

**Queens College**  
**City University of New York**

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**2005-2007 Bulletin**

**CollegeSource**

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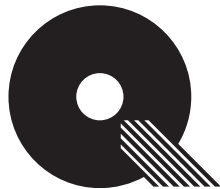
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# Undergraduate Bulletin

## 2005-2007



Queens College, City University of New York

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

James L. Muyskens, President

## A MESSAGE FROM THE PRESIDENT



As we near the seventieth anniversary of our founding, Queens College is old enough that generations of our graduates have helped to shape our city, state, and nation, but young enough that every fall we welcome back to Homecoming members from our first graduating classes.

Queens College has always provided its students with an education that is more than the gathering of facts—it is an education that encourages intellectual curiosity and the ability to see oneself and the world in creative ways. With its liberal arts foundation, Queens College helps students to become men and women of integrity and strong character who take to heart our motto *Discimus ut Serviamus*: “We learn so that we may serve.”

This is an exciting time for the college. We are now concluding our first major capital campaign, which will raise \$100 million. This means we will be able to offer students more scholarships and faculty-mentored



research, more innovative courses and enriching programs such as Study Abroad. It also means we can strengthen our faculty by recruiting the finest scholars, and make sure that our classrooms, libraries, and laboratories always have state-of-the-art equipment.

If you are a high-achieving student, you should know that Queens College participates in the City University of New York's Honors College and the new Teacher Academy, which both offer terrific perks such as free tuition. We also offer honors programs in the Humanities, Mathematical and Natural Sciences, and Social Sciences. Our Bachelor of Business Administration program will provide you with the technical and communication skills essential for success in the global marketplace. And our award-winning Freshman Year Initiative will hook you up with a small group of students you can attend classes and study with, so it feels as if you are starting your college years with a group of old friends.

It will be easy for you to become involved on campus as we just opened a beautiful new fitness center and have over 100 clubs and sports teams to choose from. We recently added seven new sports teams—including men's soccer and men's and women's track—to give our students even more opportunities to participate in highly competitive Division II sports.

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

*James M. Stephens*



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## CALENDAR

### Fall 2005

**August 29 – Monday**

First day of Fall weekday classes.

**September 5 – Monday**

Labor Day – College closed.

**October 4 & 5 – Tuesday–Wednesday**

No classes scheduled.

**10 – Monday**

Columbus Day observance – College closed.

**12 & 13 – Wednesday–Thursday**

No classes scheduled.

**November 24–27 – Thursday–Sunday**

Thanksgiving recess – College closed.

**December 15 – Thursday**

Last day of Fall weekday classes.

**16–23 – Friday–Friday**

15th week, including final exams.

### Spring 2006

**January 26 – Thursday**

First day of Spring weekday classes.

**February 13 – Monday**

Lincoln's Birthday observance – College closed.

**20 – Monday**

Presidents' Day – College closed.

**April 12–23 – Wednesday–Sunday**

Spring Recess.

**May 17 – Wednesday**

Last day of Spring weekday classes.

**19–26 – Friday–Friday**

15th week, including final exams.

**29 – Monday**

Memorial Day observance – College closed.

**June 1 – Thursday**

Commencement – No classes or related events.

### Fall 2006

**August 30 – Wednesday**

First day of Fall weekday classes.

**September 4 – Monday**

Labor Day – College closed.

**22–24 – Friday–Sunday**

No classes scheduled.

**October 2 – Monday**

No classes scheduled.

**9 – Monday**

Columbus Day observance – College closed.

**November 23–26 – Thursday–Sunday**

Thanksgiving recess – College closed.

**December 13 – Wednesday**

Last day of Fall weekday classes.

**15–22 – Friday–Friday**

15th week, including final exams.

### Spring 2007

**January 29 – Monday**

First day of Spring weekday classes.

**February 12 – Monday**

Lincoln's Birthday – College closed.

**19 – Monday**

Presidents' Day – College closed.

**April 2–10 – Monday–Tuesday**

Spring Recess.

**May 17 – Thursday**

Last day of Spring weekday classes.

**18–25 – Friday–Friday**

15th week, including final exams.

**28 – Monday**

Memorial Day observance – College closed.

**31 – Thursday**

Commencement – No classes or related events.

### 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; WINS 1010 AM; WLIB 1190 AM; WOR www.wor710.com

Photography by Nancy Bareis and Len Rubenstein

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

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

# Queens College Today

**Founded in 1937**, Queens College is dedicated to the idea that a first-rate education should be accessible to talented people of all backgrounds and financial means. The college's strong liberal arts curriculum—with over 100 undergraduate and graduate programs—assures students an education for a fulfilling life and career.

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

Home of two airports that have been the starting point for millions of new Americans, the borough of Queens is the most ethnically diverse county in the United States. The students of Queens College reflect this vibrant mix of cultures; they hail from 140 different countries and speak more than 66 native languages, providing an extraordinary educational environment. Indeed, in the 2006 edition of the Princeton Review's *America's Best Value Colleges*, Queens is rated one of the "Top Ten Best Value Colleges," and singled out for its "extremely diverse" student body. The college consistently receives high ratings from such other leading college guides as U.S. News and World Report's *America's Best Colleges*, Barron's *Profiles of American Colleges*, and Barron's *Best Buys*.

It would be easy to think of Queens College as a 77-acre city with a population of over 20,000 students, faculty, and staff. The college offers all the benefits of a city—excellent cultural attractions including the only comprehensive art museum in the borough of Queens, readings by renowned

writers, performing arts events, scholarly conferences, and numerous places to eat—on a surprisingly peaceful and attractive campus with a magnificent view of the Manhattan skyline. Students find the campus a comfortable place to be, with new cybercafés and over 100 clubs and sports in which they can participate.

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 public transportation.

## **ENROLLMENT**

Queens College, with the most rigorous admissions standards in the City University system, has a student population that is diverse and achievement oriented. Over 17,500 students are enrolled in all divisions, including over 4,600 graduate students. Our students are dedicated to learning; over 40% are the first in their families to attend college, and two-thirds work at least part-time to support their education; 42% of our students are over age 25.

## **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 our students have 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, a Fulbright Grant, a National Security Education Program (NSEP) Boren Scholarship, and a Jack Kent Cooke Scholarship.

## **FACULTY**

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

## **RESEARCH**

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

Undergraduates are often deeply involved in faculty research projects, working in laboratories, classrooms, or in the field. In this way, they gain important insight into potential career paths.

## **ACADEMIC STRUCTURE**

Queens College offers day and evening classes at both the undergraduate and





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

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

**The Division of Education** includes the departments of Elementary and Early Childhood Education; Secondary Education and Youth Services; and Educational and Community Programs; as well as the TIME 2000 honors program in secondary education mathematics and the CUNY Teacher Academy in mathematics and science.

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

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

#### **HONOR SOCIETIES**

**Phi Beta Kappa**, a nationwide organization and the oldest college society still active, honors good character, intellectual enthusiasm, and outstanding scholarship in the liberal arts and sciences. The Sigma Chapter of New York was authorized at the college

in Fall 1949 and installed on January 9, 1950. Each year it elects as members a limited number of students whose records in the liberal arts are superior in breadth and depth of study. Election to membership in a student's senior (or, exceptionally, junior) year is a unique distinction. No one may apply to join Phi Beta Kappa, but the nominating committee takes care to find those whose programs live up to the society's ideals. More information may be obtained from members who serve as liaison officers in each academic department.

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

**Sigma Xi**, the Scientific Research Society is a nonprofit membership society of nearly 75,000 scientists and engineers who were elected to the society because of their research achievements or research potential. Founded in 1886, Sigma Xi has more than

500 chapters at universities and colleges, government laboratories, and industry research centers. The Queens College chapter was organized in 1968. In addition to publishing the *American Scientist*, Sigma Xi awards grants annually to promising young researchers, holds forums on critical issues at the intersection of science and society, and sponsors a variety of programs supporting honor in science and engineering, science education, science policy, and the public understanding of science.

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

**Kappa Delta Pi**, the National Honor Society in Education, was 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 on the basis of their cumulative and education indices and promise in the field of teaching.

**Alpha Sigma Lambda**, Upsilon Chapter, is a national college honor society. The

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

The following honor societies have chapters at Queens College:

Beta Delta Phi (Biology)  
 Beta Delta Chi (Chemistry & Biochemistry)  
 Upsilon Pi Epsilon (Computer Science)  
 Omicron Delta Epsilon (Economics)  
 Phi Upsilon Omicron (Family and Consumer Sciences)  
 Pi Delta Phi (French)  
 Delta Phi Alpha (German)  
 Phi Alpha Theta (History)  
 Gamma Kappa Alpha (Italian)  
 Pi Mu Epsilon (Mathematics)  
 Pi Kappa Lambda (Music)  
 Pi Sigma Alpha (Political Science)  
 Psi Chi (Psychology)  
 Dobro Slovo (Slavic)  
 Alpha Kappa Delta (Sociology)  
 Sigma Delta Pi (Spanish)

## ACCREDITATION

Queens College is registered by the New York State Education Department (Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; 518-474-5851). It is accredited by the Commission on Higher Education: Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680; 215-662-5606; fax 215-662-5501. The college is also approved by the Middle States Association of Colleges and Secondary Schools. The American Association of Colleges for Teacher Education includes Queens in its list of member colleges.

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

American Association of Family and Consumer Sciences  
 American Audiology and Speech Language Pathology, Council on Academic Accreditation  
 American Chemical Society  
 American Dietetic Association, Commission on Accreditation/Approval for Dietetics Education  
 American Library Association  
 American Psychological Association, Committee on Accreditation

**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.*

National Association of Schools and Music,  
Commission on Accreditation  
National Council for Accreditation of  
Teacher Education

## FACILITIES

The college's campus, lined with trees surrounding grassy open spaces, consists of 35 buildings on 77 acres. Some of the original stucco-and-tile buildings from the early 1900s still stand, contributing to the pleasantly eclectic style of the campus. A major building program is continuing and includes greatly expanded classroom and research facilities, as well as spaces for varied campus activities. Recently renovated Virginia Frese Hall houses the offices of the Vice President for Student Affairs and other student service offices. High-tech Powdermaker Hall is home to the social sciences and education departments.

Just off Melbourne Avenue is the Science Building, which houses laboratories and offices for five science departments. At the western edge of the Quadrangle is the Benjamin S. Rosenthal Library. West of the Library is an expanded parking facility and several rebuilt athletic fields. Facing Reeves Avenue is the Music Building, adjacent to Colden Auditorium and Goldstein Theatre. Klapper Hall is home to the Art and English departments as well as the Godwin-Ternbach Museum. On the eastern edge of the Quad are Kiely Hall, with the college's administrative offices, and Jefferson Hall, which houses the Welcome Center, Admissions, Bursar, Registrar, and Financial Aid offices. Delany Hall, Colwin Hall, and Remsen Hall are at the southern edge of the Quad. Fitzgerald Gymnasium is home to the Physical Education and Athletics programs. A large Student Union and Dining Hall provide food service and recreation areas.

## THE BENJAMIN S. ROSENTHAL LIBRARY

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

The Library maintains a carefully selected collection of print and nonprint material, including approximately 802,000 books, 5,836 current print and electronic periodicals (with access to an additional 25,000), as well as a growing collection of multimedia in its Media Center. There also is an extensive collection of microform material. In addition, the Library is a selective depository for many United States government publications. A reference collection contains print materials and electronic resources for research on a wide range of social science, humanities, education, and science topics. Internet access is available at workstations on all floors of the Library.

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

## Special Collections

The Library houses significant collections of specialized materials:

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

*Education Materials.* Special holdings include juvenile books, school textbooks, curriculum materials, filmstrips, audio and video recordings, pictures, teaching aids, and pamphlets. The Queens College Library is a repository for ERIC (Educational Resource Information Center) documents.

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

## 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 activate the ID card for Library use, students should bring their validated ID card to the

Circulation Desk in the Library. An open-access program enables Queens faculty and students to borrow from most other CUNY libraries.

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

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

*Instructional Services.* The Library has several state-of-the-art computer classrooms for instruction in research methods and information literacy and for individual course-related instruction upon request. A formal credit course in basic library research is usually offered each semester.

*Photocopying.* Coin- and card-operated photocopying machines are available throughout the Library. Photocopying services are also available in the basement of the Student Union Building.

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

## OFFICE OF CONVERGING TECHNOLOGIES

The Office of Converging Technologies (OCT) provides a full range of academic and administrative computing facilities, including the operation of the college's computer laboratories and classrooms. OCT also operates an interactive video classroom affiliated with CUNY's Distance Learning/Media Distribution Project. OCT 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.

## Computer Facilities

OCT 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.cuny.edu/OCT](http://www.qc.cuny.edu/OCT).

The Learning Center (Kiely Hall 226) has interactive audio facilities and advanced computer classrooms. Students meet here in class groups for instruction in a variety of

academic areas. The center also provides playback services for students who wish to review audiotaped lecture materials.

Registered students, faculty, and staff are entitled to an email account. Information on how to apply can be found online.

#### Web Site

OCT operates the college's Web server at [www.qc.cuny.edu](http://www.qc.cuny.edu). This site maintains current information on the college administration, admissions, registration requirements, class schedules, alumni, scholarships, study abroad, and student services, plus graduate and undergraduate academic programs. Information is also included on computing and library facilities, the academic calendar, and special events and entertainment at the college and at Colden Auditorium.

#### 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

Laboratory facilities house up-to-date scientific instruments for research in biology; chemistry and biochemistry; earth and environmental sciences; family, nutrition, and exercise sciences; physics; and psychology.

*For the location of department and administrative offices and other points of interest, consult the directory and map in the back of this Bulletin (also available online at [www.qc.cuny.edu/Map](http://www.qc.cuny.edu/Map)).*

#### GOVERNANCE: THE ACADEMIC SENATE

The Academic Senate is the chief legislative body of the college, responsible, subject to the Board of Trustees, for the formulation of policy relating to the admission and retention of students, curriculum, granting of degrees, campus life, and the nomination and review of academic (full) deans. It also establishes rules governing the use of the college name by organizations and clubs, and conducts all educational affairs customarily cared for by a college faculty.

The Academic Senate meets on the second Thursday of each month from September through May. Meetings, held in Kiely Hall 170, are open to all members of the college community—faculty, staff, and stu-

dents—and all have the right to participate in discussions. A complete description of the Academic Senate, including the apportionment of representatives and the duties and composition of Senate committees, is available in the Senate office in Kiely Hall 810 (718-997-5880; fax 718-997-5884; [www.qc.cuny.edu/AcademicSenate](http://www.qc.cuny.edu/AcademicSenate)).

#### THE CURRICULUM:

##### TO DEVELOP THE WHOLE PERSON

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

During the 1960s and 1970s the college experimented with different requirements. Under President Saul B. Cohen in 1980, the Academic Senate voted to institute new college-wide academic requirements, which reinvigorated the tradition of a well-rounded liberal arts education.

In 2006 the Academic Senate passed new General Education Requirements, based on a presidential Task Force, which considered the needs of an undergraduate curriculum for students in the 21st century.

#### THE COLLEGE AND THE COMMUNITY

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

**Colden Auditorium**, a 2,124-seat hall, and the 479-seat **Goldstein Theatre** both have facilities for presentations. Colden Audito-

rium is available for rental year-round (for information call 718-544-2996). The surrounding building complex also houses the Gertz Speech and Hearing Center and two academic wings: Karol Rathaus Hall and Rufus King Hall.

**The Samuel J. and Ethel LeFrak Concert Hall** (489 seats), located in the Music Building, is designed for almost any musical performance and is also available for rental year-round (718-544-2996). Visually stunning with an expanse of natural wood and a magnificent pipe organ, the hall hosts concerts by students, faculty, and visiting artists.

**The Godwin-Ternbach Museum** in Klapper Hall is a teaching museum with a permanent collection of over 3,500 works of art. It is the only museum in Queens whose collection represents all media from antiquity to the present. The museum presents three exhibitions a year and holds lectures, workshops, tours, symposia, and a variety of public programs that are free and open to students and the public. For information call 718-997-4747 (or visit [www.qc.cuny.edu/godwin\\_ternbach](http://www.qc.cuny.edu/godwin_ternbach)).

**The Queens College Choral Society** is open to members of the community and to students and staff of the college. The Choral 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 718-997-3818.

**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 practice 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 have difficulty paying the fees. For information call 718-997-2930; fax 718-997-2935.

### **The Queens College Campus Ministers**

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

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

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

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

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

**The CUNY Higher Education Center in Flushing** has been developed to meet the needs of established members of the downtown Flushing community and newly arrived immigrants in Queens. A consortium of Queens College, Queensborough Community College, CUNY Civics Collaboration, CUNY

Office of Admission Services, and City University School of Law at Queens College, the center provides classes in English as a second language as well as numerous courses and programs that help participants find jobs. It is located at 39-07 Prince Street, 2nd floor, Flushing, NY; 718-762-5580.

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

**The Center for the Biology of Natural Systems** conducts research on energy, pollution, and environmental health in urban ecosystems. Its staff collaborates with faculty, students, and local community groups to investigate problems such as the environmental impact of alternative municipal trash disposal systems, health problems affecting workers involved in the cleanup of lower Manhattan following the collapse of the World Trade Center, the health effects of dioxin and pesticides, and the detection and reduction of environmental and occupational diseases. Professor Steven Markowitz, MD, is director of the center, located at 163-03 Horace Harding Expressway. For information call 718-670-4180; fax 718-670-4189.

**The Center for Byzantine and Modern Greek Studies** promotes Byzantine and neo-Hellenistic scholarship and publications, supports and coordinates the teaching of Byzantine and modern Greek subjects at the college, and relates academic research and teaching to the needs of the Greek community of Queens and beyond. The center publishes an annual, *Journal of Modern Hellenism*, as well as occasional monographs. For information about the center and special events, contact Prof. C.P. Ioannides in Jefferson Hall 302, 718-997-4520; fax 718-997-4529.

**The 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 Man-

hattan at 25 West 43rd Street, 17th floor. For information call 212-642-2094.

### **The Equity Studies Research Center**

(ESRC) at Queens College promotes interdisciplinary scholarship, including basic and applied research, and serves as a vehicle for community engagement to facilitate the advancement and study of equity in urban education and socioeconomic participation. The main goal of the ESRC is the development of programs to provide equitable access to education for underserved children and families within the New York City area. For information contact Dean Penny L. Hammrich in Powdermaker Hall 100; 718-997-5227.

### **The Michael Harrington Center for Democratic Values and Social Change**

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

**The Queens College Center for the Improvement of Education** is involved with innovation, implementation, and research in curriculum design, administration, and effective school/family/community relationships. It 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 publishes occasional papers and monographs. For information call 718-997-5220; fax 718-997-5222.

**The Center for Jewish Studies** is the research and outreach arm of Jewish Studies on campus, promoting Jewish knowledge, scholarship, and culture in and out of the classroom. It is the patron of the undergraduate Jewish Studies Program, which offers a major and minor in Jewish Studies. The center also serves as a bridge between the academic program and the community, organizing a wide array of exciting extracurricular events that make it a preeminent Jewish intellectual and cultural resource for the region. For information contact Prof. William B. Helmreich at 718-997-5730.

**The Joseph S. Murphy Institute Center for Labor, Community, and Policy Studies,**

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

**The Neuroscience Research Center** promotes a collaborative educational and multi-disciplinary research experience within the field of neuroscience for faculty and students at Queens College. By working within a research center, persons with individual areas of expertise can interact with each other and contribute to a better understanding of a broader area of investigation. The center hosts a Neuroscience Research Day during the Spring semester and biweekly seminars to bring distinguished speakers in the field of neuroscience to the campus and allow faculty and students to present their research efforts. For more information contact Prof. Richard J. Bodnar at 718-997-3543.

**The Taft Institute.** Queens College has a longstanding collaborative relationship with the Robert A. Taft Institute of Government, an autonomous non-partisan, non-profit entity dedicated to promoting informed citizen participation in public life. Collaborative efforts with the Taft Institute have focused primarily on the instruction of elementary and secondary school teachers in order to enhance the teaching of government and social studies to promote active civic engagement. For information contact the institute's Co-directors, Profs. Jack Zevin and Michael Krasner, or Associate Director Prof. François Pierre-Louis. For information call 718-997-5546; fax 718-997-5333.



# Admissions & Programs

**ADMISSION PROCEDURES** and program descriptions are discussed in this section. 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 Undergraduate Admissions Office in the lobby of Jefferson Hall (718-997-5600) for current information.

## Student Definitions

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

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

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

## DEGREE PROGRAMS

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

Queens College offers a variety of degrees: the Bachelor of Arts (a four-year, 120-credit degree, unless otherwise noted in the department listings of this *Bulletin*) in many disciplines; Bachelor of Business Administration; Bachelor of Fine Arts; Bachelor of Music; Bachelor of Science in computer science, geology, nutrition and exercise sciences, physical education, and physics; Bachelor of Science in Applied Social Science; Master of Arts; Master of Arts in Liberal Studies; Master of Arts in the Social Sciences; Master of Arts in Teaching; Master of Fine Arts; Master of Library Science; Master of Science; and

Master of Science in Education; as well as combined BA/MA degrees in chemistry and biochemistry, computer science, music, philosophy, physics and political science. For a complete list of degree programs, see page 44.

## BA/MA Degrees

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

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

Program	Degree	HEGIS Code
Chem./Biochem.	BA/MA	1905
Computer Sci.	BA/M.A	0701
Music	BA/MA	1004
Philosophy	BA/MA	1509
Physics	BA/MA	1902
Political Sci.	BA/MA	2207

**Important Note:** The BA/MA program is an accelerated program. It is a *combined* degree program, with students receiving the combined BA/MA diploma. In accordance with the *CUNY Fee Manual*, students are billed at the *undergraduate* rate for the first 120 credits of the program, regardless of whether courses taken are graduate or undergraduate. Beyond 120 credits, all courses (including undergraduate courses) are billed at the *graduate* rate. Students who anticipate that their course of study will require credits far in excess of the normal BA/MA program in their discipline should consider carefully the financial implications of BA/MA status. Students who have ques-

tions should see the Dean of Research and Graduate Studies in Kiely Hall 139A (718-997-5191).

## Evening and Weekend Classes

Students who attend classes at night may earn a degree in one of the following areas: accounting; biology; computer science; economics; English; history; mathematics; philosophy; political science; psychology; secondary education\*; sociology; and urban studies. In addition, the courses offered in other disciplines allow students to pursue a balanced and complete liberal arts education (see also *Weekend College*, page 18).

## Second BA Degree

Transfer students who have earned a bachelor's degree from an accredited institution may apply to matriculate for a second baccalaureate degree through the Queens College Second BA program. Written permission is required from the department chair and the divisional dean. Applications may be obtained from the Admissions Office in the lobby of Jefferson Hall. See page 36 for details.

## CUNY BA/BS Program

The City University of New York Baccalaureate Program (CUNY BA/BS) provides highly motivated and responsible students with a flexible, academically challenging way to earn their undergraduate degrees while giving them a major share of the responsibility for the content of that degree. The program has three goals: (1) to encourage students to take advantage of the many extraordinary resources and learning opportunities available throughout the CUNY system; (2) to allow self-directed, academically able students, in conjunction with academic advisors and faculty mentors, to design an individualized program of study that complements their academic, professional, and personal goals; and (3) to foster

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



intellectual exploration and responsible educational innovation. Interested students are encouraged to meet with a member of the Advising Center (Kiely Hall 217; 718-997-5599) as early as possible in their academic careers to learn more about the program and the application process.

### **FRESHMEN**

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

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

In addition to any other admissions crite-

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

Freshman applicants should submit the application for admission on or before 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.

### **HONORS PROGRAMS AT QUEENS COLLEGE**

Queens College Honors Programs enhance your education by providing opportunities for faculty mentorship, advanced research, and/or other individualized projects. Honors at Queens creates a community of learners on campus in which students enjoy classes that are small in size and emphasize discus-

sion and projects over lecture. At the same time, Honors students have full access to the many resources that a diverse student body and campus like Queens can provide.

### **The City University of New York's Honors College**

The CUNY Honors College Scholars Program each year accepts a select group of outstanding freshmen—called University Scholars—to participate in a special and challenging program. University Scholars study with the best of the college's outstanding faculty, participate in interdisciplinary seminars that combine cultural experiences with academic study, and make use of the vast resources of New York City. Students admitted to the program receive free tuition for four years, an academic expense account to assist them in studying abroad or other intellectually enriching activities, a textbook allowance, and a free laptop computer. Students also receive special academic advising; early registration priority; a Cultural Passport offering free or reduced admission to museums, theater, dance, and other performances; and numerous additional educational benefits. For further details, see page 166 or contact the Director, Prof. Patricia J. O'Connor (718-997-3180).

### **Queens College Scholars Program**

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

Queens College Scholars offers a variety of scholarships to Fall semester freshmen and transfers. For 2006/07, over 200 merit-based scholarships were awarded to new freshmen and transfers, ranging from \$2,000 to \$4,500 per year. Selection is competitive, and most awards are renewable contingent upon continued high academic achievement. Scholarship recipients must be full-time students.

### **Divisional Honors Programs**

*Honors in the Humanities*, open to students



in all majors on campus, emphasizes the use of careful reading, critical writing, and discussion to study the origins of contemporary artistic and intellectual culture. For further details, see page 167 or contact the Director, Prof. Richard McCoy (718-997-3180).

*Honors programs in Education* include TIME 2000 and the Teacher Academy. TIME 2000 is a nationally recognized, undergraduate mathematics teacher preparation program in which students major in mathematics and minor in secondary education. The courses emphasize applications of mathematical ideas, connections between college and high school mathematics, and strategies for the learning and teaching of mathematics. The Teacher Academy is a CUNY program designed to prepare exceptional secondary education mathematics and science teachers to teach in New York City and to produce high levels of student achievement and inspire middle and high school students' interest in mathematics and science. Teacher Academy students at Queens College will be integrated into TIME 2000. For further details, contact Prof. Alice Artzt (TIME 2000, 718-997-5169) or Prof. June Miller (Teacher Academy, 718-997-5156).

*Honors in the Mathematical and Natural Sciences* provides students with strong interests in math and science opportunities to develop close mentoring relationships with research faculty. For further details, see page 168 or contact the Director, Prof. Wilma Saffran (718-997-4195).

*Honors in the Social Sciences* introduces students to the traditions and methods of social science investigation. For further details, see page 169 or contact the Director, Prof. Robin Rogers-Dillon (718-997-5120).

#### **OTHER SPECIAL PROGRAMS**

##### **Business and Liberal Arts (BALA)**

The BALA program recognizes the business community's need for broadly educated, articulate college graduates. A minor for liberal arts majors, BALA combines the study of the arts and sciences with exposure to basic business disciplines such as business writing, problem-solving, law, and ethics. For further details, see page 91 or contact Director Barbara Sandler (718-997-2860).

##### **Queens College Freshman Honors Program**

The Freshman Honors Program is a two-semester program of specially designed liberal arts courses. Students take a sequence in English, history, and philosophy in which the subjects are linked chronologically and thematically. For further details, contact Dr. Ross Wheeler (718-997-5502).

