particle, particle in box, the harmonic oscillator, and the hydrogen atom. Waves and the uncertainty principle. The Schrödinger equation and the solution of the above problems. Transmission through a potential barrier. Spin, identity of particles, exclusion principle, statistics, exchange phenomena. Fall

635. Introduction to Modern Physics I. 3 hr.; 3 cr. Prereq.: A course in modern physics; coreq.: Physics 625. An introduction to molecular and solid state phenomena. Molecular structure and spectra of diatomic molecules, quantum theory of chemical bonding and dipole moments, crystal structure, lattice dynamics, free electron theory of metals, band model of metals, insulators, and semiconductors. ††

636. Introduction to Modern Physics II. 3 hr.; 3 cr. Prereq.: A course in modern physics; coreq.: Physics 625. The experimental facts and elements of the quantum theories pertaining to natural and artificial radioactivity; interaction of charged particles and gamma rays with matter, nuclear structure; emission of alpha, beta, and gamma rays; nuclear reactions and models; the nuclear force; neutron processes; muons; pions; strange particles. ††

641. Statistical Physics. 3 hr.; 3 cr. Prereq.: Undergraduate courses in advanced mechanics and advanced thermodynamics. Maxwellian distribution of velocities, molecular motion and temperature; elementary theory of the transport of momentum (viscosity), energy (heat), and matter (diffusion). Entropy and probability; Maxwell Boltzmann statistics; equipartition of energy and classical theory of heat capacity of gases and

solids; Bose-Einstein and Fermi-Dirac statistics; quantum theory of paramagnetism. ††

645. Solid State Physics. 3 hr.; 3 cr. Prereq.: Physics 625. Crystal structure and symmetry; crystal diffraction; crystal binding; phonons and lattice vibrations; thermal properties of insulators; free electron theory of metals; energy bands; Fermi surfaces; semiconductors; selected topics in superconductivity, dielectric properties, ferro-electricity, magnetism. ††

651. Foundations of Physics. 3 hr.; 3 cr. Prereq.: Physics 625. The course presents the fundamental physical principles and concepts in a manner intended to show the interrelatedness of the various basic courses given in the undergraduate curriculum: classical and quantum mechanics, electromagnetic theory, phenomenological and statistical thermodynamics, and the principle of special relativity. The treatment provides historical and philosophical perspective. Some of the specific topics discussed are the nature of space and time, concepts of force, mass, and inertia, action-at-a-distance and field theories, indeterminateness, the role of probability, and the unidirectional character of time, the foundations of special and general relativity, symmetry principles and conservation theorems, the dimensionless numbers and cosmological considerations. The unsettled character of all the topics discussed is emphasized. ††

Courses in Astronomy

1. General Astronomy. 3 hr.; 3 cr. Prereq.: Not open to students who have passed Astronomy 2. Introductory course. Includes discussions of positions, motions, composition, and evolution of the planets, stars, and clouds of interstellar matter and the manner in which this information is obtained. (PBGB) Fall, Spring

2. General Astronomy with Laboratory. 3 lec. 3 lab. hr.; 4 cr. Prereq.: Not open to students who have passed Astronomy 1. Introductory course. Includes discussions of positions, motions, composition, and evolution of the planets, stars, and clouds of interstellar matter, and the manner in which this information is obtained. The laboratory includes analysis and interpretation of astronomical data and observations. (PBGA) Fall, Spring

Course in Drafting

Drafting 3. Computer Aided Drafting. 4 hr.; 2 cr. An introduction to technical drawing utilizing conventional drafting instruments and computer-aided-drawing techniques (CAD). Basic geometric constructions, technical sketching, and analysis of shapes. Instrument and computer scale drawing in orthographic projection. Basic dimensioning and tolerancing, auxiliary views of inclined surfaces, and isometric and prospective projection drawing.

Political Science

Chair: Patricia Rachal

Graduate Adviser: Irving Leonard Markovitz

Dept. Office: Modular 2, 200, 997-5470; Fax: 997-5492

Professors: Altenstetter, Gerassi, Markovitz, Ofuately-Kodjoe, Psomiades, Schneider; **Associate Professors:** Bowman, Krasner, Liberman, Priestley, Rachal, Reichl, Sun; **Assistant Professors:** Kimerling, Pierre-Louis, Rollins; **Lecturers:** Agbeyegbe, Milchman; **Instructor:** Flamhaft; **Department Secretary:** Braun;

Professors Emeriti: Bailey, Hacker, Hevesi, Nesbitt, Resnik, Zwiebach

Majors Offered: Political Science and Government (State Education Code 02817)

Courses in the Department of Political Science are designed to give the student, whether major or nonmajor, a basic understanding of the human relationships of power and conflict and the systems and processes of the state and the government as institutions within society. 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 graduate work; 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.

Departmental Awards

The Political Science 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 **Eugene Hevesi Memorial Award** for enhancing the political process; the **Michael Harrington Scholarship Award**; **Mieczyslaw Maneli Scholarship Award**; **Joel Morrison Scholarship Award**; **Henry Morton Scholarship Award**; and the **Pi Sigma Alpha, Kappa Chapter Award** given to an outstanding student.

THE MAJOR

See the box on this page for the specific requirements for the major.

Specialized Concentrations Within Political Science

The International Politics Track

The department offers a special concentration in International Politics. The requirements for this concentration are 1) Political Science 103, 104, and one other 100-level course; 2) four courses from Political Science 250-252, 254, 226, 230, 246, 262, 272, 286; 3) Political Science 384; 4) two electives from other Political Science courses, one or both of which may be internships.

Law and Politics Track

The department offers a special concentration in Law and Politics. The requirements for this concentration are 1) Political Science 100 and two other 100-level Political Science courses; 2) four courses from Political Science 280-289, 212, 213, 250, 270; 3) Political Science 382; 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.

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.

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, the Judiciary; activities of the federal government in promoting the welfare of the people. (SS)

101. Introduction to Political Science. 3 hr.; 3 cr. An analytical study of the basic concepts of political science including power, conflict, coercion; the state and the government. Will also include a basic introduction to methodology and research techniques. (SS)

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)

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)

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, population expansion). (SS)

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. (SS)

135W. Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite 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

209. Special Topics in Political Science. 3 hr.; 3 cr. Topics to be announced.

A. American Politics

210. American State and Local Government. 3 hr.; 3 cr. Emphasis on develop-

Requirements for the Major in Political Science

Required: 30 credits in political science, including **three** of the following courses: Political Science 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 adviser 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 adviser 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

The minor consists of 18 credits, including two of the first five 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.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

ment of executive power, legislative process, role of political parties and interest groups, changing character of urban government.

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.

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.

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.

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.

218. Political Parties and Elections. 3 hr.; 3 cr. An analysis of the place of public opinion in politics; techniques of political propaganda; functions of pressure groups; current political issues in relation to public opinion.

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.

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.

221. Public Policy in the Political Process. 3 hr.; 3 cr. Study of one or more public issues. Will focus on both the process of decision-making and evaluation of policy. May be repeated if different fields of public policy are being covered.

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.

223/Urban Studies 223. Introduction to Public Administration. 3 hr.; 3 cr. Analysis of the theoretical basis for administration, philosophies of administration. Description of the tools of administration and the relationship of administrative organization to other institutions in modern society.

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 the public service as a career.

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.

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.

227. Revolution, Politics, and Film. 3 hr.; 3 cr. This course combines the traditional tools of political science and history with the additional perspective of film to help us understand some of the major revolutions of the 20th century. Among the revolutions studied will be the Russian, German, Cuban, Chilean, and Algerian.

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.

229. Colloquium in American Politics. 3 hr.; 3 cr. Topics to be announced. No student is permitted to enroll in more than one colloquium in each semester.

B. Comparative Politics

230. Politics of Development. 3 hr.; 3 cr.

Politics and government in the underdeveloped 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. (PN)

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.

232. Comparative Political Economy. 3 hr.; 3 cr. Effects of economic structures and practices on the political and social systems.

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.

234. Contemporary Western Europe. 3 hr.; 3 cr. Analysis of contemporary European political institutions and processes. Selected countries to be announced.

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.

236. The Politics of Developing Nations. 3 hr.; 3 cr. Politics and government in the underdeveloped areas of Africa, Asia, Latin America, and the Middle East. Stress on the interaction of political, social, and economic forces. Attention to foreign policy problems. (PN)

237. Contemporary Africa. 3 hr.; 3 cr. Primary focus on the dynamics of societies in transition in "SubSaharan" Africa from colonial dependency to independence, and from traditional tribal units to modern nations. (PN)

238. Contemporary Asia. 3 hr.; 3 cr. A survey of the political development and government institutions of the states in the Far East, chiefly China and Japan; analytical study of their historical background and foreign relations. (PN)

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. (PN)

240. **Contemporary Middle East.** 3 hr.; 3 cr. A survey of Middle Eastern governments, political processes, and political group behavior. (PN)

242. **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.

243. **Contemporary Central America.** 3 hr.; 3 cr. An examination of the social, economic, and cultural forces that shape the political processes of Central American societies, including the application of political theories of Central American and foreign writers. (PN)

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.

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.

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 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 Perons.

249. **Colloquium in Comparative Politics.** 3 hr.; 3 cr. Prereq.: Permission of instructor. Topics to be announced. No student is permitted to enroll in more than one colloquium each semester.

C. International Politics

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.

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.

252. **Contemporary Issues in International Relations.** 3 hr.; 3 cr. This course introduces students to some of the major issues that confront the world and provides them with basic analytical tools to help them understand these issues. Each section will focus on a particular issue, such as the control of weapons, women and war, international drug traffic, and the international trading system. The course will feature guest speakers from journalism, the UN, and various diplomatic missions. Topics to be announced. Course may be repeated with the permission of instructor if the topic is different.

253. **Problems in International Law and Administration.** 3 hr.; 3 cr. An analytical study of selected topics in international law and administration, such as means and procedures for the settlement of international disputes, responsibility of states and other issues in diplomatic practices, administrative problems of the United Nations and other international organs in the performance of their functions, as well as the changing conception and controversial principles of the law of war and neutrality.

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.

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.

256. **Africa in World Politics.** 3 hr.; 3 cr. The international relations of the African countries and the development of African foreign policies. Pan-Africanism, the cold war in Africa, neutralism, regional and

international agencies.

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.

258. **Asia in World Politics.** 3 hr.; 3 cr. Historical examination of the policies of the major powers toward China, Japan, and Korea; their common interests and contradictions; conflicts between nationalism and imperialism in East Asia and adjacent areas; special emphasis on the complicated relationships between the United States and the governments in this region.

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. Inter-American public international law.

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.

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.

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.

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.

269. **Colloquium in International Politics.** 3 hr.; 3 cr. Topics to be announced.

D. Political Theory and Methodology

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.

271. The Origins of Western Political Theory. 3 hr.; 3 cr. An investigation of the foundations of the Western political tradition and the formulation of political theories in a pre-nation-state social order.

272. Theories of the State. 3 hr.; 3 cr. An examination of the political problems that grew out of the conception of the nation-state, such as sovereignty, constitutionalism, democracy, political liberty, and social change.

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. ††

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.

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.

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.

277. Black Political and Social Thought I: Protest Thought. 3 hr.; 3 cr. An introduction to the organized and systematic patterns of thought put forth by black publicists concerning the human conditions of blacks in white-dominated society, and the black ideological response to such a political, economic, and cultural situation. The emphasis will be on Afro-American thought, with references to African and Caribbean thought. Some of the thinkers whose works will be examined are Blyden, Washington, Diagne, DuBois, Garvey, Nkrumah, Padmore, King, Malcolm X, and Fanon.

278. Black Political and Social Thought II: Contemporary Ideologies. 3 hr.; 3 cr. Basic themes in contemporary black political and social literature concerning the appropriate forms of political and social organization for black society. The emphasis will be on African political thought. Some of the themes to be explored are the implications of "Blackness" (negritude, African personality, etc.) for political organization (Ujamaa, African Socialism, Consciencism, etc.) and the role of blacks in the world revolution (Pan-Africanism, Third Worldism, etc.).

279. Colloquium in Political Theory. 3 hr., 3 cr. No student may take more than one colloquium a semester. Topics to be announced. ††

E. Law and Politics

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.

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.

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.

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.

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.

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, wel-

fare, and education, and to the continuing debate over affirmative action.

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.

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 actors and explore a variety of approaches to environmental law and policy. Guest lecturers include lawyers, scientists, and environmental activists.

F. Internships

289. Colloquium in Law and Politics. 3 hr.; 3 cr. Topics to be announced.

291. Special Problems. 291.1, 1 hr.; 1 cr., 291.2, 2 hr.; 2 cr., 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.

292W. Internship in Urban Politics. 292.4, 2 hr./wk. plus 120 semester hours of intern work; 4 cr., 292.5, 2 hr./wk. plus 150 semester hours of intern work; 5 cr., 292.9, 2 hr./wk. plus 280 semester hours of 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 faculty coordinator, a minimum of one month prior to registration. Applications available through the Political Science Department.

293. Field Work in Political Science. 3 hr.; 3 cr. Individual or group field projects or internships with prior approval of the department.

294. Internship in Legislative Politics. 12 cr. This is a one-semester, full-time internship with a state legislator or administrative agency in Albany. Details,

requirements, and permission for the program must be gotten from the faculty coordinator. Stipends are provided.

295W. Internship in Law and Advocacy. 295.4, 2 hr./wk. plus 120 semester hours of intern work; 4 cr., 295.5, 2 hr./wk. plus 150 semester hours of intern work; 5 cr., 295.9, 2 hr./wk. plus 280 semester hours of 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 Student Coordinator, a minimum of one month prior to registration. Applications available through the Political Science Department.

296W. Internship in International Politics. 296.4, 2 hr./wk. plus 120 semester hours of intern work; 4 cr., 296.5, 2 hr./wk. plus 150 semester hours of intern work; 5 cr., 296.9, 2 hr./wk. plus 280 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 Student Coordinator, a minimum of one month prior to registration. Applications available through the Political Science Department.

III. Seminars

381W. Seminar in American Politics. 3 hr. plus conf.; 4 cr. Prereq.: Permission of instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

382W. Seminar in Law and Politics. 3 hr. plus conf.; 4 cr. Prereq.: Permission of instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

383W. Seminar in Comparative Politics. 3 hr. plus conf.; 4 cr. Prereq.: Permission of instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

384W. Seminar in International Politics. 3 hr. plus conf.; 4 cr. Prereq.: Permission of instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

386W. Seminar in Political Theory. 3 hr. plus conf.; 4 cr. Prereq.: Permission of instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

387W. Seminar in Political Analysis and Research Methods. 3 hr.; 3 cr. Prereq.: Permission of instructor. No student

may enroll in more than one seminar a semester.

The following graduate courses are open to qualified undergraduate students with permission of department.

610. Western Political Thought. 2 hr. plus conf.; 3 cr. The basic ideas and systems of Western political thought from Plato through Marx.

630. Contemporary Comparative Government. 2 hr. plus conf.; 3 cr. Government structures, ideological foundations, and functioning of political institutions in selected European states.

640. Public Administration. 2 hr. plus conf.; 3 cr. Problems of organization and process; the administrator as manager; decision-making and information flow. Administrative powers; procedural safeguards; authority, status, and leadership. Internal politics and bureaucracy.

651. Government of the City of New York. 2 hr. plus conf.; 3 cr. The government of the City of New York and its role in the metropolitan area; its relationship to the state and to the federal government. Impact of economic and social forces on the political process.

660. International Politics. 2 hr. plus conf.; 3 cr. Basic factors in international politics. The struggle for power and order in world politics.

Psychology

Chair: Richard J. Bodnar

Deputy Chair: Robert N. Lanson

Assistant Chair for Evening Studies: Nancy S. Hemmes

Graduate Adviser: Philip A. Ramsey

Dept. Office: SB E318, 997-3200

Web Page: <http://www.qc.edu/Psychology>

Professors: Baker, Bodnar, Borod, Brown, Ehrlichman, Fields, Halperin, Hemmes, Johnson, Poulson, Ramsey, Winnick; **Associate Professors:** Berman, Fleischer, Foldi, Lanson, Moreau, Sturmey, Witkin; **Assistant Professors:** Hollander, Ranaldi; **College Laboratory Technicians:** Gottesman, Ivanenko, Ramroop, Zhu; **HE Assistant:** Vollono; **Department Administration:** Barash, Cinquemani, Field, Schimatz

Majors Offered: Psychology (State Education Code 02805)

The Psychology 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.

Departmental Awards

The Psychology Department offers the **Gregory Razran Award** to the graduating student with the highest grade-point average in psychology; the **William Schoenfeld Award** to the graduating student with the second highest grade-point average in psychology; the **Mitchell Kietzman Award** for outstanding undergraduate research; and the **Arthur 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 **Raphell Sims Lakowitz Scholarship** of \$1,000 is offered annually 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 **Harold Schuckman Memorial Award** honors an overall outstanding undergraduate.

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 this page for the specific requirements for the major.

For a student to major in psychology, at least half of the courses in the major, including the Advanced Experimental research course, must be taken at Queens College. Psychology 12 may not be credited toward the major in psychology, although it is credited toward the B.A. degree.

Courses required for the major are typically offered every semester, but this may not be the case for elective courses.

Students majoring in psychology are urged to avail themselves of the many advisory resources provided by the department. These include:

1. Faculty advisers. All day-session majors are automatically assigned a faculty adviser. Evening-session majors may receive advisement from the evening-session coordinator.

2. Peer advisers. Peer advisers are available in the Psychology office, according to a schedule posted in the office.

3. **Undergraduate Handbook and Academic Advisement Manual.** The manual provides detailed materials concerning course selection, graduate school preparation, and career specialization, and is available on the department's web page.

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 Psychology 213W or 213, and have a psychology grade-point average of 3.7 (or the strong recommendations of two Psychology 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 advisers. 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.

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 Psychology 391 (or 392) for 1 to 3 credits during the first

and second semesters, respectively.

THE MINOR

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

Prerequisites

English 95 or its equivalent is the minimum corequisite for all courses (see pages 36, 109). All psychology courses other than Psychology 107 require Psychology 101 as a prerequisite.

COURSES

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 Psychology 102. 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. (PBGB)

107. Statistical Methods. Lec./demo./lab., 4 hr.; 3 cr. Prereq.: Demonstration of current mathematical competency equivalent to 2 1/2 years of high school mathematics as defined by performance on the Queens College Mathematics Placement Exam. This mathematics prerequisite may also be fulfilled by evidence of satisfactory completion of one or more of the following courses: Math 6, 100, 101, 111 (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. (SQ)

213W. Experimental Psychology. 4 lab. hr.; 4 cr. Prereq.: Psychology 101 and 107. Recommended: Grade of C or better in Psychology 107. 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

Requirements for the Major in Psychology

Required: A minimum of 35 credits in Psychology, including Psychology 101, 107, 213W or 213, and one advanced research course from among 311-321. Psychology 101 is a prerequisite for all courses in psychology, with the single exception of Psychology 107, Statistical Methods. Psychology 107 is prerequisite for 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 Psychology 107 and 213W as early in their college career as is feasible. At least half of 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.

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.

Requirements for the Minor in Psychology

Required: A minimum of 18 credits in psychology, not including Psychology 12. (Psychology 12 is not credited toward either the major or the minor in psychology, although it is credited toward the B.A. degree.) Half of 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.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

methodology, psychophysics, and learning. MAT charge, \$10. (PBGA)

214. Developmental Psychology: Infancy and Childhood. 3 hr.; 3 cr. Prereq.: Psychology 101. Not open to students who have taken Psychology 229. A review of the theories, research methods, and empirical findings in the area of behavioral development, focusing on the human infant and child.

215. Developmental Psychology: Adolescence. 3 hr.; 3 cr. Prereq.: Psychology 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.

216. Developmental Psychology: Adulthood and Aging. 3 hr.; 3 cr. Prereq.: Psychology 214 or 229. Not open to students who have taken Lifespan Developmental Psychology. 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. †

217. Life-span Developmental Psychology. 3 hr.; 3 cr. Prereq.: Psychology 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.

221. Psychopathology (Abnormal Psychology). 3 hr.; 3 cr. Prereq.: Psychology 101 or 102. 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.

223. Psychometrics. 2 lec., 2 lab. hr.; 3 cr. Prereq.: Psychology 101 and 107. Application and evaluation of psychometric methods for estimating the validity and reliability of psychological measures and for establishing norms. Areas sampled include creativity and special abilities, attitudes and values, intelligence and achievement, vocational interests, and personality traits. †

226. Psychology in Business and Industry. 2 rec., 2 lab. hr.; 3 cr. Prereq.: Psychology 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 Psychology 246. †

232. The Psychology of Personality. 3 hr.; 3 cr. Prereq.: Psychology 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. †

243. Introduction to Behavioral Neuroscience. 3 hr.; 3 cr. Prereq.: Psychology 101 or Biology 105. 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.

245. Consumer Psychology. 2 rec., 2 lab. hr.; 3 cr. Prereq.: Psychology 226 and permission of instructor. The psychological principles related to the individual's role as a purchaser of goods and services and how he reacts to efforts to influence his purchasing behavior. Advertising, selling, and market and motivational research are considered. The value of the scientific approach to these problems is demonstrated and findings in the field are reviewed. †

246. Organizational Psychology. 2 rec., 2 lab. hr.; 3 cr. Prereq.: Psychology 226, a course in statistics, and permission of the instructor. It is preferable that Psychology 226 and 246 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 Psychology 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 Psychology

325 (Field Work in Personnel Psychology), it enables many students to better confront the problem of entering the business world in a psychology-related occupation. †

251. Introduction to Learning and Behavioral Analysis. 3 hr.; 3 cr. Prereq.: Psychology 101. Introduction to principles of behavioral analysis, classical and operant conditioning.

Advanced Topics

281, 282. Problems in Psychology. 3 hr.; 3 cr. Prereq.: Psychology 101 and permission of department. An exploration of topics, to be announced, that are not covered by the regular course offerings. May be taken more than once provided there is no duplication of topics. †

Psychology 311-321 Series. Advanced Experimental and Research Psychology. 2 rec., 4 lab. hr.; 4 cr. Prereq.: Psychology 213W or 213. Any one of these courses fulfills the requirement for an advanced research course in psychology.

311. Advanced Experimental Psychology: Learning. 6 hr.; 4 cr. Prereq.: Psychology 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. MAT charge, \$10. †

312. Advanced Experimental Psychology: Sensation/Perception 6 hr.; 4 cr. Prereq.: Psychology 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. MAT charge, \$10. †

313. Advanced Experimental Psychology: Cognition. 6 hr.; 4 cr. Prereq.: Psychology 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. MAT charge, \$10. †

314. Advanced Experimental Psychology:

Social-Personality. 6 hr.; 4 cr. Prereq.: Psychology 101, 107, 213W or 213, and 232 or 338. 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.

316. Advanced Experimental Psychology: Physiological. 6 hr.; 4 cr. Prereq.: Psychology 101, 107, 213W or 213, and 243. A review of the research principles used to conduct scientific experiments in physiological psychology and behavioral neuroscience focusing upon experimental techniques related to either behavioral neuroscience (e.g., stereotaxic surgery, histological techniques, psychopharmacology) or cognitive neuroscience (e.g., EEG, event-related potentials, physiological studies of attention, cognition, perception) that will result in hypothesis-testing, experimental procedures, data analysis, and completion, of laboratory reports.

317. Advanced Experimental Psychology: Behavior Modification. 6 hr.; 4 cr. Prereq.: Psychology 213W or 213 and 221, or permission of 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. MAT charge, \$10.†

318. Advanced Experimental Psychology: Developmental. 6 hr.; 4 cr. Prereq.: Psychology 213W or 213, and any of 214, 215, 216, or 217. A laboratory course in developmental psychology, focusing on the application of experimental methodology to the study of psychological development in children. Selected topics: cognition, sex-role stereotyping, psychomotor function, semantic processing.†

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.

320. Advanced Experimental Psychology: Special Topics. 6 hr.; 4 cr. Prereq.: Psy-

chology 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.†

321. Advanced Experimental Psychology: Clinical. 6 hr.; 4 cr. Prereq.: Psychology 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.

325. Field Work in Personnel Psychology. 325.1, 45 hr.; 1 cr.; 325.2, 90 hr.; 2 cr.; 325.3, 135 hr.; 3 cr. Prereq.: Psychology 226 and permission of 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.†

326. Field Work in Consumer Psychology. 326.1, 45 hr.; 1 cr.; 326.2, 90 hr.; 2 cr.; 326.3, 135 hr.; 3 cr. Prereq.: Psychology 226 and permission of 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, consultants, advertising agency research department, 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.†

331. Psychology of Human Motivation. 3 hr.; 3 cr. Prereq.: Psychology 101. Recommended for juniors and seniors only. 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.†

334. The Development of Perception and Cognition. 3 hr.; 3 cr. Prereq.: Psychology 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.†

338. Social Behavior. 3 hr.; 3 cr. Prereq.: Psychology 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.†

341. Introduction to Psychoanalytic Theory. 3 hr.; 3 cr. Prereq.: Psychology 221 and 232. Recommended for juniors and seniors only. 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.†

345. Cognitive Neuroscience. 3 hr.; 3 cr. Prereq.: Psychology 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.

346. Neuroscience of Memory. 3 hr.; 3 cr. Prereq.: Psychology 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 orga-

nization and representation of knowledge in the brain.

347. Introduction to Clinical Psychology. 3 hr.; 3 cr. Prereq.: Psychology 221. Recommended for seniors only. 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. †

348. History and Systems of Psychology. 3 hr.; 3 cr. Prereq.: Psychology 101. Recommended for juniors and seniors only. A historical introduction to modern psychology and a critical survey of its chief systems – structuralism, functionalism, psychoanalysis, behaviorism, Gestalt, and others. (SS) †

349. Psychological Disorders of Childhood and Adolescence. 3 hr.; 3 cr. Prereq.: Psychology 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. †

350. Behavioral Analysis of Child Development. 3 hr.; 3 cr. Prereq.: Psychology 101; Psychology 213W or 213 (or equivalent course in experimental psychology); Psychology 214 (or equivalent course in developmental psychology). This course provides a critical review of basic concepts in child psychology from the point of view of the field of behavior analysis. This approach provides a counterpoint to the view of child psychology that is primarily cognitive.

352. Principles of Drug Action. 3 hr.; 3 cr. Prereq.: Psychology 101 or a college course in biology or chemistry. 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. †

353. Psychology of Sex Roles. 3 hr.; 3 cr. Prereq.: Psychology 224 or 229. Recommended for juniors and seniors only. A survey and critical analysis of research and theory regarding similarities and differences in behavior between males and females, both human and animal. Included are considerations of biological, social, psychological, and cultural deter-

minants of gender role development. †

354. Sexual Behavior. Prereq.: Psychology 224 or 229. Recommended for juniors and seniors only. 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. †

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 Student Personnel 200 (Introduction to Counseling and Advisement). This course, which is open to psychology majors only, may be taken concurrently with Student Personnel 300 (Practicum in Counseling and Advisement) or as a third-semester peer adviser. For the first half of the semester students are required to meet with the faculty adviser one hour weekly to discuss issues such as the Psychology 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. †

356. Advanced Practicum in Academic Advisement of the Psychology Major. 1 hr.; 1 cr. Prereq.: Psychology 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. †

359. Developmental Disabilities. 3 hr.; 3 cr. Prereq.: Psychology 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. †

360. Contemporary Psychotherapies. 3 hr.; 3 cr. Prereq.: Psychology 221; junior standing and any of the following: Psychology 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. A diverse sample 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. †

363. Sex Roles and Psychopathology. 3 hr.; 3 cr. Prereq.: Psychology 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, substance abuse) are presented. †

371. Practicum in Psychopathology. 2 hr. plus 5 hr. field work to be arranged; 3 cr. Prereq.: Psychology 221, 232, senior standing, and permission of instructor. Provides for supervised clinical observation of patients at selected psychiatric hospitals and clinics. Students observe patients, audit staff conferences, and may assist in research conducted by hospital staff or College faculty. The academic component of this course includes an in-depth study by each student of one of the major approaches to psychopathology (such as psychoanalysis or behavior therapy) and the application of that approach to a set of case protocols. †

391, 392. Special Problems. 391.1, 3 hr. per week; 1 cr.; 391.2, 6 hr. per week; 2 cr.; 391.3, 9 hr. per week; 3 cr.; 392.1, 3 hr. per week; 1 cr.; 392.2, 6 hr. per week; 2 cr.; 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

Program Director and Undergraduate Adviser: Jesse M. Vázquez

Instructors: Cintrón-Gonzalez, Gonzalez, T., Llorens, Moncada, Romero, Vázquez

Office: Kissena 355, 997-2830

Puerto Rican Studies offers a variety of pertinent and challenging courses in the social science spectrum. Emphasizing interdisciplinary approaches to learning, these courses focus on the Puerto Rican experience as it has developed in the United States as well as on the island of Puerto Rico. Special attention is paid to the historical and cultural developments that have shaped the Puerto Rican and Latino experience in the United States.

Courses dealing with the psychological, political, and cultural aspects of the Puerto Rican and Latino experience broaden the perspectives of the student who plans to teach or enter the “helping” (social work, psychology, counseling, and legal) professions in New York, which has a population of over two million Puerto Ricans and other Latinos. Puerto Rican Studies is a participant in the Bilingual/Multicultural Specialization. These courses explore ethnic identity and provide a knowledge of the Puerto Rican and Latino experience.

THE MINOR

The minor in Puerto Rican Studies consists of 24 credits. The minor concentration is composed of a required core (Group I), elective courses (Group II), and a special studies course (Group III). See the box on this page for the specific requirements for the minor.

Bilingual/Multicultural Education Specialization

Students interested in a specialization in

bilingual/multicultural education should contact Professor Rafael Olivares in the Department of Elementary and Early Childhood Education. 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 culture, community, and history of Puerto Ricans and other Latinos in the U. S.: PRST 202, PRST 203, and History 119. For acceptable alternative or additional course options, as well as transfer equivalencies, all students should consult with the Director of Puerto Rican Studies.

COURSES

All of the following courses are offered through Puerto Rican Studies, Interdisciplinary and Special Studies, and other academic departments. The courses designated as Special Studies 94 and 97 are currently being offered through Interdisciplinary and Special Studies. Once approved, these courses will be offered through Puerto Rican Studies or other academic department, and will be included in the minor concentration.

PRST 202. Field Experience in a Bilingual Hispanic Setting. 2 hr., 3 hr. fieldwork; 3 cr. Prereq.: Spanish 113 or permission of 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 and educational services.

PRST 203. Puerto Rican and Hispanic Ethnic Identity. 3 hr.; 3 cr. Explores Puerto Rican and Latino identity as a source of individual self-concept and group cohesion. Focuses on assimilation, accultura-

tion, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

PRST 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).

PRST 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.

PRST 220. Development of Puerto Rican Literature in the United States. 3 hr.; 3 cr. Prereq.: English 110 and Spanish 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.

PRST 380. Tutorial in Puerto Rican Studies. 3 hr.; 3 cr. Prereq.: Junior/senior standing and permission of Director. The student will agree to work on a specific project under the guidance and supervision of a faculty member in Puerto Rican Studies.

Requirements for the Minor in Puerto Rican Studies

Required Core Sequence, Group I (9 credits): History 243, The History of Puerto Rico; Puerto Rican Studies 203; Spanish 210, Survey of the Literature of Puerto Rico; **or** Special Studies 94, Art of Puerto Rico and the Hispanic Caribbean.

Elective Core Sequence, Group II (12 credits): Puerto Rican Studies 201, 204, 208, 220; Political Science 242, Puerto Rican Political and Social Movements; History 119, The Spanish Caribbean in the Twentieth Century; Sociology 261, Puerto Rican and Latin American Immigration; Ethnic Studies 310, Six Ethnic Groups in New York City.

Special Studies, Group III (3 credits): Puerto Rican Studies 202, 380.

In addition, students must complete a minimum of three semesters in Spanish (through 203) or its equivalent.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).
 † Offered either Fall or Spring; see **Class Schedule**.
 ‡ May be offered; see **Class Schedule**.

Religious Studies

Director: Stephen Grover

Advisory Council: Bird, Goldsmith, Lawson, Purnell, Zadoian

Office: T-3, Room 24, 997-3099

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.

Religious Studies' academic orientation is derived from the disciplines of history, sociology, psychology, and philosophy. These fields attempt to treat religious phenomena from a nonpartisan and scholarly standpoint. The broad scope of faculty specialization permits a comprehensive investigation of the pervasive religious concerns of the world's cultures.

Students interested in a Religious Studies major/minor should consult with the Director as soon as possible after having recognized their interest in the discipline.

THE MAJOR

The major in Religious Studies requires 36 credits. See the box on this page for specific requirements for 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 receive approval from the Director.

Distribution Groups

The list of approved courses in each distribution group is available in the Religious Studies Office. Interested students may obtain the list from the Director. Students are reminded that their program plans must be approved 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 listing for scheduling information.

THE MINOR

The minor in Religious Studies requires a minimum of 21 credits. See the box on this page for specific requirements for the minor.

COURSES

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. (H3) Spring

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. (H3, PN) Fall

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

211. Essentials of Buddhism. 3 hr.; 3 cr. A study of Buddhist thought, devotional practice, and literary traditions in several selected Buddhist sects. Spring

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. (H3)††

213. Religious Meaning. 3 hr.; 3 cr. A systematic study of images of man in contemporary thought and their relation to modern religion. ††

260. Studies in Religion. 3 hr.; 3 cr. Selected topics in religious studies. ††

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

Required: 18 credits of the core curriculum: RLGST101, 102, and 390, and English 381; either Sociology 221 or Philosophy 116, and either History 130, Arabic 160, or RLGST 103. 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 Religious Studies 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 six credits in literature and six credits in the Art and Music Departments. 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 the Religious Studies Program (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

Required (21 credits): All minors must take RLGST101 and 102, and either Sociology 221 or Philosophy 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. Nine of these credits should be at the intermediate or advanced level (numbered 200 or above).

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

Science

DIVISION OF MATHEMATICS & NATURAL SCIENCES

Acting Dean: Thomas Streckas
Office: Remsen 125, 997-4105

The following are interdisciplinary science courses not belonging with 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 Natural Sciences. Students will be introduced to quantitative methods used in science. The faculty leader will choose a topic from current events which the 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. (PBGB)

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. (PBG)

Social Sciences Seminar

DIVISION OF SOCIAL SCIENCES

Dean: Donald Scott
Office: Trailer Y, 997-5210; Fax 997-5535

Chair of the Divisional Honors Seminars:
Dean Savage

COURSE

Social Sciences 381, 382. General Seminar in the Social Sciences. Hr. to be arranged; 3 cr. 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: Milton L. Mankoff

Deputy Chair: Joyce Tang

Graduate Adviser: Andrew A. Beveridge

Assistant Chair for Evening Studies: Carmenza Gallo

Dept. Office: Kissena 259, 997-2800

Web Page: www.soc.qc.edu

Professors: Beshers, Clough, Cohen, Eisenstein, Heilman, Kapsis, Levine, Miller, Min, Seiler, Smith, Turner, Zimmer; **Associate Professors:** Beveridge, Catsambis, Font, Gallo, Gorman, Liang, Mankoff, Savage, Tang; **Assistant Professors:** Browne, Habtu, Pitts, Rogers-Dillon; **Department Secretaries:** Barth, Lindroth

Majors Offered: Sociology (State Education Code 02818)

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.

Departmental Awards

The Sociology Department offers the following scholarships: **Joseph Gubernikoff Memorial Scholarship** (up to \$500) is 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** (up to \$500) is awarded to a student with exceptional academic achievement who plans an academic career; the **Patricia Kendall Lazarsfeld Undergraduate Scholarship in Sociology** (up to \$500) is awarded to an undergraduate sociology major, before he or she is eligible for graduation, who has a high academic average; and the **Paul F. Lazarsfeld Scholarship in Sociology** (up to \$500) is 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 follow a graduate education following the intellectual traditions established by Paul F. Lazarsfeld.

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; the **Graduating Senior Latino Endowed Scholarship:** presented annually to an undergraduate sociology major at the time of graduation. Recipients must have academic records consistent with students who receive honors in Sociology. Each award will be for up to \$500.

Along with the Labor Studies program, Sociology will present the **DuBois Scholarship Award** and the **Sylvia Newman Scholarship Award**, each for up to \$500. 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 on

this matter, 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 Sociology 205 and 212 as early as possible in their college careers. Sociology 331 and 334 should be taken after 212. Students should take their 300-course level 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 adviser a tentative plan of study before completing nine semester hours in sociology.

COURSES

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 socio-political, socio-economic, cultural, and organizational structures of society. (SS)

103. Sociology of American Life. 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. (SS)

135W. Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite 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.

205. Social Statistics I. 3 hr.; 3 cr. Prereq.: Sociology 101. Descriptive and inferential statistics, emphasizing interpretation of sociological data: distributions, correlations, and statistical significance. Not open to students with credit for Economics 249 or Psychology 107. (SQ)

208. Social Problems. 3 hr.; 3 cr. Prereq.: Sociology 101. Analysis of such contemporary social problems as poverty, homelessness, racism, violence, drugs, family breakdown, alienation, and environmental degradation.

209. Criminal Justice. 3 hr.; 3 cr. Prereq.: Sociology 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.

210. The Modern Urban Community. 3 hr.; 3 cr. Prereq.: Sociology 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.

211. Ethnic and Racial Relations. 3 hr.; 3 cr. Prereq.: Sociology 101. Major ethnic and racial groups, ethnic contact, and ethnic relations in American society and in other cultures.