##### **Departmental Honors**

The following departments offer students the option to complete an honors thesis or provide other honors options. Interested students can receive more information from the specific departmental office:

Anthropology (see page 75).

Computer Science (see page 109).

English (see page 134).

Family, Nutrition, and Exercise Sciences (see page 149).

Sociology (see page 215).

##### **The Freshman Year Initiative**

The Freshman Year Initiative (FYI) provides incoming freshmen with a coherent first year in an academic community, beginning with the first semester. 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 pre-med, pre-dentistry, and TIME 2000 programs. In addition, many students combine FYI with one of the college's honors programs.

For more information, contact the FYI Office in Delany Hall 301; 718-997-5567; email: FYI@qc.edu.

##### **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

### **HOW TO APPLY TO QUEENS COLLEGE**

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

Freshman applicants, including SEEK and international freshmen, file the CUNY Freshman Application. This is available in local high school guidance offices, the CUNY Office of Admission Services (212-947-2869), and in the Queens College Admissions Office (718-997-5600). 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, NY 11235-0001.**

If you are applying for consideration to CUNY Honors College or the Teacher Academy, you must use the online CUNY Honors and Teacher Academy Applications ([www.cuny.edu/honorscollege](http://www.cuny.edu/honorscollege) and [www.cuny.edu/teacheracademy](http://www.cuny.edu/teacheracademy)), not the regular CUNY Freshman Application.

Transfer applicants, including Second BA and international transfers, file the CUNY Transfer Application. This is available from CUNY Community Colleges, the CUNY Office of Admission Services (212-947-2869), and the QC Admissions Office (718-997-5600). 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, and official high school and college/university transcripts to: **University Application Processing Center, P. O. Box 359023, Brooklyn, NY 11235-0001.**

students with academic aspirations who are educationally underprepared and economically disadvantaged.

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

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

**Financial Aid.** All SEEK students must file a Free Application for Federal Student Aid (FAFSA) and the TAP Application. These forms are used to apply for the following types of financial aid: (1) 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 in Jefferson Hall 202 (718-997-5100).

**Counseling.** Counseling services for each student are an integral part of the program. All students are assigned a counselor when they enter SEEK, and remain with a counselor throughout their college studies. SEEK counselors provide academic, career, and personal counseling services for upper classmen through individual, group workshop, and classroom sessions.

Each incoming freshman is required to register for a Student Life Workshop, which is taught by members of the counseling staff. SEEK counseling offices are located in Delany Hall 232 (718-997-3150).

**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.

### 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 (718-997-5602). Deadlines are June 1 for Fall and December 1 for Spring admission.

### TRANSFER STUDENTS

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

In addition to any other admissions criteria, all students must demonstrate readiness for college-level work in reading, writing, and mathematics prior to enrollment. Also, effective September 1, 2003, all students (except Second BA students) admitted to a degree program are required to pass the CUNY Proficiency Examination (CPE). For further details, see page 37.

**Transfer Scholarships.** The Transfer Scholarship is in the amount of \$2,100 per year and is renewable for a second year. Community college graduates who have completed the AA or AS degree 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.

**Credit Evaluation.** Coursework completed at other institutions will be evaluated after the student is offered admission to Queens

College. Transfer of credit will be considered for liberal arts courses completed at an accredited, degree-granting U.S. institution with a minimum grade of C- (or any passing grade from a CUNY college).

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

Students must complete at least 45 credits at Queens College in order to receive a degree. Consequently, a maximum of 75 transfer credits may be counted toward the 120 credits required for graduation. Contact the Undergraduate Admissions Office (718-997-5604) for further information.

### Fresh Start

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

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

### INTERNATIONAL APPLICANTS

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

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

International students will be required to submit personal background information in order to obtain and/or maintain legal U.S. Student Visa and Immigration Status. Such information will include a financial statement demonstrating the ability to meet all

financial obligations while enrolled at the college. For information about admission requirements and enrollment procedures for international students, visit [www.cuny.edu](http://www.cuny.edu) or write to:

Office of Admissions Services  
City University of New York  
1114 Avenue of the Americas, 15th Floor  
New York, NY 10036

## PRE-PROFESSIONAL AND PROFESSIONAL PROGRAMS

### Business Administration. Queens

College offers students the opportunity to pursue a Bachelor of Business Administration (BBA) degree. The BBA provides a solid business education that responds to the demand of employers for specific quantitative and technological competencies. Data analysis and spreadsheet modeling play a central role in this integrated curriculum. Teamwork and group projects are also critical ingredients that help ensure that students have sufficient practice in communicating ideas. The college's strong liberal arts courses help build the foundation of character needed for graduates to respond ethically to the pressures of business life.

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

Students may choose from three majors: Finance, International Business, and Actuarial Studies for Business. For more information on the BBA, see page 122.

**Accounting.** The Department of Accounting and Information Systems (718-997-5070) offers courses in accounting, business law, and taxation required by the New York State Board for Public Accountancy for admission to the CPA examination (see page 68). 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 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 BA degree.

New York State's five-year (150 hour) requirement commenced in September 2004. The department's Master of Science in Accounting Program is designed to be a graduate-level continuation of undergraduate studies and will satisfy New York State's 150-credit-hour requirement needed to sit for the uniform CPA examination. Students who graduate with a master's degree will have a reduced experience requirement for CPA certification.

**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 (718-997-5302), or Secondary Education and Youth Services (718-997-5150) for further information.

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

Entering freshmen and other students contemplating careers in law should consult with the Pre-Law Advisor at 718-997-5082.

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 office.

### Doctoral Health Professions: Chiropractic, Dentistry, Medicine, Optometry, Podiatry, and Veterinary Medicine.

Students who are considering a career in any of these professions should consult with the Office of Health Professions Advisory

Services (HPAS) during their freshman year. The office is located in Science Building B338; 718-997-3470; Ms. Valli Cook is the director.

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

**Non-Doctoral Health Professions: Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant.** Students considering a career in any of these health professions should consult with the Office of Health Professions Advisory Services (Science Building B338; 718-997-3470) as early as possible in their college career.

**Post-Baccalaureate Pre-Health Concentration.** A concentration is available to students who have already completed a baccalaureate degree and wish to complete the requirements for any of the various health-profession schools. Students who are interested in pursuing such a concentration should consult with the Office of Health Professions Advisory Services (Science Building B338; 718-997-3470). The office will work with each post-baccalaureate student on an individual basis to design an appropriate curriculum.

**Pre-Engineering Program.** Queens College does not offer a degree in engineering, but, like many liberal arts colleges in the

United States, it has a collection of courses that are the equivalent of the majority of those taken in the first years of an engineering curriculum. In addition to these traditional offerings, the college offers a number of more specialized courses designed primarily for engineering students. Thus, by choosing a proper selection of courses, Queens College students can usually transfer into the third or fourth semester of most engineering programs in the United States.

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

Students who wish to transfer to an engineering school with which Queens does not have an articulated transfer plan should consult the catalog of that school when planning their academic programs at Queens. In any case, it is important for you to begin considering different engineering schools and start collecting their catalogs early in your career at Queens College. You should also plan to visit any institution you think you might want to transfer to.

The articulated transfer plan with Columbia is a 3–2 plan. In this program, the student takes additional liberal arts courses and spends three years at Queens and two at Columbia. At the completion of the program, the student can receive two degrees: a bachelor's degree in engineering from Columbia, and the BA degree from Queens.

For more information, contact the pre-engineering advisor, Prof. Vinod M. Menon (Science Building B322; 718-997-3390).

### **WEEKEND COLLEGE**

Weekend College provides the opportunity for students to earn their undergraduate degree on Friday nights, and Saturday and Sunday mornings and afternoons. All academic requirements and college policies remain the same as for weekday and evening students. The vital difference is that classes and support services are designed to meet the unique needs of the non-traditional/adult student.

Undergraduate course offerings include all current college degree requirements including LASAR, foreign language, and electives. All courses needed to complete a major in accounting, psychology, sociology, and interdisciplinary studies are offered on the weekends. Additional weekend majors are under consideration. Weekend students,

including those interested in other majors, can take evening or weekday classes to augment their weekend schedule.

Those interested should contact a Weekend Advisor at 718-997-4848 or visit the office in Kiely Hall 137 to see how the Weekend College can meet their individual needs. For students 25 and older who have very limited or no college credits, Weekend College also offers the opportunity to pursue the Adult Collegiate Education Program (ACE) on the weekends.

### **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 that fulfill most of the college's entry-level distribution requirements; (2) evaluation of prior learning for Life Achievement credits; (3) the academic major; and 4) elective courses.

To apply for ACE, you must be at least age 25 and have a high school diploma or a GED. Transfer students need room for entry-level liberal arts ACE courses. For more information see page 71, or call the ACE office at 718-997-5717.

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

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

Matriculated LEAP students are eligible to enroll in an accelerated curriculum, in-

cluding 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 718-997-3060; fax 718-997-3069; or the Worker Education Extension Center at 212-827-0200; fax 212-827-5955.

### **REENTERING STUDENTS**

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

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

Students who wish to matriculate at Queens after having attended as a visiting student or on permit from another college may do so by filing the CUNY Transfer Application. (See transfer information in the box on page 15.)

Readmission to the college is not automatic. Reentry applications are available in the Admissions Office. Reentry applications will not be processed if there are any "holds" on a student's record.

### **NON-DEGREE ADMISSION**

The following guidelines will be helpful for those wishing to apply for admission as a non-degree undergraduate. Admission is not

guaranteed, but applicants who meet these guidelines will be considered for admission. Applications are available through the college's 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 school or a GED; their 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. Applications for reentry with non-degree status will not be processed if there are any "holds" on a student's record.

### SENIOR CITIZENS

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

Admissions Office. Deadlines are July 15 for Fall and December 1 for Spring.

### FINANCIAL AID

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

### VETERANS

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

Students must notify the certifying official of all changes in their credit load in order to ensure their eligibility for future benefits. Contact Ted Hayes at 718-997-5390 for information.

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

I. Students called up to the reserves or drafted before the end of the semester.

A. *Grades.* In order to obtain a grade, a student must attend 13 weeks (five weeks for Summer Session).

B. *Refunds.* A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

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

A. *Grades.* Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for Summer Session).

B. *Refunds.* The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.

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

III. Other Provisions for Military Service:

A. *Resident Tuition Rates.* These lower rates are applicable to all members of the

armed services, their spouses, and their dependent children, on full-time active duty and stationed in the state of New York.

B. *Reenrollment of Veterans.* Veterans who are returning students are given preferred treatment in the following ways:

1. Veterans who were former students with unsatisfactory scholastic records, may be readmitted with a probationary program.
2. Veterans, upon their return, may register even after normal registration periods, without late fees.
3. Granting of college credit for military service and armed forces instructional courses.
4. Veterans returning too late to register may audit classes without charge.

C. *Late Admissions.* Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.

D. *Readmission Fee.* Upon return from military service, a student will not be charged a Readmission Fee to register at the same college.

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

F. *New York National Guard Tuition Waivers.* Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

### UPWARD BOUND PROJECT J Building; 718-997-3165

**Academic Year Hours: Monday, closed; Tuesday–Thursday, 11 am–7 pm; Friday, 10 am–6 pm; Saturday, 9:30 am–5:30 pm**  
**Summer Hours: Monday–Thursday, 8 am–6 pm**

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.

## 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 affairs. The Master of Arts in Liberal Studies and Master of Arts in Social Sciences degrees are also offered.

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

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

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

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

The Master of Science degree in Education is offered in adolescent education (biology, chemistry, earth science, English, French, Italian, mathematics, physics, social studies, and Spanish); art, childhood edu-

cation (grades 1–6); childhood education with a specialization in bilingual education; counselor education; early childhood education (birth–grade 2); family and consumer science; literacy; music, physical education, school psychology; special education, and teaching English as a second language.

There are Advanced Certificate (post-master's) programs in educational leadership and school psychology.

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

## DOCTORAL PROGRAMS

Many Queens College faculty are members of the doctoral faculty of the City University. The following PhD degrees are offered through the Graduate Center at 33 West 42nd 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 PhD and MD/PhD degrees are offered in biomedical sciences, and the DSW is offered in social welfare. The DMA is offered in music performance and composition. For further information, contact the appropriate departments at Queens. Information can also be obtained from the CUNY Graduate Center.

## CONTINUING EDUCATION PROGRAMS

The Continuing Education Programs at Queens College consist of four areas of study: Continuing Education, English as a

Second Language, the English Language Institute, and the College for Older Adults.

### 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 718-997-5700.

### 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 718-997-5712.

### 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 718-997-5720.

\*New admissions have been suspended.

# Student Life

## **CO-CURRICULAR ACTIVITIES** at

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

### **The Student Life Office Student Union, Room 320 718-997-3970 Student.Life@qc.cuny.edu**

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

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

### **The College Life Introduction at Queens (CLIQ)**

program introduces new students to life outside the classroom. CLIQ fosters intellectual, social, and personal growth by having students participate in campus events.

Because involvement in activities is an indispensable aspect of college life, new students are expected to attend several out-of-classroom activities, such as the Introduction to College Life Program, career and 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 attempted 24 credits at Queens College. Campus publications will list day, evening, and weekend activities that qualify as CLIQ events. For more information or event listings, call 718-997-5420.

### **The Student Union**

**Hours: Monday–Thursday, 7 am–10:30 pm; Friday–Sunday, 8 am–5 pm**

The Student Union is the hub of campus life. Containing major social, cultural, recreational, and educational facilities and services, the Student Union adds greatly to student development, enrichment, and pleasure. Over 45 student organizations have office space here, and another 90 use the Union for meetings, events, and seminars.

Various food choices are available at the Student Union: *Starbucks Coffee Shop* offers a variety of beverage and snack options. The *Food Court*, open for breakfast, lunch, and dinner, features hot and cold entrees, an Italian kitchen, and grill items.

Other services offered at the Student Union include a copy/fax center, game room, TV and study lounges, an underground parking garage, and an 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 college and greater New York communities.

**The Queens College Association** administers that portion of the Student Activity Fee used by student organizations. Its administrative functions are handled by the Student Life Office. Over 90 student organizations receive funding from the QCA.

**The Queens College Auxiliary Enterprise Association** is a nonprofit organization responsible for the operation of the Campus Bookstore in the Student Union and food services located on campus. There are three main dining rooms:

*The West Side Cafe* is the largest of the dining rooms, and offers distinct dining options. An ATM is also located in this room.

*Q Cafe* offers complete breakfast, lunch, and dinner service. Choices include pizza,

burgers, Chinese food, sandwiches, and salads.

*A-Nosh-Above* is a special area that serves only kosher food, under strict rabbinical supervision

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

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

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

### **The Student Association Student Union, Room 319 718-997-3965**

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

**The Academic Senate** governs the college and determines many of its policies. There are 30 student representatives and 60 faculty. Student representatives are elected every Spring by the student body. In addition, there are 13 active Academic Senate standing committees, all of which have student members. These committees deal with issues ranging from curriculum and aca-

demic standards to campus beautification. Applications for committee membership are available online at: [www.qc.cuny.edu/AcademicSenate/NomCom/Application.html](http://www.qc.cuny.edu/AcademicSenate/NomCom/Application.html). The Senate office is located in Kiely Hall 810 (718-997-5880; fax 718-997-5884).

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

**Identification Cards.** The college supplies each student with an identification card. 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. Incoming students must have their ID photographs taken during their first semester. To obtain a college ID (new or replacement), all students must show both 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 an 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.

### Health Immunizations

Queens College requires that *all* students comply with the New York State Health Immunization mandates of Public Health Laws #2165 and #2167. Public Health Law #2165 requires that college students born *on or after January 1, 1957* present proof of immunity against measles, mumps, and rubella. Acceptable proof must indicate one of the following:

(1) Two doses of measles vaccine administered on or after January 1, 1968

and 12 months of age. Second dose administered at least 28 days after the first dose and at least 15 months of age.

One dose of live mumps vaccine administered after 12 months of age 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.

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

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

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

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

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

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

**Pregnancy.** A student who becomes pregnant should consider discussing the various alternatives regarding current and future academic plans with the Health Service Center (Frese Hall, 3rd floor). Alternatives are continuation of attendance, a leave of absence, or a program adjustment. Complete documentation from a physician will help in determining what options are feasible and could be beneficial should the student require any medical services while on campus.

**Insurance.** The college offers options for health and accident insurance to students on a voluntary basis. For further information, contact the Health Service Center (718-997-2760).

## ACADEMIC ADVISING

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

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

Undergraduates may take advantage of the following throughout their college careers: exploration of academic goals and strategies to achieve them; explanation and check of overall degree requirements, including the General Education Requirements, which include the Primary College Competencies (ENGL 110, MATH 110, Foreign Language, and Physical Education) and the Liberal Arts and Sciences Area Requirements (LASAR); other graduation requirements (writing-intensive units and the CUNY Proficiency Examination); discussion of major and minor opportunities;



information on academic policies and deadlines; workshops on registration and program planning and choosing a major; and referral to academic departments and student services offices that may be of assistance.

The center also offers an email service for quick answers to questions related to academic requirements.

From mid-May through August, the center coordinates advising and registration services for new freshmen and transfer students. All entering freshmen must attend a Freshman Advising and Registration Workshop, where they learn general information about the college, have the opportunity to interact with faculty, staff, and other students, and develop an academic program with guidance from professional advisors.

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

For students with busy schedules, the center provides walk-in advising (Monday, 9:30 am–3:30 pm; Wednesday, 9:30 am–5 pm), advising by appointment (Tuesday and Thursday, 9:30 am–5 pm; Friday, 9:30 am–12:30 pm), and evening hours (see below).

**Evening and Weekend Advising.** When classes are in session, advisors are available in the Advising Center (Kiely Hall 217), Tuesday and Thursday, 5–6:30 pm (by appointment, 718-997-5599), and Wednesday (without appointment, 5–6 pm).

Walk-in weekend advising is available in Powdermaker Hall 252 (Saturday and Sunday, 9 am–3 pm). Call the center for hours of service, or visit the center to ask questions about your academic progress.

### **Pre-Professional Advisement**

The Office of Health Professions Advisory Services offers assistance to students planning careers in medicine, dentistry, chiropractic, pharmacy, veterinary medicine, or other health professions (718-997-3470). The Pre-Law Advisor counsels students who plan to study law (718-997-3624 or 718-997-5082). Information on pre-engineering programs is available in the Physics Department (Science Building B332; 718-997-3390). (See also *Pre-Professional and Professional Programs*, page 17.)

**The Interdisciplinary and Special Studies Office** (Kiely Hall 1107) works directly with students in planning interdisciplinary programs. (See *Interdisciplinary and Special Studies*, page 170.)

### **Committee for Disabled Students**

The committee, in Kiely Hall 175 (718-997-5899), 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, 2nd Floor  
718-997-5100; fax 718-997-5122  
Hours: Monday–Friday, 9 am–4:30 pm;  
Tuesday & Wednesday, 5–7 pm  
(when classes are in session)**

The Financial Aid Office provides information and counseling to full-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 to assist students with the completion and processing of aid applications, and to help them resolve problems related to their financial aid.

### **DIVISION OF THE VICE PRESIDENT FOR STUDENT AFFAIRS**

**Frese Hall, 1st Floor  
718-997-5500; fax 718-997-5508**

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

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

**Frese Hall, 1st Floor; 718-997-5420  
Hours: Monday–Friday, 9 am–5 pm**

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

Students are seen on an individual basis. There is no fee for services. Students can

make appointments on their own or may be referred by an advisor, an instructor, or administrative office. Counselors are ready to consult with faculty and staff concerned with student needs or problems.

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

*Counseling services are strictly confidential.*

### **COLLEGE COUNSELING AND RESOURCE CENTER, PEER SERVICES Frese Hall, 1st Floor 718-997-5419 Available Fall and Spring semesters**

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

### **INTERNATIONAL STUDENTS AND SCHOLARS**

**Frese Hall 211; 718-997-4440  
iss@qc.cuny.edu; www.qc.cuny.edu/isso**

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

ing the F-1 Student Visa and J-1 Exchange Scholar Visa, as well as academic and cross-cultural advisement.

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

**Frese Hall, 1st Floor  
Hours: 10 am–6 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**

**Frese Hall 213  
718-997-4465; fax 718-997-4463  
Hours: Monday–Friday, 9 am–4 pm  
(Wednesday until 7:30 pm when classes are in session)**

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

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

- On-campus recruitment for graduating students through an extensive campus interview program.
- Full-time job information for graduating students and recent alumni.
- Information on recruiting organizations, employer and career directories, current job vacancy listings, and an array of other career resources.
- QC Careerlink: A password-protected online 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**

**Frese Hall, 3rd Floor;  
718-997-2760  
Hours: Monday–Friday, 9 am–5 pm**

The Health Service Center is the campus's health ambulatory/infirmary site. A registered nurse provides walk-in services to students, faculty, and staff who are injured or require medical assistance. The center ensures that all students meet the New York State Health Immunization requirements of Public Health Laws #2165 and #2167. Pending availability, free MMR and flu clinics are scheduled during the year. Scales for height/weight, eye tests for drivers, as well as blood pressure monitoring, health-care referrals, and counseling are available.

Our Health and Wellness Advisor provides support and referrals for alcohol and/or substance abuse problems as well as coun-

seling on nutrition, pregnancy, birth control, and domestic violence.

The Health Service Center conducts health education workshops and informal lunchtime lectures on health-related topics. The staff can provide individual counseling on HIV/AIDS, STDs, substance and alcohol abuse, safer sex, birth control, nutrition, hypertension, cardiovascular disease, women's and men's health, and stress reduction. Referrals and health insurance information are 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; 718-997-5885  
Fall & Spring Hours: Monday–Thursday, 8 am–8 pm; Friday, 8 am–4 pm  
Summer hours: Monday–Thursday, 8 am–4 pm (Pre-school Program only)**

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

The center is licensed by the NYC Department of Health and staffed by professional educators. Our programs offer a multicultural environment that promotes the strength and value of human diversity. Our curriculum is based on developmentally appropriate activities that stimulate children's intellectual and creative abilities, enhance motor development, and contribute to the acquisition of social skills.

### **OFFICE OF SPECIAL SERVICES**

**Kiely Hall 171  
718-997-5870; fax 718-997-5895  
Hours: 8 am–5 pm**

The Office of Special Services provides a full range of services to enhance educational and vocational opportunities for students with disabilities. These services include orientation, alternative registration, counseling, academic advisement, vocational testing, peer counseling, and career

development activities. The office has an Assistive Technology Lab to accommodate students through state-of-the-art technological hardware.

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

### **PARKING**

Parking in college parking lots is **by decal only**. All vehicles must be registered with the Security & Public Safety Office in order to park on college property. Information about applying for and purchasing a Queens College parking decal is available online ([www.qc.cuny.edu/Security/park\\_app.html](http://www.qc.cuny.edu/Security/park_app.html)) or by calling the Security Office at 718-997-4443. All unregistered vehicles as well as vehicles parked in violation of the college's Parking & Traffic Regulations are subject to both ticketing and immobilization ("booting"). A fee of \$50 will be charged for removal of the immobilization boot in addition to the parking violation penalty for the ticket(s).

Students with disabilities must have a license plate or tag issued by the Motor Vehicle Bureau. The tag must be displayed at all times. (This is in addition to the Queens College decal.)

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

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

Fall/Spring/Summer – \$175

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

Spring Semester only – \$90

Summer Session(s) only – \$90

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

### **ATHLETICS**

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

intramural and recreational athletics.

The intercollegiate athletic program provides students an opportunity to participate in sports on a high level of competition. Students also assist in organizing and conducting these events.

The intercollegiate program competes on the varsity level for both men and women. The following teams are open to all students who have matriculated and satisfied the necessary academic requirements as specified by the college and the NCAA: *Men:* baseball, basketball, golf, swimming, tennis, volleyball, water polo. *Women:* basketball, fencing, soccer, softball, swimming, tennis, volleyball, water polo.

The recreation program is made up of organized intramural activities and informal open recreation. Students who wish to participate in either program should contact the Recreation Office. Open recreation consists of basketball, swimming, weightlifting, running, tennis, and many other activities. The

hours when the facilities for these activities are available are posted in the office at the start of each semester. The intramural program is composed of many of the same activities listed above, plus special events such as three-on-three basketball and a Fall Fun Run. Students may enter as a team or ask to be placed on an existing team. Announcements about specific activities and the appropriate forms may be obtained in the Recreation Office in FitzGerald Gymnasium 216 (718-997-2777).

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

In compliance with the Equity in Athletics Disclosure Act, the Athletics Office prepares a report detailing participation rates, financial support, and other information related to our men's and women's athletic programs. This yearly report will be available in FitzGerald Gymnasium 218 by October 1.



# Tuition & Fees

**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 will be treated as partial payments, and notification will be given of the additional amount due and the time and method of payment.

Class schedules, issued prior to registration, and online, should be checked for any changes in fees.

## Payment of Tuition and Fees

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

Students registering during the early registration period will receive a bill in the mail. This bill 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.

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.

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

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

## TUITION FEES

### Resident

Full-time Matriculated	\$2,000/semester
Part-time Matriculated	\$170/credit

(No enrollment restriction)	
Non-Degree	\$250/credit
Senior Citizen Fee	\$80/semester

### Non-Resident

Full-time Matriculated	\$360/credit
Part-time Matriculated	\$360/credit

(No enrollment restriction)	
Non-Degree	\$530/credit

### Note:

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

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

## GUIDELINES FOR TUITION SCHEDULE

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 fewer than 12 credits or billable equivalent credits.

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

There is no full-time tuition rate for Summer Session students. Similarly, there is no full-time rate for non-degree students. Therefore, both Summer and non-degree students are billed on a per credit basis regardless of the number of credits for which they register.

For additional information, contact the Bursar’s Office (Jefferson Hall 200; 718-997-4500).

## 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 Web registration

system. To receive a 100% refund of tuition, a student must have dropped all courses before the official opening day of the semester. All written requests to drop classes must be postmarked 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 page 29.

## 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, FWSP, Perkins, Direct Student Loans, and FPLUS) 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 determine 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, and various campus services and 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 the printing of this *Bulletin*, the fees are as noted on page 30.

**Material/Film and Transportation/Field (MAT) Charges**

Some courses charge a fee to cover any costs of special materials, film rentals, transportation, field trip expenses, or other MAT charges. These fees and charges cannot be refunded if paid or canceled if billed. Courses that charge these fees change from semester to semester, and are listed in the online Schedule of Classes for each semester rather than in this *Bulletin*.

**TUITION REFUND SCHEDULE**

<b>Fall and Spring</b>	<b>Amount of Refund</b>
*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 *Registration Guide* for specific refund dates. Refund dates for Summer Session are listed in the *Summer Session Bulletin*.

### UNDERGRADUATE ACTIVITY FEES

	Total	Consol. Serv. Fee	Technology Fee*	Student Govt. Fee	College Assn. Fee	Student Union Fee	Sports Fee	PIRG Fee	Disabled Students Fee	Spec. Non-Instruc. Fee	Child Care Fee	Univ. Govt. Fee
<b>Day Session</b>												
Full-time	\$188.35	\$15	\$75.00	\$5.08	\$9.42	\$56.00	\$18.00	\$5.00	\$2.00	-0-	\$2.00	\$.85
Part-time	120.10	15	37.50	2.71	5.04	40.00	10.00	5.00	2.00	-0-	2.00	.85
<b>Evening Session</b>												
Full-time	183.35	15	75.00	5.08	9.42	56.00	13.00	5.00	2.00	-0-	2.00	.85
Part-time	118.10	15	37.50	2.71	5.04	40.00	8.00	5.00	2.00	-0-	2.00	.85
<b>Cooperating Teachers (Day &amp; Evening)</b>												
Full-time	115.00	15	75.00	-0-	-0-	-0-	-0-	-0-	-0-	25.00	-0-	-0-
Part-time	77.50	15	37.50	-0-	-0-	-0-	-0-	-0-	-0-	25.00	-0-	-0-
<b>Senior Citizens</b>												
(NYS residents over 60 auditing undergrad courses only)	80.00	15	-0-	-0-	-0-	-0-	-0-	-0-	-0-	65.00	-0-	-0-

The \$5 PIRG fee is refundable if application is made to the college PIRG Office (Student Union B22) within 3 weeks of the start of the session.

The sports fee is refundable if application is made in FitzGerald Gymnasium 218, within 3 weeks of the start of the session. You must show your paid bill with your application.

The child care fee is refundable if application is made in the Child Care Center Office (Kiely Hall 245) within 3 weeks of the beginning of the Fall and Spring semesters or within one week of the beginning of the Summer Sessions. You must show your paid bill and validated ID with your application.

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

The activity fees, senior citizens fees, cooperating teachers fees, material/film and transportation/field charges, and technology fees cannot be refunded, if paid, unless the student drops all courses before the official opening day of the semester or if the student's registration is canceled by the college.

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

#### Special Fees

1. Application fee of \$65 for new students and \$70 for transfer students seeking admission to Queens College (except senior citizens). (The application fee for graduate degree programs is \$125).

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 includes the 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.

4. A charge of \$25 for late registration and for reinstatement.

5. A charge of \$18 for students who change their schedule of courses after it has

been approved and they have registered, i.e., adding a course or changing to another section of a course.

6. Reprocessing fee of \$15 when a check tendered to the college is not honored by the bank upon which the check is drawn. 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 \$25 is charged when a makeup examination is given. Each additional examination in a session is \$5.

10. A fee of \$175 per year, including 6% NYC parking tax, is charged for campus parking privileges, if granted. (See Parking, page 27.)

11. Duplicate Records: (a) duplicate ID cards, Bursar's bills, immunization records, etc.: \$5; (b) duplicate diploma: \$15.

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

Payment of service fees, fines, miscellaneous charges, and all bills may be made at the Bursar's windows, Jefferson Hall 200.

**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.

**Lunch:** Approximately \$855 a year (on campus).

**Personal:** Approximately \$475 per academic year.

The average cost for the above items, excluding tuition, fees, and room and board, is \$2,505.

**Housing**

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

**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 \$7 for each transcript request. However, there is no charge for transcripts sent to other units of CUNY. (For more information on transcripts, see page 53.)



# Paying for 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 am to 4:30 pm, Monday through Friday, and from 5 to 7 pm, Tuesday and Wednesday, when classes are in session. Counselors are available to advise and assist you with applications. The phone number is 718-997-5100.

## 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 budget, you should consider the resources you will have from earnings and savings, the amount your parents can contribute, and any benefits you receive such as Social Security, Veterans' Benefits, unemployment, or Public Assistance.

Summer employment can help meet the first costs of enrollment and you should plan to save money from such earnings. Cash will be needed right away for books, supplies, and transportation.

## Financial Aid Programs

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

## "Packaging" Financial Aid

Rather than using just one source to finance your education, a combination of monies from all 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, contact the Financial Aid Office.\*

## NEW YORK STATE PROGRAMS

### TUITION ASSISTANCE PROGRAM (TAP) Application Procedures

Applications must be filed annually. Students must first fill out the FAFSA and then a separate TAP application. The deadline for the 2005–06 academic year is May 1, 2006. The deadline for the 2006–07 academic year is May 1, 2007.

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.

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



### Selection of Recipients

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

1. You must be a New York State resident for at least a year and a U.S. citizen, permanent resident alien, refugee, or paroled refugee as of the last day of classes;

2. You must be enrolled on a full-time basis and matriculated in a program approved for state student aid by the New York State Education Department;

3. All credits that constitute full-time status for TAP for a given semester must be applicable to the degree.

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

Additional requirements:

4. You must 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;

5. You must be charged a tuition of at least \$200 a year;

6. You must not be in default in the payment of a student loan;

7. You must declare a major not later than the beginning of your junior year;

8. You must be in good standing. See the "Eligibility for TAP" chart below for eligibility requirements;

See [www.hesc.org](http://www.hesc.org) for additional information regarding TAP and other New York State aid programs. The NYS aid programs are subject to change by New York State.

### CITY UNIVERSITY SUPPLEMENTAL TUITION ASSISTANCE (CUSTA)

To be eligible for CUSTA, you must be:

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

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

To be considered for an award, you must:

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

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

6. be in good standing.

### 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, but students 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 service 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;
6. enroll in a minimum of three credits.

### 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.
6. enroll in a minimum of three credits.

### ELIGIBILITY FOR TAP\*

#### Program Pursuit

To be eligible for TAP payment #	Minimum 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 BA Program

To be eligible for TAP payment #	Minimum degree credits earned and minimum GPA through last semester of attendance	
	Credits	GPA
2	0	0.00
3	6	1.00
4	18	1.20
5	31	2.00
6	45	2.00
7	60	2.00
8	75	2.00
9	90	2.00
10	105	2.00

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

### **REGENTS AWARD FOR CHILDREN OF DECEASED POLICE OFFICERS, FIRE-FIGHTERS, 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.

For further information go to [www.hesc.org](http://www.hesc.org)

### **WORLD TRADE CENTER SCHOLARSHIPS**

You are eligible if you have been severely disabled or are the spouse or the child of a severely disabled or deceased victim of the September 11, 2001 Attack on America. Eligible victims include firefighters, police officers, and emergency medical service workers who died or were severely disabled as a result of the Attacks and the rescue and recovery efforts. You do not need to be a resident of New York or a U.S. citizen or a permanent resident of the United States. *Documentation is required.* For further information go to [www.hesc.org](http://www.hesc.org)

### **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.

For further information go to [www.hesc.org](http://www.hesc.org)

### **FLIGHT 587 MEMORIAL SCHOLARSHIPS**

Flight 587 Memorial Scholarships provide financial aid to children, spouses, and financial dependents of individuals killed as a direct result of American Airlines Flight 587's crash in the Belle Harbor neighborhood of Queens, New York, on the morning of November 12, 2001. In the spirit of the World Trade Center Memorial Scholarship, this program will help the 266 families who lost loved ones cover the cost of attending college in New York State.

### **MILITARY SERVICE RECOGNITION SCHOLARSHIPS**

Military Service Recognition Scholarships (MSRS) provides financial aid to children, spouses, and financial dependents of members of the United States armed forces or state organized militia who, at any time on or after Aug. 2, 1990, while New York State residents, died or became severely and permanently disabled while engaged in hostilities or training for hostilities.

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

To be eligible, a student must be:

1. a resident of New York State;

2. academically underprepared according to guidelines approved by the City University of New York;

3. economically qualified according to guidelines approved by the Board of Regents and the Director of the Budget;

4. an applicant for admission as an entering freshman.

### **FEDERAL PROGRAMS**

#### **Eligibility Requirements**

To be eligible for the Federal Title IV student financial aid programs (FSEOG, Federal Pell, Federal Perkins Loans, FWSP, Ford Federal Direct Loan, and FPLUS), you must:

1. complete a Free Application for Federal Student Aid (FAFSA);

2. be enrolled at least half time as a matriculated student;

3. be a U.S. citizen or an eligible non-citizen;

4. show evidence of need;

5. not be in default of a federal student loan, or owe a repayment of a Federal Pell or FSEOG;

6. file a statement of educational purpose and Selective Service Registration Compliance with the Financial Aid Office prior to being awarded federal aid;

7. make satisfactory academic progress in your course of study.

#### **Title IV Academic Progress**

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

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

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

### **FEDERAL PELL GRANTS**

The Federal Pell Grant program is an entitlement program. You must meet the eligibility requirements for federal programs listed above.

Financial need is determined by a formula developed by the U.S. Department of Education and reviewed annually by Congress.

### **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)**

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

### **FEDERAL PERKINS LOANS**

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

### **FEDERAL WORK-STUDY PROGRAM (FWSP)**

To be eligible, you must meet the federal eligibility requirements listed above.

The college must make employment reasonably available to all eligible students. In the event that more students are eligible than there are funds available, preference is given to students who have a greater financial need and who must earn a part of their educational expenses.

### **WILLIAM D. FORD FEDERAL DIRECT STUDENT LOAN PROGRAM**

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

### **FEDERAL UNSUBSIDIZED DIRECT LOANS**

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



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

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

#### **FEDERAL PARENTS' LOANS FOR STUDENTS (FPLUS)**

To be eligible for an FPLUS, the applicant must:

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

#### **VETERANS ADMINISTRATION (VA) EDUCATIONAL BENEFITS**

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

**New 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 per-

sonnel 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 period 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 prorated basis. If either the student or the college (on the student's behalf) received less assistance than the amount earned, the student or the college will be able to receive these additional funds. Students who have received more than they have earned must repay the excess funds.

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

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

#### **VALLONE/NYC MERIT SCHOLARSHIPS**

Vallone/NYC Merit Scholarships are available to students who have graduated from a New York City high school within a year of enrolling in a college in the City University of New York system. Students must be first-time college students, and will have their high school academic records automatically evaluated upon admission to determine whether they have at least an academic average of 80 and 12 CPI (College Preparatory Initiative) units.

Students who are awarded Vallone Scholarships must file a FAFSA application each year and meet a variety of requirements to maintain eligibility for the award. These scholarships are named for Peter Vallone, a New York City Councilman.

#### **QUEENS COLLEGE PROGRAMS**

##### **EMERGENCY STUDENT LOAN FUNDS**

Students may borrow small amounts to cover emergencies for a short time and pay no interest. In general, loans are limited to \$50 to \$100 and are to be repaid within 30 days. Apply in person at the Financial Aid Office. Approved loans usually may be obtained in two days.

##### **ADELE FOX BOOK LOAN FUND**

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

# Curriculum

## **A LIBERAL ARTS AND SCIENCES COLLEGE,**

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

### **Requirements for the BA and BS Degrees\***

Degree requirements are as follows:

1. completion of at least 120 credits of college-level work approved by the college;
- 2a. completion of Primary College Competencies (formerly called Advanced Learning Skills, see page 38) and Liberal Arts and Sciences Area Requirements (LASAR, see pages 41–43);\*\*
- 2b. completion of three units of “writing-intensive” coursework beyond ENGL 110 (at least one writing-intensive course must be taken in residence at the college);
- 2c. passing the CUNY Proficiency Examination (CPE, see page 37);
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; and
6. 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.

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

\*\*Transfer students with an AA or AS in Liberal Arts and Sciences from a CUNY college are considered to have fulfilled the requirements of Primary College Competencies and LASAR. If these students have less than one year of a foreign language at the college level, however, they will be requested to gain or demonstrate proficiency at that level.

## **The Bachelor of Business Administration**

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

## **The Bachelor of Fine Arts**

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

## **The Bachelor of Music**

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

## **Requirements for the Second Baccalaureate Degree**

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

1. The student must have completed a baccalaureate degree from an accredited U.S. college or university, or from a foreign institution of equivalent level, with a cumulative grade-point average of at least 2.0 and must satisfy the college’s admission requirements.
2. The second baccalaureate degree will be in a field of study different from the major of the student’s first degree.
3. The student must be accepted by the academic department or program of the second major, subject to the recommendation of the Dean of the division or school in which the new major is offered.
4. The student will complete at least 45 credits of coursework at Queens beyond those credits applied to the first degree.
5. The student must complete all requirements in the second major area of concentration as defined by the appropriate QC department or program. At least 20 credits of the major requirements must be taken at Queens. Departments may define more stringent residency requirements.
6. The student must achieve a grade-point average of at least 2.0 at the end of the first semester (or first 10 credits) to remain in the program; thereafter, the stu-

dent 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 Primary College Competencies, Writing-Intensive Units, and Liberal Arts and Sciences Area Requirements (LASAR) in effect at the time of admission by:

- (a) having prior coursework 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.

8. The student who already holds a baccalaureate degree from Queens has satisfied the requirements noted in point 7, above, but is bound by the other requirements.

## **Academic Support Center**

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

The Testing Center (Kiely Hall 232; 718-997-5680) administers the CUNY/ACT Basic Skills Tests in reading, writing, and mathematics, and the Math Placement Exam. All students are required to take these tests prior to their first registration in the college, unless they have been certified in basic college-readiness skills by appropriate SAT or Regents’ scores. Students wishing to take calculus must take the Math Placement Exam. In addition, the office administers the CUNY Proficiency Exam (CPE), a test that students must pass in order to graduate.

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



718-997-5859), which offers tutoring and other support services in mathematics.

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

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

The CESL Program offers credit- and non-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 Hall 227 (718-997-5670) 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 Assess-

ment Tests (also known as the CUNY Assessment Tests) in reading, writing, and mathematics as a condition of enrolling and/or transferring into its baccalaureate degree programs. The following exemptions from this requirement exist:

- Students who have received a score of 480 or above on the verbal section of the Scholastic Aptitude Test (SAT) or an English Regents grade of 75 or above are exempt from the CUNY Reading and Writing Assessment Tests.
- Students who have received a score of 480 or above on the mathematics section of the Scholastic Aptitude Test (SAT) or a Mathematics Regents grade of 75 or more in Sequential Math II or III or Math A or B are exempt from the CUNY Mathematics Assessment Test. However, they are still required to take the Math Placement Exam if they wish to register for calculus.

The 1999 CUNY Board of Trustees resolution on remediation does not apply to SEEK students or to English as a Second Language

(ESL) students who have satisfied the mathematics readiness requirement.

### **CUNY Proficiency Examination**

Effective September 1, 2003, all students (except Second BA students) admitted to a degree program are required to pass the CUNY Proficiency Examination (CPE). Students must take the CPE when they have earned 45 credits and pass it in order to graduate.

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

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

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

### **Testing**

The Academic Support Center’s Testing Center is responsible for administering the

## 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.

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

ACCT 393W  
 AMST 134W, 135W, 300W  
 ANTH 134W, 135W, 290W  
 BALA 103W, 302W  
 BASS 1112W, 1381W  
 BUS 341W, 392W  
 CHEM 316W, 379W  
 CMAL 101W  
 CMLIT 135W  
 DRAM 344W  
 ECON 134W, 135W  
 ENGL 120W, 134W, 135W, 140W,  
 150W, 200W, 201W, 210W, 211W,  
 301W, 303W, 368W, 391W, 399W

FNES 161W, 228W, 307W  
 GEOL 239W  
 GRKMD 041  
 HEBRW 250W  
 HIST 134W, 135W, 392W, 395W  
 HNRS 126W, 135W  
 JOURN 101W, 200W  
 LCD 134W, 135W  
 MATH 213W  
 MEDST 300W, 343W  
 ORTST 140W  
 PHIL 135W, 383W  
 PHYS 220W, 395W, 396W  
 PSCI 135W, 292W, 295W, 296W,  
 381W–384W, 386W, 387W, 1143W  
 PSYCH 213W  
 SEYS 201W  
 SOC 135W  
 URBST 134W, 135W, 360W, 390W  
 WLDST 134W, 135W  
 WOMST 201W, 390W

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

ACCT 362  
 AFST 201, 232, 234, 300  
 AMST 110  
 ANTH 208, 215, 231, 239, 242, 276  
 ARTH 320  
 BASS 1211, 2651, 3711

BUS 383, 391  
 CLAS 250, 300.3  
 CMAL 102  
 CMLIT 101, 102, 215, 229, 334,  
 381–384  
 ECON 219, 223, 228, 230, 383,  
 390–392, 1241, 1242, 1252  
 ENGL 151–156, 327, 395  
 EURO 101, 201–203, 250, 301  
 FREN 041, 045, 250  
 GERM 041, 045, 250  
 GRKMD 100  
 HIST 101–106, 216, 217, 265, 266,  
 271, 1132  
 ITAL 041, 045, 250  
 JPNS 255  
 LABST 101, 1141, 1251, 1253  
 MATH 385  
 MEDST 320, 321, 322, 325, 326, 330,  
 341, 342, 344, 345, 346, 350, 352,  
 353, 355, 357, 359, 360, 381  
 MUSIC 246, 247, 346, 347  
 PHIL 101, 104, 116, 270, 272  
 RUSS 150, 155, 244  
 SEYS 363  
 SOC 381, 1144  
 SPAN 2498  
 URBST 113, 205, 211, 310, 330, 1134,  
 1142, 1261–1263, 1272, 2434  
 WOMST 101

CUNY Assessment Tests to all students who have applied for admission and are required to take the tests. In addition, the Testing Office administers retests to students in various courses and programs who need to pass these tests. It is also responsible for administering the CUNY Proficiency Exam, which students need to pass in order to graduate.

Students with physical or learning disabilities that require special accommodation are served through the following procedure:

1. Students make a request for special test conditions to the Office of Special Services (Kiely Hall 171). Medical and/or psycho-educational documentation is required.

2. Office of Special Services staff personnel review the documentation and determine the appropriate accommodations. All such accommodations—extended time for testing, oral presentation of exam materials, use of visual enlargers or calculators, etc.—are offered to students whose disabilities handicap them during standard test administration.

3. Students are then referred to the Testing Center (Kiely Hall 232) for an appointment.

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

## QUEENS COLLEGE DEGREE REQUIREMENTS\*

### Primary College Competencies English Composition

The basic sequence of writing courses, for all students graduating from Queens College, is ENGL 110 and three additional courses designated as “writing intensive” (W).

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

For transfer students, the Director of Writing Across the Curriculum shall have sole responsibility to authorize writing-intensive units for transferred courses other than ENGL 120W.\*\* At most, one writing-intensive unit will be granted for any student, but only if the institution at which the

course was taken has a writing-intensive program similar to that at Queens College, and the course is specified in the institution’s bulletin as writing intensive. *At least one writing-intensive unit must be taken in residence at Queens College.*

ENGL 120W is a writing-intensive (W) course that may be recommended by the instructor of ENGL 110 for selected students. It is important that students pass ENGL 110 in their first year at Queens and before they begin taking advanced courses in any department of the college. A student may not drop a required English course more than once without permission from the Undergraduate Scholastic Standards Committee, and will face dismissal if continued registration is not maintained.

\* Three-quarters of the work for the Bachelor of Arts degree must be in the liberal arts and sciences; one-half of the work for Bachelor of Science; and one-quarter of the work for the Bachelor of Business Administration, Bachelor of Fine Arts, and Bachelor of Music.

\*\* Effective Spring 2006, ENGL 120W replaced ENGL 120. ENGL 120W is a writing-intensive course and counts as one of the three writing-intensive units required of all Queens College students. Previously, ENGL 120 counted as two writing-intensive units for students who passed it in Fall 2005 and earlier.

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

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

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

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

## MATHEMATICS

The mathematics skills requirement is satisfied by one of the following:

- (1) a placement into precalculus or higher on the QC Math Placement Test, or
- (2) a passing grade on one of the following:
  - (a) the New York State Sequential III Math Regents exam, or
  - (b) the New York State Math B Regents exam, or
  - (c) the New York State Intermediate Algebra and Trigonometry Regents exam, or
- (3) a passing grade in (Queens College) MATH 110 (or MATH 006 or MATH 008—which are no longer offered), or
- (4) a passing grade in college-level precalculus or college-level calculus, or
- (5) a score of 3 or higher on the Calculus Advanced Placement exam.

*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 equiva-

lent 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 foreign 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 advisor 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.

(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

011 through 030, or, for ACE students only, FNES 032. 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 030, a 3-credit academic (classroom) course (Fitness Through Diet, Exercise, and Weight Control) that does not require a physical component. No courses in the Department of Drama, Theatre, and Dance fulfill the physical education requirement.

*See LASAR course listings pages 41–43.*

## Changes in Degree Requirements

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

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

The six-year graduation rate for students who entered Queens College as first-time full-time freshmen is 51 percent. Students should be aware that the graduation rate varies significantly based on individual preparedness.

## The Undergraduate Scholastic Standards Committee (USSC)

and staff are available to discuss questions involving appeals of academic and CPE dismissals, registration for additional credits, course withdrawals, extensions of time to resolve temporary grades, the reopening of closed temporary grades, and other questions pertaining to the college and CUNY's academic policies and standards. A student has the right to appeal to the USSC for possible adjustments in academic requirements that would be both appropriate for the student and compliant with the standards of the college. The USSC's *Handbook of Grades, Degree Requirements, and General Scholas-*

*tic Standards* and appeal forms and filing instructions may be obtained online from the USSC Web site ([www.qc.cuny.edu/ussc](http://www.qc.cuny.edu/ussc)).

The USSC is a standing committee of the college's Academic Senate. Its office is located in Frese Hall 201, and is open Monday–Thursday, 9 am–4 pm, and Friday, 9 am–3 pm. When classes are in session, the office is open on Wednesday evenings by appointment only, 5–7 pm.

USSC contact information:  
 Phone: 1-718-997-4488  
 Fax: 1-718-997-4895  
 Email: [qc\\_ussc@qc.cuny.edu](mailto:qc_ussc@qc.cuny.edu)

## THE MAJOR

### Planning a Course of Study

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

An interdisciplinary major (described under *Interdisciplinary and Special Studies*, page 170) 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. Such courses are called electives and do not require faculty approval; however, depending on the

course, students may need to have department permission or have taken prerequisite courses. Electives may be used to supplement the major (an English major may want to take a course in French or Italian literature) or to fulfill interest in a different area (an English major may be fascinated by mathematics and choose electives in the Mathematics Department). If professional requirements also must be met, as for secondary school teaching or medical school candidates, electives will provide the additional credits necessary.

### Graduation Procedure

Candidates for degrees must declare their candidacy by filing a *graduation application* with the Office of the Registrar (Jefferson Hall, first floor) in accordance with the following schedule. For February graduation, file on or before November 1; for June graduation, file on or before March 1; for September graduation, file on or before July 1.

There is, however, only one Commence-

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

Graduation applications are available at the Office of the Registrar. Candidates are encouraged to file their applications when they register for their last semester. A graduation application should be filed as long as there is a reasonable certainty that all degree requirements will be satisfied by the end of the semester preceding the graduation date. Graduation applications received *after* the above deadlines may not be processed. If the student does *not* graduate in the semester for which an application was filed, a new application must be filed for the following semester.





# LASAR

## 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), at least 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 – HIT1

Humanities I, Tier 2 – HIT2

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 Primary College Competencies requirements may not be used to fulfill these area requirements, except for writing-intensive courses.

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 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 may use the worksheet on page 46 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 167.*)

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 72.*)

### **Humanities I**

You may not begin the Humanities I requirement until you have successfully completed the appropriate English composition requirement. 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: +CLAS 150

Comparative Literature: CMLIT +101W, 102  
English: ENGL 140W, 151, 152,<sup>1</sup> 153, 154, 155, 156

European Languages & Literatures: FREN 041; GERM 041; ITAL 041; RUSS 155

Hispanic Languages & Literatures: SPAN 041

**Tier 2**

Prerequisite: Successful completion of a Tier 1 course.

Africana Studies: AFST 234

Classical, Middle Eastern & Asian Languages & Cultures: +ARAB 150; +CHIN 240, 320, 330, 350, 360, 370; +CLAS 250; +GREEK 351, 352, 357, 360; HEBRW 150, 160, 250W, +321, +322, +323, +324, +325, +326, +327, +328, +329, +330, +331, +332, +345, +346, 351, 352, 356; JPNS +250, 255; KOR +150, 360; +LATIN 360; MES 155, +250, +255; YIDD 150

Comparative Literature: CMLIT 203, 204, 205, +211, +212, 213, 214, 215, 217, 218, +220, +221, 229, +230, +231, +242, 333, +334, 335, 336, 341, 381, 382, 383, 384

English: ENGL 251<sup>1</sup>, 252<sup>1</sup>, 253,<sup>1</sup> 254,<sup>1</sup> 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, 361, +365, 370, 371, 373, 374, 376, +380, +381, 383, 384, 385, 395, 2497\*\*

European Languages & Literatures: FREN 205, 206, +320, +340, 345, 350, 360, 363, 367, +370, 380; GERM 206, 207, 324, 325, 326, 331, 333, 335, 350, 360; GRKMD 041W, 305, 306, 321, 322, 323, +330, 335; ITAL +207, +208, 336, +345, +346, +347, +355, +356, +357, 361, 362, 364; RUSS 233, 243, 245, 280, 281, 282, 331, 350, 351, 362, 375

Hispanic Languages & Literatures: SPAN +250, 260, 280, 290, +350, +351, +352, 353, 356, 357, 358, 359, 370, 371, 372, 373, 374, 377, 378, 379, 2498\*\*

Honors in the Humanities: HTH 210, 220, 230, 240

**Humanities II**

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

Art–History: ARTH 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: ARTS 150, 151, 161, 171, 182

CUNY Honors College: HNRS 125

Drama, Theatre & Dance: DRAM 001, 100, 101, 111, 150, +201, 202, 203, 204, 206, 259, 308

Media Studies: MEDST 240, 341<sup>2</sup>

Music: MUSIC 001, 008

**Humanities III**

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

Africana Studies: AFST 232

American Studies: AMST 110

Anthropology: ANTH 104<sup>3</sup>, 108<sup>4</sup>

Byzantine & Modern Greek Studies:

GRKST 100

Classical, Middle Eastern & Asian Languages & Cultures: +CLAS 120, 130, 140, 240; CMAL 101W, 102, +240; KOR 120; +MES 160<sup>5</sup>, 200, 260; +ORTST 140W, 220, 221; YIDD 161

Comparative Literature: CMLIT +225, 240, 337, 340, 342

CUNY Honors College: HNRS 126W

English: ENGL 150W, 265, 290, 382, 386, 387, 388

European Languages & Literatures: FREN 045; GERM 311, 313, 314, 315; ITAL 045, +209; RUSS 150

Family, Nutrition & Exercise Sciences: FNES +157, 158

Hispanic Languages & Literatures: SPAN 031, 045, 310, 312, 338

History: HIST 001<sup>6</sup>, 002<sup>6</sup>, +117<sup>5</sup>, 125, 126, 302, +303

Honors in the Humanities: HTH 300

Linguistics & Communication Disorders: LCD 101<sup>4</sup>, 104<sup>3</sup>, 2490\*\*

Media Studies: MEDST +352, 353, 355

Philosophy: PHIL 101, 106, 111, 116, +118, +140

Religious Studies: RLGST 101, +102, 212

World Studies: WLDST 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.

+ 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 toward the Bachelor of Science degree in Applied Social Science only at the QC Extension Center through the Labor Education & Advancement Project office.