212. Sociological Analysis. 3 hr.; 3 cr. Prereq.: Sociology 101. The relationship between sociological theory and data through analysis of important sociological problems. (SQ)

213. Deviance and Social Pathology. 3 hr.; 3 cr. Prereq.: Sociology 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.

214. The Family. 3 hr.; 3 cr. Prereq.:

Sociology 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.

215. Sociology of Education. 3 hr.; 3 cr. Prereq.: Sociology 101. An examination of the broad social, economic, and political characteristics of educational institutions, policies and practices and their ramifications.

216. Social Psychology. 3 hr.; 3 cr. Prereq.: Sociology 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.

217. Crime and Juvenile Delinquency. 3 hr.; 3 cr. Prereq.: Sociology 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.

218. Mass Communication and Popular Culture. 3 hr.; 3 cr. Prereq.: Sociology 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.

219. Social Class in American Society. 3 hr.; 3 cr. Prereq.: Sociology 101. A comparative socio-historical analysis of economic and political stratification and inequality with special emphasis on the US. 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.

220. Interpersonal Behavior and Group Processes. 3 hr.; 3 cr. Prereq.: Sociology 101. This course focuses on interpersonal and group processes. Topics include interpersonal communications and influence, intimate relationships, and small group processes.

221. Sociology of Religion. 3 hr.; 3 cr. Prereq.: Sociology 101. The nature of religion, its relationship to other institutions, and its changing role and function

Requirements for the Major in Sociology

Required (30 credits): Sociology 101, 205, 212, 331, 334, and at least five additional courses in sociology, one of which must be a 381W seminar or other approved 300-level course.

Requirements for the Minor in Sociology

Required (18 credits): Sociology 101, 212, and either 331 or 334, and at least three additional courses in sociology.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

in modern society.

222. Social Welfare as a Social Institution. 3 hr.; 3 cr. Prereq.: Sociology 101. Social welfare as an institution, with emphasis on its structure and development, and sociological analysis of problems of aging, divorce, adoption, etc.

223. Introduction to Social Work Method. 3 rec., 5 field hr.; 4 cr. Prereq.: Sociology 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.

224. Complex Organizations. 3 hr.; 3 cr. Prereq.: Sociology 101. The social and historical development of complex organizations. Topics include managerial decision-making, conflicts, power, careers, and evaluations processes as they affect business, political, and charitable organizations. Also discussed is the social history of how organizations have succeeded or failed.

225. Sociology of Drugs. 3 hr.; 3 cr. Prereq.: Sociology 101. This course examines the changing scientific and popular understandings of the effect, 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.

226. Political Sociology. 3 hr.; 3 cr. Prereq.: Sociology 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.

227. Sociology of Medicine. 3 hr.; 3 cr. Prereq.: Sociology 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.

228. Work, Industry, and Society. 3 hr.; 3 cr. Prereq.: Sociology 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.

225. Computers and Society. 3 hr.; 3 cr. Prereq.: Sociology 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.

236. Population Problems. 3 hr.; 3 cr. Prereq.: Sociology 101. Social factors influencing fertility and contraceptive use, mortality and migration, consequences of population growth, and population policies and programs in various societies.

237. Sociology of Selected Countries. 3 hr.; 3 cr. Prereq.: Sociology 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.

238. Social Change and Social Movements. 3 hr.; 3 cr. Prereq.: Sociology 101. Social change and major social movements in past and contemporary societies, with special focus on important theories of social change.

239. Sociology of Developing Countries. 3 hr.; 3 cr. Prereq.: Sociology 101. Origin and nature of problems and processes in developing areas: interrelationships between institutions, social change, and poverty. (PN)

240. Selected Topics in Sociology. 3 hr.; 3 cr. Prereq.: Sociology 101. Topics to be announced.

241. The American Jewish Community. 3 hr.; 3 cr. Prereq.: Sociology 101. Demographic and social characteristics, communal and political organization, and problems of identity and assimilation within the American Jewish community.

242. Modern Israel: Sociological Aspects. 3 hr.; 3 cr. Prereq.: Sociology 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.

243. Sex and Gender in Comparative Perspective. 3 hr.; 3 cr. Prereq.: Sociology 101. This course explores the social construction of gender in a 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.

244. Sociology of Women. 3 hr.; 3 cr. Prereq.: Sociology 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.

245. Women and Work. 3 hr.; 3 cr. Prereq.: Sociology 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.

246. The Sociology of Human Sexuality. 3 hr.; 3 cr. Prereq.: Sociology 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).

247. Sociology of Law. 3 hr.; 3 cr. Prereq.: Sociology 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.

249. Sociology of Cinema. 4 hr.; 3 cr. Prereq.: Sociology 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.

250. Sociology of Friendship. 3 hr.; 3 cr. Prereq.: Sociology 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 relation-

ship; 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.

271. The Black Family. 3 hr.; 3 cr. Prereq.: Sociology 101 or permission of 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, the black family as an agent in the social development of children.

272. Blacks in American Society. 3 hr.; 3 cr. Prereq.: Sociology 101 or permission of 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.

273. Social Change in Africa. 3 hr.; 3 cr. Prereq.: Sociology 101 or permission of 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; social development.

274. Social Change in Latin America and the Caribbean. 3 hr.; 3 cr. Prereq.: Sociology 101 or permission of 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, problems of social development.

275. Sociology of Asian Americans. 3 hr.; 3 cr. Prereq.: Sociology 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.

277. Sociology of Gambling. 3 hr.; 3 cr. Prereq.: Sociology 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.

278. Social Geography of Contemporary Cultures. 3 hr.; 3 cr. Prereq.: Sociology 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.

279. Globalization: Social and Geographic Perspectives. 3 hr.; 3 cr. Prereq.: Sociology 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.

289. Sociology of Death and Dying. 3 hr.; 3 cr. Prereq.: Sociology 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.

306. Social Statistics II. 3 hr.; 3 cr. Prereq.: Sociology 101 and 205. Additional and more advanced statistical methods applied to the analysis of sociological data; multiple and partial correlation, analysis of variance, etc.

325. Field Work. 325.1, 3 hr.; 1 cr.; 325.2, 6 hr.; 2 cr.; 325.3, 9 hr.; 3 cr. Prereq.: Sociology 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.

331. Foundations of Sociological Theory. 3 hr.; 3 cr. Prereq.: Sociology 101. Problems in sociological theory with special emphasis on contemporary approaches and general processes of theory construction.

332. Sociology of Knowledge. 3 hr.; 3 cr.

Prereq.: Sociology 101. Concerns the relationship between ideas and the social structure. Theories proposed by Marxists, phenomenologists, and functionalists to explain the relationship are examined.

333. Social Science Research Using Computers. 3 hr.; 3 cr. Prereq.: Sociology 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. (SQ)

334. Methods of Social Research. 3 hr.; 3 cr. Prereq.: Sociology 205 and 212. A study of various methods of social research, combined with practical experience in their application.

348. Orthodox Jews in America. 3 hr.; 3 cr. Prereq.: Sociology 101; Sociology 241 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.

351. Social Ecology: Field Study of a City. 3 hr.; 3 cr. Prereq.: Sociology 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.

353. Ethnography. 3 hr.; 3 cr. Prereq.: Sociology 101. Strategies of sociological field research; techniques of observation, documentation and analysis of groups, cultures, and communities.

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 Student Personnel 200 (Introduction to Counseling and Advisement). This course, which is open to sociology majors only, may be taken concurrently with Student Personnel 300 (Practicum in Counseling and Advisement) or as a third-semester peer adviser. Students will be required to spend two hours a week interviewing students at the Department of Sociology, 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 the Sociology Department supervisor, which will involve discussions of interview techniques, role playing, and recent developments in sociology. Course may be taken twice for credit.

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.)

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.

Special Programs (SEEK)

Acting Director: Frank Franklin

Assistant Director: Diane Forté

Dept. Office: Delany 128, 997-3100

Tutoring Coordinator: Cannon-Pitts;

Admissions: Warmesley; **Department Secretary:** Rossini

The Search for Education, Elevation, and Knowledge (SEEK) program serves academically underprepared and economically disadvantaged students who would not otherwise qualify for admission. SEEK helps students achieve academic success by providing financial support, academic instruction, tutorial assistance, and counseling services. More information is available in the Operation SEEK Student Handbook, obtainable from the office of the Director of the SEEK Program.

Several faculty members from departments throughout the College are assigned to the program.

Associate Professors: Harris, Rosenberg; **Assistant Professors:** Bobb, Patterson, Rodway, Simpson; **Lecturers:** Agbeyegbe, Chen, Chiremba, Habtu,

Hoffman, Lalande, McCoy, Milchman, Modeste, Perry, Romero, Rosenblum, Schwartz, Townsend

The program does not offer a major or minor course of study and is currently revising its offerings. Please consult with advisers for the status of the program.

Departmental Award

The **Phyllis Althea McCoy Annual Award** of \$100 is presented to a QC SEEK pre-law student who has been accepted for admission to an accredited law school. Should there be no such SEEK 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.

SEEK 195. Student Life Workshop. 1 hr. plus required individual counseling sessions and two 2 hr. library laboratories; 1 cr. **P/NC.** The purpose of the Student Life Workshop is to provide incoming Special Program students with an orientation to SEEK and Queens College requirements and procedures. Assists the student in adjusting to the transition from high school to college and to the new experience of college and its new responsibilities. Course requirements will include reading and writing assignments designed to reinforce participation in other SEEK required courses. Fall, Spring

Student Personnel

Dean of Students and Chair: Burton L. Backner

Dept. Office: B Bldg., 997-5500

Associate Professors: Frisz, Simpson; **Assistant Professors:** Backner, Moore; **Lecturers:** McCoy, Modeste, Townsend; **Members of Dean of Students Staff – HEO:** Angrisani, Asfaw, Galloway; **HEO Associates:** Caruso, Gordon, McCaffrey, Pearsall, Proctor, Rutland; **HEO Assistants:** Caporossi, Cordonis, Hayes, Jarvis, Lane, Leopold, Pierce-Anyan, Rosa, VanSchoor; **Assistants to HEO:** Byrne, Giordano, Girod, Grimm, Hennessey, Juliano, Lewis, Monfredo, Montero, Schwartz, Shaw, Topple, Uri; **Staff Nurse:** Capobianco; **Special Services Counselor:** Reischer-Formato; **Health & Wellness Adviser:** Stenzler; **International Student Adviser:** O'Connell; **Upward**

Bound: Anderson, Cruz-Atwell, Martin, Walsh; **Child Development Center's Teachers:** Bergen, Quilachamin, Sinclair; **Administrative Staff:** Boord, Coppi, Davis, Garcia-Rodriguez, Jones, Liebowitz, Lynch, Magolnick, Nicholson, Panepinto, Pisano, Raff, Robinson, Schade, Soulama, Yao

The Department of Student Personnel is concerned with all students and their campus life. The Counseling and Advisement Office, Peer Advisement Program, Minority Affairs, the Office of Student Activities, Career Development Center, Health Service Center, Child Care Center, Office of Special Services for Disabled Students, International Student Services, Student Union, and Upward Bound are under the jurisdiction of the Dean of Students.

The activities and services of the department and other units are described in the section of this **Bulletin** entitled **Student Life**.

Departmental Awards

The Student Personnel 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. The **Dean of Students Service Award** is presented annually for academic achievement and contribution of services to the student body. Each award is \$100.

The Minor in Student Services and Counseling

The Student Services and Counseling 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 page 194 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 the counseling and advisement courses, all students are required to go through a two-part screening process. Applicants are screened and selected by experienced peer advisers and by the coordinator of the Peer Advisement Program. Applications are available in the Counseling and Advisement Center on the first floor of B Building.

200. Introduction to Counseling and Advisement. 3 lec., 1 practicum hr.; 3 cr. Prereq.: Upper sophomore standing and/or permission of 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

300. Practicum in Counseling and Advisement. 2 lec., 4 practicum hr.; 3 cr. Prereq.: Student Personnel 200 and permission of 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

302. Advanced Practicum in Counseling and Advising. 2 lec., 4 practicum hr.; 3 cr. Prereq.: Student Personnel 300 and permission of instructor. Continued supervision in a practicum setting. The experiences are parallel to those in Student Personnel 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

Requirements for the Minor in Student Services & Counseling

Required (6 credits): Student Personnel 200, Introduction to Counseling & Advisement and 300, Practicum in Counseling & Advisement

Electives (9 credits) To be chosen from among the following (all courses are 3 credits except where noted):

American Studies 220, Gender, Race, Ethnicity, and Class in the United States

Anthropology 203, Human Sexuality; 222, Sex, Gender, and Culture

Family, Nutrition & Exercise Sciences 147, Family Relations; 248, Problems in Marriage and the Family

Media Studies 103, Introduction to Interpersonal Communication; 259, Cultural Factors in Communication

Psychology 232, The Psychology of Personality; 338, Social Behavior; 355, Practicum in Academic Advisement of the Psychology Major (1 credit); 356, Advanced Practicum in Academic Advisement of the Psychology Major (1 credit)

Sociology 214, The Family; 216, Social Psychology; 220, Interpersonal Behavior and Group Process; 222, Social Welfare as a Social Institution

Student Personnel 302, Advanced Practicum in Counseling and Advisement

Urban Studies 113, Urban Subcultures and Life Styles

Urban Studies

Chair: Leonard S. Rodberg

Dept. Office: T-3 6, 997-5130; Fax: 997-5133

Professors: Lawson, Muraskin, Seley, Steinberg; **Adjunct Professor:** Gallent; **Associate Professors:** Hanlon, Rodberg, Sardell; **Assistant Professors:** Bayne-Smith, Hum; **Adjunct Assistant Professors:** Fortuna, Friedman, Koch, Pam, Yazicioglu; **Adjunct Lecturers:** Benson, Edel, Musuraca; **Department Secretary:** Sanders; **Director of Community Studies Office:** Manning

Majors Offered: Urban Studies (State Education Code 02821)

Urban Studies is concerned with metropolitan areas in terms of urban problems, community organization and development, administration, and public policy. The various 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 Urban Studies 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 page 195 for the specific requirements for the major and the minor.

COURSES

14. Urban Aesthetics. 3 hr.; 3 cr. The city as an aesthetic environment and its effects on aspects of urban life. ††

101. Urban Issues: Poverty and Affluence. 3 hr.; 3 cr. Causes of prosperity and decline of cities; local fiscal strength and weakness; determinants of the individual income distribution; the role of the urban job market and other markets; economic and cultural theories of poverty; attitudes toward the poor; the role of federal policy. (SS) Fall, Spring

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

†† May be offered; see **Class Schedule**.

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. (SS) Fall, Spring

105. Socioeconomic and Political Power in the City. 3 hr.; 3 cr. Analysis of forces that shape decision-making and public policy in the modern city. The course will examine the influence of political, economic, and social interest groups (including business, labor, and communities), as well as that of bureaucracies, political parties, and "machines." The relation of power and influence to the outcomes of policy will be explored. (SS)

106. Cultural and Historical Development of Cities. 3 hr.; 3 cr. The anthropological and historical analysis of the development of cities throughout the world and over the past five millennia. The course will present various theories of the emergence of different types of cities. (SS)†

113. Urban Subcultures and Life Styles. (formerly Urban Studies 108) 3 hr.; 3 cr. The study of different subcultural life styles 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 life styles; attitudes toward life in the city, suburbia, and the country; images of city life.

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.

117./Elementary Education 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.

131./Health and Physical Education 113. 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.

132. Health Services and Policy. (formerly Urban Studies 114) 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.

134W. Writing Tutorial. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-registration basis. This course works on writing that is relevant to the subject matter of the main course. Co-registration 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.

135W. Urban Studies Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite 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.

141. Introduction to Housing and Urban Planning. (formerly Urban Studies 116) 3 hr.; 3 cr. 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 citing of public services and facilities, and the regulation and supply of housing.

151. Neighborhoods in the City and Suburbs. (formerly Urban Studies 104) 3 hr.; 3 cr. Analysis of the structural and functional properties of neighborhoods and their relation to the larger city and to urban problems.†

200. Methods in Urban Research. 3 hr.; 3 cr. Prereq.: 6 credits in urban studies, anthropology, economics, political science, or sociology. An introduction to the methods employed in urban research, with an emphasis on demographic analysis, survey research, and observation. Students are taught how to interpret published research and how to plan and organize their own research and write reports. (Not open to students who have taken Soc. 212 and 334. For Urban Studies majors who have taken these two courses, the requirement of Urban Studies 200 will be waived.) (SQ)

201. Computer Methods for Urban Policy Analysis. 3 hr.; 3 cr. Prereq.: Mathematics 6 and 6 credits in Urban Studies, Anthropology, Economics, Political Science, or Sociology. 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. (SQ)

202. Racial and Ethnic Minorities in Urban America. 3 hr.; 3 cr. Prereq.: 6 credits in urban studies, anthropology, economics, political science or sociology. This course provides an overview of theory and research on American racial and ethnic minorities, with an emphasis on the relationships between these groups and urban institutions.

Requirements for the Major in Urban Studies

Required (39 credits): Urban Studies 101, 200 (or equivalent); 6 credits to be chosen from among Economics 100 or 101, Political Science 100, and Sociology 101; either Urban Studies 360 or 370 (may be waived for students holding a full-time job in an urban-related field); 24 credits of courses in Urban Studies that will be arranged with, and approved by, an adviser to give a concentration in a field of Urban Studies. Such concentrations include Housing and City Planning, Health and Human Services, and Ethnic Groups and Communities. Sociology 205 or 222 may be included among the 24 credits.

Requirements for the Minor in Urban Studies

Required (18 credits): Urban Studies 101 or 102. At least three courses must be at the 200 or 300 level. If the student has not taken a course in social science methods or in statistics, then Urban Studies 200 must be taken in addition to the 18 credits in Urban Studies.

203. Case Studies of Race and Ethnicity in Urban America. 3 hr.; 3 cr. Prereq.: Any six 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.

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.

206. Cities of the World. (formerly Urban Studies 225) 3 hr.; 3 cr. Prereq.: 6 credits in urban studies, anthropology, economics, political science, or sociology. Studies development of foreign cities and attempts to solve problems that also face American cities. Comparative analysis of urban ecology and urban service institutions.

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.

210. Urban Protest 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.

212. Religion and Politics in Urban Soci-

ety. 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.

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.

220. Studies of Selected Urban Service Institutions. 3 hr.; 3 cr. Prereq.: 6 credits in urban studies, anthropology, economics, political science, or sociology. Analysis in depth of a public or private institution or system of institutions providing services to urban residents. Different institutions will be analyzed each semester. (May be repeated once for credit provided the institution studied is different.)

221. Public Policy and Implementation. (formerly Urban Studies 210) 3 hr.; 3 cr. Prereq.: 6 credits in urban studies, anthropology, economics, political science, or sociology. Analysis of the relationships between the development of public policy and the actual delivery of service: How resources are allocated in theory and practice.