<sup>1</sup> A student cannot fulfill the Tier 2 requirement with ENGL 251 or 252 if ENGL 151 was taken to fulfill Tier 1. A student cannot fulfill the Tier 2 requirement with ENGL 253 or 254 if ENGL 152 was taken to fulfill Tier 1.

<sup>2</sup> Prior to Fall 2003, MEDST 341 satisfied the Humanities III requirement; as of Fall 2003, it satisfies Humanities II.

<sup>3</sup> A student may not receive credit for both ANTH 104 and LCD 104.

<sup>4</sup> A student may not receive credit for both ANTH 108 and LCD 101.

<sup>5</sup> A student may not receive credit for both MES 160 and HIST 117.

<sup>6</sup> Neither 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.

<sup>7</sup> A student may not take both BIOL 009 and 011 to satisfy the Physical & Biological Sciences area requirement. BIOL 009 taken with BIOL 010 satisfies the Physical & Biological Sciences Group A requirement; BIOL 009 alone satisfies the Group B requirement. (BIOL 011 satisfies the Group A requirement only if taken prior to Fall 2005.)

<sup>8</sup> A student may take only one course from among BIOL 102, 105, and 108 toward satisfying the Physical & Biological Sciences Group A requirement. (BIOL 107 also satisfied the requirement if taken prior to the Spring 2006 semester.)

<sup>9</sup> A student must take both CHEM 016 and 017 to satisfy the Group A requirement; CHEM 016 alone satisfies the Group B requirement.

<sup>10</sup> A student may take only one course from among PHYS 001, 103, 121, and 145 toward satisfying the Physical & Biological Sciences requirement.

<sup>11</sup> A student may not take both ASTR 001 and 002 to satisfy the Physical & Biological Sciences requirement.

<sup>12</sup> A student may not take both PHYS 006 and 007 to satisfy the Physical & Biological Sciences requirement.

<sup>13</sup> A student may not take both PSYCH 101 and 102 to satisfy the Physical & Biological Sciences requirement.

<sup>14</sup> CSCI 018 satisfies the Scientific Methodology & Quantitative Reasoning requirement only if taken in the Fall 2001 semester or later.

<sup>15</sup> A student may not receive credit for both ANTH 285 and LCD 205.

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: BIOL 009<sup>7</sup> and 010<sup>7</sup>, 011<sup>7</sup>, 108<sup>8</sup>  
 Chemistry & Biochemistry: CHEM 016<sup>9</sup> and 017<sup>9</sup>, 019, 113, 114  
 Earth & Environmental Sciences: ENSCI 111; GEOL 100, 101, 102  
 Physics: PHYS 001<sup>10</sup>, 103<sup>10</sup>, 121<sup>10</sup>, 122, 145<sup>10</sup>, 146, 204; ASTR 002<sup>11</sup>  
 Psychology: PSYCH 213W  
 Science: MNSCI 114

### Group B

Anthropology: ANTH 102, 260  
 Biology: BIOL 009<sup>7</sup>, 021, 022, 024, 025, 028, 052  
 Chemistry & Biochemistry: CHEM 016<sup>9</sup>, 159  
 CUNY Honors College: HNRS 225  
 Earth & Environmental Sciences: ENSCI 112; GEOL 003, 006, 007, 008, 009, 011, 012, 016, 017, 018, 025, 064  
 Family, Nutrition & Exercise Sciences: FNES 121, 163  
 Physics: PHYS 007<sup>12</sup>; ASTR 001<sup>11</sup>  
 Psychology: PSYCH 101<sup>13</sup>  
 Science: MNSCI 113

### Scientific Methodology & Quantitative Reasoning\*

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

Anthropology: ANTH 238  
 Biology: BIOL 230  
 Computer Science: CSCI 012, 018<sup>14</sup>, 080, 086, (Students who receive permission to take computer science courses at the 200 level or above will be deemed to have satisfied this requirement.)  
 Economics: ECON 249  
 Linguistics & Communication Disorders: LCD 283

Mathematics: MATH 113, 114, 116, 119, 131, 132, 141, 142, 143, 151, 152, 157, 158 (Students who receive permission to take mathematics courses at the 200 level or above will be deemed to have satisfied this requirement.)

Philosophy: PHIL 109  
 Psychology: PSYCH 107  
 Sociology: SOC 205, 212, 333  
 Urban Studies: URBST 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: ACCT 361  
 +Africana Studies: AFST 101, 102  
 +Anthropology: ANTH 101, 103, 285<sup>15</sup>  
 CUNY Honors College: HNRS 226  
 Economics: ECON 100, 101, 102, 103, 104, 1241\*\*  
 Elementary & Early Childhood Education: EECE 104, 105, 106  
 Family, Nutrition & Exercise Sciences: FNES 151  
 History: HIST 001<sup>6</sup>, 002<sup>6</sup>, +101, 102, 103, 104, +105, 106, +111, +112, 125, 126, +143  
 Linguistics & Communication Disorders: LCD 205<sup>15</sup>, 206  
 Media Studies: MEDST 110  
 Philosophy: PHIL 104, 123, 221, 222, 226  
 Political Science: PSCI 100, 101, 102, 103, 104, 105, 1143W\*\*  
 Psychology: PSYCH 348  
 Sociology: SOC 101, 103  
 Urban Studies: URBST 101, 102, 105, 106, 2434\*\*  
 Women's Studies: WOMST 101  
 World Studies: WLDST +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 Studies: AFST 101, 102  
 Anthropology: ANTH +101, +103, 205, 206, 207, 208, 210, 211, 212  
 +Art History: ARTH 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: +ARAB 150; CHIN +240, 250, 251, +320, +330, 340, +350, +360, +370; +CLAS 120, 130, 140, 150, 240, 250; CMAL 240; +GREEK 351, 352, 357, 360; HEBRW +321, +322, +323, +324, +325, +326, +327, +328, +329, +330, +331, +332, 335, 340, 341, +345, +346; +JPNS 250; +KOR 150; LATIN 204, +360; +MES 160, 200, 250, 255, 260; +ORTST 140W, 220, 221  
 +Comparative Literature: CMLIT 101W, 211, 212, 220, 221, 225, 230, 231, 242, 334  
 +Drama, Theatre & Dance: DRAM 201  
 +English: ENGL 311, 312, 313, 320, 321, 330, 331, 340, 365, 380, 381  
 European Languages & Literatures: +FREN 320, 340, 370; GERM 310, 312, 321; +GRKMD 330; +ITAL 207, 208, 209, 345, 346, 347, 355, 356, 357  
 +Family, Nutrition & Exercise Sciences: FNES 157  
 Hispanic Languages & Literatures: +SPAN 250, 320, 350, 351, 352  
 History: HIST 100, +101, +105, 107, 109, +111, +112, 113, 114, 115, +117, 121, 140, 141, 142, +143, 204, 205, 206, 208, 209, 210, 215, 216, 225, 230, 239, 291, +303  
 +Media Studies: MEDST 352  
 Music: MUSIC 234, 246  
 Philosophy: PHIL +118, +140, 141, 142, 250, 251, 264  
 Political Science: PSCI 230, 238, 239, 240  
 +Religious Studies: RLGST 102  
 Sociology: SOC 239  
 +World Studies: WLDST 102

### Degree and Certificate Programs

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

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

<b>Program</b>	<b>Degree (with QC Major Code)</b>	<b>Minimum Credits</b>	<b>HEGIS Code</b>	<b>State Educ. Code</b>
Greek (Ancient)	BA (048)	120	1110	02754
Hebrew	BA (054)	120	1111	02755
History	BA <sup>1</sup> (056)	120	2205	26457
Home Economics (Family Science)	BA <sup>2</sup> (059)	120	1301	26470
Interdisciplinary Major	BA (060)	120	4901	02822
International Business	BBA (141)	120	0513	27979
Italian	BA <sup>1</sup> (062)	120	1104	26466
Jewish Studies	BA (064)	120	0309	85304
Labor Studies	BA (066)	120	0516	85416
Latin	BA (068)	120	1109	26467
Latin American & Latino Studies	BA <sup>1</sup> (070)	120	0308	26462
Linguistics	BA (072)	120	1505	02768
Linguistics: TESOL	BA <sup>2</sup> (073)	120	1505	26443
Mathematics	BA <sup>1</sup> (074)	120	1701	26452
Music	BA (075)	120–127	1004	02732
	BA/MA (076)		1004	02733
	BA(078, 079) <sup>2,3</sup>	122–147	0832	26469
	BMus (077)	120–151	0832	02729
Neuroscience & Biology	BA (144)	120	0425	30040
Neuroscience & Psychology	BA (145)	120	2001	30041
Nutrition and Exercise Sciences	BS (117)	120	1299.30	22283
Philosophy	BA (080)	120	1509	02775
	BA/MA (081)		1509	02772
Physical Education	BS <sup>2</sup> (082)	120–133	0835	26413
Physics	BA <sup>1</sup> (084)	120–121	1902	02789
	BS (083)			28701
	BA/MA (085)		1902	02787
Political Science and Government	BA <sup>1</sup> (086)	120	2207	02817
	BA/MA (067)		2207	76096
Psychology	BA (090)	120	2001	02805
Religious Studies	BA (091)	120	1510	92256
Russian	BA (092)	120	1106	02751
Sociology	BA <sup>1</sup> (096)	120	2208	26460
Spanish	BA <sup>1</sup> (098)	120	1105	26468
Studio Art	BA (009)	120–138	1002	02725
	BFA (010)			82209
Theatre-Dance	BA (102)	120	1099	02734
Urban Studies	BA <sup>1</sup> (104)	120	2214	26463
Women's Studies	BA (106)	120	2299	91059

<sup>1</sup>Includes BA for Secondary School Teaching, grades 7–12. <sup>2</sup>K–12 Teacher <sup>3</sup>Requirements for this degree are under revision; contact the School of Music for details.



# Scholarships, Honors & Awards

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

## College Committee on Honors and Awards

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

## College-wide Awards

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

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

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

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

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

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

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

**The QCRA Scholarship**

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

**The A. Joseph Geist Law Fellowship** is offered annually by the A. Joseph and Cecile A. Geist Foundation, Inc., to be used for tuition by a pre-law student who has been accepted for admission to an accredited law school, has maintained high standards in scholarship and character, and has contributed to the best interests of the college.

## The Jack Barham Creativity Prize

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

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

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

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

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

**The Saul Weprin Memorial Scholarship in the Public Interest** is awarded to a graduating senior who has demonstrated a commitment to public service or community service. Recipients are selected on the basis of their academic excellence and evidence of



a strong commitment to and interest in pursuing a career in the public interest. This scholarship has been established at Queens College by the National Speakers Conference and Mrs. Saul Weprin in memory of Saul Weprin, former speaker of the New York State Assembly.

**The Jeffrey B. Berman Memorial**

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

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

**The Arthur H. Kahn Memorial Law Scholarship** is provided annually by the family and friends of Arthur H. Kahn, former Special Counsel to the Board of Higher Education of the City University of New

York. It is presented to a graduating senior who has maintained a high academic average, contributed to the best interests of the college, and has been accepted for study at the City University of New York School of Law at Queens College.

**The Herbert Bienstock Memorial Scholarship**

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



and to fostering a campus of equal access and opportunity for all members of the community.

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

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

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

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

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

**The Helen T. Hendricks Scholarship** is presented annually to a graduating student who has maintained high standards in scholarship, made an outstanding and valuable contribution of service to others in the Queens College community and/or in the community at large (particularly to minority students on campus), and 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 Martin David Dahlmann Memorial Alumni Scholarship** is provided annually by the family of Martin David Dahlmann, a February 1970 graduate of the college. It is given in his memory to a graduating senior who has maintained an outstanding record

at the college, has made significant contributions in campus affairs, and has been accepted to medical school.

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

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

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

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

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

**OFFICE OF HONORS AND SCHOLARSHIPS**  
**718-997-5502; fax 718-997-5498**  
**email: [honors@qc.cuny.edu](mailto:honors@qc.cuny.edu)**  
**Hours: 9 am-5 pm**

The Office of Honors and Scholarships administers the Queens College Scholars Program; these are scholarships awarded to entering students through the Office of Undergraduate Admissions (see page 14). The director of the office is the college's representative for major national scholarship competitions. The director and staff are available to discuss these scholarship opportunities with students, and also to work with students interested in applying for such awards. In addition, the office oversees a number of college-based scholarships for

which Queens College students may apply. To help students locate additional sources of support for their education, the office also maintains a Web site that provides extensive information about other scholarship and academic opportunities, including fellowships and study abroad awards sponsored by public- and private-sector sources. A sampling of major national scholarships appears below.

#### **QUEENS COLLEGE SCHOLARSHIPS**

Each year the Queens College Scholars program offers a variety of scholarships to incoming Fall freshmen and transfers with strong academic credentials. These scholarships are supported by gifts to the college from foundations and alumni. (See page 14 of this *Bulletin* for further details.) Applications are handled by the Undergraduate Admissions Office in Jefferson Hall.

#### **SCIENCE AWARDS**

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

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

**The Kenneth Kupferberg Memorial Scholarship** is awarded to a full-time junior or senior majoring in the natural sciences. Academic excellence and financial need are both taken into account in selecting the recipient. The scholarship endowment is funded by the Kupferberg Foundation and the family and friends of Kenneth Kupferberg, Class of 1941. Information on the application deadline is available from the Office of Honors and Scholarships.

#### **NATIONAL SCHOLARSHIPS**

The following are national scholarships for which students may apply:

**Ford Foundation Predoctoral Fellowships for Minorities** identifies individuals of demonstrated ability and provides them with opportunities to engage in advanced

study leading to the PhD or ScD degree and to inspire others to follow an academic career in teaching and research. Applicants must be U.S. citizens or nationals; they also must be in one of the following groups: Alaskan Natives, Black/African Americans, Mexican Americans/Chicanos, Native American Indians, Native Pacific Islanders (Polynesian or Micronesian), or Puerto Ricans. Students who are at or near the beginning of their graduate study or who are enrolled in or planning to enroll in a research-based PhD or ScD program are eligible.

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

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

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

**Jack Kent Cooke Foundation Scholarships** support study at any accredited graduate school in the U.S., or abroad, to pursue any graduate or professional degree. The amount and duration of awards will vary by student, based on the cost of attendance and length of the program, as well as other scholarships or grants received. The maximum award per student is \$50,000 per year for up to six years.

**National Science Foundation Fellowships** are awarded each year to students intending to pursue research-based MA or PhD degrees in mathematics, physical and life

sciences, behavioral and social sciences, computer and information science, engineering, 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 involvement, and "the energy to use their talents to the full."

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

All 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, and National Science Foundation. These CUNY students succeeded at the national level. You can, too. Start work now!

Student award-winners say:

■ **Take charge.** Take responsibility for your career. Make it your top priority. Create the opportunities you need to build a strong

portfolio. Aggressively seek information on scholarships, schools, and professions.

■ **Distinguish yourself.** Every scholarship and graduate school applicant has a high GPA and good GRE scores. You must stand out in order to succeed. Building a strong "portfolio" documenting your interests and abilities is crucial to your success. Your portfolio will include letters of recommendation and a personal statement. Sometimes it also includes a writing sample. Start building your portfolio now.

■ **Build your portfolio.** Do independent studies. Work as a research assistant. Find internships. Get into positions of responsibility in activities and organizations connected with your career interests and goals. Get involved.

■ **Build relationships.** Only people who know your work well can write the strong, detailed letters of recommendation that are absolutely necessary for your success. Independent studies, internships, and assistantships are all ways to build professional relationships. There are other ways. Find them.

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

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

#### **Who Can Help?**

At Queens College:  
Office of Honors and Scholarships  
718-997-5502; honors@qc.cuny.edu.



# Academic Policies & Procedures

## **RULES GOVERNING GRADES,**

credits, retention standards, attendance, leaves, and conduct are among the major topics covered in this section. Since no compendium can anticipate and answer all questions, students should consult with the offices of the Registrar, Vice President for Student Affairs, or Undergraduate Scholastic Standards Committee, as appropriate, for information on any topic not covered here.

The Undergraduate Scholastic Standards Committee (USSC) is the committee of the Academic Senate charged with 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 any appeal. *The review of appeals requires time, and not all appeals are granted.* Students who have filed an appeal are therefore advised *not* to assume the appeal will be granted. Decisions of the USSC cannot be overturned.

## **Student Number**

The college initially uses your social security number as your 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**

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

## **Advanced Placement**

Eligibility for advanced placement is determined by 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 (CLEP, subject-area exams only). Students should obtain approval to take such examinations from the appropriate department chair. They may receive either credit for specific courses or elective credit within the department. Information about these examination programs is available in the Admissions Office.

## **Transcripts**

Transcripts of academic records are issued only upon the written authorization of the student. Such a request may be submitted in three ways: (1) in person at the Registrar's Office; (2) through the college's Web site ([www.qc.cuny.edu/oss](http://www.qc.cuny.edu/oss)) if you attended *after* Spring 1992;\* or (3) by mail to Queens College, Registrar's Office, Attn.: Transcript Unit, Jefferson Hall, First Floor, Flushing, NY 11367.

The following information must be included in your request: name (last, first, middle initial); any other name used while in attendance; student ID; 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 \$7 for each request (no charge for transcripts sent to other CUNY units). The fee may be paid by a check or money order made payable to Queens College. If paying by cash or credit card (MasterCard and Visa only), payment must be made in the Bursar's Office (Jefferson Hall 200.) Fill out the Transcript Re-

quest 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 in one business day after the request is received. For students enrolled prior to Spring 1992, processing requires two business days. The process may take longer during peak periods (at the beginning and the end of the semester).

If you were in attendance after the Spring 1992 semester, and you need to meet a deadline, we have on-the-spot transcript service. However, the request can only be honored at off-peak times. We are unable to either email or fax transcripts to other institutions.

For more information, visit the college's Web site ([www.qc.cuny.edu](http://www.qc.cuny.edu)) or call 718-997-4400.

## **Courses at Other Institutions (Permit)**

A new "e-Permit" allows Queens College students to file an online request to take a course at another CUNY college. To access the e-Permit, go to [www.cuny.edu](http://www.cuny.edu) and click the Log In button at the left. Next, register by clicking on "Register" and follow the directions to obtain an ID and password. Once registered, a personalized [cuny.edu](http://cuny.edu) homepage will appear with an e-Permit link prominently displayed. Follow the instructions for filing a permit request.

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

\*If you attended *prior to* Spring 1992, you can download the transcript request form and mail it back to the Registrar's Office.

- be a degree (matriculated) student with a cumulative GPA of at least 2.00;
- be at least in your second semester of matriculation;
- be currently attending Queens College or have been on a permit the preceding semester; and
- have successfully completed at least six credits at Queens College.

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

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

### Overseas Study Programs

**The CUNY/Paris Exchange Program** offers students of all disciplines the opportunity to study for either a semester or year at one of the Universities of Paris. Requirements include either three semesters of college-level French *or* an equivalent linguistic proficiency. **The Study Abroad Program** allows students to receive instruction at various sites outside of the United States. Students may participate in programs offered by Queens College or by other CUNY colleges. For information and applications for these programs, contact Prof. Maxine Fisher (Klapper Hall 353; 718-997-4608; fax 718-997-4636; maxine.fisher@qc.cuny.edu); or Gary Braglia (Kiely Hall 183; 718-997-5521, gary.braglia@qc.cuny.edu).

### Registration

For complete details about registration dates and course schedules, see the *Registration Guide and Schedule of Classes*, available prior to registration at the Welcome Center (Jefferson Hall lobby) or Registrar's Office (Jefferson Hall, 1st floor). This information is also available on the college's Web site at [www.qc.cuny.edu](http://www.qc.cuny.edu).

### Course and Faculty Evaluation

Every three semesters students complete a course and faculty evaluation form in each class taken. Their responses are summarized online 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 one way the college can learn how students feel about their classes and instructors.

The *Course and Faculty Evaluation Booklet* may be purchased at the college bookstore and is always available online and 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 college. Criteria are as follows:

*Undergraduate degree students registered for 12 or more credits a semester.* The Dean's List will be promulgated at the end of each Fall and Spring semester. (It is not promulgated for work taken during Summer Sessions.) To be named to the Dean's List, a student must have an average of 3.5 in 12 credits of quality grades (A+ through F, WF, and WU) in that semester. Grades of INC, 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 semesters of the same academic year.* The Dean's List will be promulgated in June on work completed in both semesters, September through June. In order to be named to the Dean's List, a student must have an average of 3.5 in a minimum of 12 credits of quality grades (A+ through F, WF, and WU) during the academic year. Grades of Inc., 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/program office(s) with which you are affiliated.

### Credits and Credit Load

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

*Matriculated students*, 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 1: 6 equated credits;

Summer Session 2: 9 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, are permitted to 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 from the Undergraduate Scholastic Standards Committee (Frese Hall 201) 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 USSC 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 or more

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

**Attendance.** By registering in a course, the student assumes the obligation to fulfill the requirements set for that course by its instructor. *Although absence in and of itself shall not affect a student's grade*, students are responsible for such activities as participation in class discussions, laboratory sessions, field trips, etc.; the preparation of papers and reports; and the taking of quizzes and examinations, any or all of which may constitute a component in the final grade for the course. In addition to observing the regulation regarding withdrawal from a course, students are expected, as a normal courtesy, to inform the course instructor of any prolonged absence or withdrawal. (See *Course Withdrawals*, page 58.)

**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 (718-997-5614).

### 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 56.)

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

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

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

- the student has chosen the *P/NC* grading option for that course, within the applicable rules and
- the student is a first-semester student or
- the course in question may only be graded as Pass or No Credit. (See *Freshman Grading Policy*, on this page and *Pass/No Credit Option*, page 56)

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

*WF* (Withdrawn Failing) is assigned by the Registrar when a student receives permission

from the USSC for an official late current withdrawal, and the instructor's evaluation of a student's coursework is failing at the time of the withdrawal.

*WU* (Withdrawn 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 56.)

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

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

### 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	<u>x 3 =</u>	<u>0.0</u>
		41	107.2
Quality Points	<u>107.2</u> =		2.614
Credits			41

*Failing Grades*, page 55, and *Resolution of Temporary Grades*, page 57.)

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

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

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

**Exceptions to the P/NC Option.** Students may not take the following courses under the P/NC Option:

ACE Seminar courses

ENGL 110

Graduate courses

Courses taken to satisfy the basic skills requirement in mathematics.

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 advisor. Students who have received a P in a course that later becomes part of their major may appeal to the USSC 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 online by following the procedures in the *Registration Guide and Schedule of Classes*. The choice must be finalized by the end of the eighth week of the Fall or Spring semester. Winter Session dates are listed in the *Registration Guide and Schedule of Classes*. Summer Sessions 1 and 2 dates are listed in the *Summer Session Bulletin*. After the deadlines indicated, the P/NC choice is final and cannot be changed.

*Second-semester students* may select the P/NC Option until the end of the fourteenth week of the Fall and Spring semesters, or until the next to last day of either Summer Session. 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 Sessions 1 and 2 do not count as a semester.

B. Part-time and matriculated students who have completed more than 9 but fewer than 18 credits.

C. Transfer degree students with more than 11 but fewer than 28 credits from any institution of higher learning during their first semester at Queens College. Summer Sessions 1 and 2 do not count as a semester.

**Important:** The P/NC deadline will *not* be extended. Failure in the course or missing the deadline to select the P/NC option will not be considered grounds for appeal.

### Temporary Grades (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 coursework 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 coursework *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 a 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 makeup 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 makeup exam. In these cases, instructors may submit the grade of *ABS* if the department will be able and willing to administer a makeup exam during the next regular semester to follow.

*INC* (Incomplete) is not an automatic grade. It is a temporary grade that may be assigned by faculty when a student has requested an *INC* and meets all of the following conditions: some of the course requirements other than but possibly including the final examination have not been satisfied for good and sufficient reason as determined by the instructor; and there is a reasonable expectation that a student can pass the course by submitting the outstanding work by the end of the next regular semester, Spring or Fall. (Summer Sessions 1 and 2 do not count as a semester in this case.) The assignment of *INC* constitutes an agreement with the student that the instructor or department will receive, evaluate, and submit a grade for the missing course requirements, upon submission of the outstanding work by the student. (See *Resolution of Temporary Grades*, below.)

The *INC* grade is not to be assigned if: it is not requested by a student; or if there is no reasonable expectation that the missing work can be completed, submitted, and graded by the end of the next regular semester, Spring or Fall (Summer Sessions 1 and 2 do not count as a semester); or a student would receive a failing grade in the course even if the missing work was completed, submitted, and graded. In these instances, the instructor must assign a grade based on a student's work for the semester. If there is insufficient information due to a student's attendance, the *WU* grade will be assigned.

*PEN* (Pending) is a temporary grade 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 department 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 Office of the Vice President for Student Affairs (718-997-5500).

*Z* (No Grade) is assigned by the Registrar when an instructor has failed to submit grades for the entire class. Students who receive a *Z* on their semester grade report should contact the instructor or the department as soon as possible.

*W* (Withdrawn Passing) is a grade that can only be issued by the Registrar when students: (1) complete the course withdrawal procedure online, from the third to the end of the eighth week of the Fall or Spring semester or the first to third week of Summer Session 2 (there is no online course withdrawal for Summer Session 1); or (2) request and receive permission from the USSC for a course withdrawal, and the instructor's evaluation of the student's coursework is passing at the time of the withdrawal.

#### **Resolution of Temporary Grades.**

The 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*. 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.* Once a *FAB*, *FIN*, or *FPN* has been assigned, students may not resolve the course by submitting missing work or taking a final makeup examination. Faculty may not accept late or outstanding work nor administer a late final makeup examination. The Registrar will reject and return all grades submitted by faculty for courses assigned *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

*Makeup Examination Form* for each *ABS* received, from the Registrar's Office, Jefferson Hall, 1st floor. A \$15 fee is required for the first approved final makeup exam, a \$5 fee for each additional exam. The maximum charge for all final makeup 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 USSC 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 USSC 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 USSC to file an appeal before making arrangements for a makeup exam or receipt of outstanding coursework. If permission to resolve the grade is given, students may then complete the course with the instructor. If permission is denied, the grade will remain on the student's record as an *F*.



**Appealing Grades.** The following procedure has been established when a student wishes to appeal an earned grade:

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

Only after all three steps have been exhausted will the USSC consider a formal appeal of an earned grade. The committee's role in the appeal is one of mediation or recommendation. Students may obtain additional information in the USSC office (Frese Hall 201).

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

**Grade-Replacement Policy.** When students repeat a course, all previous grades will remain on their record, but only the *most recent* grade will be computed in the cumulative GPA. This Grade-Replacement Policy applies to courses first taken in Fall 1984 and later, and first repeated in Fall 1991 and later. *Note:* Any grade in a course first taken before Fall 1984 and repeated after Fall 1991 will not be deleted from the cumulative GPA. Any course repeated before Fall 1991 will not cause the deletion of an earlier grade from the cumulative GPA.

No more than 16 credits may be deleted from any student's GPA under the Grade-Replacement Policy. After a student has repeated courses 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 considering whether to repeat courses:*

(A) New York State prohibits the use of repeated courses that were previously passed in the determination of financial aid eligibility, unless the repeat is needed to obtain a minimum required grade. For example, if you are registered for a total of 14 credits, three credits of which represent a course that is a repeat of one passed previously, you are registered for only 11 credits for New York State financial aid awards.

(B) The evaluation of your transcript for admission to other undergraduate and graduate programs, both within and outside CUNY, may include *all* courses and grades in the calculation of your cumulative GPA, including those courses and grades not calculated into your Queens College GPA because of the Grade-Replacement Policy.

Courses with 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 57.) 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 online in accordance with the procedures described in the *Registration Guide and Class Schedule*, beginning with the first three weeks of the Fall and Spring semesters or the first two days of Winter Session. For Summer Sessions 1 and 2, students may drop a course online in accordance with the procedures described in the *Summer Session Bulletin*. Dropping a course is considered a program adjustment, and the course will not appear on the student's record.

**Course Withdrawals: Fall and Spring Semesters.** Beginning with the fourth week through the end of the eighth week of the semester, students may withdraw from a course online in accordance with the procedures described in the *Registration Guide and Schedule of Classes*. An instructor's

evaluation is not required during this period; the grade of *W* will appear on the student's official record.

Beginning with the ninth week through the last day of classes of the semester, students may withdraw from courses *only* with the permission of the USSC. Such permission will be granted *only* for the most pressing and urgent reasons, *not* merely 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: Winter Session.**

Please consult the *Registration Guide and Schedule of Classes* for the exact instructions and dates to withdraw from a class.

### **Course Withdrawals: Summer**

**Sessions 1 and 2.** There is no online course withdrawal for Summer Session 1. 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 1, students may withdraw from a course *only* with the approval of the USSC.

Beginning with the second week and until the end of the third week of Summer Session 2, students may withdraw from a course online in accordance with the procedures described in the *Summer Session Bulletin*. A grade of *W* will be entered on the student's record. Beginning with the fourth week, students may withdraw from a course *only* with the permission of the USSC.

**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 officially withdraw from it will receive a disciplinary grade of *WU*. (See *Dropping and Withdrawing from Courses*, on this page, and *Failing Grades*, page 55.)

**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 58.)

Students who wish to request a leave of absence should contact the College Counseling and Resource Center, Counseling Services (718-997-5420) 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 Office of the Vice President for Student Affairs. The grade of *W* will be entered on the student's record. Students granted a leave of absence may register for the next semester without filing a Reentry Application. (Students who are on academic probation may request a leave of absence in the same way.)

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 USSC. 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 56.)

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(s) 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 USSC 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 College Counseling and Resource Center, Counseling Services in Frese Hall (718-997-5420). SEEK students must see their academic counselor in Delany 231 (718-997-3150).

C. Students on academic probation who officially withdraw from all 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, with 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(s) and also are encouraged to attempt to resolve any temporary grades. However, any grades earned during Summer Session(s) 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 circumstances may appeal their dismissal to the USSC. 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 USSC. The USSC 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 (718-997-5611).

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

Student records and information are maintained by the college and are available in the Registrar's Office, Jefferson Hall, 1st floor. Pursuant to a federal law known as the Family Educational Rights and Privacy Act (FERPA), the college provides "directory information," to persons with a legitimate interest in such information upon request,

including requests from military recruiters. In conjunction with the FERPA provisions for “directory information,” the college will provide the following information concerning students: name, home address, telephone, date of birth, dates of attendance (not daily records), major field of study, level of education (e.g., sophomore), degree(s) received, if any, participation in athletic teams, and honors and awards received.

In addition, the college is allowed to reveal the results of a disciplinary proceeding against a student accused of a violent crime or non-forcible sex offense, and to notify the parent(s) or guardian if a student violated a drug or alcohol rule. CUNY’s complete policy about the Family Educational Rights and Privacy Act (FERPA) is detailed in *Your Right to Know* (Appendix H), a handbook available through the college’s Web site ([www.qc.cuny.edu/students](http://www.qc.cuny.edu/students)); click on *Your Right to Know* under Student Affairs.

Students may request that directory information *not* be released without their prior consent by completing a form in the Registrar’s Office. This form also can be downloaded from [www.qc.cuny.edu/registrar/forms](http://www.qc.cuny.edu/registrar/forms) and returned to the Registrar’s Office. Students should be aware that if they sign a Non-Disclosure Form to block the release of directory information, they will need to sign a release form, *in person*, at the Registrar’s Office to authorize the release of records and information to others, such as financial institutions, employers, and other designated persons or entities, including military recruiters.

### Freedom of Information

Requests to inspect public records at the college should be made to the Records Access Officer, Jane Denkensohn, Special Counsel to the President (Kiely 805, 718-997-5725). Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs (see *Your Right to Know*, Appendix H).

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

## Academic Dishonesty

Academic dishonesty is one of the most serious offenses within the academic community. Acts of academic dishonesty include, but are not limited to, plagiarism and/or cheating on exams and papers, sabotage of research materials, the purchase or sale of academic papers, and the falsification of records. Any student who engages in an activity that is academically dishonest is subject to disciplinary charges, as is any student who knowingly aids another who engages in them.

The City University Policy on Academic Dishonesty was adopted by CUNY’s Board of Trustees in June 2004; it includes definitions and examples of academic dishonesty, methods for promoting academic integrity, and procedures for the imposition of sanctions for various violations of this policy, including failing grades, suspension, and expulsion.

### I. Definitions and Examples of Academic Dishonesty

*Cheating* is the unauthorized use or attempted use of material, information, notes, study aid devices, or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaborating on a take-home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.

- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers, or other technologies to retrieve or send information.

*Plagiarism* is the act of presenting another person’s ideas, research, or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

*Internet Plagiarism* includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

*Obtaining Unfair Advantage* is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating, or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using, or circulating examination materials that clearly indicate they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

*Falsification of Records and Official Documents:* The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card, or other college document.

## II. Methods for Promoting Academic Integrity

1. *Orientation sessions for all new full- and part-time faculty and students* should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place, and examples of infractions should be distributed. These packets should be readily available throughout the academic year in the appropriate offices of the college, and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.

2. *All college catalogs, student handbooks, and college Web sites* should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. All syllabi and schedules of classes should make reference to the CUNY and college's academic integrity policy and indicate where they are published in full.

3. A "*Faculty Report*" form should be used throughout the University to report incidents of suspected academic dishonesty. It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see #8 below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the "Academic Integrity Official"). A follow-up form should be submitted to the student's academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident, and the instructor's phone/email contact information; it should be easy to use and process. Except as otherwise provided in the CUNY procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies.

4. *CUNY will develop a Web site on Academic Integrity.* This Web site should include suggestions for faculty, students, and administrators to reduce cheating or plagiarism, resources on academic integrity, and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.

5. *Colleges should adopt the "PEN" (Pending) grade* to facilitate the implementation of the Procedures for the Imposition of Sanctions (see below). This grade already exists in the University's Glossary of Grades.

6. *Colleges may wish to consider issuing a Student Guide to Academic Integrity.* Each college should consider joining the Center for Academic Integrity.

7. *Colleges should consider subscribing to an electronic plagiarism detection service.* Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.

8. *Colleges should consider establishing an Academic Integrity Committee,* to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of student's violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.

9. *Establish a mechanism for preventing students from dropping a class* in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

## III. Procedures for the Imposition of Sanctions for Violations of Academic Integrity

A. *Introduction.* As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution—generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was "due" turn on the court's judgment whether the decision on culpability was "disciplinary" (a question of fact) or "academic" (a question of the instructor's expert judgment). This distinction

has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the college Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the college should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances if any. It is strongly recommended that every instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the college as described in #3 of Promoting Academic Integrity, above. Among other things, this reporting will allow the college to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

### B. Procedures in Cases Where the Instructor Seeks an Academic Sanction Only.

1. *Student Accepts Guilt and Does Not Contest the Academic Sanction:* If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade only\*), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

2. *Student Denies Guilt and/or Contests the Academic Sanction:* If the student denies guilt or contests the particular grade awarded by the faculty member, then the

\*A reduced grade can be an F, a D-, or another grade that is lower than the grade that would have been given but for the violation.

matter shall be handled using the college's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

*C. Procedures in Cases Where a Disciplinary Sanction Is Sought.* If the faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described above in #3 of Promoting Academic Integrity, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary Committee may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought.<sup>†</sup> Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. For the reasons discussed below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

*D. Procedures in Cases in which Both a Disciplinary and an Academic Sanction Are Sought.* If a faculty member or the college seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

<sup>†</sup> Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations: for example, infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements.

#### *E. Reporting Requirements.*

*1. By the Faculty Member to the Academic Integrity Official:* In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form provided by the college as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.

*2. By the Academic Integrity Official to the Faculty Member:* Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

#### **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 computer network; and all others permitted access to a computer.

#### **Regulations Regarding Use of Computing Facilities**

Queens College maintains 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, reproduced, 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.

The college reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to insure compliance with regulations. Any user who is found to be in violation of these rules shall be subject to the following:

- Suspension and/or termination of computer privileges;
- Disciplinary action by appropriate college and/or University officials;
- Referral to law enforcement authorities for criminal prosecution; or
- Other legal action, including action to recover civil damages and penalties.

### 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.cuny.edu](http://www.qc.cuny.edu), in the Welcome Center, and in the Office of the Vice President for Student Affairs. If you have questions, contact the Vice President for Student Affairs (718-997-5500).

The college handles matters of student discipline through the Vice President for Student Affairs 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 Office of the Vice President for Student Affairs. 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 Vice President 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 Office of the Vice President for Student Affairs, and the Vice President 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.





# Courses of Study

**COURSE INFORMATION** in this *Bulletin* is correct as of December 2005. For information about new courses that may not be included here, and for further details concerning course descriptions, consult department offices. For possible changes and for details on courses designated “uncertain” († or ††), consult the current semester’s *Registration Guide and Class Schedule*, available online and 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 advisor.

## 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

For a complete listing of the LASAR courses, see pages 41–43.

# Academic Support

**Director:** Howard H. Kleinmann

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

**The following courses may be offered during the Summer or Winter Sessions in the college's Basic Skills Immersion Program.**

**ACSKL 010.03. Fundamentals of Mathematics.** 3 hr.; 0 cr. Basic arithmetic and elementary algebra in preparation for the CUNY Assessment Test in Mathematics. Includes video-based instruction, work in the Mathematics Laboratory, and tutoring.

**ACSKL 015.04. Preparation for CUNY Mathematics Freshman Skills Assessment Test Certification.** 4 hr.; 0 cr. Arithmetic and algebra in the college's Basic Skills Immersion Program to prepare students to pass the CUNY Freshman Skills Assessment Test in Mathematics. 60 hours total.

**ACSKL 020.03–04. ESL Reading and Writing Development.** ACSKL 020.03, 3 hr.; 0 cr.; ACSKL 020.04, 4 hr.; 0 cr. An integrated reading and writing course for non-native speakers of English who need to improve their literacy skills. Practice writing paragraphs and short essays with emphasis on organization, development, grammatical accuracy, and correct mechanics. Includes tutoring and work in the Academic Support Laboratory. Students retake CUNY/ACT tests in Reading and Writing.

**ACSKL 022.02–03. ESL Writing Development.** ACSKL 022.02, 2.5 hr.; 0 cr.; ACSKL 022.03, 3 hr.; 0 cr. A course designed to improve the composition skills of nonnative speakers of English in preparation for the CUNY/ACT test in Writing. Practice in thesis formulation, support and development, grammar and mechanics. Includes tutoring and may involve work in the Academic Support Laboratory.

**ACSKL 026.02. ESL Reading Development.** 2.5 hr.; 0 cr. A course designed to improve the reading skills of nonnative speakers of English in preparation for the CUNY/ACT test in Reading. Includes interdisciplinary readings, work in the Academic Support Laboratory, and tutoring.

**ACSKL 030.02–04. Academic Reading and Writing.** ACSKL 030.02, 2.5 hr.; 0 cr.; ACSKL 030.03, 3 hr.; 0 cr.; ACSKL 030.04, 4 hr.; 0 cr. An integrated reading and writing course emphasizing the development of academic literacy skills to help students pass the CUNY/ACT tests in Reading and Writing. Practice in reading interdisciplinary selections and writing expository, ana-

lytical, and persuasive essays. The course includes tutoring and may include work in the Academic Support Laboratory.

**ACSKL 032.01–03. Academic Writing.** ACSKL 032.01, 1.5 hr.; 0 cr.; ACSKL 032.02, 2.5 hr.; 0 cr.; ACSKL 032.03, 3 hr.; 0 cr. The course provides students with the basic writing skills necessary to become successful college students. Diverse essay types are practiced, with particular attention paid to the writing of arguments to prepare students to pass the CUNY/ACT test in Writing. Computer-assisted instruction and tutoring may be included.

**ACSKL 036.01–03. Academic Reading.** ACSKL 036.01, 1.5 hr.; 0 cr.; ACSKL 036.02, 2.5 hr.; 0 cr.; ACSKL 036.03, 3 hr.; 0 cr. College-level reading from various disciplines to help students acquire the reading and study skills they need to be successful in college. Includes work in the Academic Support Laboratory, tutoring, and/or computer-assisted instruction, and prepares students to pass the CUNY/ACT test in Reading.

## Accounting & Information Systems

**Chair:** Israel Blumenfrucht

**Deputy Chair for Day Studies:**

Arthur H. Adelberg

**Deputy Chair for Evening Studies and**

**Weekend College:** Marc H. Levine

**Co-Directors of Master of Science in**

**Accounting:** Marvin F. Milich and

Neal B. Hitzig

**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:** Powdermaker 215, 718-997-5070; Fax: 718-997-5079

**Professors:** Adelberg, Blumenfrucht, Hitzig, Levine, Siegel, Simon, Walker; **Associate**

**Professors:** Kim, Leibowicz, Milich; **Assistant**

**Professor:** Silliman; **Lecturers:** Dauber, Davidovits, Erlach, Hornung, Klinger;

**Department Secretary:** Sanchez

**Major Offered:** Accounting (State Education Code 02701)

*Please note:* The Accounting and Information Systems Department offers a Master of Science in Accounting that is registered with the State of New York. The MS in Accounting adds significantly to the undergraduate degree and reduces the auditing experience requirement for the CPA license from two years to one year. As of August 1, 2009, admission to the Uniform CPA Examination will require the completion of an approved 150-credit program. The department has already registered such an approved program with the NYS Department of Education. Detailed information on the MS degree is available 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 coursework. Courses in information systems, analysis, design, and implementation have been available since 1982.

The informational outputs of this process must meet the needs of various user groups in society. Among the users of accounting information may be internal decision-makers, owners, creditors, investors, workers, managers, economists, and representatives of government agencies.

The decision process, organization theory, communication and information systems, and theories are areas of interest and concern to students and researchers in accounting. Sophisticated mathematical models (especially with the development of computer science) are being used by accountants. Economic theory and analysis

constitute basic tools for accountants. An understanding of the laws governing economic and financial relationships is essential. A knowledge of tax laws and procedures must be added to the accountant's store of information.

The department has a formal advisement program. All majors are assigned a faculty advisor whom they must see as part of 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 & Economics

Students majoring in accounting may also receive a major in economics by completing 30 credits in economics courses, plus MATH 131 or the equivalent as evaluated by the Economics Department. All of the economics courses required for the accounting degree may be included for the major in economics. ECON 205, 206, and 382 must be part of the 30 credits in economics courses. 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 credited toward the minor. Students may not take courses before the required semester, nor are they permitted to register for any accounting course for which they have earned a grade less than *C-*, *ABS*, *INC*, etc. in the prerequisite.

Minors must complete a concentration form **no later than** their junior year and submit it to their advisor for approval. (Forms are available in the department office.)

### Department Awards

The Accounting & Information Systems Department 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 department also offers the **Professor Louis Geller Award** of \$100 to an outstanding student going on to graduate studies in accounting; 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 **McGraw-Hill Accounting Award of Excellence** of two books and \$100 to the student with an exemplary scholastic record plus outstanding service to the college and the department; the **New York State Society of Certified Public Accountants Award** each year to at least one graduating senior for superior scholarship in accounting studies; the **Person-Wolinsky Scholarship Award** to two students for exceptional academic achievement. Additional grants of \$100 are awarded to one or more students graduating with honors in accounting who intend to pursue graduate studies, and to other appropriately designated students as funds permit. The student who has contributed the most distinguished service in advancing the department's professional interests receives the **Professor Eugene Rosenfeld Memor-**

**ial Award** of \$100; and 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 Accounting & Information Systems must earn a minimum grade of *C-* in any department course 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 or minor requirements.

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

**ACCT 100. Financial and Managerial Accounting.** 4 hr.; 3 cr. Prereq.: BALA 100 and permission of the BALA director. This is a course in the theories and principles of financial and managerial accounting. Financial accounting includes the study of the preparation and interpretation of commonly used financial statements. Managerial accounting deals with the use of accounting data for managerial control and planning. Students will be introduced to the use of accounting systems programmed for the microcomputer, and to managerial decision-making based on mathematical modeling. Not open to accounting majors.

**ACCT 101. Introduction to the Theory and Practice of Accounting I.** 4 hr.; 3 cr. Prereq.: 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

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

**ACCT 201. Intermediate Accounting I.** 4 hr.; 4 cr. Prereq.: ACCT 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

**ACCT 202. Intermediate Accounting II.** 3 hr.; 2 cr. Prereq.: ACCT 201 and junior standing. Continuation of ACCT 201. Relevant mathematical principles and applications thereof to accounting. Relevant

### Requirements for the Major in Accounting (Major code 002)

A minimum of 21 credits must be taken at Queens College for the major.

**Required (56 credits):** ACCT 101 through 322, 361, 362, 367, and 372; BUS 241; CSCI 018 (preferred) or 012; ECON 101, 102, 215, and 249.

**Electives:** Two courses as follows:

One elective course from the Department of Accounting and Information Systems.

One of the following courses: BUS 243, 247, 341W, and 351; ECON 205, 206, 213, 214, 217, 218, 220, 225, 227, 229, 240, 242, 246, 326, and 382.

Students must read the specific department listing for prerequisite requirements.

In general, the only accounting courses that may be transferred from other schools are those that are equivalent to ACCT 101, 102, 201, 305, and 361, subject to department evaluation and approval.

### Requirements for the Minor in Accounting (Minor code 02)

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

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

**Electives (3 credits):** ECON 100, 101, 102, or any other elective approved by the department.

**Please note:** *C-* is the minimum grade required 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).

opinions and statements of the AICPA, FASB, and SEC. Fall, Spring

**ACCT 305. Cost Accounting.** 3 hr.; 2 cr. Prereq.: ACCT 201 and junior standing. The concepts and procedures used to account for the cost of manufacturing and selling, with their practical application in different types of cost accumulation systems (i.e., job-order costing, process costing, joint-product costing, standard costing, and direct costing). Fall, Spring

**ACCT 306. Quantitative Techniques in Planning and Control.** 4 hr.; 3 cr. Prereq.: ACCT 305, ECON 249, and junior standing. The application of quantitative and programming techniques in managerial decision-making, including probability analysis, mathematical programming, network models, queuing theory, Monte Carlo simulation, and regression/correlation analysis, inventory models, and capital budgeting. Fall, Spring

**ACCT 311. Advanced Accounting.** 4 hr.; 3 cr. Prereq.: ACCT 202 and junior standing. Theory of accounting applicable to problems peculiar to large-scale business operations, including 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

**ACCT 321, 322. Auditing I & II.** ACCT 321: 4 hr.; 3 cr. ACCT 322: 3 hr.; 2 cr. Prereq. or coreq.: For ACCT 321, 311 and senior standing; for ACCT 322, 321, ECON 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

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

**ACCT 341. Accounting Information Systems.** 3 hr.; 3 cr. Prereq.: CSCI 012 or 018, and ACCT 201 and 305. This course focuses on methods and techniques for the analysis and evaluation of the design of accounting information systems, including computer-based systems. Topics covered will include an introduction to accounting systems theory, analysis of accounting systems, including documentation and design theory, accounting file structure, hardware/software selection and impact on accounting systems, system life cycle, including accounting controls, and systems

implementation and maintenance from the auditor's standpoint. This course will require some use of computer resources. Fall, Spring

**ACCT 343. Microcomputer Applications in Accounting.** 3 hr.; 3 cr. Prereq.: CSCI 012 or 018, and ACCT 202 and 305. This course deals with specific uses of microcomputers as tools in the discipline of accounting in the following areas: transaction processing, analysis, and report preparation using commercial accounting systems; and mathematical and statistical analysis models that are used for managerial and financial accounting purposes. Software used includes database management systems with translation utilities, permitting transfer of data from one commercial system to another through the use of Data Interchange Formats. Integrated packages are used to prepare reports incorporating analyzed data and graphics.

**ACCT 350. Financial Statement Analysis.** 3 hr.; 3 cr. Prereq.: ACCT 202. Analysis is made of financial statements from the perspective of users and preparers of financial reports including investors, creditors, auditors, accountants, and management. Financial statements and related disclosures will be analyzed to gain a perspective on the company's health.

**ACCT 355. Accounting in International Environments.** 3 hr.; 3 cr. Prereq.: ACCT 306, 311, and senior standing. This advanced-level course takes up the accounting, tax, and control problems and procedures arising from the flow of goods, services, money, and investments across national frontiers. Not open to students who have received credit for BUS 255.

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

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

**ACCT 373. Communication and Ethics for Accountants.** 3 hr.; 3 cr. Prereq.: ACCT 311 and senior standing. Understanding of the role of communications and ethics in the accounting workplace setting by developing students' verbal, nonverbal, and written communication skills. Students will be introduced to techniques of appropriate communication in the workplace, along with an appreciation for cultural diversity in all settings. The goal of the course is for

students to clearly be able to explain concepts, results, and regulations to clients as well as make effective and appropriate inquiries in performing professional accounting services. In addition, case studies will be used to examine ethical issues and further emphasize the role of the AICPA Code of Professional Conduct.

### Courses in Law Related to Business and Taxation

**ACCT 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)

**ACCT 362, 362W. Business Law II.** 3 hr.; 3 cr. Prereq.: ACCT 361 and junior standing. The law relating to forms of business organizations. Focus centers on agency and partnership relationships, corporate structure, and the role of government in business. Also considered are landlord relationships and bailments. Fall, Spring

**ACCT 363. Business Law III.** 3 hr.; 3 cr. Prereq.: ACCT 362 and senior standing. The law relating to commercial transactions. Focus of the course is the Uniform Commercial Code, with particular emphasis on sales law, commercial paper law, and the law of secured transactions. Also considered are the laws relating to bankruptcy and insurance. Fall, Spring

**ACCT 367. Federal and New York State Taxes on Income.** 4 hr.; 4 cr. Prereq.: ACCT 102 and senior standing. An introduction to the federal income tax as it relates to individuals. Particular emphasis is given to the basic multitiered tax structure. The underlying concepts of basis, inclusion, exclusion, and deduction are defined, utilizing the Internal Revenue Code and related material. Special classes of taxpayers including partnerships, estates, trusts, corporations of various types, and foreign taxpayers are considered as well as accounting and procedural rules.

**ACCT 369. Gift and Estate Taxation.** 2 hr.; 2 cr. Prereq.: ACCT 367 or 368. The laws and regulations of the federal and New York State governments governing taxes on gifts and at death. Considers both theory and practice; includes discussion of procedure.

### Seminars and Special Problems

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

**ACCT 391, 392. Special Problems.** ACCT 391.1–391.3, 1–3 hr.; 1–3 cr. ACCT 392.1–392.3, 1–3 hr.; 1–3 cr. Open to students of advanced standing who receive permission of the department to register. Recommended for students of high academic standing who want to undertake some special research topic related to accounting.

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

## Actuarial Studies for Business

See page 121.

## Adult Collegiate Education

**Director:** Richard Adams

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

**Professors:** Jordan, Orenstein; **Adjunct Associate Professors:** Jacobowitz, Mohan;

**Adjunct Assistant Professor:** Sirlin; **Adjunct Lecturers:** Chustek, Dougherty, Einsohn, Goodman, Miceli, Percival; **Department Secretary:** 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 achieve-

ment credits.

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

The ACE courses described below are open only to students formally admitted to ACE. (ACE students are identified by program code AC.) The following courses may not be taken with the *P/NC* (Pass/No Credit) option.

ACE 001. English Composition

ACE 004. Studies in Visual Arts & Music

ACE 005W. Great Works of Literature

ACE 015. Social Science Seminar I

ACE 016. Social Science Seminar II

BIOL 008. Fundamentals of Biology

or

CHEM 011. Chemistry for Today

ENGL 110

MATH 110, 115 or a math course numbered 122 or higher

PSYCH 101. General Psychology

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

### Program Awards

ACE students may apply in the ACE Office for the following scholarships (unless stated otherwise, all students must maintain a minimum course load of 6 credits): **The Doris and Joseph Eisen Scholarship** is awarded to a part- or full-time student with a minimum GPA of 3.2; applicants must be lower sophomores (at least 28 credits) and demonstrate academic potential. **The Evelyn Nagdimon Scholarship** is awarded to an ACE student who is at least a sophomore (36 credits minimum). Applicants must carry 6–11 credits and demonstrate academic potential. **The Martin Pine/Solomon Resnik Scholarship for Single Parents** is awarded to a part- or full-time student who is a single parent (male or female) and demonstrates academic potential. **The Samuel Roane Memorial Scholarship for Minority Students** is awarded to a part- or full-time minority student (i.e., African-American or Hispanic) with prior community service. **The Helen Rudolph Memorial Scholarship** is offered to a part- or full-time junior (at least 61 credits) majoring in Jewish Studies. **The Dean Ernest and Marta Schwarcz Scholarship** is awarded to a full-time student with a minimum GPA of 3.0; applicants must demonstrate academic potential. **The May and Samuel Usadi Scholarship** and the **Molly Weinstein Memorial Scholarship** are each awarded to a part- or full-time student with academic potential. Applications and complete criteria for these scholarships are available in the ACE Office (Kiely 134A).

The following awards may be presented to top graduating seniors during the ACE graduation ceremonies each Spring: the **M. Hratch Zadoian Award for Academic Excellence**; the **Richard H. Hogan Award for Academic Excellence**; the **Sybil Leigh Award for Academic Excellence**; the **Mr. and Mrs. Alfred Lewis Award for Academic Excellence**; the **Diana Conte Award for Academic Excellence**; the **Haleem Rasheed Award**; the **S. Gary Schiller Award**; the **Micheline Weisbroat Award**; the **Aaron Weiss Award**; and the **Kathleen Englert ACE Award**. Funds are provided by various memorials and endowments established for this purpose. Graduating seniors are asked to submit biographical and academic data, which is used by ACE faculty/administration selection committees for making these awards.

### COURSES\*

**ACE 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 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 005W. Great Works of Literature.** 3 hr.; 3 cr.; Prereq.: ACE 001 or ENGL 110. An introduction into what it means to study literature, involving close reading and critical analysis of a wide variety of literary texts. This course combines a study of literature with continued training in clear and effective expression.