223./Political Science 223. Introduction to Public Administration. 3 hr.; 3 cr. Analysis of the theoretical basis for administration; philosophies of administration. Description of the tools of administration and the relationship of administrative organization to other institutions in modern society.

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.

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.

232. Health Policy-Making. 3 hr.; 3 cr. An examination of the process of health policy-making at the city, state, and federal levels of government, from agenda-building through policy formulation, adoption, implementation, and evaluation of health policies. The nature of the relationships among executives, legislators, bureaucrats, judges, and other participants will be analyzed.

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.

235. Urban Epidemics: TB to AIDS. 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, health education, history, political science, sociology, or urban studies. This course will deal with infectious diseases in American cities over time. Severe epidemics of contagious disease are a creation of civilization, requiring as they do the large population that crowded cities provide. The course will deal with a number of devastating diseases (among them tuberculosis, cholera, syphilis, hepatitis, polio, and AIDS) and their effect on city life. The social construction of disease and the changing cultural meanings of different diseases will be dealt with.

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.

241. Metropolitan Real Estate Markets. 3 hr.; 3 cr. Prereq.: Urban Studies 101 or Economics 101. An introduction to the real estate industry and the housing market, and to their place in urban society. Topics to be considered include land ownership law, zoning, and taxation; mortgage banking and its regulation and the roles of developers and realtors. Attention will be given to the market forces which affect prices of real estate and rates and terms of mortgages, and to the social consequences of real estate institutions, markets, and regulation, considering issues of neighborhood change, the distribution of profit, and the role of government.

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.

251./History 280. Urban Planning in the American Past. 3 hr.; 3 cr. How Americans designed and built towns and cities; an examination of the city-building process, emphasizing landmark urban plans.††

253. Conflicts in Urban Planning. 3 hr.; 3 cr. Prereq.: 6 credits in anthropology, history, political science, sociology, or urban studies, including UBST 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.

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.

262. Public Sector Bargaining. 3 hr.; 3 cr. Prereq.: Urban Studies 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 and arbitration, and public sector labor legislation are among the topics to be covered.

265. 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.)

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.

310. 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.

320. Special Problems. 3 hr.; 3 cr. Prereq.: Junior standing and permission of department. Selected issues in urban studies, with individual work done by the student. (May be taken twice for credit provided the topic is different.)

360. Urban Research Workshop. 3 hr.; 3 cr. Prereq.: Urban Studies 200, junior standing, and permission of 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. (May be taken twice if the project is different.)

360W. Writing Intensive Urban Research Workshop. Hr. to be arranged; 3 cr. Pre-

req.: Urban Studies 200, junior standing, and permission of 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.

370. Fieldwork in Urban Studies. 1-7 hr. fieldwork; 3 cr. Prereq.: Permission of the department. This course is designed to give the student practical experience in urban affairs 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 an urban institution under special supervision. Students will be assigned appropriate required reading. (May be repeated once for credit provided the project is different.)

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 department. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his or 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.)

390W. Writing Intensive Tutorial. Hr. to be arranged; 3 cr. Prereq.: One course in Urban Studies 200 or 300 level, junior standing, and permission of department. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his or 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 Hall 605, 997-3098

Major Offered: Women's Studies (State Education Code 91059)

Queens College offers an interdisciplinary major and minor in Women's Studies. The Women's Studies curriculum is designed to provide students with a solid foundation in the issues and methodologies appropriate for the study of women. The major consists of core requirements (12 credits), distribution requirements (a minimum of 9 credits), and elective requirements (a maximum of 15 credits).

THE MAJOR AND MINOR

See the box on this page for the specific requirements for the major and minor.

COURSES

101, 101W. Introduction to Women's Studies. 3 hr.; 3 cr. This course will provide a survey of the field of Women's Studies. The objective will be to introduce students to theories about similarity and difference between men and women and to increase students' understanding of the historical and current position of women in society, and the participation of women and their depiction in cultural traditions.

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.

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 not the same.

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 not the same.

320. Field Work in Women's Studies. 1 hr. rec./wk., 90 hr. fieldwork per semester; 3 cr. Prereq.: Permission of 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.

390W. Tutorial in Women's Studies. 390.1-390.3, 1-3 hr.; 1-3 cr. Prereq.: Permission of 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.

Requirements for the Major in Women's Studies

Required (36 credits): Core requirements (12 credits): WS 101, 201, 310, and 320.

Distribution Requirements (minimum 9 credits): Students must take at least one course from each of the three distribution areas listed below. One of these courses must concern questions of race or ethnicity. When WS 210 is offered, the Director will specify which distribution requirement it satisfies. Distribution courses include:

Scientific Theories of Gender: Biology 51, Sociobiology; FNES 224, Human Sexuality; Psychology 353, Psychology of Sex Roles; 354, Sexual Behavior;

Women and Cultural Traditions: Anthropology 203, Human Sexuality; 222, Sex, Gender, and Culture; English 326, Women Writers and Literary Tradition

Women and Society: Economics 230, Women's Issues in Economics; History 247, Women in Modern European History; 270, History of Women in the United States, Colonial to 1880; PRST 208, The Puerto Rican and the Latin American Woman; Sociology 243, Sex and Gender in Comparative Perspective; 244, The Sociology of Women; 245, Women and Work; 246, The Sociology of Human Sexuality; 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: WS 210, Selected Topics in Women's Studies; Comp. Lit. 225, Literature and Anthropology; Phil. 120, Contemporary Issues in Philosophy; Pol. Sci. 381, Seminar in American Politics; Sociology 240, Selected Topics in Sociology; English 396, Studies in Language, Literature, and Culture; Economics 383, Seminar in Selected Studies in Economics; GRST 201, Colloquium on the Greek-American Community.

Electives (at least 15 credits): FNES 147, Family Relations; 157, History of Costumes and Furnishings: Ancient Egypt to the French Revolution; 158, History of Costumes and Furnishings: French Revolution to the Present; Sociology 214, The Family; WS 390, Tutorial in Women's Studies. Students may also use any courses listed under Distribution Requirements that are not used to satisfy distribution requirements. For courses with varying topics, consult the Director.

Requirements for the Minor in Women's Studies

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.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

Worker Education (LEAP and BASS)

Director: Gregory Mantsios

Administrative Coordinators: Colón, Ellington

Labor Education and Advancement Project (LEAP)

Associate Director: Angela Conley

Counselor: DeLutro; **Academic Services**

Coordinator: Locher; **Administrative Coordinator:** Desruisseaux

Office: T-3, Room 33, 997-3060; Fax 997-3069

Worker Education Extension Center

Director: Melanie Kaye/Kantrowitz

Counselor: I. Quiñones; **Academic Services**

Coordinator: Levin; **Administrative Coordinators:** Cumberbatch, E. Quiñones

Office: 25 West 43rd Street, 19th floor, New York, N.Y., 212-827-0200; Fax 212-827-5955

The Labor Resource Center

Associate Directors: Paula Finn, James Steele; **Staff Associates:** Nichols, Thompson; **Administrative Coordinator:** Laguer

Office: 25 West 43rd Street, 19th floor, New York, N.Y., 212-827-0200; Fax 212-827-5955

The Office of Worker Education 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. Its 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.

The Office of Worker Education assists union members returning to school, including non-degree, matriculated, and graduate students enrolled in a variety of programs at Queens College.

It serves students both on campus and at the Queens College Extension Center in mid-Manhattan.

Undergraduate students in the Worker Education program may choose to pursue their degree requirements through

LASAR, the LEAP curriculum, or the BASS (B.A. in Applied Social Science) curriculum. Students pursuing their degree requirements through LASAR or LEAP may select from any major offered by the College. 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 Extension Center only.

THE LEAP CURRICULUM

The LEAP curriculum is available to Worker Education 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 for the bachelor of arts and the bachelor of science degrees – i.e., basic skills and the Liberal Arts and Sciences Area Requirements (LASAR). Students complete the remaining credits required for the bachelor's degree in their major and through 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.

Basic Skills and LASAR

Satisfactory completion of the following courses by students in LEAP will fulfill the College's general education requirements.

LASAR COURSES

The Humanities

LEAP 1. Writing and the Literature of Work. 4 hr.; 4 cr. Prereq.: English 95 or results of placement examination and passing grade of CUNY Assessment Test or equivalent as approved by the department. This course enables students to sharpen critical thinking, reading, and writing skills in the context of an exploration of work. The course will analyze representations of labor in several genres. Students will practice a variety of college writing projects: analytical writing, responses to literary works, autobiography, and methods of research.

ACE 3. Studies in Literature. 3 hr. plus conf.; 6 cr. Prereq.: LEAP 1. Close reading and critical analysis of American and British fiction and poetry of various peri-

ods. This seminar combines a study of literature with continued training in clear and effective written expression. Conferences with the instructor will be scheduled.

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.

LEAP 6. Work, Class, and Culture. 4 hr.; 4 cr. Prereq.: LEAP 1. Students will examine how ways of thinking about work and workers have varied over time and place. Emphasis will be placed on the values, ethics, customs, and laws of a society that shape and regulate systems of production and distribution. A historical and anthropological approach will provide the basis from which to consider work, workers, and culture in the U.S. today.

LEAP 7. African-American Literary Traditions. 4 hr.; 4 cr. Prereq.: LEAP 1. This course will focus on literary traditions that are distinctly American and are also influenced by international currents in culture and politics. Students will explore one or more African-American traditions, such as the literature of slavery, women's voices, expatriate African-American writing, or poetry. The emphasis will be thematic rather than strictly chronological, and the course will consider style, technique, and social content of major works.

Math and Science

BIOL 8. Fundamentals of Biology. 2 lec., 2 lab. hr.; 3 cr. LEAP students are required to take **either** Biology 8 **or** Chemistry 15. A survey course in biology designed for students in LEAP. 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 Biology 11. MAT charge, \$10.

ACE 9. The Physical Sciences. 4 hr.; 4 cr. A course designed to give students a qualitative and quantitative view of the physical world. Topics chosen, primarily from physics (and to a lesser extent, astronomy), include: force, motion, gravitation, planetary motion, work and energy, heat, light, and electricity. During the study of each topic, selected numerical problems are solved. These

problems, in addition to illuminating the subject matter, develop the students' skills in algebra, geometry (both plane and analytic), and trigonometry.

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.

Social Sciences and Pre-Industrial/Non-Western Civilization

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 two disciplines, history and 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.

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.

Scientific Methodology and Quantitative Reasoning

Students must complete one course (minimum 3 credits) in college-level mathematics, computer science, data analysis, statistics, scientific methodology, or logic. Student's choice of course largely depends on the major selected. See LASAR section of this **Bulletin** for a list of acceptable courses.

Health and Physical Education

Students must complete a minimum of one credit in health and physical education.

Foreign Language Requirement

Students in LEAP may fulfill the College's foreign language requirement either by completing three semesters of foreign language study (11 credits) or by

completing an alternative sequence of courses (a minimum of 15 credits) that is designed to provide a) a knowledge of language and its uses, b) basic foreign language reading and speaking skills, c) the history, literature, and/or culture of other nations.

The alternative sequence in Spanish language and culture includes:

LEAP 10. Language and Society. 4 hr.; 4 cr. This course is a comprehensive survey of the study of language. Students will analyze language structures, language change, and the philosophy of language. Students will also discuss the evolution of words and their meanings in various historical contexts, the introduction of "new" words into a language to meet changing technological and cultural needs, and the interactions among languages in modern society.

One of the following courses:

SPANISH 101. Fundamental Language Skills for Students of Spanish-Speaking Background. 3 hr.; 3 cr. Intended for those students who have a speaking knowledge of Spanish, but have little or no formal training in the language. Forms part of a two-semester sequence designed as an alternative to Spanish 111 through 203, and 204. Completion of the 101, 10, sequence qualifies students for the Spanish 205, 206 level or for Spanish 224. Students who successfully complete 101 may not enroll in Spanish 111 or 112.

SPANISH 111. Elementary Spanish I. 4 hr.; 4 cr. 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 language laboratory.

Two of the following courses:

LEAP 40. The "Golden Age" of Spanish Culture. 4 hr.; 4 cr. Prereq.: LEAP 6, Spanish 111 or 101. This course will explore the ascendant period in Spanish culture in the sixteenth and seventeenth centuries. Students will discuss the development of the modern novel, from the anonymous publication of **Lazrillo de Tormes** in the early sixteenth century to Quevedo's **El Buscon**, and including works by Cervantes. The course also includes an analysis of the works of Velazquez (1599-1660), court painter to Philip IV, and a discussion of Spanish

culture in a world context, with a focus on the Western Hemisphere.

LEAP 43. Latin American Literature. 4 hr.; 4 cr. The central myths and recurrent themes of Latin American literature from the Pre-Columbian period and chronicles of Spanish conquest to contemporary writing. An examination of Native populations, peasantry, urban life, and the changing roles of women in Latin America will be conducted mainly through classroom discussion of works read beforehand.

LEAP 46. Survey of Latin American History. 4 hr.; 4 cr. Latin American history including discussions of the Indian contribution to society and culture, the European colonial experience, struggles for independence, relations with the United States, and contemporary movements for social change.

LEAP students who wish to take a sequence in a language group other than Spanish should see a LEAP counselor to obtain a list of approved courses. Courses used to satisfy the language requirement (either in the Spanish group or another group) may not be used to satisfy other requirements toward LASAR.

Students who have previously studied a foreign language and students for whom English is not a native language should refer to the section of this **Bulletin** that identifies conditions exempting students from the College's foreign language requirement.

THE BASS CURRICULUM

The BASS curriculum provides students with an interdisciplinary course of study leading to a Bachelor's of Science Degree in Applied Social Science. It is designed to prepare students for advocacy work in three areas: government, labor unions, and community organizations. Students in the program examine a wide range of social issues and focus on the application and humane use of the social sciences to solve contemporary social problems. Students in this program must complete the following:

- twenty credits in foundation courses, including courses in writing, communications, statistics, and computers (BASS: 1111, 1112, 1113, 1211, and 1212);
- forty credits in core courses, including courses in the sciences, history, and the social sciences (1132, 1133, 1134, 1141, 1142, 1143, 1144, 1241, and 1242); Environmental Sciences 111 and one of Biology 1007 or Psychology 101;

- sixteen credits in a concentration track, to be selected from among three tracks: H) Human Services, L) Labor Studies, P) Politics, Government, and Public Policy;
- eight credits in fieldwork, including (2) two-credit field work courses (BASS: 1281 and 1282) and a four-credit senior lab project (BASS: 1381);
- thirty-six credits in electives, including at least 4 credits in a course relevant to the student's concentration and 8 credits in the Humanities.

BASS COURSES

BASS 1111. Writing for the Social Sciences. 4 hr.; 4 cr. This course will focus on the development of written communication skills appropriate to social science.

BASS 1112. Writing for the Social Sciences. 4 hr.; 4 cr. Prereq.: 1111. This course will emphasize the writing of research papers. Skills taught will include library research, and bibliographic and citation formats.

BASS 1113. Oral Communication. 4 hr.; 4 cr. Prereq.: 1111 or 1112. This course will introduce speech communication theories and skills appropriate for professional settings. Students will analyze interpersonal communication and rhetorical devices using readings, exercises, and observations.

BASS 1211. Statistics and Social Indicators. 4 hr.; 4 cr. Students in this course will learn the fundamentals of correlation analysis and frequency distributions and examine their uses and interpretation. They will also examine sampling, various methods of social research, and interpretation of social indicators commonly used in presenting demographic and economic data.

BASS 1212. Computers and Society. 4 hr.; 4 cr. Prereq.: 1111 or 1112. In addition to providing students with a background in computer terminology and operation, including the use of the most common computer-based, work-related applications, this course will investigate issues concerning the use of computers in the workplace and in society.

BIOL 1007. Life Sciences. 4 hr.; 4 cr. Prereq.: 1111 and 1112. This course will introduce students to the fundamental principles of the life sciences, focusing particularly on human biology and natural ecology. Themes to be discussed will include the contemporary understanding of heredity and evolution, the molecular and cellular bases of life, general life

processes, and the various body systems. The interaction of species, including the role of both diversity and unity among the species, will be discussed in an ecological context.

ENSCI 1009. Environmental Science. 4 hr.; 4 cr. Prereq.: 1112. This course will examine the impact of human activities upon the natural environment, focusing on the ways in which our urban industrial culture uses and changes the natural environment, and thus affects human health and well-being. This theme will be explored in a variety of settings, from the home to the workplace to the world at large. Students will be introduced to the fundamental principles of science which serve as the basis for the critical analysis of environmental problems.

HIST 1132. U.S. Labor History (1890 to present). 4 hr.; 4 cr. Prereq.: 1111 and 1112. This course will focus on the development of the modern U.S. labor movement. It will also cover such issues as: industrial unionism and alternatives to the AFL; scientific management and corporate welfarism; the 1929 stock market crash, the great depression and the rise of the CIO; the New Deal formula for industrial relations; the Social Compact; the rise of the global economy and the movement of industry to the Sun Belt and less developed countries; the affluent worker and the rise of the service and public sector worker in the context of the "Post-Industrial Society."

BASS 1133. Work, Class, and Culture. 4 hr.; 4 cr. Prereq.: 1112. Using an interdisciplinary approach, students will examine how ideas about work and workers have varied over time and place. Emphasis will be on values, ethics, customs, and laws that shape and regulate systems of production and distribution in the U.S. today and in other societies.

URBST 1134. Labor and Protest Movements. 4 hr.; 4 cr. Prereq.: Foundation Courses; Historical and Social Science Core Courses. This course will focus on attempts to achieve change by groups that are without ready access to power through traditional political channels, asking such questions as: Under what circumstances are movements likely to emerge? What forms do they take? How does leadership emerge?

LABST 1141. Introduction to Labor Studies. 4 hr.; 4 cr. Prereq.: 1112. This course will introduce students to the field of labor studies, covering such topics as: the social organization of work, labor as a factor of production, changes in the composition of the labor force, labor

segmentation, the impact of technology on work and leisure, and the impact of organized labor on society.

URBST 1142. Introduction to U.S. Social Welfare. 4 hr.; 4 cr. Prereq.: 1111, 1112, and 1132. This course will trace historically the function of social welfare programs with a special emphasis on the conflict between human needs and the priorities of an advancing industrial society. Students will develop an understanding of the societal values, theories, norms, and objective conditions which shape the U.S. social welfare system.

PSCI 1143. Introduction to Politics, Government, and Public Policy. 4 hr.; 4 cr. Prereq.: Writing 1111, 1112, and 1132. This is a basic introduction to U.S. government and politics. Students will examine the political system and the structures and processes by which public policies are formulated and implemented.

SOC 1144. Intergroup Relations. 4 hr.; 4 cr. Prereq.: 1112. This course is an introduction to the field of sociology, and more specifically, to the vocabulary of the social sciences as it applies to race, ethnic, cultural, gender, family, and class relationships and concepts in the United States. In addition, students will explore such questions as: What are the factors which determine whether individuals or groups "make it" in our society? How important is the historical legacy compared to present circumstances? A comparative approach will be emphasized.