**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

\*MAT charges are possible.

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.

**BIOL 008. Fundamentals of Biology.** 2 lec., 2 lab. hr.; 3 cr. (ACE students are required to take **either** BIOL 008 **or** CHEM 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 BIOL 011.

**CHEM 011. Chemistry for Today.** (formerly CHEM 015) 2 lec., 2 lab. hr.; 3 cr. (ACE students are required to take **either** BIOL 008 **or** CHEM 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.

**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 behaviour.

### Health and Physical Education

**FNES 032. 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's basic and advanced learning skills requirements and **most** of the LASAR categories. 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 page 39).
2. ACE students who matriculated in Fall 1983 or thereafter and do not satisfy the language requirement by taking three semesters of foreign language may exercise the following option:

A. They must complete the first-level course of a foreign language of their choice (e.g., French, Spanish, Italian, Hebrew).

B. They must also successfully complete LCD 101, Introduction to Language.

C. They may then choose **three** other courses distributed in literature in English translation or in the culture and history relating to their chosen foreign language. Lists of authorized courses are regularly updated.

Courses used to satisfy the language requirement may **not** be used to satisfy any

other requirement toward a major or 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.

## Africana Studies

**Director:** Evelyn Julmisse

**Advisory Committee:** Agbeyegbe, Ahmed, Armour-Thomas, Bobb, Habtu, Markovitz

**Office:** Delany 125, 718-997-2845

**Major Offered:** Africana Studies (State Education Code 26461)

The program offers a structured body of courses leading to a major or a minor in Africana Studies. It is designed to provide knowledge of the civilization, history, literature, culture, and institutions of the peoples of Africa, as well as the peoples of African descent in the Caribbean and North America. Offerings consist of courses generic to Africana Studies as a whole as well as the following concentrations: Africa, the Caribbean, and the African-American experience.

Africana Studies should be of special interest to students who have either a cultural or professional interest in the African, African-Caribbean, or African-American experience. It should also be of interest to students who seek to understand a culture or civilization other than their own. It provides the background for graduate work in African, Caribbean, or African-American Studies, and may lead to careers in education, community organization and development, social work, business, media, and international service. Because the program draws from several disciplines, it is an excellent choice for a second major or a minor.

### THE MAJOR

Students who intend to major in Africana Studies must consult the director and file a concentration form before enrolling in AFST 102 or 201. See the box on page 73 for the requirements for the major and minor.

### COURSES

**AFST 101. Survey of African Civilization I.** 3 hr.; 3 cr. An interdisciplinary survey of African civilization from the earliest times

to the sixteenth century. The course will focus on the origins and development of civilization in Africa (Egyptian, Sudanic, Ethiopic, Malian, Ghanaian, Songhai, Zimbabwian, etc.). (SS, PN)

**AFST 102. Survey of African Civilization II.** 3 hr.; 3 cr. An interdisciplinary survey of African civilization from the sixteenth century to the present. The course will focus on the impact upon African civilization, culture, politics, and society of European expansion and colonialism in Africa. (SS, PN)

**AFST 201, 201W. Introduction to Black Cultures.** 3 hr.; 3 cr. The course will focus on the concept of culture as it relates to specific cultures in West Africa, the Caribbean, and the United States.

**AFST 202. The Black Urban Experience.** 3 hr.; 3 cr. Prereq.: AFST 101 and 102, or permission of the instructor. An interdisciplinary study of the experience of black Americans in urban areas from World War I to the present. Special attention will be given to the effect of economic, political, and social factors on the black community and its institutions.

**AFST 232, 232W. Caribbean Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing, or permission of the instructor. This course will examine how major writers of the Caribbean address questions of cultural and national identity in their poetry, fiction, essays, and drama. (H3)

**AFST 234, 234W. Black Women Writers.** 3 hr.; 3 cr. Prereq.: Sophomore standing, or permission of the instructor. This comparative study of women writers from Africa, the Caribbean, and the United States will examine the ways in which these writers re-envision history and challenge traditional conceptions of gender, race, and class. (H1T2)

**AFST 300, 300W. Seminar in Africana Studies.** 3 hr.; 3 cr. Prereq.: Junior standing and permission of the instructor. Topics to be announced.

### Joint Offerings

Students may also plan a joint program in Africana Studies and either anthropology, economics, education, history, linguistics, political science, sociology, or urban studies. Students must take 24 credits of required courses in Africana Studies and 24 credits in the other department. Six of the 24 credits in the other department must be related to Africana Studies. See the appropriate department listing for credit information, description, and course scheduling.

### Community Service Program

Africana Studies involves its students in a program of meaningful service to the black community of Queens in the context of a fieldwork course.

## Requirements for the Major in Africana Studies (Major code 003)

Students who major in Africana Studies must take a total of 36 credits as follows:

**Required Core Courses (21 credits):** AFST 101, 102 or 201/201W, 232/232W or 234/234W, 300/300W; HIST 277 or 278; PSCI 277 or 278; SOC 271, 272, or 273.

**Electives (9 credits):** Three courses in one of the following concentrations, provided they have not been taken to fulfill the required core:

- 1) **Africa** (Concentration code 00A): AFST 102, 201/201W, and 234/234W; HIST 111; ANTH 211; PSCI 237 and 256; SOC 273.
- 2) **The Caribbean** (Concentration code 00B): AFST 232/232W; HIST 118, 119, and 243/243W; LALS 203, 204, 208; SOC 261 and 274; SPST 94.
- 3) **African-American** (Concentration code 00C): AFST 102, 201, 202, 203, 234/234W; DRAM 206, 248; ECON 219; ENGL 354 and 355; HIST 277 and 278; SOC 211, 271, and 272.

**Two courses (6 credits)** must be selected from those above that have not already been chosen, or from ANTH 233, ETHST 310, or MUSIC 005, 239, 240. Consult the director for other courses that may satisfy elective credit for the major.

In addition, students must take three semesters of Arabic, French, Italian, Portuguese, or Spanish or pass a proficiency examination in an African language equivalent to the intermediate level. Students who have satisfied the college's foreign language requirement in any of these languages do not have to take another language.

## Requirements for the Minor in Africana Studies (Minor code 01)

Students who minor in Africana Studies must take a minimum of 21 credits from the offerings listed in the program. At least 12 of these credits must be in the required core curriculum noted above.

**Note:** Core courses may not be used as electives.

# American Studies

**Director:** Bette Weidman

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

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

**Major Offered:** American Studies (State Education Code 02695)

The past decades have seen the growth of a variety of heated controversies about culture, history, and social structure in the United States. A number of factors have contributed to this development: the awareness that U.S. history is a creation of many different peoples and interests; the perception that social forms are the product of contest as well as consensus; the elaboration in different disciplines of new methods and perspectives for the study of U.S. society, culture, and history; and the realization that a changing global setting has a great deal to do with the changing characters and characteristics of different nations.

The aim of this major is to develop a multifaceted understanding of the societies of the United States and its hemispheric neighbors: their origins, their histories, their economic, social, and political institutions; their philosophies; their distinctive cultures; their global settings and connections; and their artistic and intellectual achievements. American Studies is an interdisciplinary major, offering students the opportunity to design an individualized course of study in a number of subject areas, thereby enabling them to obtain a broad knowledge of the cultures, histories, and societies of the Western hemisphere.

## THE MAJOR

Students who plan to major in American Studies must have a minimum grade of *B* in AMST 110.

Interested students should meet with the director to plan their course of study as early as possible in their college careers. They should file their concentration form with the director by their lower junior semester. AMST 110 should be taken by majors as soon as possible and normally precedes courses taken in each of the three Perspectives on American Experience. Students must maintain a cumulative 2.0 grade-point average in courses applicable to the major.

Honors in American Studies will be granted to majors who maintain a cumulative 3.5 grade-point average in American Studies **and** write an honors essay approved by the Advisory Committee.

See the box on this page for the requirements for the major and the minor.

### Perspectives on American Experience

As an interdisciplinary program, American Studies draws on the resources of other departments and programs in the college. The following list offers students a wide range of choices within which to satisfy the requirements for a major or minor in American Studies.

### Perspectives on American Arts

ARTH 251, 252  
DRAM 206  
ENGL 350, 351, 352, 353, 354, 355, 356,  
357, 358, 359, 360, 361, 393, 395  
MUSIC 005, 236, 237, 238, 239, 240, 241

### Perspectives on American History

HIST 103, 104, 257, 258, 259, 260, 261,  
262, 263, 264, 265, 266, 272, 273, 274,  
275, 276, 277, 278, 279, 280, 282, 283,  
284, 285, 286, 288, 331, 332  
PHIL 147, 148

### Perspectives on American Society

ANTH 207, 213, 214  
ECON 214, 219, 223, 224, 242, 246  
PSCI 100, 210, 211, 212, 213, 214, 215,  
216, 217, 218, 219, 220, 221, 222, 229,  
273, 381  
SOC 103, 210, 211, 218  
URBST 014, 107, 202, 251

## COURSES

**AMST 110, 110W. Introduction to American Society and Culture.** 3 hr.; 3 cr. Prereq.: Lower sophomore standing. An interdisciplinary study of the creation of the cultures of the United States. The course will explore a range of cultural activities and experiences in America from the seventeenth century to the present, including: the production of art and literature; the construction of national ideologies; the structuring of economic, political, and social life; and the changing significance of the environment. (H3)

**AMST 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular sub-

ject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a Writing Tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**AMST 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a Writing Workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**Note:** The following courses (AMST 212, 214, 216, 218, 220, 222, and 300) are cross-listed with a variety of other courses offered throughout the college by different departments each semester. Consult the director for information.

**AMST 210. American Lives.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120 or 120W. A study of how different Americans describe their own lives in autobiographies and other kinds of personal documents. The course will explore how "the American character" expressed itself at different times in different places and how various writers—both famous and obscure—tried to present themselves as unique individuals and as representative Americans.

**AMST 212. The Popular Arts in America.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120 or 120W. The growth and development of the popular arts in America, with particular emphasis on such forms as popular literature, photography, film, and advertising. The course will consider how popular art affects large audiences, how it succeeds as art, and how it yields a broad range of insights into our

national life. The emphasis of the course will vary from semester to semester, but it may **not** be repeated for credit.

**AMST 214. An American Decade.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120 or 120W. A study of the significant political, social, and cultural currents through one decade of American life. This interdisciplinary course leads to a richer understanding of the manners, morals, tastes, and general ideas of a particular period in American life. This course may be repeated once for credit provided the decade is different.

**AMST 216. Myths and Ideologies in the United States.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120 or 120W. This course will focus on one or more components of U.S. national mythology, such as the United States as the land of opportunity and success, the United States as the nation of nations, the United States as a new land free of history, and the United States as a light to all nations. The course will consider the origin and development of such myths, their deployment in a number of different areas of U.S. culture and social life, and their truth or falsity.

**AMST 218. Native American History and Culture.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120 or 120W. A study of the history and cultures of Native American peoples, hemispheric in scope and interdisciplinary in method. The particular focus of the course will vary from semester to semester, but may include such topics as language, literature, art, religion, and social organization. The course may be repeated for credit if the subject matter is different.

**AMST 220. Gender, Race, Ethnicity, and Class in the United States.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120 or 120W. An interdisciplinary study of gender, race, ethnicity, and class in U.S. society and cultures. The particular focus of the course will vary widely from semester to semester, emphasizing different issues (i.e., gender, race, ethnicity, immigration, and class), different periods, different disciplines and texts, and different aspects of U.S. society (for example, its social structures, histories, cultures). The course may be repeated for credit if the subject matter is different.

**AMST 222. The United States in Its Global Setting.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and ENGL 120 or 120W. An interdisciplinary study of U.S. society and cultures in an international perspective. The particular focus of the course will vary considerably from semester to semester, emphasizing cross-cultural analysis and/or

### Requirements for the Major in American Studies (Major code 004)

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

**Required (12 credits):** AMST 110 (with a minimum grade of B) and 9 additional credits in American Studies courses, including one 300-level course

**Electives (24 credits):** 12 credits from the list of courses in one of the three Perspectives on American Experience (Artistic, Historical, and Social); and 6 credits from the list of courses in each of the other two Perspectives.

### Requirements for the Minor in American Studies (Minor code 03)

The minor consists of 18 credits, of which 9 must be in American Studies courses and 9 in courses drawn from **one** of the Perspectives on American Experience. A cumulative 2.0 grade-point average must be maintained in these courses.



theoretical work on U.S. society and culture in one or more of the following contexts: the Americas; colonialism and nationalism; contemporary globalization; and global diasporas and population flows. The course may be repeated for credit if the subject matter is different.

**AMST 300W. Selected Topics in American Studies.** 3 hr.; 3 cr. Prereq.: Upper sophomore standing and AMST 110. Designed to provide advanced study of a selected topic in American Studies. The topic will vary from semester to semester and will be announced in advance. This course may be repeated for credit provided the topic is different.

# Anthropology

**Chair:** Sara Stinson

**Dept. Office:** Powdermaker 314,  
718-997-5510; Fax: 718-997-2885

**Professors:** DeBoer, Sanjek, Stinson; **Associate Professors:** Birth, Moore, Plummer, Snyder; **Assistant Professors:** Collins, Halliburton, Limbert, Makihara, Pechenkina, Pugh, Strassler, Swedell; **Adjunct Assistant Professors:** Hodge, Meswick, Rostoker, Steffy; **Adjunct Lecturers:** Folch, Schmitt; **Higher Education Assistant:** Steffy; **Department Secretary:** Greene; **Professors Emeriti:** Gregersen, Hansen, Owen, Rassam; **Associate Professor Emeritus:** Waterbury

**Major Offered:** Anthropology (State Education Code 26459)

The department aims to give students a knowledge of human origins and development, the varieties of human cultures, and cultural and social complexities of our species.

A major in anthropology provides the necessary preparation for graduate work in the field, as well as valuable background for careers in education, international studies, medicine and allied professions, sociology, and social work, and for participation in community organizations.

## THE MAJOR

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

Students must declare their intention to major in anthropology by requesting a department advisor and by completing a concentration form in consultation with the advisor. Students intending to pursue gradu-

ate studies in anthropology (pre-professional majors) are especially encouraged to work closely with a faculty advisor and obtain the department's recommendations for pre-professional coursework. Although course requirements are designed to prevent premature undergraduate overspecialization, there is sufficient flexibility to permit a student to emphasize cultural, biological, or archaeological anthropology. The selection of elective courses in the field of interest (both from within and outside the department) should be done in consultation with a faculty advisor from the respective subdiscipline. In special cases, some requirements listed above may be waived with the approval of the chair.

Anthropology is an excellent complement to majors such as Latin American & Latino Studies (see page 176). Interdisciplinary majors also may be arranged (see page 170).

See the box on page 76 for the specific requirements for the general and pre-professional majors and the minor.

## Department Honors and Awards

Department honors at commencement are awarded to majors and minors on the basis of academic average and other indicators of excellence. Students with grade-point averages of 3.5 or better who would like to receive High Honors in Anthropology, should apply to the department **before** the start of their senior year for permission to write an honors thesis on a subject chosen by them in consultation with a member of the faculty. The department gives nine awards: The **Lynn Ceci Archaeology Award**, given to the most promising graduating major specializing in archaeology; the **Faculty Award**, given to the student graduating with the highest grade-point average in anthropology; the **Paul Mahler Memorial Award**, given to the most promising graduating major specializing in physical (biological) anthropology; the **Most Promising Student Award**, given to the most promising student (major/ minor) currently enrolled in the anthropology program; the **Hortense Powdermaker Award**, given to the most promising graduating major specializing in cultural/linguistic anthropology; the **Service Award**, given to a graduating student in recognition of service to the department; and the **Frank Spencer Memorial Scholarship Award**, given to the most promising junior concentrating in biological anthropology. **Honors** are awarded to graduating students with a grade-point average greater than 3.5; **Thesis Honors** are awarded to graduating majors upon successful completion of a Senior Honors Thesis (ANTH 390).

## Sequence of Courses

Anthropology courses are numbered as follows:

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

ANTH 200–279: Intermediate courses in the various subdisciplines of anthropology: cultural anthropology (200–239), biological anthropology (260–279), and archaeology (240–259). Prerequisites: 6 credits in social science or sophomore standing. (Note special requirements for ANTH 200, 229, 235, 238, 250, 251, 253, 259, 260, 270, 272, 275, and 279. Consult the entries under these numbers.)

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

**Note:** ANTH 219, 239, 249, 259, and 279 are “selected topics” courses to be offered from time to time. These are for special interest and/or experimental offerings in the various subdisciplines of anthropology. Information about selected topics courses to be offered each semester will be distributed in the department's *Announcement of Course Offerings*, which is available in the department office prior to the registration period.

## COURSES

**ANTH 101. Introduction to Cultural Anthropology.** 3 hr.; 3 cr. This course introduces students to the range of human cultural diversity through an exploration of the variety of societies and cultures of the world. The course also familiarizes students with the methods and theories that anthropologists use to describe, analyze, and explain cultural systems. (SS, PN) Fall, Spring

**ANTH 102. Introduction to Human Evolution.** 3 hr.; 3 cr. A survey of the basic principles of: evolution and genetics, biological variation in living human populations, a comparison of humans and other primates, and the fossil evidence of human evolution. (PBGB) Fall, Spring

**ANTH 103. Introduction to Archaeology.** 3 hr.; 3 cr. This lecture course traces the major developments in human history and illustrates the methods archaeologists use to study the past. The origins of cultural behavior, the invention of agriculture and its consequences, and the development of civilization are examined. (SS, PN) Fall, Spring

**ANTH 104/LCD 104. Language, Culture, and Society.** 3 hr.; 3 cr. The role of language as a significant aspect of culture as well as linguistic and cultural diversity

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

around the world are considered in this survey of anthropological linguistics. (H3) Fall, Spring

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

**ANTH 108/LCD 101. Introduction to Language.** 3 hr.; 3 cr. A survey of the study of language: Structure, language, and society, first and second language acquisition, and other related topics. (H3) Fall, Spring

**ANTH 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a Writing Tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**ANTH 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a Writing Workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

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

**ANTH 201. Essentials of Cultural Anthropology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Ethnography—the descriptive study of peoples—is the cornerstone of anthropological endeavor. This course explores the relationship between intensive examinations of small populations and broad interpretations of the human condition. Emphasis is placed on close analyses of ethnographies representing differing theoretical positions. Fall, Spring

**ANTH 203. Human Sexuality.** 3 hr.; 3 cr. Sexuality is examined from the perspective of both physical and cultural anthropology. Topics covered include: an examination of Western approaches to sexuality; the history of sexuality with particular reference to the contributions of anthropologists; the evolution of sexual reproduction (with special reference to distinctively human aspects); sexual practices and ideology considered cross-culturally. Fall, Spring

**ANTH 204. Anthropology of Islam.** 3 hr.; 3 cr. Prereq. ANTH 101, or permission of the instructor. Introduction to the diversity of Islamic traditions and local practices from an anthropological perspective. The course explores the variety of Islamic practices and beliefs in the world, and also focuses on the particular debates and transformations of religion in the modern world.

## Cultural Area Courses

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

**ANTH 205. Peoples of Mexico and Central America.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. (PN)

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

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

**ANTH 208, 208W. Peoples of South Asia.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. (PN)††

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

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

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

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

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

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

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

**ANTH 219. Topics in Cultural Area Studies.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Topics will be announced. Course may be repeated provided the topic is not the same.††

**ANTH 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

## Requirements for the Majors in Anthropology (Major code 006)

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

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

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

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

The **Pre-Professional Concentration** (Concentration code 13A) requires 39 credits distributed as follows:

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

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

## Requirements for the Minor in Anthropology (Minor code 06)

The minor in anthropology requires 18 credits. All courses must be completed with a grade of C– or better.

**Required (9 credits):** Three courses from ANTH 101, 102, 103, 104.

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

variety of societies ranging from hunter gatherers in Africa, to peasants in China, to professionals in the United States. We will discuss the ways in which women in different cultures obtain degrees of autonomy and power within their cultural contexts. The course will draw on theoretical and ethnographic readings dealing primarily with non-western societies.†

**ANTH 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.††

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

**ANTH 225. Medical Anthropology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. 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.†

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

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

**ANTH 231, 231W. Music, Culture, and Society.** 3 hr.; 3 cr. Prereq.: 6 credits in social science or sophomore standing, and ENGL 110. In examining the social and cultural significance of music, this course focuses on representing the relationship between music, culture, and society through writing. No knowledge of music theory is required.

**ANTH 232. 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.

**ANTH 233. Race, Class, and Ethnicity.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Physical differences among human populations are complex, continuous, and include many more invisible than visible traits. After brief consideration of human genetic variation around the world, we examine cultural schemes that segment and compress this diversity into a small number of “races.” Racial systems emerge in particular historical and cultural settings, always involve differences in power, and vary from society to society. Readings and lectures focus on inequality and its relationship to concepts of race, ethnicity, and class in different parts of the world.††

**ANTH 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.†

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

**ANTH 238. Research Design and Method.** 3 hr.; 3 cr. Prereq.: Six credits in anthropology. This course shows students how anthropologists go about answering the questions they ask. We look at how research is designed, how data are collected and analyzed, and how empirical results are presented. Students will learn the fundamentals of sampling, descriptive and inferential statistics, and techniques for displaying relationships graphically. (SQ) Fall

**ANTH 239, 239W. Topics in Cultural Anthropology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Topics will be announced. Course may be repeated provided the topic is different.††

**ANTH 240. Essentials of Archaeology.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. An examination of archaeological techniques and methods of interpretation that provide the basis for reconstruction of the lifeways of past cultures. Fall, Spring

**ANTH 241. The Aztecs, Maya, and Olmecs.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. The development of complex societies in Mexico and Central America focusing on the Olmecs, Maya, Aztecs, Mixtecs, and Teotihuacan. Pre-16th-century development of agriculture, the concept of zero, intricate calendars, writing, political and religious hierarchies, and immense ceremonial architecture in relation to general explanations for the emergence and collapse of complex societies.

**ANTH 242, 242W. Archaeology of Europe.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. This lecture course traces the major themes in the cultural development of Europe. From the florescence of Paleolithic art through the spread of the Indo-European language to the impact of the Roman Empire on the Celtic world, this course tracks the changing forms of social integration.††

**ANTH 243. Archaeology of North America.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Examines the development of North American cultures from the arrival of humans on the continent through the impact of European colonization.††

**ANTH 245. Archaeology of South America.** 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Examines the development of cultures from the first peopling of South America to the arrival of the Europeans.††

**ANTH 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 toward 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.††

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

**ANTH 250. Field Methods in Archaeology.** ANTH 250.1–250.6, 1–6 hr.; 1–6 cr. Prereq.:

ANTH 103 or 240. Field training in archaeological survey and excavation in actual selected field sites. Basic archaeological field techniques will be taught, and students will develop skills in scientific data-recording procedures. Prehistoric sites will be located, mapped, and described, and cultural materials will be recovered in the field for subsequent laboratory analysis. Course may be retaken for a maximum combined total of 6 credits.††

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

**ANTH 253. Archaeological Analysis of Stone Tools.** 3 hr.; 3 cr. Prereq.: ANTH 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.†

**ANTH 259. Topics in Archaeology.** 3 hr.; 3 cr. Prereq.: ANTH 103 or 240. Topics will be announced. Course may be repeated provided the topic is different.††

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

**ANTH 262. Introduction to Primates.** 3 hr.; 3 cr. Prereq.: ANTH 102, or permission of the department. A comprehensive overview of the Order Primates from both a biological and a behavioral/ecological focus, this course examines the similarities and differences between human and primate behavior and biology and their implications for human evolution.†

**ANTH 270. Human Disease.** 3 hr.; 3 cr. Prereq.: ANTH 102 or any college biology course. This course is an introduction to the principles and methods used by epidemiologists to determine the causes and study the distribution of diseases in human populations. Cultural aspects of disease are integrated with archaeology and physical anthropology in a broad historical survey to illustrate the impact of disease on historic populations.†

**ANTH 272. The Human Skeleton.** 3 hr.; 3 cr. Prereq.: ANTH 102 or any college biology course. Using an anthropological and evolutionary perspective, this course combines an anatomical and functional approach in order to acquaint students with the human skeleton and identification of skeletal remains. Also introduces students to

metric studies and to the use of osteometric and anthropometric instruments.††

**ANTH 275. Disease in Prehistory.** 3 hr.; 3 cr. Prereq.: ANTH 102 or any college biology course. Health and biocultural adaptations in prehistoric populations will be explored by examining the effects that stressors such as infectious disease, poor nutrition, traumatic injury, and occupational hazards have on the skeletal system. **ANTH 276, 276W. Evolution of the Human Life Cycle.** 3 hr.; 3 cr. Prereq.: ANTH 102, or permission of the instructor. An examination of the human life cycle from an evolutionary perspective. Features of the human life cycle such as pregnancy, childbirth, child growth, parental behavior, reproductive behaviour, and aging will be compared to those of non-human primates and extinct hominids to try to understand how, when, and why the particular features of the human life cycle evolved.

**ANTH 279. Topics in Biological Anthropology.** 3 hr.; 3 cr. Prereq.: ANTH 102 or 260 or any college biology course. Topics will be announced. Course may be repeated provided the topic is different.††

**ANTH 280/LCD 280. Language and Social Identity.** 3 hr.; 3 cr. Prereq.: 6 credits in social science, or in courses in the Linguistics and Communication Disorders Department, or permission of the instructor. This course will introduce the linguistic and social theories that are used to examine the relationship between identities and the use of language. It explores these issues through reading ethnographic accounts and conducting projects in conversation analysis.

**ANTH 285/LCD 205. Sociolinguistics.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 or LCD 105, or LCD104/ANTH 104. Introduction to the study of the relationship between language and society. Sociocultural factors which influence language form, use, and history. (SS) Fall

**ANTH 289. Topics in Linguistic Anthropology.** 3 hr.; 3 cr. Prereq.: 6 credits in social science or in courses in the Linguistics and Communication Disorders Department, or sophomore standing, or permission of the instructor. Course may be repeated once for credit provided the topic is different.

**ANTH 290W. Topics in Anthropology.** 3 hr.; 3 cr. Prereq.: ENGL 110. This course will have exams that include essay questions and 10–15 pages of writing (either several short papers or one longer paper done in stages). Opportunity will be provided for students to receive feedback on their writing and for explanation of the necessary ingredients of a good paper and good writing. May be repeated for credit provided the topic is different.

**ANTH 295. Independent Studies in Anthropology.** ANTH 295.1–295.6, 1–6 hr.; 1–6 cr. Prereq.: Three of the introductory anthropology courses (ANTH 101, 102, 103, 104), one course from among ANTH 201, 235, 240, or 260, and permission of the instructor. This course permits a student, under the supervision of a faculty member, to plan, propose, and, once approved, conduct an individualized program of independent study on a topic of anthropologically related interest or concern. May be repeated for a maximum of 6 credits.

**ANTH 302. Ecology and Culture.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology and junior standing. This seminar focuses on the question, Why do cultures change? Taking ethnographic and archaeological examples of foragers, herders, and farmers, the class will examine the relationship between environmental change, human population growth, technological change, the organization of the economy, and the exercise of power.††

**ANTH 304. Anthropology of Development.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. Third world and indigenous peoples are being incorporated more fully into the modern world system by means of processes generally labeled as “development.” Through an examination of several cases, this course will analyze the economic, political, cultural, demographic, and ecological impacts of this process.††

**ANTH 305. Symbolic Anthropology.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. This course 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.††

**ANTH 306. Anthropology of Religion.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. This course explores theoretical debates in anthropology concerning religion. In doing so it addresses both the issue of general theories of religion and their applicability in specific cultural contexts.†

**ANTH 307. Anthropology of Cross-Cultural Teaching.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. Anthropological approaches to multicultural education and cross-cultural teaching and training in pluralistic societies. A consideration of anthropological perspec-

tives on and concepts for the process of cultural transmission in multicultural/multi-racial environments.††

**ANTH 308. Urban Anthropology.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. An introduction to cities in historical and global perspective, this course examines urban origins, theories of development of pre-industrial cities, transformations of urban life in the industrial revolution, and the interplay of race, ethnicity, class, and gender in contemporary cities around the world. Final focus is on U.S. centers and forms of cultural and economic integration that mark all settlements in the contemporary global arena.†

**ANTH 309. Psychological Anthropology.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology, including ANTH 201 or 240, or 260. This course examines the major theoretical movements in the field of psychological anthropology by surveying four major issues in the field: the relationship of phylogeny and ontogeny; motivation, personality, and mental illness; ethnopsychologies; and cognition. In all four, the central theme is the relationship of culture to behavior or thought.††

**ANTH 320. Contemporary Anthropological Theory.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including ANTH 200 and 201 as prerequisites or corequisites, or permission of the instructor. This course provides an overview of contemporary anthropological theory, including symbolic, interpretive, Marxist, post-structuralist, postmodern, feminist, and historical anthropology. We will read articles by leading theorists and ethnographies which utilize contemporary theory.††

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

**ANTH 340. Archaeological Method and Theory.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology, including ANTH 240 and at least one course numbered ANTH 241 to 259, and junior standing. In this seminar, students will examine the theories that have guided archaeological research, and the methods developed to pursue these goals. Spring

**ANTH 342. Origins of Complex Society.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology, including at least two courses numbered ANTH 200 or higher. This course examines the appearance and development

of institutionalized inequalities, and the major forms of political organization humans have devised. Proposed explanations for these phenomena will be evaluated against ethnographic and archaeological examples of complex societies.††

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

**ANTH 360. History of Biological Anthropology.** 3 hr.; 3 cr. Prereq.: Twelve credits in anthropology including at least one course numbered ANTH 260 to 279 and junior standing, or permission of the instructor. 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.††

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

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

**ANTH 369. Primate Behavior and Ecology.** 3 hr.; 3 cr. Prereq.: ANTH 260 or 262, or two college biology courses and junior standing, or permission of the instructor. Examination of the behavior and ecology of non-human primates—lemurs, lorises, galagos, tarsiers, monkeys, and apes—from a biological and evolutionary perspective. Topics include feeding ecology, predation, socioecology, sexual selection, kin selection, altruism, dominance, life history, reproduction, mating behavior, reproductive strategies, cognition, social intelligence, and communication. The behavioral ecology of primates will also be compared to that of other mammals as a means of seeing how primates fit into their natural world.

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

**ANTH 371. Nutritional Anthropology.** 3 hr.; 3 cr. Prereq.: Nine credits in anthropology and junior standing, or permission of the instructor. This seminar course will examine the ways that anthropologists study food and nutrition, ranging from human nutritional requirements and the evolution of human diet to the theoretical approaches that can be used to analyze and explain human diet.

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

**ANTH 390. Senior Honors Thesis.** 3 hr.; 3 cr. Prereq.: Major in anthropology, junior standing, at least 21 credits completed, a grade-point average of 3.5, and department permission. All majors who have received a grade-point average of 3.5 or better and who would like to receive high honors in anthropology may apply to the department in their upper junior year for permission to write an honors thesis on a subject chosen by them in consultation with a member of the faculty. A faculty member will work with them to help them develop an appropriate research project, prepare a bibliography, and establish a research design appropriate to the project. Students who complete this project with a *B* or better will receive high honors in anthropology. Fall, Spring

**ANTH 395. Directed Studies in Anthropology.** ANTH 395.1–395.6, 1–6 hr.; 1–6 cr. Prereq.: Anthropology major with at least 24 credits in anthropology and junior standing, or permission of the instructor. The student undertakes a topic of study on an independent basis and pursues it under the supervision of a member of the faculty. May be repeated for up to six credits provided the topic is different. No more than 6 credits can be taken in the ANTH 395 series.††

**ANTH 397. Directed Research in Anthropology.** ANTH 397.1–397.12, 1–12 hr.; 1–12 cr. Prereq.: Anthropology major with at least 24 credits in anthropology and junior standing, or permission of the instructor. The student undertakes an individual research problem and pursues it under the supervision of a member of the faculty. Maximum of 12 credits applicable to the baccalaureate degree. No more than 12 credits can be taken in the ANTH 397 series.

# Art

**Chair:** William W. Clark

**Art History Deputy Chair:** Brian Percival

**Studio Art Deputy Chair:** Tony Gonzalez

**Art Education Advisor:** Tony Gonzalez

**Dept. Office:** Klapper 172, 718-997-4800

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

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

**Professors:** Chave, Clark, Cohen, Connor, Hoshino, Lane, Porter, Saslow, Sund; **Associate Professors:** Lin, Mitchell, Priestly; **Assistant Professors:** Brody, Gonzalez, Goodman, Kauper; **Lecturer:** Percival; **Department Secretary:** Perlman; **Technical Support Staff:** Costanzo, Krest

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

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

The department offers major programs in three areas: Art History (BA), Graphic Design (BS), and Studio Art (BA, BFA). The Bachelor of Arts and Bachelor of Science programs provide training in their disciplines within the framework of a liberal arts curriculum, as does the more intensive Bachelor of Fine Arts program. It is assumed that further professional and scholarly pursuits may need to take place after graduation, according to the needs and objectives of the individual student.

Students majoring in art must fulfill the department requirements outlined below, as well as particular prerequisites indicated in the course descriptions. They may apply to be exempted from taking a course required for the major by passing the examination in the course (in Art History) or by obtaining approval of a portfolio from the deputy chair for Studio Art. Exempted students will take a more advanced course instead.

Students with majors other than art concentrations may have the prerequisite(s) waived for an art course. They should, however, consult with a department advisor to ascertain the nature of course demands, and receive advice on what courses are best suited to their interests. They may then enroll in an appropriate course specified by the department.

## Department Honors and Awards

The department offers the following prizes and awards: the **Art History Prize**; the **Ayme Eichler Memorial Scholarship**; and the **Elias Friedensohn Memorial Award**.

## THE MAJORS

All students majoring in art are required to take ARTH 101 and 102, except that students who elect to become art majors after having taken ARTH 001 should take either ARTH 101 or 102 in addition. No more than 6 credits from these three courses may be applied to the baccalaureate degree requirements.

## Art History

The major in Art History requires 36 credits, plus a foreign language requirement. See the box on this page for the specific requirements for the major.

Transfer students who want credit toward the major in Art History must have taken courses equivalent to those required at Queens College. Requests for transfer credit for Art History courses will be evaluated by the department. Language courses will be evaluated by the appropriate academic department.

## Requirements for the Majors in Art

### Art History (Major code 012)

**Required (36 credits):** 30 credits in Art History, including ARTH 101, 102, and 300 (ARTH 001 may be substituted for ARTH 101 or 102 if taken before the student has elected to major in Art History. No more than 6 credits from ARTH 001, 101, and 102 may be applied to the degree.); 21 credits must be selected from ARTH 110–115, 200–299, and 300–349, including one course from at least three of the general areas of Art History: Ancient, Medieval, Renaissance-Baroque, Modern, and Non-Western. Majors with suitable preparation may take graduate courses for major credit, with the permission of the instructor. To take more than three art history courses in a semester, students must have written permission from the art history advisor. Students must also take 6 credits in history, chosen in consultation with the advisor.

**Foreign Language Requirement:** This may be satisfied by one of the following options: (1) Four semesters of French, German, Italian, or Chinese, or a Regents diploma in one of these languages; (2) Three semesters of one of the above languages, plus an introductory course (or a course for reading) in a second of these languages; (3) Two semesters of ancient Greek or Latin, plus an introductory course or a course for reading in French, German, or Italian. Note: Students who have satisfied the college's foreign language requirement in a language other than one of those listed above will normally be expected to complete the departmental requirement as well. Students who have attained competency in any of the required languages by other means may, at the discretion of the department, demonstrate their proficiency by passing the department's language examination. They may also petition for acceptance of one other language specifically related to their fields of interest. Consult the Art History office for further information.

### Graphic Design (Major code 143)

For the BS degree (total of 51 credits), a student must complete the following basic sequence:

**Art History Core Courses:** 12 credits: ARTH 101 and 102 plus two electives: ARTH 255, ARTH 258, or MEDST 200 are preferred, or any of the following: ARTH 200–299, MEDST 143, 144, 146.

**Graphic Design Required Courses** 30 credits. ARTS 171, 191, 241, 242, 243, 245, 246, 277, 345, 395.

**Graphic Design Elective Courses:** 9 credits. Three of the following courses: ARTS 278, 279, 289, 290, 291, 296, 370.

According to their personal interests, students may take up to three of the following studio courses (if offered) to satisfy their major elective courses, but only with prior permission of the graphic design faculty: ARTS 151, 251, 252, 258, 275, 276, 291, 292, 352, 353, 355, 358, 359, 364, 387, 393.

In addition, Graphic Design majors may take additional studio art courses, but no more than half of their total credits for graduation, as permitted by the BS degree, which requires that at least half of the degree credits be in liberal arts.

### Studio Art (Major codes 009 and 010)

For either the BA (total of 51 credits) or the BFA. (total of 72 credits) in Studio Art, or the BA in Art Education (total of 51 studio art credits plus required education courses), a student must complete the following basic sequence (a minimum grade of C is required for all courses to be credited toward the major):

**Studio Art (Major code 009):** BA (Fine Arts) and BFA:

**Basic Courses (Level 1):** 24 credits: **Art History:** ARTH 101 and 102 plus two additional Art  
(continued in box on next page)

## Graphic Design

The department offers a Bachelor of Science in Graphic Design that prepares students for careers or graduate study in the rapidly evolving field of graphic design. Coursework emphasizes the basic principles of design as well as the constantly changing technology used in the field. This program prepares students for a variety of professions in print and multimedia. See the box on page 80 for the specific requirements for the major.

Transfer students who want to major in graphic design must present a transcript, or a transcript and portfolio, to the Graphic Design faculty for evaluation. Regardless of

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

least half of the degree credits be in liberal arts.

## Studio Art

The department offers a major in Studio Art leading to a Bachelor of Arts in Fine Arts (51 credits in the major), as well as a more intensive Bachelor of Fine Arts (72 credits). Both prepare a student for creative or professional work in various media.

The Fine Arts concentration (painting, sculpture, drawing, printmaking, ceramics, and photography) gives a balance of theory and practice, an understanding of the intellectual and technical skills required in the fine arts, and preparation for a creative professional life as an artist.

All Studio Art majors must obtain at least a grade of *C* in each Studio Art course in order to have it count toward their major requirements. Also, Studio Art majors may not attempt to satisfy a department requirement more than twice, and credit will be given only once for the same course, unless otherwise indicated in the course descriptions. All Studio Art majors who intend to pursue the Bachelor of Fine Arts degree must apply to the department with a portfolio. The department schedules a review of portfolios once each semester, shortly before departmental pre-registration, and students may apply at any time after their first semester as a major.

The BA with a Fine Arts concentration also provides part of the necessary background for the teacher of art in secondary schools (see the box on this page). Students interested in teaching Studio Art at the college level should apply for the BFA program and plan to attend graduate school in an approved Master of Fine Arts curriculum. Students planning to teach one of the design professions at the college level should apply for the BFA program and specialize in one of its areas by electing supplementary design and media courses and then attend an approved Master of Fine Arts program. (See the boxes on page 80 and this page for the specific requirements for the majors.)

Transfer students who want to major in Studio Art or Art Education must present a transcript, or a transcript and portfolio, to the deputy chair for Studio Art. They may be credited with up to 15 credits toward the major, including both studio art and art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take ARTS 350, 391, and, for BFA students, ARTS 392 at Queens College.

*(continued from box on previous page)*

History courses, one from Modern and one from any of the other general areas of Art History.

**Studio Art:** ARTS 151, plus three courses from ARTS 150, 161, 182, 171, 191.

**Intermediate Courses (Level 2):** 21 credits. Studio Art Majors must complete their Basic Level 1 courses before taking Intermediate (Level 2) courses.

**Fine Arts Concentration:** ARTS 240 plus a total of six studio art courses from the following, three of which must be in a concentration within one medium (see a faculty advisor): ARTS 244, 253, 260, 264, 271–277, 281–284, 352, 353, 355, 360, 362, 365, 369, 385, 387, 390, 393, and Special Project courses chosen in consultation with an advisor.

BA students must complete their intermediate courses (Level 2) before taking Advanced courses (Level 3).

**Advanced Courses (Level 3):** 6 credits: ARTS 350 and a senior projects course (ARTS 391) in the student's concentration.

**BFA courses (Level 4)** (Major code 010): 21 credits: ARTS 386 or 390 plus five electives chosen from any studio courses at ARTS 200 level or higher, and may include an additional ARTS 386 or 390, or 351 with department permission. If not already taken as part of the Level 1 courses, ARTS 191 may be taken for BFA credit as well. ARTS 392 should be the final BFA studio course. For BFA students, taking ARTS 391 and 392 consecutively as the last part of their studio coursework is recommended. Additional Art History courses are recommended, but not required. See faculty advisors to plan course work. Students are encouraged to use one 3-credit elective course (ARTS 393) for an internship at one of the department-approved nonprofit arts organizations in New York City, to be arranged with a faculty advisor.

## Art Education (Major code 011)

Students planning to teach art in junior or senior high schools are required, for certification in the State of New York and for licensing in New York City, to complete 51 credits in art plus prescribed courses in secondary education. The requirements are the same as those of the BA in Studio Art, Fine Arts Concentration, except that ARTH 254 or 255 should be included in the 12-credit Art History requirement. Required secondary education courses are SEYS 201, 221, 222, 333, 365, and 375.

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

## Requirements for the Minors in Art

**Art History** (Minor code 07)—**Required (18 credits):** The minor must include ARTH 101 and 102 (ARTH 001, if already taken, may substitute for either); four elective courses, which must include one course from at least three of the general areas of art history—Ancient, Medieval, Renaissance-Baroque, Modern, and Non-Western—to be selected from ARTH 110–115, 200–299, and 300–349.

**Digital Graphics** (Minor code 63)—**Required (21 credits):** ARTS 171 and 191, plus any five courses from ARTS 151, 243, 277, 278, 279, or MEDST 200. (Note: ARTS 277, 278, and 279 may all be taken a total of three times for credit if the topic is different.)

**Graphic Design** (Minor code 61)—**Required (21 credits):** ARTS 171, 191, 241, and either 242 or 245; plus any three courses from ARTS 243, 244, 289, 290, 291, 296, and ARTS 242 or 245 if not already been taken.

**Studio Art** (Minor code 08)—**Required (21 credits):** ARTH 001 or 101 or 102, and ARTS 151; plus any four courses from ARTS 150, 161, 182, 171, or 191. Select one elective course from the ARTS 200-level offerings.

## THE MINORS

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

## COURSES\*

## Introductory Course

**ARTH 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 (ARTH 001, 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 ARTH 001. (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, 1900–1970.** 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. ARTH 254 recommended as preparation.††

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

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

**ARTH 259. Modern Architecture.** 3 hr.; 3 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 Southeast 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.: Department 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 (ARTH 200–299). This course will acquaint students with museum work by providing supervised participation in the functioning of the Godwin-Ternbach Museum. Students will engage in such museum activities as the preparation of exhibitions and care of the collection. Practical experience will be supplemented by lectures on the history of the art museum and the concerns of the contemporary museum world, and by behind-the-scene visits to other museums. A term paper on a particular object in the Museum's collection is required.††

**ARTH 320, 320W. Internship in Art History.** ARTH 320.1–320.4, 1–4 hr.; 1–4 cr. Prereq.: 3.0 department average; a letter of acceptance detailing the research project from the program to which student is applying; permission of the art history advisor. An independent course in which a student works for a semester as an intern in a museum or an agency dealing with works of art. The course permits the student to develop and undertake a special research project related to the internship under the supervision of a department advisor. Evaluation of the student will be based on a

\*MAT or Lab fees are possible.

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

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



report from a supervisor on student's work and a written report on the project.

**ARTH 330. Special Problems.** 6 hr.; 3 cr. Prereq.: College average 2.75, department average 3.3. Open to a limited number of qualified students who want to do independent work in the history of art. Written application for permission to enroll, stating in detail the nature and scope of the proposed project, must be submitted to the department chair at least one month prior to the date of registration. Fall, Spring

## Studio Art/Graphic Design Basic Courses, Level 1

The following introductory courses are open to anyone in the college and qualify as LASAR courses: ARTS 150, 151, 161, 182, 171. ARTS 191 is open to anyone in the college, but is not a LASAR course. No previous experience is necessary for these courses, but ARTS 151 is a prereq. for ARTS 152 and 161.

**ARTS 150. Fundamentals of Art.** 4 hr.; 3 cr. General introduction to the organizational principles of art, with assignments given in both two- and three-dimensional form. Using historical and cultural models from the past and present, students will make art works and, through class discussions, learn to analyze and criticize them. (H2)

**ARTS 151. Drawing I.** 4 hr.; 3 cr. A hands-on studio course which introduces a visual vocabulary by working from nature through observation and imagination, including the human figure. A variety of drawing materials will be used. (H2)

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

**ARTS 161. Introduction to Painting.** 4 hr.; 3 cr. Prereq.: ARTS 151. Introduction to fundamental concepts of painting, both abstract and representational concepts. Issues of space, surface, volumetric representation, the function of color, value, scale, placement, and proportion will be presented. (H2)

**ARTS 171. Color and Design 1.** 4 hr.; 3 cr. An introduction to design fundamentals intended primarily for graphic design majors. (H2)

**ARTS 182. Introduction to Sculpture.** 4 hr.; 3 cr. Students are introduced to basic materials, processes, and concepts of working three dimensionally. Focus is on the formal and conceptual elements of sculptural language and includes exploring developments in the 20th century as well as those of traditional cultures. (H2)

**ARTS 191. Desktop Publishing.** 2 lec., 2 lab. hr.; 3 cr. Introduction to desktop pub-

lishing using software programs for page layout and for image creation and manipulation. Topics include printing processes, typography, file preparation and output, and electronic publishing. No previous computer experience necessary.

## Intermediate Courses, Level 2

**ARTS 240. Drawing II.** 4 hr.; 3 cr. Prereq.: ARTS 151. More examination of the visual vocabularies of drawing with an emphasis on acquiring skills and knowledge from historical as well as contemporary cultural precedents.

**ARTS 241. Graphic Design 1.** 4 hr.; 3 cr. Prereq.: ARTH 101, ARTS 171 and 191; coreq.: ARTS 242 and 243. Graphic design is the process of using words and images to communicate with, inform, and persuade individual persons and audiences. This course presents a survey of introductory-level exercises in representative graphic design fields such as publishing, advertising, corporate identity, signage, and packaging. A working knowledge of page layout and imaging software (ARTS 191 or equivalent) is assumed. Fall

**ARTS 242. Typography 1.** 4 hr.; 3 cr. Prereq.: ARTS 191; coreq.: ARTS 241 and 243. The use of type to express an image or brand, with a focus on historical and contemporary letterforms, logos, and typeface design. Fall

**ARTS 243. Color and Design 2.** 4 hr.; 3 cr. Prereq.: ARTS 171. A continuation of ARTS 171, intended primarily for graphic design majors. Fall

**ARTS 244. Color I.** 4 hr.; 3 cr. Studio projects which study the perceptual effects of color relationships, characteristics, and illusions, as well as an exploration of the uses of color using art historical and cultural precepts.

**ARTS 245. Typography 2.** 4 hr.; 3 cr. Prereq.: ARTS 191, 241, and 242. Text-intensive projects involving typographic grid systems, the organization of typographic hierarchies, and the use of type in charts, graphs, and diagrams. Assignments will include a series of experimental and practical projects in a variety of media. Spring

**ARTS 246. Graphic Design 2.** 4 hr.; 3 cr. Prereq.: ARTH 102, ARTS 241, 242, and 243. A continuation of ARTS 241 with a new emphasis on the use of research methods, critical thinking, oral presentation, and writing skills as part of the design process. Assignments may include three-dimensional, time-based, and large-scale projects. Spring

**ARTS 253. Drawing III.** 4 hr.; 3 cr. Prereq.: ARTS 240. Emphasis on the individual stu-

dent's concerns and contemporary issues in drawing.††

**ARTS 258. Illustration 1.** 4 hr.; 3 cr. Prereq.: ARTS 151. An introduction to the visual interpretation of words using drawing, painting, and collage for use in graphic design, publishing, and advertising.

**ARTS 260. Painting II.** 4 hr.; 3 cr. Prereq.: ARTS 161. Concepts of pictorial structure and image-making are explored, using historical and contemporary models as examples with an increased potential for personal choice and expression.

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

**ARTS 271. Woodblock/Linoleum: Relief Printing.** 4 hr.; 3 cr. Prereq.: ARTS 151. In this course students draw on the wood or linoleum block, in which all of the background areas are cut away.

**ARTS 272. Intaglio.** 4 hr.; 3 cr. Prereq.: ARTS 151. This course covers several processes used to create a printing matrix on a metal plate. Etching, drypoint, aquatint, and the use of soft and hard grounds will be demonstrated as well as printing techniques. Editioning papers, inks, and the care and preservation of prints will be discussed.

**ARTS 273. Lithography.** 4 hr.; 3 cr. Prereq.: ARTS 151. Drawing on stone with a wax crayon is the medium in this print process.

**ARTS 274. Serigraphy/Silkscreen.** 4 hr.; 3 cr. Prereq.: ARTS 151. Students will learn the basic skills of stenciling in the screen printing process by creating various areas of positive and negative shapes. The screen designs will become progressively more complex as the semester advances.

**ARTS 275. Photography I.** 4 hr.; 3 cr. An introduction to photography tools, techniques, and methods in addition to the language of photographic critique. Course includes camera operations and black and white darkroom work.

**ARTS 276. Photography II.** 4 hr.; 3 cr. Prereq.: ARTS 150 or 151 and 275. Continuation of Photography I with further emphasis on the refinement of technical skills in film development and printing techniques. In addition, alternative photography processes will be introduced as they apply to thematic ideas, which will be introduced through a variety of projects. Slides of historical and contemporary photography, gallery and museum visits, as well as class critiques are part of the class format.

**ARTS 277. VI: Pixel-based Imagery.** 4 hr.; 3 cr. Prereq.: ARTS 191. Introduction to scanner- and camera-derived, pixel-based imagery. Subject will be announced before

registration. Basic knowledge of image-processing software is assumed. May be taken three times for credit if topic or software is different.

**ARTS 278. VT: Vector-based Imagery.** 4 hr.; 3 cr. Prereq.: ARTS 191. Introduction to vector-based imagery and web technology. In addition to the prerequisite, previous experience in graphic design, drawing, or color and design is recommended. Subject will be announced before registration. May be taken three times for credit if topic or software is different.

**ARTS 279. VT: Animation and 3-D Modeling.** 4 hr.; 3 cr. Prereq.: ARTS 191. Introduction to animation and 3-D modeling. In addition to the prerequisite, previous experience in graphic design, drawing, or Media Studies is recommended. Subject will be announced before registration. May be taken three times for credit if topic is different.

**ARTS 281. Ceramics I.** 4 hr.; 3 cr. Introduction to ceramics throwing on the potters wheel and hand building. Decorating, glazing, firing techniques, and basic studio procedures are covered.

**ARTS 282. Ceramics II.** 4 hr.; 3 cr. Prereq.: ARTS 281. Students participate in kiln loading and firing procedures and techniques, glaze formulation, mixing clay bodies and kiln design. Emphasis is on the relationship of surface decoration to form and form to function while encouraging personal philosophy, vision, and viewpoints on the creative process in both utilitarian forms and sculptural ceramics.

**ARTS 283. Sculpture II.** 4 hr.; 3 cr. Prereq.: ARTS 151 and 182. A continuation of ARTS 182 with an additional focus on concepts and content. Students are given initial instruction in techniques such as casting and mold making and the use of power equipment and hand tools. Emphasis is also placed on viewing and discussion of work in galleries and museums.

**ARTS 284. Sculpture III.** 4 hr.; 3 cr. Prereq.: ARTS 283. Advanced projects geared toward more individual development. Highly experimental approaches to materials, forms, and concepts are encouraged. There is an increased focus on the development of skills. Class projects, discussions, and critiques emphasize an understanding of the issues surrounding contemporary sculpture and may include such topics as large-scale, outdoor and site-specific sculpture as well as multimedia installation.

**ARTS 289. Publication Design.** 4 hr.; 3 cr. Prereq.: ARTS 241. The design of magazines, newspapers, and other printed periodicals considered from theoretical, practical, and technical aspects. Class assignments

include the design of a simple newsletter as well as more complicated projects involving color; information graphics; branding; working with writers/editors; as well as scheduling, production, and printing considerations.

**ARTS 290. Motion Graphics.** 4 hr.; 3 cr. Prereq.: ARTS 241. Motion graphics can move an audience emotionally and have a significant impact on society through its affect on our senses of sight and hearing. This course examines how graphic designers use sound, moving images, and type to communicate a message in a variety of media including cinema, commercials, and Web sites.

**ARTS 291. Interactive Design.** 4 hr.; 3 cr. Prereq.: ARTS 241; ARTS 278 is recommended. The graphic design of online services, multimedia presentations, and electronic kiosks. Class assignments begin with the research and planning for an interactive project and continue on to design and implementation, as well as to issues arising from working with content providers and technical support staff.

**ARTS 296. Advertising Design.** 4 hr.; 3 cr. Prereq.: ARTS 241. Design for the promotion and marketing of consumer products, business services, and not-for-profit organizations.

**ARTS 345. Graphic Design 3.** 4 hr.; 3 cr. Prereq.: ARTS 244, 245, and 247. A continuation of ARTS 244 with an increased recognition of the designer's personal style and working methods, and of specific audiences, commercial contexts, and production issues. Fall

**ARTS 352. Visual Imagery.** 4 hr.; 3 cr. Prereq.: Level 1 requirements. The development of personal sources of imagery, based on the history of art, world cultures, film and television, fashion and advertising, and popular culture.

**ARTS 353. Art of the Book.** 4 hr.; 3 cr. Prereq.: ARTS 150 or 151. Research study and practice of the bound book as an art form.