ECON 1241. Macroeconomics. 4 hr.; 4 cr. Prereq.: 1111, 1112, and 1132. This course will survey major economic principles, institutions, and problems. It will review the nature and methods of economics; economic processes in market and other systems; the role of the government in economics; the nature of the business firm, industrial organization, and monopoly; the position of labor in the U.S. economy; determination of the levels of income, prices, savings, investment, and employment; money and banking; the problems of poverty and income distribution; and the role of stabilization policy as it relates to the business cycle, deficit spending, stagflation, aggregate labor supply, and overall growth in the economy.

ECON 1242. Microeconomics. 4 hr.; 4 cr. Prereq.: 1111, 1112, 1132, and 1241. This course will examine the functioning of a market economy under alternative assumptions of competition and monopoly. What are the social welfare implications of these alternative market

structures and do they provide us with economic efficiency? With equity? If not, should the government intervene in the marketplace to promote the social welfare? Conservative, liberal, and radical views of the role of government will be compared and contrasted. The objective of the course is to develop tools useful for understanding current economic issues such as: the allocation of workers within and between industries and regions; structural unemployment in contrast to aggregate unemployment; the existence or absence of market power of labor unions relative to businesses; international trade problems; and special problems facing less developed countries.

Track H: Human Services

URBST 1261. Theory and Practice of Human Services. 4 hr.; 4 cr. Prereq.: Historical and social science core courses. Students will examine the economic, political, and social functions of human service systems and the impact of these on working people. They will also look at methods by which values, knowledge, and objective conditions influence the behavior of participants in problem solving.

URBST 1262. Organizing for the Human Services. 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses; and 1261. This course will examine the interrelationship of various social systems and the potential use of these systems in organizing for social change. Students will learn and document advocacy skills, organizing strategies, problem analysis, and needs assessment, group process and leadership skills. Learning will take place through readings, films, and through a required completion and analysis of an organizing project designed by students in small groups.

URBST 1263. Human Service Administration. 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses; 1261 and 1262. This is an introductory course in human service administration, providing an overview of the goals, structures, and functions of human service agencies. Students will examine different theoretical approaches to human service administration which determine the structure and practice of these organizations, as well as the interactions between workers and consumers within social agencies.

URBST 1361. Social Policy and Planning. 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core

courses; 1261, 1262, and 1263. This course will focus on the analysis of specific contemporary policy issues, policy formulations, and relevant conflicting economic and political philosophies often represented in various systems of income maintenance. Students will assess the ability of specific social welfare policy to meet the intended need. Students will also be required to research alternative policy proposals.

URBST 1362. Supervision in the Human Services. 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses; 1261, 1262, 1263, and 1361. This course will focus on supervision as a process designed to foster effective services with both an administrative and teaching function. The course will cover human service philosophy and history as they relate to knowledge, technique, and skills; the policies of social agencies; the development of workers' self-awareness and the utilization of available resources in agencies and in the community. Several models of supervision which consider educational method, learning styles, and task mastery will be analyzed and assessed.

Track L: Labor Studies

LABST 1251. Labor Unions and Industrial Relations. 4 hr.; 4 cr. Prereq.: Foundation courses. 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 different sectors of the economy and labor relations in unionized and non-unionized workplaces.

ECON 1252. Labor Economics. 4 hr.; 4 cr. Prereq.: 1251. Students will examine theoretical and public policy issues relating to: wage determination; labor markets; changes in labor force participation rates; changes in the composition of the labor force; productivity; employment and promotion conditions, especially with regard to women and minority groups; underlying economic conditions affecting collective bargaining; the ebb and flow of unionization activity; income maintenance; non-work and leisure.

LABST 1253. Labor and Technology. 4 hr.; 4 cr. This course will examine the evolution of the workplace from the first attempts to rationalize the production process to the incorporation of such 20th-century technologies as the assembly line, scientific management, and modern automation and robotization.

LABST 1351. Labor Law. 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses. This course examines primary (cases) and secondary (commentary) material for their legislative, administrative, and contextual aspects, particularly as they pertain to labor law, collective bargaining, and union organization.

LABST 1352. Perspectives on The Labor Movement. 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses. This course examines theories of the labor process and work in relation to industrial relations. The philosophy and theory of labor unions and how these change over time will also be considered.

Track P: Politics, Government, and Public Policy

PSCI 1271. Power and Democracy in America. 4 hr.; 4 cr. Prereq.: Historical and social science core courses. Students in this course will examine the structure of political power in the United States; its relation to economic power and inequality in wealth and income; and the translation of political ideas into actual political processes.

URBST 1272. Public Administration. 4 hr.; 4 cr. Prereq.: 1271. This course will provide an understanding of the theories and philosophies underlying public administration. Students will examine the tools of administration and the relationship of administrative organizations to other institutions of modern society. Some attention will also be devoted to problems of recruiting, organizing, and providing administrative leadership, as well as to careers in public service.

PSCI 1273. Public Policy in the Making: Local, State, and Federal. 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses; and 1271. This course focuses on the nature of the federal government in relation to the state and city legislative processes, local political parties and pressure groups, and the vulnerabilities of cities and states to external circumstances.

PSCI 1371. Labor, Industry, and Government. 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses; 1271 and 1273. This course examines issues of government regulation of business, public corporations, labor, natural resources, and the environment, from three points of view: business, labor, and administration.

PSCI 1372. Contemporary Policy Perspectives. 4 hr.; 4 cr. Prereq.: Foundation

courses; historical and social science core courses; 1271, 1273, and 1371. This course considers the theoretical and methodological problems underlying twentieth-century political thought. Students will examine the utilization of psychological findings, development of scientific procedure, and problems of concept-formation. Attention will also be given to fundamental ideological issues in twentieth-century politics.

BASS 1281. Core Curriculum Lab I. 2 cr. for each course introducing the concentration. The total required is 4 cr. Prereq.: 1111, 1112, 1211, and 1212. This two-credit lab course will include a practicum and weekly seminar and will focus on a systematic understanding of the history, philosophy, goals, and structure of an organization (i.e., political, union, government) or pressure group (i.e., political, civic) through the role of participant/observer.

BASS 1282. Core Curriculum Lab II. 2 cr. Prereq.: 1111, 1112, 1211, 1212, and 1281. This two-credit lab course will include a practicum and weekly seminar and will focus on the theoretical views and analytic skills employed in effective problem solving as identified within an organization (i.e., community, union, government) or pressure group (i.e., political, civic) through the role of participant/observer.

BASS 1381W. Senior Lab Project III. 4 cr. Prereq.: Foundation courses; all historical and social science core courses; and courses which constitute the student's concentration. This course will focus on applying classroom theory and principles to a project designed to match the student's area of concentration. The course will include a practicum and weekly seminar that will lead to a senior project.

With the permission of the Director, students may apply credits from courses taken at Queens College or other colleges toward their elective credit requirement.

World Studies

Director: Jack Zevin

Coordinating Committee: Buell, Caravetta, Kim, J., Smith, Waterbury, Zevin

Office: Klapper 313, 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

101. Interpreting the World. 3 hr.; 3 cr. Prereq.: English 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. (H3)

102. Ancient Worlds. 3 hr.; 3 cr. Prereq.: English 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. (SS, PN)

103. Encounters between Civilizations, 1500-1900. (formerly WDST 201) 3 hr.; 3 cr. Prereq.: English 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. (SS)

104. Contemporary Worlds. (formerly WDST 202) 3 hr.; 3 cr. Prereq.: English 95. The emergence of new forms of global culture: an interdisciplinary study of societies, economies, cultures, and ideologies in the twentieth century. (H3)

134W. Writing Tutorial. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-registration basis. This course works on writing that is relevant to the subject matter of the main course. Co-registration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a World Studies Writing Tutorial satisfies one of the College's writing intensive course requirements. May be repeated for credit.

135W. World Studies Writing Workshop. 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a co-requisite basis. This course works on writing that is integral to the subject matter of the main course. Co-requisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a World Studies Writing Workshop satisfies one of the College's writing intensive course requirements. May be repeated for credit.

Note: English 95 or its equivalent is the minimum corequisite for all courses (see pp. 36, 109).

† Offered either Fall or Spring; see **Class Schedule**.

‡ May be offered; see **Class Schedule**.

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

50. The Learning Process.

ART STUDIO

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 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.

CHEMISTRY

112. Introductory College Chemistry.
119. Introductory College Chemistry.

COMPUTER SCIENCE

95. Introduction to Programming.
100. Practicum in Programming.
101. Introduction to Computer Science.
195. Intensive Introduction to Computing.
200. Programming in C and C++.

DRAFTING

Drafting 4. Descriptive Geometry.

EARTH & ENVIRONMENTAL SCIENCES

10. Rocks, Minerals, and Gems.
51. Energy: Sources and Alternatives.
53. The Coastal Challenge.
54. Symmetry: Framework of the Earth.
57. Precious Metals and Metallic Minerals.
58. Gems and Nonmetallic Minerals.
101. Physical Geology.
110. Physical Geography.
231. Elements of Mineralogy.
232. Mineralogy and Optical Mineralogy.
233. Principles of Stratigraphy.

234. Structural Geology.
248. Geomorphology.
332. Optical Mineralogy and Petrography.
336. Igneous and Metamorphic Petrology.
337. Sedimentary Petrology.
350. Sedimentation.
351. Introduction to Geochemistry.
352. Economic Geology.
353. Stratigraphy.
354. A Survey of Geophysics.
355. Petroleum Geology.
357. Principles and Practice of Oceanographic Research.
359. Introduction to Field Methods.
361. Introductory Field Geology.
362. Advanced Field Geology.
363. Oceanographic Field Course.
366. Principles and Techniques of X-Ray Mineralogy.
370. Environmental Geochemistry.
375. Techniques of Environmental Analysis.
376. Environmental Assessment: Methods and Exposition.
377. Field Methods in Environmental Science.
380. Advanced Principles of Geology.

ECONOMICS

204. Socialist Economic Thought.
209. Economic Structure and Behavior in Africa.
229. The Economics of Health and Income Maintenance Programs.
325. Economic Dynamics.
344. Marketing Research.
345. Business Cycles and Stabilization Policy.
349. Statistics as Applied to Economics II.
380. Seminar in Advanced Macroeconomic Theory.
381. Seminar in Advanced Microeconomic Theory.
705. Mathematical Economics.
726. Introduction to Operations Research.

ENGLISH

360. Southern Literature.

EUROPEAN LANGUAGES

FRENCH

10. Elementary French for General Reading Purposes I.
11. Elementary French for General Reading Purposes II.
45. French Civilization.

226. Advanced Composition II.
236. Language Workshop.

GERMAN

221. German Phonetics.
257. German Speculative Writers.
262. German Literature and Music.
264. German Literature and the Visual Arts.
266. German Literature & Religious Thought.
268. German Literature and Society.
331. Structure of Modern German.

ROMANCE

41. Romance Literatures.
42. Modern Romance Literatures.
45. Romance Language Civilization.

RUSSIAN

10. Elementary Russian for General Reading Purposes I
11. Elementary Russian for General Reading Purposes II.
113. Phonetics and Intonation.
326. Structure of Contemporary Russian.
380. Dostoevsky.
381. Tolstoy.
382. Chekhov.
395, 396. Special Problems.

FAMILY, NUTRITION & EXERCISE SCIENCES

31. Physiological Principles of Physical Conditioning and Weight Control.
141. Camping.
144. Sport Skill Analysis: Teaching Individual Sports K-12.
150. Socio-Historical Aspects of Sport.
165. Introduction to Statistical Methods in Physical Education.
251. History of American Physical Education.
252. Social Perspectives of Sport.
262. Curriculum Development and Program Organization in Physical Education.
265. Current Issues and Problems in Physical Education.
270. Introduction to Outdoor Education.
271. Outdoor Education and the Marine Environment.
272. Homesteading and Related Technology.
273. Outdoor and Conservation Education.
335. The Media and the Profession.
344. Measurement and Evaluation in Physical Education.
381. Special Physical Education.

GEOGRAPHY

- 151. Introduction to Geography.
- 253. Economic Geography.
- 254. Introduction to Regional Science.
- 258. Political Geography.
- 370. Special Problems in Regional Science.

HISPANIC LANGUAGES

PORTUGUESE

- 45. Portuguese Civilization.
- 205. Survey of Portuguese and Brazilian Literature I.
- 206. Survey of Portuguese and Brazilian Literature II.
- 223. Advanced Conversation, Phonetics, and Diction.
- 224. Advanced Grammar, Composition, and Translation.
- 235. Commercial and Technical Portuguese.
- 310. The Civilization of Portugal.
- 312. The Civilization of Brazil.
- 381, 382. Seminar.

SPANISH

- 42. Spain and the Development of the Modern Novel.
- 43. New Narrative in Latin America.
- 45. Hispanic Civilization.
- 236. Language Workshop.
- 237. Advanced Language for Teachers of Spanish.

HISTORY

- 120. History of Mexico.
- 226. England under the Hanoverians.
- 235. Central Europe from 1648 to the Unification of Germany.
- 300. Studies in Medieval History.
- 360. History of Medicine.

HONORS IN THE HUMANITIES

- 396. VT: Honors Project.

LINGUISTICS

- 107. Phonetics of the English Language
- 339. Seminar in Communication Disorders

MATHEMATICS

- 135. Linear Algebra and Geometry I.
- 338. Honors Abstract Algebra II.
- 345. Theoretical Mechanics.
- 346. Theoretical Mechanics.

MUSIC

- 61. Rudiments of Music II.
- 217. Music of the Middle Ages (ca. 600-1450).
- 218. Music of the Renaissance (1450-1600).
- 219. Music of the Baroque (1600-1750).
- 220. Music of the Rococo, Classicism, and Romanticism (1750-1900).
- 231. Russian and Soviet Music from Glinka to the Present.
- 233. Music in Non-European Cultures.
- 235. Latin American Music.
- 359. Queens College Orchestral Society.

PHILOSOPHY

- 108. Classical and Traditional Logic.
- 214. Philosophy of Man.
- 263. Marx and the Marxists.
- 266. Problems in Logical Theory.

PHYSICS

- 8. Energy and Electric Power in the Environment.
- 9. Physical Science for Non-Science Students.
- 10. Introduction to the Physical Sciences.
- 11. Physics and the Visual Arts.
- 14. Conceptual Content of the Physical Sciences.
- 116. General Physics.
- 117. General Physics.
- 118. General Physics.
- 213. Medical Physics.
- 238. Mechanics II.
- 366. Classical Physics Laboratory II.
- 621. Electronics.
- 626. Atomic Physics and Quantum Mechanics.
- 657. Introduction to Astrophysics.
- 661, 662. Computer Simulation of Physical Models.

PSYCHOLOGY

- 102. Introduction to Psychology as a Natural Science.
- 208. Theory and Analysis of Psychological Measurements.
- 222. Psychology and the Law.
- 229. Developmental Psychology.
- 315. Mathematical Models in Psychology.
- 333. Personality Assessment.
- 336. Humanistic Psychology.
- 340. Phenomenological Psychology.

- 342. Comparative Psychology.
- 351. Human Relations: Small Group Interactions.

PUERTO RICAN STUDIES

- 201. The Puerto Rican and Hispanic Child in the Urban Setting.

SCIENCE

- 1. Introduction to Science I.
- 2. Introduction to Science II.

STUDENT PERSONNEL

- 301. Dimensions of Counseling and Psychoanalytic Theory.
- 303. Practicum in Dimensions of Counseling and Psychoanalytic Theory.

WORLD STUDIES

- 305. Advanced Seminar in World Studies.

YIDDISH

- 140. History of the Yiddish Language.
- 154. Yiddish Drama.
- 162. Jews in the Soviet Union, 1917 to the Present.
- 167. The Development of Yiddish Culture in the United States.
- 174. The East Side in American Literature in Yiddish and in English.
- 305. Advanced Yiddish.
- 330. Yiddish Literature from Its Beginnings to Mendele.
- 331. Mendele and His Contemporaries.
- 332. Peretz, Sholom Aleichem, and Their Contemporaries.
- 336. Soviet Yiddish Literature.
- 340. American Yiddish Literature, 1880-1915.
- 341. American Yiddish Literature, 1915 to the Present.
- 356. Yiddish Novel in the Twentieth Century.
- 357. Yiddish Poetry in the Twentieth Century.

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 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 the Honors Recognition Reception each semester, honoring outstanding students recommended by the faculty.

College-wide Awards

Awards are granted to outstanding graduating students at Baccalaureate by the College Committee on Honors and Awards of the Academic Senate. 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 contribution 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:

The Paul Klapper Scholarships are 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. These awards are made to graduating Seniors who plan to enter 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 A. Joseph Geist Law Fellowship is offered by the A. Joseph and Cecile A. Geist Foundation, Inc. It is to be used for tuition by a pre-law student, accepted for admission to an accredited law school, who has maintained a high standard in scholarship and character and has generally contributed to the best interests of the College. This award is presented annually.

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 Charlotte S. Garfinkel Memorial Alumni Scholarship is given annually to a graduating senior who has maintained an out-

standing academic record and has contributed generally to the best interests of the College.

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 of the Division of Education was especially interested in the nature of the process of thinking.

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 has been accepted for study at the City University of New York Law School at Queens College.

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

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 Molly Weinstein Memorial Award is presented annually to a graduating senior who has a superior record of scholarship and who intends to pursue a career in college teaching.

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 outstand-

ing record at the College, has made significant contributions in campus affairs, and has been accepted to medical school.

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 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. In order to honor Prof. Bienstock's commitment to equal access and opportunity, a scholarship in the amount of \$1,000 will be 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 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 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.

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 Judge Charles S. Colden Award is presented to a graduating senior who has maintained a high standard in scholar-

ship and in character and has generally contributed to the best interests of the College.

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

The Queens College Women's Club Awards are offered to graduating Seniors who complete the baccalaureate degree with academic excellence. Two awards are presented annually.

The Donald E. Kirkpatrick Awards are given annually to graduating Seniors of outstanding academic achievement whose activities have been in the best interests of the College and its goals.

The Roarers Memorial Award 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 Chaney-Goodman-Schwerner Award is offered annually to a graduating Senior who has made a significant contribution in fostering human relations and eliminating divisions that separate peoples.

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. In case of a tie, the award will be divided equally between or among those eligible.

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

Office of Honors and Scholarships

B Building

997-5502; fax 997-5498,

e-mail: honors@qc.edu

Hours: 9:00 am to 5:00 pm

The Office of Honors and Scholarships is home to the Queens College Scholars once they are admitted to the College and sponsors the Honors in Liberal Arts program (see page 139). The director of the office is the College's representative for major national scholarship competitions and advises students on these programs. The director and other office staff are available to discuss matters of interest to prospective candidates. The Office also administers the College's science awards and a number of other College scholarships; it administers the Queens College Scholars Program, although the scholarships are awarded to entering students through the Office of Undergraduate Admissions (see page 12). In addition, the Office of Honors and Scholarships maintains a scholarship library, which contains scholarship, fellowship, study abroad, and other information on a variety of academic opportunities sponsored by public- and private-sector sources. Students are encouraged to do research in the scholarship library during office hours. A sampling of major national scholarships appears below.

Queens College Scholarships

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 alumnae/i. See page 12 of this Bulletin for further details. Applications are handled by the Office of Admissions 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 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 of \$1,000 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

Among the national scholarships for which students may apply are:

Ford Foundation Predoctoral Fellowships for Minorities identifies individuals of demonstrated ability and provides them with opportunities to engage in advanced study leading to the Ph. D. or Sc. D. 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 Ph. D. or Sc. D. 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 B. A. 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."

Andrew W. Mellon Fellowships in the Humanities are awarded to promising students to begin graduate work in preparation for careers in college teaching and scholarship in the humanities. U. S. citizens, permanent residents, and Canadian citizens who are college seniors or recent graduates and who are applying to Ph.D. programs are encouraged to compete. Minority candidates are particularly encouraged to apply. The GRE general test and subject test are required.

National Science Foundation Fellowships are awarded each year to students intending to pursue research-based M. A. or Ph. D. degrees in mathematics, physical and life sciences, behavioral and social sciences, computer and information science, engineering, and/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 involve-

ment, 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 of 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, 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 recommenda-

tion 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
997-5502; honors@qc.edu.

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, you should consult the Office of the Registrar, Dean of Students, or the Undergraduate Scholastic Standards Committee, as appropriate, if you have questions not covered here.

The Undergraduate Scholastic Standards Committee is the committee of the Academic Senate charged with deciding whether or not to grant students' appeals for waivers of the College's academic policies and procedures. The USSC requires written, documentary evidence as grounds for an 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 uses your social security number as your permanent student identification number. When you apply for admission, you should include your social security number as part of your application. Students without a social security number will be assigned a 9-digit number by the College.

Placement Examinations

The College gives all newly accepted students writing, reading, and mathematics placement examinations called CUNY Assessment Tests. The results of these ex-

aminations determine the courses a student must take to fulfill basic skills requirements (see pages 35-38).

Advanced Placement

Eligibility for advanced placement is determined by 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 – College Proficiency Examination Program and by the College Entrance Examination Board – College Level Examination Program (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. The request may be submitted in person at the Registrar's Office (Jefferson Hall 100) or by mail to Queens College, Registrar's Office, Attn. Transcript Unit, Jefferson Hall 100,

Flushing, NY 11367. Official transcripts are sent directly to the recipient – *they are not given to students.*

The following information must be included in your request: name (last, first, middle initial); any other name used while in attendance; student ID or social security number; date of birth; current address; phone number; dates of attendance; graduation date and degree awarded. If you were enrolled for more than one degree, indicate which record(s) you are requesting. The forwarding (recipient's) name and address must be indicated clearly. All requests must be signed and dated.

There is a charge of \$4 for each request (no charge for transcripts sent to other CUNYunits). The fee may be paid by a check or money order made payable to Queens College. If paying by cash or credit card (Mastercard and Visa only), 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 request form.)

Transcripts are normally processed between five and seven business days, with the exception of the beginning and end of the semester, when the volume of requests is heaviest. There is no same-day service, nor are transcripts faxed. Transcripts will not be released for students with financial obligations to the College. All holds must be cleared before transcripts are processed.

For more information, visit the Col-

lege's web site (www.qc.edu) or call 997-4400.

Courses at Other Institutions (Permit)

A Queens College student wishing to take a course at another college (CUNY or other) and transfer those credits to Queens must obtain, complete, and return to the Registrar's Office a permit to do so before taking the courses. This includes courses taken during the Summer and Intersession. Permits are authorized by the appropriate department and administered by the Registrar. Permit forms are obtained at the Office of the Registrar (Jefferson 100). 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;
- 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 Office of the Registrar. These should be sent to the attention of the Permit Officer, Office of the Registrar (Jefferson 100).

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.

The Study Abroad Program allows students to receive instruction at a site outside of the United States. Queens College students may participate in programs offered by Queens or by other CUNY colleges.

For further information and applications for these programs, contact Dr. Maxine Fisher, Queens College, Klapper Hall 312, Flushing, NY 11367-1597 (997-4608; fax 997-4636; e-mail maxine_fisher@qc.edu).

Registration

For complete details about registration dates and course schedules, see the Telephone Registration Guide and Schedule of Classes, available prior to registration at the Welcome Center (Jefferson Hall lobby) or Registrar's Office (Jefferson 100). This information is also available on the College's website at www.qc.edu.

Course and Faculty Evaluation

Every three semesters students complete a course and faculty evaluation form in each class taken. Their responses are summarized and printed in the Course and Faculty Evaluation Booklet. 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. Many students use this information to help them when selecting courses.

The Course and Faculty Evaluation Booklet may be purchased at the College Bookstore and is always available at the Reserve section of the Rosenthal Library.

The Dean's List

The Dean's List is established each semester in accordance with standards set by the Dean of Students. 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 Session.) 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., Abs., P, NC, W, and Z will be ignored if the basic requirement of 12 credits of quality grades is met. All quality grades will be included in the computation. The credits considered will be those on the student's record of registration at the end of the third week of the semester. The determination of eligibility will be made only at the time the 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 semester 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., Abs., 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. Students whose previous work was taken five years ago or more may be given honors on the basis of work done only 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 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, not on academic probation, may register for the following maximum number of equated credits as indicated:

Fall and/or Spring semester: 18 equated credits;

Summer Session I: 4 equated credits;

Summer Session II: 7 equated credits.

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

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

Additional Credits. Sophomores, juniors, and seniors who have a cumulative grade-point average of 3.0 or higher, and no temporary grades of **ABS**, **INC**, and **PEN**, can register for a maximum of 21 equated credits.

Note: Students who register for more than 18 equated credits will be charged an Accelerated Study Fee. In all cases, the 21 equated credit limits apply to equated or billable credits.

Matriculated students who have a compelling reason and do not meet these requirements may request permission to take additional equated credits in the Office of the Undergraduate Scholastic Standards Committee, in B Building, at least three days prior to their scheduled registration date.

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 request permission, at least three days prior to their scheduled registration date, from the Undergraduate Scholastic Standards Committee to register for overlapping courses.

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

Graduation. A student must complete 120 degree credits to be eligible for graduation unless a waiver has been granted to a specific program. (See **Requirements for the B.A. and B.S. Degrees**, page 34.)

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 student's 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 instructor of prolonged absence or withdrawal. (See **Course Withdrawals**, page 215.)

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 Office of Admissions in Jefferson Hall (997-5614).

Grades

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). Passing grades, once assigned, stand as final evaluations. A passing grade may not be changed later by additional assignments, retesting, or auditing a class. 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. (See **Pass/No Credit Option**, page 213.)

Failing Grades. A student who receives a failing grade (F, NC, R, 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**, page 213.)

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. (See **Freshman Grading Policy and Pass/No Credit Option**, page 213.)

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 Undergraduate Scholastic Standards Committee for an official late current withdrawal, and the instructor's evaluation of a student's course work is failing at the time of the withdrawal.

WU (Withdrawn Failing) is assigned by the Registrar when the instructor indicates that there is no record of the student attending the course; or 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 ABS or INC do not apply. (See **Temporary Grades**, page 213.)

The grade WU will also be assigned by the Registrar when a student, after receiving approval for an official late course withdrawal from the Undergraduate Scholastic Standards Committee, fails to submit the instructor's evalua

tion. The WU cannot be replaced by an NC or R in those courses in which an NC or R would replace an F.

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 less 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 less 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 ABS, INC, or PEN is not resolved, they will convert to FAB, FIN or FPN, respectively, and remain on the student's record. (See *Failing Grades*, page 212, and *Resolution of Temporary Grades*, page 214.)

Pass/No Credit (P/NC) Option. Students may select one course each semester and one course in either Summer Session I or II for grading under the P/NC Option. (Note: Summer Session I and II 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.

Exceptions to the P/NC Option. Students may not take the following courses under the P/NC Option:

ACE Seminar Courses

English 110, 120

Graduate Courses

Courses taken to satisfy the basic skills requirement in mathematics.

All Writing-Intensive courses.

Any course in a student's major or major concentration.

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 adviser. Students who have received a P in a course that later becomes part of their major may appeal to the Undergraduate Scholastic Standards Committee to have the P replaced by the earned grade originally assigned by the instructor.

Selecting and Deselecting the P/NC Option. Students may select and deselect the P/NC Option by using a touchtone telephone in accordance with the procedures in the *Telephone Registration Guide and Schedule of Classes*. The choice must be finalized by the end of the eighth week of the Fall or Spring semester or by the end of the second week of Summer Session I or the equivalent of the eighth week of Summer Session II. Please consult the *Summer Session Bulletin* for this date. After these deadlines, 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. A second-semester student, for the purpose of the P/NC Option, is 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 Session I and

II 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 Session I and II do not count as a semester.

Important: The P/NC deadline will not be extended. Failure or missing the deadline to select the P/NC option will not be considered grounds for an appeal.

Temporary Grades (ABS, INC, PEN)

The College grading policy interprets the submission of an ABS, INC, or PEN 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 ABS, INC, or PEN. 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 course work is made up. The temporary grades of ABS, INC, and PEN are not calculated in the GPA.

Instructors who **will not be available** to receive outstanding course work **should not submit** an INC or PEN grade and contract. When instructors do not intend to assist in resolving INC or PEN grades, they should submit a letter grade, calculated without the missing work.

ABS (Absent from final examination) is a temporary grade that may be assigned at the discretion of the instructor when a student meets all of the following conditions: has a reasonable chance of passing the course by completing the final examination; the final examination is the only work the student has not completed; the student has notified the instructor of the extenuating circumstances for missing the final examination; and the student is absent **only** from the regularly scheduled final examination.

If the instructor or department chair is not satisfied that the final examination was missed for good reason, the ABS grade may be denied. A grade for the course (passing or failing) may be calculated and submitted without the final examination. The ABS grade will not be assigned if: other work is outstanding or if the missed final examination was not "regularly scheduled" (e. g., was given in class or as a take-home examination);

or a student's attendance was at issue. In these cases a WU grade will be assigned.

The submission of a grade of ABS is an implied obligation for the instructor or department to provide a make-up final examination for a student. In some cases, instructors may believe that a grade of ABS is in order, even though they will not be available to administer a make-up exam. In these cases, instructors may submit the grade of ABS if the department will be able and willing to administer a make-up exam during the next regular semester to follow.

INC (Incomplete) grade is not automatic. 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 Session I and II do not count as semesters in this case.) The assignment of the 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** on this page.

The INC grade is not to be assigned if: it is not requested by a student; or 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 Session I and II do not count as semesters); 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 assigned by the Registrar when the instructor has failed to submit a valid grade for a student. Students who receive PEN on their semester grade report should immediately contact the instructor or de-

partment for clarification.

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 Dean of Students' Office, 997-5502.

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 (Withdrawn Passing) is a grade that can only be issued by the Registrar when students: complete the course withdrawal procedure, via the touch-tone telephone system, 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 II (there is no telephone course withdrawal for Summer Session I); or receive permission from the Undergraduate Scholastic Standards Committee for a course withdrawal and the instructor's evaluation of a student's course work is passing at the time of the withdrawal.

Resolution of Temporary Grades. The grades of ABS, INC, and PEN cannot be resolved through a second registration and/or repetition of the courses. Many students graded ABS, INC, or PEN register for the course a second time, receive a letter grade, and then request a retroactive withdrawal from the course graded ABS, INC, or PEN. Approval of such retroactive withdrawals would be unfair to students who complete their course work on time. This practice, if permitted, would give some students an unwarranted repetition of course work, to the disadvantage of students who conscientiously complete courses on time despite the risk of a low or failing grade. The temporary grades ABS, INC, and PEN 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 ABS, INC, or PEN is not completed by the end of the next regular semester, the temporary grades will be converted to FAB, FIN, and FPN, respectively, 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. This, if permitted, would be unfair to other students by allowing some students to take the course twice for only one grade. Once a FAB, FIN, or FPN has been assigned, students may not resolve the course by submitting missing work or taking a final make-up examination. Faculty may not accept late or outstanding work nor administer a late final make-up examination. The Registrar will reject and return all grades submitted by faculty for courses assigned FAB, FIN, or FPN. (See **Temporary Grades Converted to F**, below.)

Students are expected and required to take examinations as scheduled. To resolve ABS grades, students should obtain one **Make-Up Examination Form** for each ABS received, from the Registrar's Office, Jefferson Hall 100. A \$15 fee is required for the first approved final make-up exam, a \$5 fee for each additional exam. The maximum charge for all final make-up exams in one semester is \$25.

To resolve an INC grade, students must submit the missing work by the end of the next regular semester (Fall or Spring).

To resolve a PEN grade, students should contact the instructor or department immediately upon receiving their semester grade report.

Extensions of Temporary Grades. If students, for serious reasons, are unable to resolve an ABS, INC, or PEN grade before the end of the next regular semester (Fall or Spring), they should request permission from the Undergraduate Scholastic Standards Committee to defer the conversion of the ABS, INC, and PEN to failing grades. 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 these grades will be converted to F.

Temporary Grades Converted to F. If the ABS, INC, or PEN 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 grades convert to

FAB, FIN, or FPN, 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).

Extensions of FAB, FIN, and FPN Grades. If, for serious reasons, students are unable to resolve a temporary grade of ABS, INC, or PEN before conversion to FAB, FIN, or FPN, they may request special permission from the Undergraduate Scholastic Standards Committee to complete the course. Instructors who are asked by former students to resolve an ABS or INC grade that has been converted to an F should direct the student to the Undergraduate Scholastic Standards Committee to file an appeal before making arrangements for a make-up exam or receipt of outstanding course work. 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 Dean of Students).

Only after all three steps have been exhausted will the Undergraduate Scholastic Standards Committee consider a formal appeal of an earned grade. The Committee's role in the appeal is one of mediation or recommendation. Students may obtain additional information in the Committee's office in B Building.

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 Re-

placement Policy, below.) There are courses that may be repeated for credit if the course title (content) is different. Please consult the individual department listings (pages 46-203), 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. The 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 a student's GPA under the Grade-Replacement Policy. After a student has repeated courses totalling 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 deciding 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 temporary grades ABS, INC, and PEN cannot be resolved under this policy. If students repeat courses in which they have a temporary grade, these grades will be converted to FAB,

FIN, and FPN and will remain on the student's record. (See **Resolution of Temporary Grades**, page 214.) However, if temporary grades convert to FAB, FIN, and FPN, these 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 by using the touchtone telephone system, beginning with the first three weeks of the Fall and Spring semesters. For Summer Sessions I and II, students may drop a course by the touch-tone telephone system in accordance with the procedures described in the **Summer Session Bulletin**. Dropping a course is 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 by using the touchtone telephone system in accordance with the procedures described in the **Telephone Registration Guide and Schedule of Classes**. An instructor's evaluation is not required during this period and 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 with the permission of the Undergraduate Scholastic Standards Committee in B Building. Such permission will be granted only for the most pressing and urgent reasons, not in the expectation of a failing or low grade. Students must provide, in writing, the serious reasons for requesting a withdrawal, and in all cases submit nonreturnable documentation. If permission is granted, the student's work in the course must be evaluated by the instructor. Students whose work is passing will have the grade of W entered on their record; students whose work is failing will have the grade of WF entered on their record.

Course Withdrawals: Summer Sessions I and II. There is no telephone course withdrawal for Summer Session I. Please

consult the **Summer Session Bulletin** for the exact instructions and dates to withdraw from a class. Beginning with the second week of Summer Session I, students may withdraw from a course only with the approval of the Undergraduate Scholastic Standards Committee.

Beginning with the second week and until the end of the third week of Summer Session II, students may withdraw from a course by using the touchtone telephone system in accordance with the procedures described in the **Summer Session Bulletin**. A grade of **W** will be entered on the student's record. Beginning with the fourth week of Summer Session II, students may withdraw from a course only with the permission of the Undergraduate Scholastic Standards Committee.

Important: Please consult the **Summer Session Bulletin** for the exact dates for course withdrawal.

Unofficial Course Withdrawals. Students who stop attending a course without completing the steps necessary to drop or withdraw from it will receive a disciplinary grade of **WU**. (See **Dropping and Withdrawing from Courses**, page 215, and **Failing Grades**, page 212.)

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**, page 215.)

Students who wish to request a leave of absence should contact the Counseling and Advisement Office (997-5420) 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 Dean of Students' Office. 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 on academic probation may request a leave of absence in the same way. However, a leave of absence will result in an academic dismissal, appealable to the Undergraduate Scholastic Standards Committee.

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 get the approval of the Undergraduate Scholastic Standards Committee. Students may be required to obtain the instructor's evaluation for each registered course before a second or subsequent leave of absence may be approved. If permission is granted, the grade of **W** will be entered; however, if an instructor's evaluation is failing, a grade of **WF** will be entered and calculated in the cumulative grade-point average as zero. The **WF** will not be converted to an **NC** or **R**.

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 **ABS**, **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.

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. (See the chart on page 217.)

2. Add the total number of credits. This sum includes credits of 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**, **ABS**, **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.

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. Grades earned in Summer Session and grade changes during the semester do not immediately affect probationary status, which is reassessed only at the end of the regular semester, in January and in June. Students whose cumulative GPA has risen to meet the retention standards may file a special appeal with the Undergraduate Scholastic Standards Committee to be removed from probation, no later than the last day of the regular semester. All students on probation remain eligible for federal financial aid.

Rules for Students on Academic Probation

A) Students on academic probation may not register for more than 13 equated credits. Those students who register for more than 13 equated credits before they are placed on probation must reduce their equated credits to 13 by dropping courses. Failure to do so will be held against students who later appeal their academic dismissal.

B) It is strongly recommended that students on academic probation seek assistance from the Counseling and Advisement Center in B Building (997-5420). SEEK students must see their Academic Counselor in Delany 231 (997-3150).

C) Students on academic probation who officially withdraw from all of their classes, or take an official leave of absence, will be placed on extended probation for their next semester of enrollment at the College.

D) At the end of each Fall and Spring semester the record of each student on probation will be reviewed and one of the following actions will be taken:

1. A student whose cumulative GPA meets the retention standards will be removed from probation.
2. A student whose cumulative GPA does not meet the retention standards but earns a semester cumulative grade-point average of 2.25 or higher and has no grades of ABS, INC, PEN, or WU will automatically be placed on extended probation.
3. At the end of the Fall semester there is no academic dismissal, so students who fail to meet the conditions in D. 1 and 2 above will be placed on continuing probation for the following Spring semester only! Students assigned continuing probation who do not register for the following Spring semester, or drop all of their courses before the end of the third week of the semester, will be academically dismissed.
4. At the end of the Spring semester, those students who do not meet the conditions in D. 1 or 2 above will be academically dismissed.

Academic Dismissal

A) Dismissed students will receive a notice of academic dismissal printed on their grade report, followed by a letter and the Appeal of Academic Dismissal Form.

B) Students dismissed at the end of the Spring semester may attend Summer Session and also are encouraged to attempt to resolve any temporary grades. However, any grades earned during that Summer Session cannot be considered in an appeal of academic dismissal. Spring dismissals take effect for the following Fall semester.

C) Dismissed students who can cite and document extenuating circum-

stances may appeal their dismissal to the Undergraduate Scholastic Standards Committee. A deadline date for appeals (early in July) will be stated in the dismissal letter and on the appeal form. Appeals received after the deadline date will not be reviewed.

D) Dismissed students whose appeals are granted will be placed on extended probation and must adhere to the rules of probation for students on probation, and any other conditions the USSC may impose. (See Extended Probation, below.)

E) Dismissed students who are denied reinstatement on appeal will be dropped from all registered classes for the Fall semester, without tuition and fee liability. They are not permitted to request reentry to the College for at least one full academic year. (See Reentry, below.)

F) Decisions by the USSC on appeals of dismissal are final.

Extended Probation. Students who successfully appeal their academic dismissal are placed on extended probation. They will have their records reviewed at the end of the extended probationary semester.

Extended probation may be continued if the student meets academic guidelines (currently a semester GPA of 2.25 or higher) and does not receive grades of ABS, INC, PEN, or WU.

Appeals. Students have the opportunity to appeal probation or academic dismissal from the College to the Undergraduate Scholastic Standards Commit-

tee. The Committee reviews all appeals and makes exceptions where extraordinary and documented circumstances have made it impossible for the student to meet the retention standards.

Reentry

Students academically dismissed will not be permitted to request reentry to the College for at least one full academic year following their date of dismissal. Those wishing to reenter the College must submit the Undergraduate Reentry Application.

After receipt of the Reentry Application, you will receive a Reentry Appeal Form in the mail. Complete and return it to the Undergraduate Committee on Admissions and Reentry Standards, Jefferson Hall 117 (997-5611).

Students who have been dismissed more than once from Queens College are not eligible to reenter.

All Committee decisions are final. Contact the Undergraduate Committee on Admissions and Reentry Standards for further details.

Student Records

The College abides by the provisions of the Federal Education Rights and Privacy Act of 1974. Students have the right to be advised of what student records and information are maintained by the College, who maintains them, who has access to them and for what purposes, policies for reviewing and expunging them, procedures for granting students access and for challenging the records, cost charged for copies, and

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

$$\frac{\text{Quality Points}}{\text{Credits}} = \frac{107.2}{41} = 2.614$$

other rights and requirements under the Act. All of this information is available from the Registrar (Jefferson 100) during the hours the office is open.

Queens College will confirm the following information concerning present and former students: name, dates of attendance, major field of study, and degrees and awards received.

Any student or former student may require that any or all of the above information not be released, without the student's prior written consent, by completion of a form available in the Registrar's Office. The form may be completed, withdrawn, or modified at any time the Registrar's Office is open.

A student whose request for access is denied or not responded to within 15 days of receipt may appeal in writing to Jane Denkensohn, Special Counsel to the President (Kiely 805), indicating the date of the original request for access, the particular records to which access was requested, the person to whom the request was made, and the reasons why the student believes he or she has a right of access to the record. The appeal will be decided no later than 25 school days after the receipt of the original request for access. A denial of an appeal may be further appealed to the General Counsel and Vice-Chancellor for Legal Affairs of the City University.

Student Integrity

Students found guilty of any form of academic dishonesty, such as plagiarism or cheating on an examination, are subject to discipline, including suspension or dismissal from the College.

Computer Use

The following regulations are intended for anyone who has been authorized to use a computer owned by or purchased with grant funds administered by the College. This includes students who have registered for courses requiring the use of a computer; faculty and staff who have been assigned computers or computer accounts for the purposes of research or other scholarly activities; administrative and secretarial staff who are required to use computers in fulfilling their responsibilities; anyone who uses the Queens College microcomputer network; and all others permitted access to a computer.

Regulations Regarding Use of Computing Facilities

Queens College maintains several computers for academic and administrative use. 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.

Proper use, in part, means:

1. Only valid Queens College ID bearer or other authorized persons may use the computing facilities. Users are required to present a valid ID upon request of computing facility personnel.

2. Queens College computing facilities are to be used strictly for those academic or administrative purposes that are established and approved when an account is granted or use is permitted.

3. Users are responsible for maintaining exclusive access to their accounts by ensuring that no one else is permitted the opportunity to learn their passwords. Periodically changing your password to protect your account is strongly urged. If your account is used improperly by someone else, **you** may lose the account.

4. Electronic mail or memo facilities shall not be used for transmitting any form of obscene or threatening messages, or to send multiuser-directed advertisements or announcements, or for other illegal purposes.

5. The writing of code or execution of instructions that threaten system integrity or security, cause harm to the system or users' files, or cause excessive or wasteful use of computer resources such as memory, cpu time, or output pages is strictly prohibited.

6. The computer should not be used for pranks or practical jokes or to gain unauthorized entry to other computers.

7. Use of computers for commercial gain is not permitted.

8. Theft or accessory to theft of equipment, documentation, supplies, or another person's files, programs, or output may result in criminal prosecution or other disciplinary action.

9. Users should use and maintain the computing facilities entrusted to them with care and good sense, and must refrain from smoking, eating, and drinking when using computing facilities. Users should be considerate of others.

10. Users are advised that it is Queens College policy that software that is copyrighted may not be copied, repro-

duced, transmitted, transcribed, stored in a retrieval system, or translated into any human or computer language, in any form or by any means, in any part without prior written permission of the copyright holder. Backup copies with a copyright notation may be kept for that purpose only.

Conduct

The College's policies concerning non-discrimination, sexual harassment and assault, security and crime prevention, and AIDS are described in detail in the booklet **Your Right to Know**, which is available online at www.qc.edu, the Welcome Center, and the Dean of Students' Office. If you have questions, contact the Dean of Students, 997-5500.

The College handles matters of student discipline through the Dean of Students and the Faculty-Student Disciplinary Committee. Students are required by the Board of Trustees' bylaws to meet punctually all College obligations; 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. Violation of any of the provisions of this statement may result in disciplinary action.

Since the College is not in a position to supervise the use by student groups of leased or purchased off-campus facilities, student organizations are responsible for their conduct and for the management of their housing.

Academic Senate Policy on Religious Holidays

The Academic Senate recommends that students inform their professors of any religious obligations when such obligations conflict with class attendance or other College responsibilities. Faculty will accommodate students' religious obligations, to the extent possible, provided that advance notice of these obligations is given by the student. It is requested that faculty refrain from giving tests on such class days in order that no student be penalized for his or her religious observance.

The Offices of the Academic Senate will maintain information about religious calendars for the purposes of consultation by faculty wishing information

Religious Observance

Education Law 224-a states:

1. No persons shall be expelled from or be refused admission as a student to an institution of higher education for the reason that they are unable, because of their religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Students in an institution of higher education who are unable, because of their religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to all students who are absent from school, because of their religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which they may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to said students such equivalent opportunity.

4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section.

6. Students who are aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of their rights under this section.

Student Complaint Procedures

Student complaints are heard initially by the Dean of Students. A student with a complaint is generally able to get an appointment within 72 hours and often sooner. When the student does not want to file a formal complaint or grievance, the Dean will act as an ombudsman or mediator in an effort to work out the problem and obtain a satisfactory outcome or get an answer for the student. To file a formal complaint the student fills out a complaint/problem sheet with the Dean of Students Office, and the Dean or the appropriate College official(s) then looks into the complaint and provides the student with a response within two weeks, often sooner. The College official(s) providing a final determination will not be a person (or persons) involved in the alleged problem. Filing a complaint can never result in adverse action taken against the student for filing the complaint.

Documentation concerning each formal College complaint and its disposition will be kept for a period of at least six years.

CITY UNIVERSITY OF NEW YORK consists of ten senior colleges, a technical college, six community colleges, a graduate school, a law school, and an affiliated medical school. It is governed by a Board of Trustees (formerly the Board of Higher Education of the City of New York), composed of 15 appointed members and the chairpersons of the University Faculty Senate and the University Student 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 chairperson and vice-chairperson.

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 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. Ten 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. In 1967 the Mount Sinai School of Medicine was affiliated with CUNY.

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.

CITY UNIVERSITY POLICIES concerning discrimination, sexual harassment, and substance abuse are discussed below. For more information on the College's policies concerning nondiscrimination, sexual harassment and assault, security and crime prevention, drug, alcohol, and tobacco abuse, and AIDS, please refer to the booklet *Your Right to Know*, which is available at the Welcome Center, Campus Bookstore, Dean of Students' Office, and at other locations around campus. If after reviewing this material you find that you have additional questions, please contact Burton Backner, Dean of Students, 997-5500.

Nondiscrimination

Queens College 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 in its student admissions, employment, access to programs, and administration of educational policies.

Christopher Rosa is the College Director of Community Relations/Affirmative Action (CR/AA). His office is in Kiely 171 (997-5870). The Affirmative Action Officer is responsible for Affirmative Action-related research, policy implementation, and program changes. The Officer coordinates the delegated responsibilities of the Affirmative Action Committee members and reports to the

President regarding the College's compliance status.

Christopher Rosa is the College's Section 504/ADA Compliance Coordinator. His office is in Kiely 171 (997-5870).

Jane Denkensohn, Esq., is the College Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs. Her office is in Kiely 805 (997-5725).

DISCRIMINATION ON THE BASIS OF SEX
Queens College complies with Title IX of the Educational Amendments Act of 1972, which protects persons from discrimination on the basis of sex in the operation of its educational programs.

Procedures

College procedures provide that any member of the staff or student believing himself or herself aggrieved because of discrimination prohibited by Title IX may file a grievance. All grievances should be initiated through the Step I Informal Complaint procedure set forth below.

Step I: Informal Complaints

A student or employee claiming that the College has failed to act in accordance with the provisions of Title IX may file a formal complaint, either orally or in writing, with the College Coordinator for Title IX in Kiely 805. The complaint should be made within 30 working days of the date of the alleged occurrence(s), except for extenuating circumstances. Upon receipt of such complaint, the

Title IX Coordinator shall conduct an inquiry in an attempt to resolve the complaint. The Title IX Coordinator shall take necessary action to resolve the situation, including recommendations to appropriate College officials. The complainant shall be notified by the Title IX Coordinator of the disposition of the complaint when the informal stage has concluded. Any settlement, withdrawal, or disposition of a complaint at this informal stage shall not constitute a binding precedent in the settlement of similar complaints or grievances.

If the complaint is resolved, no further action will be taken and all records will remain confidential. 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 within 10 working days following notification of the disposition of the informal complaint, or within 70 working days of the filing of the informal complaint. Employees covered by collective bargaining agreements that include gender discrimination as a ground for grievance, must utilize the grievance procedure provided in their respective agreements.

The Title IX Coordinator is responsible for keeping a record of all complaints filed and dispositions thereof.

Step II: Formal Grievances

Formal grievances shall be filed with the Title IX Coordinator in Kiely 805, 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. The President shall appoint the members of the Title IX review committee and shall designate a chairperson. The review committee shall be convened by the chairperson promptly upon receipt of a grievance from the Title IX Coordinator. The review committee shall schedule a meeting with the grievant within 20 working days after the grievance is filed with the Title IX Coordinator, or as soon thereafter as is practicable, and shall investigate the complaint as appropriate. The committee shall thereafter send its recommendation(s) to the College President. The President shall consider the recommendation(s) of the review committee, and shall render a written decision on the matter, which shall be sent to the grievant. The President shall take any action deemed appropriate to redress the grievance. There shall be 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, Jane Denkensohn, Esq., Kiely 805, 997-5725.

Sexual Harassment

The following is the text of the City University of New York's Policy Against Sexual Harassment, which became effective throughout the City University as of October 1, 1995.

Policy Statement

It is the policy of the City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

Definition of Sexual Harassment

For purposes of this policy, 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.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power

(such as between faculty/staff member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment (known as *quid pro quo* harassment) include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

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. Examples of this kind of sexual harassment (known as hostile environment harassment) include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;

- sexually suggestive letters or other written materials;
- sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling; coerced sexual intercourse or sexual assault.

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 University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has “professional responsibility” for another individual at the University if he or she performs functions including, but not limited to, 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.

Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

False and Malicious Accusations

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

Procedures

The University shall develop procedures to implement this policy. The President of each constituent college of the University, the Deputy Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and permanent dismissal from the University.

Sexual Harassment College Liaison

Christopher Rosa, Director of Community Relations/Affirmative Action, is the College Sexual Harassment Liaison. His office is located in Kiely Hall, Room 171; telephone number is 997-5870.

Sexual Harassment Panel

The President has designated the following persons to serve on the College Sexual Harassment Panel. Complaints of sexual harassment may be made to any member of the panel.

Dr. Elizabeth McCaffrey
Coordinator
 Counseling and Advisement
 B Building
 997-5421

Professor Helen Cairns

Deputy Coordinator
 Linguistics & Communication Disorders
 Kissena Hall, Room 347 997-2953

Professor Elaine Ludman

Family, Nutrition, and Exercise Sciences
 Remsen Hall, Room 306 997-4150

Dean Burton Backner

Dean of Students
 B Building 997-5500

Two students also serve on the panel. Contact the Dean of Students’ Office for their names and a telephone number at which confidential messages can be left.

Confidentiality

The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected, and information obtained in connection with the bringing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no such promises should be made by any member of the Panel or other University employee who may be involved in the complaint process.

Making a Complaint of Sexual Harassment

Any member of the University community may report allegations of sexual harassment to any member of the Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures, within the time limits provided in those agreements, to report allegations of sexual harassment; or, they may report such allegations directly to a member of the Panel as provided in these Procedures. Members of the University community who believe themselves to be aggrieved under the Policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint may make it more difficult for the college to investigate the allegations.

Responsibilities of Supervisors

a. Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter “supervisor”) is responsible within his or her area of jurisdiction for the implementation of the Policy and must report to the Panel Coordinator any complaint of sexual ha-

rassment made to him or her and any other incidents of sexual harassment of which he or she becomes aware or reasonably believes to exist. Having reported such complaint or incident to the Panel Coordinator, the supervisor should keep it confidential and not disclose it further, except as necessary during the complaint process.

b. Each supervisor shall arrange for the posting, in his or her area, of the University policy against sexual harassment; the names, titles, telephone numbers, and office locations of college Panel members; and any other materials provided to him or her by the Sexual Harassment Education Committee for posting.

Responsibilities of the University Community-At-Large

Members of the University Community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to a member of the Panel.

Substance Abuse

The following program, in compliance with the Drug-Free Schools and Campuses Act Amendments of 1989 (Public Law 101-226), has been adopted and implemented at Queens College to prevent the illicit use of drugs and abuse of alcohol and tobacco by students and employees. Copies of this statement will be made available to all Queens College students and employees.

Smoke-Free Policy

CUNY has a no smoking policy that prohibits smoking in all buildings throughout the CUNY system.

Drug, Alcohol, and Tobacco Use

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.

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 ille-

gal acts. Queens 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 on this page.

It is illegal to sell tobacco products to any person under the age of 18 in New York State.

Sanctions – Students: Any student found in violation of the abovementioned Rules and Regulations may be 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 on page 224.

A student who is experiencing difficulty with alcohol or chemical dependency may be referred to the Dean of Students or the Counseling and Advice Center by members of the instructional staff or may seek assistance directly. The Dean of Students 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.

Sanctions – Employees: The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances and the unauthorized use of alcohol by employees in the workplace are prohibited. Employees of the University 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 as-

sistance 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 University policy. 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. You can be fined up to \$100 and required to perform community service if you are under 21 and present a falsified proof when attempting

to purchase alcoholic beverages, and you can have your driver's license suspended for up to 90 days if you use the license to try to purchase alcohol illegally.

These are only examples of the penalties that can be assessed against you. You should also know that it is the University's policy to discourage violations of federal, state, and city laws. Where appropriate, the University will refer persons who violate such laws for prosecution to the relevant governmental authorities and will cooperate fully with such authorities.

CAMPUS/COMMUNITY-BASED SERVICES

These services and information centers for alcohol and drug abuse are available to all member of the College community: Counseling and Advisement Center in B Building (997-5420); Health Service Center – FitzGerald Gym 204 (997-2760); Office of Human Resources – Kiely Hall 163 (997-4455).

Rules and Regulations for the Maintenance of Public Order

"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."

Bylaws, Board of Trustees

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 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 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 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 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 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 University/college equipment and/or supplies.

4. Theft from or damage to 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 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 University/college-owned or -controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun or firearm or knowingly have in his 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 University/college without the written authorization of such educational institution. Nor shall any individual have in his 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 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, distri-

bution, dispensation, possession, or use of illegal drugs or other controlled substances by University employees in the workplace is prohibited. Employees of the University must also notify the College Human Resources Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any 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 the 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 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 university regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular 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 Spring 2001.

- Abramson, Theodore, *Professor of Elementary and Early Childhood Education*, Ph.D., Fordham University
- Acker, Jerome, *Lecturer in Classical, Middle Eastern & Asian Languages & Cultures*, M.Phil., Columbia University
- Adelberg, Arthur H., *Professor of Accounting and Information Systems*, Ph.D., City University of New York; C.P.A.
- Agbeyegbe, Omayemi G., *Lecturer in Political Science*, JD, New York University School of Law
- Ahmed, Ali Jimale, *Associate Professor of Comparative Literature*, Ph.D., University of California at Los Angeles
- Aiello, Rita, *Associate Professor of Music*, D.ED, Columbia Teachers College
- Alcalay, Ammiel, *Professor of Classical, Middle Eastern & Asian Languages & Cultures*, Ph.D., City University of New York
- Allen, Jeffery R., *Associate Professor of English*, Ph.D., University of Illinois at Chicago
- Alsop, David W., *Associate Professor of Biology*, Ph.D., Cornell University
- Altenstetter, Christa, *Professor of Political Science*, Ph.D., University of Heidelberg
- Alteras, Isaac, *Professor of History*, Ph.D., City University of New York
- Anderson, Philip M., *Acting Dean of the Faculty for the Division of Education and Professor of Secondary Education and Youth Services*, Ph.D., University of Wisconsin at Madison
- Andrews, Benny, *Professor of Art*, B.F.A., Chicago Art Institute
- Angione, Marie, *Lecturer in Mathematics*, M.S., Queens College, CUNY
- Armour-Thomas, Eleanor, *Chair and Professor of Secondary Education and Youth Services*, Ed.D., Teachers College, Columbia University
- Artzt, Alice, *Professor of Secondary Education and Youth Services*, Ph.D., New York University
- Asher, Rikki, *Assistant Professor of Secondary Education and Youth Services*, D.ED, Columbia University
- Backner, Burton L., *Dean of Students, Chair, and Assistant Professor of Student Personnel*, Ph.D., State University of New York at Buffalo
- Baghban, Marcia M., *Associate Professor of Elementary and Early Childhood Education*, Ed.D., Indiana University
- Baker, A. David, *Chair and Professor of Chemistry and Biochemistry*, Ph.D., University of London
- Baker, A. Harvey, *Professor of Psychology*, Ph.D., Clark University
- Bassey, Magnus, *Associate Professor of Secondary Education and Youth Services*, Ph.D., Rutgers University
- Bayne-Smith, Marcia, *Assistant Professor of Urban Studies*, D.S.W., Columbia University
- Bell, Cindy, *Assistant Professor of Music*, M.Mus., University of Rochester
- Berkowitz, William F., *Professor of Chemistry and Biochemistry*, Ph.D., Massachusetts Institute of Technology
- Berman, Doreen, *Associate Professor of Psychology*, Ph.D., City University of New York
- Beshers, James M., *Professor of Sociology*, Ph.D., University of North Carolina
- Beth, Amy, *Assistant Professor of Library*, M.L.S., Indiana University
- Beveridge, Andrew A., *Associate Professor of Sociology*, Ph.D., Yale University
- Bianchi, Lois, *Associate Professor of Media Studies*, M.A., Hunter College
- Bird, Thomas E., *Associate Professor of European Languages & Literatures*, M.A., Princeton University
- Birth, Kevin, *Associate Professor of Anthropology*, Ph.D., University of California at San Diego
- Bisland, Beverly, *Instructor in Elementary and Early Childhood Education*, M.A.T., Duke University; Certificate of Advanced Study in School District Administration, New York University
- Bittman, Robert, *Distinguished Professor of Chemistry and Biochemistry*, Ph.D., University of California at Berkeley
- Blake, Virgil L.P., *Professor of Graduate School of Library and Information Studies*, Ph.D., Rutgers University
- Blumenfrucht, Israel, *Chair and Professor of Accounting and Information Systems*, Ph.D., New York University; C.P.A.
- Bobb, June D., *Associate Professor of English*, Ph.D., Graduate School and University Center, CUNY
- Bodnar, Richard J., *Chair and Professor of Psychology*, Ph.D., City University of New York
- Bonk, Sharon, *Chair, Chief Librarian, and Professor of Graduate School of Library and Information Studies*, M.A., University of Minnesota (Library Science); M.A., University of Minnesota (American Studies)
- Borod, Joan C., *Professor of Psychology*, Ph.D., Case Western Reserve University
- Bowen, Barbara E., *Associate Professor of English*, Ph.D., Yale University
- Bowman, John R., *Associate Professor of Political Science*, Ph.D., University of Chicago
- Brady, Kevin, *Assistant Professor of Educational and Community Programs*, Ph.D., University of Illinois
- Brandman, Alan, *Lecturer in English*, M.S.Ed., Fordham University
- Braun, Martin, *Professor of Mathematics*, Ph.D., New York University
- Brener, Ann, *Assistant Professor of Classical, Middle Eastern & Asian Languages & Cultures*, Ph.D., Cornell University
- Brings, Allen S., *Professor of Music*, D.M.A., Boston University
- Brock, Patrick W.G., *Associate Professor of Earth and Environmental Sciences*, Ph.D., University of Leeds
- Brody, Roberta, *Assistant Professor of Graduate School of Library and Information Studies*, Ph.D., Rutgers University
- Brovey, Daniel J., *Professor of Elementary and Early Childhood Education*, Ed.D., Teachers College, Columbia University
- Brown, Bruce L., *Professor of Psychology*, Ph.D., Yale University
- Brown, Fredda A., *Professor of Educational and Community Programs*, Ph.D., University of Kansas
- Brown, Royal S., *Professor of European Languages & Literatures*, Ph.D., Columbia University
- Brown, Theodore D., *Professor of Computer Science*, Ph.D., New York University
- Browne, Basil R., *Assistant Professor of Sociology*, Ph.D., University of California at Berkeley
- Brueckner, Hannes K., *Professor of Earth and Environmental Sciences*, Ph.D., Yale University
- Buchsbaum, Jonathan, *Associate Professor of Media Studies*, Ph.D., New York University
- Buell, Frederick H., *Professor of English*, Ph.D., Cornell University
- Burger, Glenn D., *Associate Professor of English*, Ph.D., University of Oxford
- Burnett, Henry, *Professor of Music*, Ph.D., City University of New York
- Burstein, Harvey, *Lecturer in Philosophy*, M.F.A., University of Iowa
- Bushnell, Mary, *Assistant Professor of Elementary and Early Childhood Education*, Ph.D., University of Virginia
- Cadieu, Fred J., *Professor of Physics*, Ph.D., University of Chicago
- Cairns, Charles E., *Professor of Linguistics and Communication Disorders*, Ph.D., Columbia University
- Cairns, Helen S., *Chair and Professor of Linguistics and Communication Disorders*, Ph.D., University of Texas at Austin
- Calhoun, Robert E., *Associate Professor of Biology*, Ph.D., Purdue University
- Cannistraro, Philip V., *Distinguished Professor of History*, Ph.D., New York University
- Carlebach, Elisheva, *Professor of History*, Ph.D., Columbia University
- Bowen, Barbara E., *Associate Professor of English*, Ph.D., Yale University
- Carlson, Cynthia J., *Professor of Art*, M.F.A., Pratt Institute
- Carravetta, Peter, *Professor of European Languages & Literatures*, Ph.D., New York University
- Carroll, Clare L., *Chair and Associate Professor of Comparative Literature*, Ph.D., Columbia University
- Casco, Monica, *Lecturer in Hispanic Languages & Literatures*, M.A., CUNY Graduate Center
- Catsambis, Sophia, *Associate Professor of Sociology*, Ph.D., New York University
- Chabora, Peter C., *Professor of Biology*, Ph.D., Cornell University
- Chave, Anna C., *Professor of Art*, Ph.D., Yale University
- Cheloukhina, Svetlana, *Lecturer in European Languages & Literatures*, Ph.D., University of Toronto
- Chelton, Mary K., *Associate Professor of Graduate School of Library and Information Studies*, Ph.D., Rutgers University
- Chen, Dianna, *Lecturer in Mathematics*, M.A., City College, CUNY
- Chen, Shu-Hsien, *Assistant Professor of Graduate School of Library and Information Studies*, Ed.D., University of Georgia
- Chiang, Belinda, *Associate Professor of Library*, M.L.S., Syracuse University
- Chiremba, Daniel S., *Lecturer in Economics*, M.A., New School for Social Research
- Chowdhury, Shafiqul H., *Assistant Professor of Earth and Environmental Sciences*, Ph.D., Western Michigan University
- Chun, Hyunbae, *Assistant Professor of Economics*, Ph.D., New York University
- Clark, William W., *Professor of Art*, Ph.D., Columbia University
- Clough, Patricia T., *Professor of Sociology*, Ph.D., University of Illinois at Urbana
- Coch, Nicholas K., *Professor of Earth and Environmental Sciences*, Ph.D., Yale University
- Cohen, Arthur M., *Professor of Art*, M.F.A., Indiana University
- Cohen, Bernard, *Professor of Sociology*, Ph.D., University of Pennsylvania
- Colley, Kabba E., *Assistant Professor of Secondary Education and Youth Services*, Ed.D., Harvard University
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- Connor, Maureen, *Professor of Art*, M.F.A., Pratt Institute
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- Cordero, Alberto, *Professor of Philosophy*, Ph.D., University of Maryland
- Costigan, Arthur, *Assistant Professor of Secondary Education and Youth Services*, Ph.D., New York University
- Cowen, Robert H., *Professor of Mathematics*, Ph.D., Yeshiva University
- Craven, John, *Assistant Professor of Elementary and Early Childhood Education*, Ph.D., University of Iowa

- Critchell, Yin Mei, *Associate Professor of Drama, Theatre, and Dance*, M.F.A., New York University
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- Davis, Jacqueline Fay, *Assistant Professor of Secondary Education and Youth Services*, Ph.D., University of Georgia
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- De Luise, Alexandra A., *Associate Professor of Library*, M.L.S., Rutgers University
- De Torre, Emilio E., *Chair and Associate Professor of Hispanic Languages & Literatures*, Ph.D., City University of New York
- Devereux, John, *Associate Professor of Economics*, Ph.D., University of Chicago
- Diamond, Jack P., *Associate Professor of Mathematics*, Ph.D., Princeton University
- Dickey, J. Marion, *Professor of Physics*, Ph.D., University of Cambridge
- Dickson, Randi, *Assistant Professor of Secondary Education and Youth Services*, Ed.D., Teachers College, Columbia University
- Dickstein, Morris, *Distinguished Professor of English*, Ph.D., Yale University
- Dill, Nancy L., *Assistant Professor of Elementary and Early Childhood Education*, Ph.D., Teachers College, Columbia University
- Disch, Raymond L., *Professor of Chemistry and Biochemistry*, Ph.D., Harvard University
- Dodziuk, Jozef, *Professor of Mathematics*, Ph.D., Columbia University
- Dohan, Michael R., *Associate Professor of Economics*, Ph.D., Massachusetts Institute of Technology
- Don, Eugene C., *Lecturer in Mathematics*, Ph.D., State University of New York at Stony Brook
- Dong, Yu Ren, *Associate Professor of Secondary Education and Youth Services*, Ph.D., University of Georgia
- Drachlis, Timothy, *Visiting Associate Professor of Media Studies/Journalism*, M.S.J. in Journalism, Northwestern University
- Dunn, Kenneth J., *Professor of Educational and Community Programs*, Ed.D., Teachers College, Columbia University
- Edelstein, Michael, *Professor of Economics*, Ph.D., University of Pennsylvania
- Ehrlichman, Howard, *Professor of Psychology*, Ph.D., New School for Social Research
- Einhorn, Susan A., *Professor of Drama, Theatre, and Dance*, M.F.A., Brooklyn College, CUNY
- Eisen, Carole E., *Lecturer in Mathematics*, M.A., Yeshiva University
- Eisenstein, Hester, *Professor of Sociology*, Ph.D., Yale University
- Eisman, Lawrence W., *Professor of Music*, Ed.D., New York University
- Emerson, William R., *Professor of Mathematics*, Ph.D., University of California at Berkeley
- Engel, Robert R., *Professor of Chemistry and Biochemistry*, Ph.D., Pennsylvania State University
- English, Hugh A., *Assistant Professor of English*, Ph.D., Rutgers University
- Epstein, Edmund L., *Professor of English*, Ph.D., Columbia University
- Erickson, Raymond, *Professor of Music*, Ph.D., Yale University
- Erlach, David, *Lecturer in Accounting and Information Systems*, Ph.D., University of San Jose; J.D., Hofstra University
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- Evans, Tamara S., *Acting Dean of the Faculty for the Arts and the Humanities and Professor of European Languages & Literatures*, Ph.D., Ohio State University
- Ezair, Janet G., *Associate Professor of Elementary and Early Childhood Education*, Ed.D., Columbia University
- Fardy, Paul S., *Professor of Family, Nutrition & Exercise Sciences*, Ph.D., University of Illinois
- Feiner, Harry A., *Chair and Professor of Drama, Theatre, and Dance*, M.F.A., Brandeis University
- Feliciano, Zadia, *Assistant Professor of Economics*, Ph.D., Harvard University
- Ferry, Assistant Professor of Anthropology, Ph.D., Johns Hopkins University
- Field-Hendrey, Elizabeth B., *Professor of Economics*, Ph.D., Duke University
- Fields, Lanny, *Professor of Psychology*, Ph.D., Columbia University
- Fiengo, Robert W., *Professor of Linguistics and Communication Disorders*, Ph.D., Massachusetts Institute of Technology
- Finks, Robert M., *Professor of Earth and Environmental Sciences*, Ph.D., Columbia University
- Fish, Marian C., *Professor of Educational and Community Programs*, Ph.D., Teachers College, Columbia University
- Flamhaft, Ziva, *Lecturer in Political Science*, Ph.D., CUNY Graduate Center
- Fleischer, Susan F., *Associate Professor of Psychology*, Ph.D., Columbia University
- Flores, Andrea, *Assistant Professor of Comparative Literature*, Ph.D., Harvard University
- Foldi, Nancy, *Associate Professor of Psychology*, Ph.D., Clark University
- Font, Mauricio A., *Associate Professor of Sociology*, Ph.D., University of Michigan
- Forman, Murray, *Assistant Professor of Media Studies*, Ph.D., McGill University
- Fraboni, Michele, *Lecturer in Elementary and Early Childhood Education*, M.S.Ed., Queens College, CUNY
- †Franco, Andrés, *Associate Professor of Hispanic Languages & Literatures*, Ph.D., New York University
- Frangakis-Syrett, Elena, *Professor of History*, Ph.D., King's College, University of London
- Freeman, Joshua B., *Professor of History*, Ph.D., Rutgers University
- Friedman, Carol, *Associate Professor of Computer Science*, Ph.D., New York University
- Frisz, Ruth H., *Associate Professor of Student Personnel*, Ph.D., Fordham University
- Frosch, Thomas R., *Professor of English*, Ph.D., Yale University
- Gabel, David J., *Professor of Economics*, Ph.D., University of Wisconsin at Madison
- Gafney, Harry D., *Professor of Chemistry and Biochemistry*, Ph.D., Wayne State University
- Gagné, David W., *Associate Professor of Music*, Ph.D., City University of New York
- Gallo, Carmenza L., *Associate Professor of Sociology*, Ph.D., Boston University
- Gandhi, Subash, *Assistant Professor of Library*, M.L.S., University of Western Ontario; M.L.S., Punjab University; M.S., Punjab University
- Gelfand, Stanley A., *Professor of Linguistics and Communication Disorders*, Ph.D., City University of New York
- Genack, Azriel Z., *Distinguished Professor of Physics*, Ph.D., Columbia University
- Gerassi, John, *Professor of Political Science*, Ph.D., London School of Economics
- Gerber, Sima, *Assistant Professor of Linguistics and Communication Disorders*, Ph.D., City University of New York
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Department & Office Relocations

Owing to the ongoing renovation of Powdermaker Hall and reorganization of some student services, many offices and departments have been moved to temporary quarters, and several offices have been permanently relocated. Information provided in this *Bulletin* is accurate as of August 1, 2001. For specific room numbers and updated information, please check with the College's Welcome Center in the lobby of Jefferson Hall, (718) 997-5411, or call the department or office directly. Telephone numbers will remain unchanged regardless of campus location. The following departments and offices have been affected:

PERMANENTLY MOVED

Career Development & Internships:
B Bldg. 213
College Life Introduction at Queens (CLIQ):
B Bldg. 113
Counseling & Advisement Center:
B Bldg., 1st flr.
Dean of Students: B Bldg. 102
Financial Aid: Jefferson 202
Honors & Scholarships: B Bldg. 310
International Student Services: B Bldg 211
Minority Student Affairs & Pre-Professional Advisement: B Bldg. 112
Peer Advisement: B Bldg., 1st flr.
Security: Jefferson 201
Student Retention Programs: B Bldg., 1st flr.
Undergraduate Scholastic Standards Committee: B Bldg. 201

TEMPORARILY MOVED

Accounting: Temp 2, 129
Admissions: Jefferson Hall, 1st flr.
Advising Center: Kiely 217
Affirmative Action: Kiely 171
Anthropology: Razran 316

Anthropology Lab: Rathaus Hall
Computer Labs: I Building
Dean of Education: Kiely 1307
Dean of Social Sciences: Temp 2, 101
Economics: Temp 2, 105
Education Computer Lab: Delany 05 & 06
Educational & Community Programs:
Modular Bldg. 3, 320
Educational Placement & Teacher Certification: Delany 010
Elementary & Early Childhood Education:
Modular Bldg. 4, 443
Field Placement (Student Teaching):
Elementary Education: Modular Bldg. 4, 437
Secondary Education: Klapper 305/306
Graduate Studies: Kiely 811
History: Razran 360
Information Center: *see* Welcome Center
Labor Studies: Razran 373
Philosophy: Modular Bldg. 1, 121
Political Science: Modular Bldg. 2, 200
Secondary Education: Klapper 310
Urban Studies: Temp 3, 6
Welcome Center: Jefferson Hall Lobby

Transportation

Queens College of the City University of New York is located at the corner of the Long Island Expressway (LIE) and Kissena Boulevard (exit 24) in Flushing.

BY CAR

The campus can be reached from Manhattan via the Midtown Tunnel; from the Bronx or Westchester via the Triboro, Bronx Whitestone, or Throgs Neck Bridge; and from farther out on Long Island via the Long Island Expressway, Grand Central Parkway, or Northern Boulevard.

BY PUBLIC TRANSPORTATION

Via Flushing: Take the Long Island Railroad or the IRT subway to Main Street, Flushing. From Main Street, take the Q25-34 or Q17 bus.

Via Forest Hills: Take the IND subway to Continental Avenue, Forest Hills. From Continental Avenue, take the Q65A bus to Kissena Boulevard and Jewel Avenue.

Via Kew Gardens: Take the IND to Union Turnpike. Then take the Q74 bus to the main gate.

Via Jamaica: Take the IND subway to Parsons Boulevard or the Long Island Railroad to the Jamaica station. From Jamaica Avenue and 160th Street or Hillside Avenue and Parsons Boulevard in Jamaica, take the Q25-34 bus. From Hillside Avenue and either 169th or 179th Street in Jamaica, take the Q17 bus to the Long Island Expressway and Kissena Boulevard.

BUS LINES

Q25-34 (Queens Transit Bus Line)
Runs from Main Street, Flushing (IRT and LIRR stations), along Kissena and Parsons Boulevards to Jamaica Avenue and 160th Street (BMT and IND connections). Stops at the main gate.

Q44 (NYC Transit Authority Bus Line)
Runs from West Farms Square, Bronx (IRT station), to Sutphin Boulevard, Jamaica (LIRR station). Stops at Main Street and Melbourne Avenue, two blocks west of the campus.

Q74 (NYC Transit Authority)
Runs from Union Turnpike, Kew Gardens (IND station), along Vleight Place, Main Street, and the LIE service road, and then turns onto Kissena Boulevard. Stops at the main gate.

Q65A (Queens Transit)

Runs from Continental Avenue, Forest Hills (IND station), along Jewel Avenue to 165th Street. Stops one block from the campus.

Q17 (NYC Transit Authority)

Runs from Main Street, Flushing (IRT and LIRR stations), to 165th Street terminal in Jamaica (passing the IND 179th Street station). Travels along Kissena Boulevard, the LIE service road, 188th Street, and Hillside Avenue. Stops at Kissena Boulevard and the LIE, two blocks from the main gate.

Q88 (NYC Transit Authority)

Runs from Springfield Boulevard and Union Turnpike along Springfield Boulevard to 73rd Avenue, along 73rd Avenue to 188th Street, along 188th Street to the LIE, along the LIE service road to Queens Boulevard and Woodhaven Boulevard. Stops at Kissena Boulevard and the LIE, two blocks from the main gate.

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