**ARTS 355. Photography III.** 4 hr.; 3 cr. Prereq.: ARTS 276. Students will develop a stronger knowledge of alternative photographic practices, different camera formats, artificial lighting, and ways to extend the photograph beyond the conventional black and white print.

**ARTS 358. Illustration II.** 4 hr.; 3 cr. Prereq.: ARTS 258.††

**ARTS 359. Illustration III.** 4 hr.; 3 cr. Prereq.: ARTS 358.††

**ARTS 362. Color II.** 4 hr.; 3 cr. Prereq.: ARTS 161 and 244. A continuation of ARTS 244, with an emphasis on its application in painting.

**ARTS 365. Specialized Topics in Painting.** 4 hr.; 3 cr. Prereq.: ARTS 161. Offered occasionally with different particular topics.††

**ARTS 369. Ceramics III.** 4 hr.; 3 cr. Prereq.: ARTS 282. The continuation of ARTS 282 on a more advanced level.

**ARTS 370. VT: Special Topics in Design.** 4 hr.; 3 cr. Prereq.: ARTS 244. Offered occasionally according to student interest and availability of faculty. Topic will be announced before registration. May be taken three times for credit if topic is different.

**ARTS 385. Specialized Topics in Sculpture.** 4 hr.; 3 cr. Prereq.: ARTS 283. Subject will change according to the pedagogical needs felt by the department and the availability of faculty with specific interests. Subject and faculty will be announced before registration.††

**ARTS 387. VT: Technical Workshops.** 4 hr.; 3 cr. Prereq.: Permission of the instructor. Advanced work with software where a student has already demonstrated a high level of skill and where a suitable instructor is available. The student will, in general, meet with the instructor during a regularly scheduled section of an appropriate imaging course. May be taken up to three times for credit if the subject is different.

**ARTS 393. Independent Internship.** 8 hr.; 3 cr. Prereq.: College average 2.75, department average 3.4. Open to a limited number of qualified students who want to do independent work in a related arts organization. Written application for permission to enroll, stating in detail the nature and scope of the proposed project, must be submitted to the department deputy chair at least one month prior to the date of registration.

### Advanced Courses, Level 3

**ARTS 350. Comparative Analysis.** 4 hr.; 3 cr. Prereq.: All Level 1 and 2 requirements. This course is primarily discussion and critique, in which selected thematic topics are presented drawn from art history and contemporary art, as well as relevant cultural, social, and/or political subjects and issues. Students will present their own work for discussion assignments. The development of critical skills will be emphasized.

**ARTS 391. VT: Senior Project.** 4 hr.; 3 cr. Prereq.: All Level 1 and 2 requirements, ARTH 101 and 102, and at least one Art History elective. Student-generated final creative project, in the medium of the individual student's concentration. The student meets with the course instructor and/or faculty advisor for regularly scheduled meetings to present their work as it develops, or for critique and discussion. In addition,

there may be required group critiques, and class trips. There is a required term paper, due one week in advance of the final review at the end of the semester. A committee of art department faculty participates in the review and grading. Any incompletes are the decision of the committee only, and are based on the presentation of work during final review.

**ARTS 395. VT: Senior Portfolio.** 4 hr.; 3 cr. Prereq.: ARTS 345. Senior graphic design majors will create portfolio pieces demonstrating their acquired skills and personal interests in graphic design. Documentation of process and a final presentation are required. Enrolling students should have completed all major and non-major credits necessary for graduation with the possible exception of one or two design electives, which may be taken concurrently. Spring

## BFA Level 4 Courses

**ARTS 351. Advanced Drawing.** 4 hr.; 3 cr. Prereq.: All Level 1 and 2 required courses. This class is for BFA students only, and registration is by permission of the instructor only. Individual drawing projects are initiated both from the instructor and from the student. Regular class critiques of work done independently will form the basis of the class in addition to individual tutorials.

**ARTS 386. New Forms.** 4 hr.; 3 cr. Prereq.: BFA status and completion of Level 2 courses. The exploration of values, concepts, and working methods in the visual arts which abandon the traditional limits and characteristics of painting, sculpture, and printmaking, to enlarge both formal vocabulary and ways of communicating. Emphasis and content will vary with instructor. ††

**ARTS 390. Studies in Contemporary Art.** 4 hr.; 3 cr. Prereq.: Acceptance into the BFA program, all Level 1 and 2 required courses. Colloquium designed to develop critical awareness. May be repeated for credit provided the topic is different. ††

**ARTS 392. Senior Project II.** 4 hr.; 3 cr. Prereq.: ARTS 391.VT, BFA major with senior standing or department approval. This is a continuation of ARTS 391 and is taken in the student's last semester, when all other studio art course requirements are completed.

**ARTS 393. Independent Internship.** 8 hr.; 3 cr. Prereq.: College average 2.75, department average 3.4. Open to a limited number of qualified students who want to do independent work in a related arts organization. Written application for permission to enroll, stating in detail the nature and scope of the proposed project, must be submitted to the

department deputy chair at least one month prior to the date of registration.

BFA students are encouraged to use one 3-credit elective (ARTS 393) course for an internship at one of the department approved nonprofit arts organizations in New York City. The department maintains a list of these organizations, and students can see the deputy chair of Studio Art or a faculty advisor for advice and arrangements with an individual organization.

**Special Projects in Studio Art.** 4 hr.; 3 cr. Prereq.: Completion of Level 1 and 2 requirements and ARTH 101 and 102, and permission of the instructor and deputy chair of Studio Art. Any title may be repeated for a maximum of six credits with permission of the department. Special Projects courses are designed for students who want more intensive work in any studio discipline, or to strengthen or advance their basic skills in:

**ARTS 254. Drawing SP.** Prereq.: ARTS 151.

**ARTS 256. Painting SP.** Prereq.: ARTS 161.

**ARTS 288. Sculpture SP.** Prereq.: ARTS 182.

**ARTS 357. Graphic Design and Typography.** Prereq.: ARTS 293.

**ARTS 367. Computer Imaging SP.** Prereq.: ARTS 361.

**ARTS 368. Illustration SP.** Prereq.: ARTS 358.

**ARTS 371. Woodcut SP.** Prereq.: ARTS 271. ††

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

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

**ARTS 374. Serigraphy SP.** Prereq.: ARTS 273

**ARTS 375. Photography SP.** Prereq.: ARTS 275.

**ARTS 379. Ceramics SP.** Prereq.: ARTS 281.

**ARTS 396. Advertising Design SP.** Prereq.: ARTS 296.

Note that students whose professional objectives and interests indicate the desirability of enrolling for more than 42 credits in intermediate and advanced studio courses must obtain approval of the department. Students are cautioned not to register for studio projects at the expense of required courses.

# Biology

**Chair:** Corinne A. Michels

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

**Distinguished Professor:** Michels; **Professors:** Chabora, Mundinger, Zakeri; **Associate Professors:** Alsop, Calhoun, Koepfer, Savage-Dunn, Short, Sperling; **Assistant Professors:** Barry, Boissinot, Fath, Ma, Seeling; **Laboratory Technicians:** Birne, Freilich, Giancone, Isla, Lawrence, Peers, Tessitore; **Administrative Assistant:** Pisko; **Department Secretary:** Laura; **Professors Emeriti:** Aaronson, Berech, Colwin, Greller, Kaplan, Roze, Wasserman; **Associate Professors Emeriti:** Minutoli, Nathanson, Pierce, Rifkin

**Majors Offered:** Biology (State Education Code 26453) and Biology-Secondary Education (State Education Code 26453)

The Biology Department offers the biology major with two concentrations, General Biology and Biology-Education, and the biology minor. Students who choose one of these options must consult with an appropriate faculty advisor early in their course of studies.

Faculty advisors are available for students interested in general biology, biology-education, evening studies, transfer and permit courses, second baccalaureate, interdisciplinary studies, and graduate (master's and doctoral) studies. Inquire at the office (SB D346) or call 718-997-3400 for appropriate advisor and office hours.

The biology major provides students with a foundation for a variety of professional options. Upon graduation, they may find employment as technicians in health-related, industrial, or university laboratories. Those desiring a research career in the governmental, private, or academic sector should plan to continue their education at the graduate level. Such a career may be focused toward work in the field and/or in the laboratory. This concentration is valuable to those interested in consumer protection services, environmental law, forestry, conservation, and scientific and medical illustration or writing. Government opportunities exist in the Departments of Agriculture, State, Interior, Commerce, Health and Human Services, and Treasury. This concentration is also the traditional route to professional schools leading to careers in medicine, dentistry, optometry, and other health-related vocations.

The Biology-Education concentration, a program of study coordinated with the Division of Education, is for students who want to meet the requirements for teaching biology in middle, junior high, and senior high schools. Questions concerning this major should be referred to the Biology-Education

Advisor. Students also should consult with an advisor in either the Elementary & Early Childhood Education Department (EECE) or the Secondary Education & Youth Services Department (SEYS) to determine the education requirements for New York State certification.

### Nonmajor Courses

The department offers survey and topic-oriented courses (designated as the 001–099 series) that have been designed for nonmajors. Most of these courses have recitation/demonstration sections rather than formal laboratories.

### Department Awards

The department offers the following prizes and awards: the **Donald E. Lancefield Award**, for excellence in biology, to be awarded to the biology major with the highest grade-point average; the **Darwin Prize**, for the biology major with the second highest grade-point average who has demonstrated an interest in research; the **Laura H. and Arthur L. Colwin Prize**, for excellence in undergraduate research, to be awarded to a biology major who is not a pre-professional student; the **Muriel & Philip Feigelson Award**, to a graduating senior majoring in biology who has done the best undergraduate research and has also demonstrated significant academic achievement; the **Adele Mae Gottschalk Scholarship Fund**, to provide a tuition scholarship each year for a female student in her sophomore, junior, or senior year who intends to pursue a medical career; the **Max K. Hecht Scholarship Fund**, to a junior or graduating senior, who is considered to be an outstanding biology major, with accomplishments in academic research studies (preference will be given to students interested in organismic biology, Max's field); and the **Victor J. Jules Scholarship**, awarded to biology majors who: (1) have demonstrated financial need, (2) have filed a concentration plan as a major and completed or be in the process of completing at least 6 credits of electives in biology, and (3) have an overall GPA of at least 3.0 (first consideration will be given to eligible sophomores and then to juniors; this endowed scholarship is to be used for educational expenses).

### Evening Session

**Advisor:** Inquire at the department office. For students who wish to major in biology but can only attend during evening hours, the department will offer in the evening session, on a rotating basis, a sufficient number of advanced courses to permit completion of a major in biology within a six-year period. If permission of the chair is listed as a prerequisite, evening students should inter-

pret this to mean permission of the Evening Advisor.

## THE MAJORS AND THE MINOR

Students who choose the Biology major must consult with an appropriate program advisor (the programs are listed below) early in their course of studies. Majors interested in the health professions should consult with the college pre-professional career advisor. Students choosing the Biology-Education major must consult with the Biology-Education Advisor. Students who choose to minor in biology must consult with either the Undergraduate Advisor or the Evening Studies Advisor.

All students must prepare a concentration plan with an advisor and file this with the department before registering for any advanced biology courses, typically by the beginning of the sophomore year. This plan is solely a description of a proposed course of study; it may be changed at any time in consultation with an advisor. All students also must be listed with the Registrar as a biology major, Biology-Education major, or a biology minor. Both the concentration plan and notification of the Registrar are required before a student can take advan-

tage of departmental preregistration for advanced courses in biology or be graduated with a major or minor in biology.

All courses credited toward the biology major must be completed with a grade of C– or better. Tutorial or research courses (BIOL 387, 390, 391, 395, 396) may not be credited toward the biology major. CHEM 113 and 114 (or CHEM 019 and 159) are prerequisite to all 300-level biology courses.

No course may be taken more than twice, and credit will be given only once for the same course except where otherwise noted in course description.

A maximum of 3 credits in combination of tutorial (BIOL 386) plus research (BIOL 390, 391, 395, or 396) courses may be taken in one semester. A maximum of 12 credits in combination of tutorial (BIOL 386) plus research (BIOL 390, 391, 395, or 396) courses may be applied toward the degree.

### The Biology Majors

See the box on this page for the specific requirements for the majors.

**Note:** Students wishing to attend health-profession schools or to undertake further graduate training must take some or all of

#### Requirements for the Major: Biology (Major code 016)

All courses credited toward the major or minor must be completed with a minimum grade of C–.

**Required:** At least 36 credits in biology, including BIOL 107, 108, and two of BIOL 285, 286, or 287 with the remainder being in 200-level courses and above, of which at least three of the advanced courses, not including BIOL 344, 381, 390, 391, 395, or 396 must be at the 300 level, and at least four must be laboratory courses. One year of general chemistry (CHEM 113 and 114 or equivalent) plus one semester of organic chemistry (CHEM 251 or equivalent) plus one semester of calculus (MATH 142 or 151 or equivalent) or BIOL 230 or equivalent. At least 20 of the biology credits above BIOL 107 and 108 must be taken at Queens College. Course selection must be made in consultation with a departmental advisor.

Transfers: A maximum of 16 biology credits are accepted as transfer credits in the major.

#### Requirements for the Major: Biology-Education (Major code 017)

**Required:** At least 30 credits in biology, including BIOL 107, 108, and two of BIOL 285, 286 or 287; the remainder must be in 200- and 300-level courses, of which at least two must be 300-level courses and at least three must be laboratory courses. A minimum of a year of chemistry (normally CHEM 019 and 159, or equivalent); and one semester of calculus (MATH 142 or 151, or equivalent) or BIOL 230 or equivalent. At least 16 of the credits above BIOL 107 and 108 must be taken at Queens College. Course selection must be made in consultation with the Biology-Education Advisor.

Also required are 16 credits in major-level courses in the following cognate departments: Chemistry & Biochemistry; Computer Science; Earth & Environmental Sciences; Family, Nutrition & Exercise Sciences; Mathematics; Physics. These courses are to be chosen in consultation with the advisor.

Also required is a co-major in Elementary & Early Childhood Education or a minor in Secondary Education & Youth Services, as prescribed by a subject matter advisor of the pertinent EECE or SEYS Department.

#### Requirements for the Minor in Biology (Minor code 10)

Students who minor in biology must complete BIOL 107 and 108 and at least 9 credits of advanced biology courses, not including the research courses (BIOL 390, 391, 395, 396). All of the advanced courses must be taken at Queens College.

the following cognate courses: CHEM 113, 114, and 251, 252; PHYS 121 and 122; MATH 151 and 152; or equivalents.

### Biology Majors Who Want to Enter the Health Professions

**Advisor:** V. Cook

**Secretary:** C. Farley

**Office:** Science Bldg. B338, 718-997-3470

It is recommended that pre-health profession students take several laboratory courses in biology and biochemistry. These courses should be completed before the beginning of the senior year.

### Biology Majors Who Wish to Teach Biology in Secondary Schools

**Advisor:** Inquire at department office. Students who want to meet requirements for a certificate to teach biology in middle, junior, or senior high schools should follow the major in Biology-Education and consult with the Secondary Education and Youth Services Department to determine the education requirements for New York State certification.

### The Biology Minor

See the box on page 86 for the specific requirements for the minor.

All courses credited toward the biology minor must be completed with a grade of C- or better. Tutorial or research courses (BIOL 387, 390, 391, 395, 396) may not be credited toward the biology minor. CHEM 113 and 114 are prerequisite to all 300-level biology courses. No course may be taken more than twice, and credit will be given only once for the same course.

**Note:** All 200-level and above biology courses must be taken at Queens College.

## COURSES\*

### Course Numbering

Courses offered by the Biology Department are numbered according to the following system:

BIOL 001–099. Courses open to students in all disciplines, but not creditable to the major or minor in biology.

BIOL 100–199. Introductory courses for majors and minors (freshman level).

BIOL 200–299. Second-level courses for which the prerequisites are BIOL 108 and CHEM 114 (sophomore or junior level).

BIOL 300–399. Third-level courses having either a 200-level biology or advanced-level chemistry prerequisite (upper-class level).

In addition, the middle digit of all 200- and 300-level course numbers is used to denote the area of study of the course, as follows:

- 0–Microbiology
- 1–Botany
- 2–Zoology
- 3–Mathematical Biology
- 4–Community and Ecosystem Biology
- 5–Genetics and Evolution
- 6–Cell and Developmental Biology
- 7–Physiology
- 8–Variable Content, Seminars, Colloquia
- 9–Undergraduate Research

## NONMAJOR COURSES

**BIOL 008. Fundamentals of Biology.** 2 lec., 2 lab. hr.; 3 cr. A survey course in biology designed for students in Adult Collegiate Education (ACE) and the LEAP project. The areas of cell biology, heredity, development, physiology, ecology, and evolution are covered. Emphasis will be placed on human-related topics such as health, the environment, and current developments in biology. No previous knowledge of biology or chemistry is assumed. Not open to students who have taken BIOL 011. Fall, Spring

**BIOL 009. Introductory Biology.** 3 lec. hr.; 3 cr. A general introduction to biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology, and evolution. No previous knowledge of biology or chemistry assumed. Not open to students who have taken BIOL 008, 011, or the equivalent. This course is designed for non-science majors and may not be used to fulfill biology major or minor requirements. (PBGB; PBGA if taken with BIOL 010)

**BIOL 010. Laboratory in Introductory Biology.** 3 lab. hr.; 1 cr. Pre- or coreq.: BIOL 009. Laboratories in the topics of introductory biology as presented in BIOL 009. May not be used to fulfill biology major or minor requirements. Not open to students who have taken BIOL 008 or 011. (PBGA if taken with BIOL 009)

**BIOL 011. Introduction to College Biology.** 3 lec., 3 lab. hr.; 4 cr. A general introduction to biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology, and evolution. No previous knowledge of biology or chemistry assumed. For students in all areas, including physical education majors and prospective biology majors who have not had previous high school biology or chemistry courses. Not open to students who have taken BIOL 008, 009, or the equivalent, except with permission of the chair. This course is designed for non-science majors and may not be used to fulfill biology major or minor requirements. (PBGA, if taken before Spring 2006)

**BIOL 021. Introduction to Human Genetics.** 3 lec. hr.; 3 cr. Heredity, with special emphasis on human genetics. For non-sci-

ence majors. May not be used to fulfill biology major or minor requirements. (PBGB)

**BIOL 022. 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)

**BIOL 023. Human Biological Origins.** 3 lec. hr.; 3 cr. Biology in the fourth dimension. A tour through time to examine our successively more remote ancestors and their relationships to other important groups such as birds and dinosaurs. Includes some trips to museums. For non-science majors. May not be used to fulfill biology major requirements.

**BIOL 024. Biology and Society.** 3 lec. hr.; 3 cr. Prereq.: None, although BIOL 011 is recommended. A non-major lecture course (supplemented with video) focusing on selected biological principles in genetics, development, evolution, physiology, and ecology which are discussed in the context of their impact on the human population. The approach throughout is to initially provide a scientific background of principles and processes and then relate them to human society in the most global sense. The ethical considerations of many situations, such as genetic testing, pollution influences on developmental disabilities, and humanitarian aid in overpopulation crises, are considered. (PBGB)

**BIOL 025. Biological Evolution.** 3 lec. hr.; 3 cr. Prereq.: BIOL 011 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)

**BIOL 028. Infectious Diseases.** 3 lec. hr.; 3 cr. Prereq.: BIOL 009 or 011, or permission of the instructor. The life cycle, evolution, ecology, and infection processes of disease-causing organisms. Epidemiology and transmission mechanisms of pathogens. Immunology, disease prevention, and drug discovery methods. Specific examples include diseases important to human history, newly emerging diseases, and bioterrorism. This course is designed for the non-science major and may not be used to fulfill biology major or minor requirements. (PBGB)

**BIOL 043. Anatomy and Physiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 011 or

\*MAT or Lab fees are possible.

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

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

107; CHEM 019 or 159 or the equivalent. Functional and descriptive anatomy and physiology of the human and other mammals, emphasizing practical aspects. May not be used to fulfill biology major or minor requirements.

**BIOL 044. Food and Human Microbiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 011 or 107; CHEM 159 or the equivalent. The student will be introduced to general microbiology. Emphasis will be placed on the microbiology of food and human disease and immunology. The laboratory will deal with the characteristics of microorganisms and their role in the preparation of food. May not be used to fulfill biology major or minor requirements.

**BIOL 052. The Biology of Cancer.** 3 lec. hr.; 3 cr. Prereq.: BIOL 011, or permission of the instructor. How normal cell function and division is controlled as compared to the metabolism and growth of cancer cells. Includes consideration of the factors causing or contributing to cancer formation (chemicals, viruses, radiation, diet, genetics), the classification of cancers, the rationale for and description of the different types of cancer therapy, and future directions for cancer research. May not be used to fulfill biology major or minor requirements. (PBGB)

### INTRODUCTORY COURSES FOR THE MAJOR

**BIOL 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 coregister 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.

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

### 200-LEVEL MAJOR COURSES

#### Microbiology

**BIOL 201. General Microbiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107 and 108; CHEM 114 or 159 or equivalent. Significance, structure, metabolism, and

functions of microorganisms; the basic bacteriological techniques of culture, isolation, and identification.

#### Botany

**BIOL 210. Lower Plants.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107. Introduction to the biology of the algae, fungi, and bryophytes of the northeastern United States. Laboratory includes several field trips.

**BIOL 212. Higher Plants.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107. Survey of the vascular plants with emphasis on the flowering plants and taxonomic characteristics useful in identification of major plant groups. Laboratories will be devoted to techniques of identification. Students will submit a plant collection. Field trips comprise a large part of the laboratory component; they will occupy half or whole days.

**BIOL 213. Field Botany.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107. 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.

#### Zoology

**BIOL 220. Invertebrate Zoology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107. Evolution, classification, anatomy, and physiology of the invertebrates. Laboratory includes dissection of representative forms and a weekday or weekend field trip.

**BIOL 226. Comparative Vertebrate Anatomy.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107 and 108. Functional and phylogenetic morphology of the vertebrates. Laboratory includes dissection of representative forms.

#### Mathematical Biology

**BIOL 230. Introductory Biometrics.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107 and 108; CHEM 114 or 159 or the equivalent. Not open to students who have successfully completed any one of the following courses (or their equivalents): ECON 249; MATH 014, 241; PSYCH 107; SOC 205, 306. Probability models, statistical inference, design of experiments, and critical analysis of statistical applications in biology. (SQ)

#### Community and Ecosystem Biology

**BIOL 241. Techniques of Field Biology.** 1 lec., 4 lab. hr.; 3 cr. Prereq.: BIOL 107; CHEM 114 or 159 or the equivalent. An introduction to collection and analyses of data in the field. Topics shall include design

of experiments and controls, methodologies of different types of field collections, use of keys, and statistical analyses. One evening and several all-day weekend field trips to different study sites may be included. A collection may be required.

#### Genetics and Evolution

**BIOL 245. Evolution and Culture.** 3 lec. hr.; 3 cr. Prereq.: BIOL 107 or equivalent, or permission of the instructor. Assessment of recent evolutionary theories associated with culture: behavioural ecology, evolutionary psychology, memetics, and bio-cultural co-evolution. These theories are comparatively examined and compared by discussing current research, critiques, and their application to human and animal cultures.

**BIOL 251. Genetics Laboratory.** 1 rec., 3 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 285. Laboratory exploration of the fundamental concepts of genetic analysis utilizing different model organisms.

#### Cell and Developmental Biology

**BIOL 262. Laboratory Techniques in Molecular Biology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: BIOL 108; CHEM 114 or the equivalent. Prereq. or coreq.: BIOL 285. Introduction to the basic laboratory techniques of molecular biology.

**BIOL 263. Laboratory Techniques in Cellular Biology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: BIOL 107 and 108; CHEM 114 or the equivalent. Prereq. or coreq.: BIOL 286. Introduction to the basic laboratory techniques of cellular biology.

#### Variable Content

**BIOL 280. Topics in Biology.** 1–3 hr.; 1–3 cr. Prereq.: BIOL 107 and 108 and permission of the chair. Particular topic of current interest in biology. May be repeated for credit if topic changes but credited only once for the major. Course will not count for the minor.

#### Principles Courses

**BIOL 285. Principles of Genetics.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 107 and 108; CHEM 114 or 159 or the equivalent. The inheritance, structure, and function of genetic material.

**BIOL 286. Principles of Cell Biology.** 3 lec. hr.; 3 cr. Prereq.: BIOL 108; CHEM 114 or 159 or equivalent. Structure, function, and regulation of cells, including cell cycle, sub-cellular compartmentalization, signal transduction, and cell-cell interactions.

**BIOL 287. Principles of Evolutionary Biology.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 107 and 108. The mechanisms and processes of biological evolution.

**300-LEVEL MAJOR COURSES****Botany**

**BIOL 312. Morphology and Evolution of Plants.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 108 and one of 210, or 212, or 213; CHEM 114 or 159 or equivalent. Comparisons of plant form and function. Lectures will emphasize the structure and origin of plant organs, and the use of this information in classifying major plant groups. Information from paleobotany will be integrated with comparative morphology of living plants. Laboratory includes several field trips.

also see BIOL 371 (Plant Physiology) and BIOL 380 (Field Biology)

**Zoology**

**BIOL 320. Parasitology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 108 and 220; CHEM 114 or 159 or equivalent, or permission of the chair. Ecology, distribution, pathology, and control of the parasites of humans and other selected animals. Particular emphasis on the evolution of host-parasite relationships, and on the approaches to solving the basic problems of animal parasitism.

**BIOL 321. Entomology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 220; CHEM 114 or 159 or equivalent, or permission of the chair. Anatomy, physiology, classification, and ecology of the terrestrial mandibulate arthropods, with special emphasis on the insects. Laboratory includes field trips and may require an insect collection. Students should expect to reside at a field study site in the greater metropolitan New York area for at least one week of the course (dormitory fees will be announced and collected at time of registration). Summer Session only.

**BIOL 325. Animal Anatomy and Physiology I.** 3 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 286, CHEM 114, or equivalents, or permission of the instructor. The structure, function and integration of the nervous, musculoskeletal, and circulatory systems.

**BIOL 326. Animal Anatomy and Physiology II.** 3 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 286, CHEM 114, or equivalents, or permission of the instructor. The structure, function and integration of the respiratory, osmoregulatory, digestive, and endocrine systems.

also see BIOL 345 (Animal Behavior), BIOL 360 (Vertebrate Histology), BIOL 365 (Developmental Biology), BIOL 372 (Vertebrate Physiology), and BIOL 380 (Field Biology)

**Mathematical Biology**

**BIOL 330. Design of Experiments.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 230 or

an equivalent introductory course in statistics (ECON 249; MATH 241; PSYCH 107; SOC 205, 306), or permission of the instructor. The design and analysis of biological experiments. Formulation of biological problems in terms of statistical analysis, planning experiments, and anticipating appropriate analyses. Use of computer statistical packages.

**Community and Ecosystem Biology**

**BIOL 340. General Ecology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 287, or permission of the chair. Theory and analysis of structure, growth, regulation, and dynamic interactions within and between populations. Composition of biological communities in terms of their structure, species abundance and diversity, interspecific interactions, and integration with the physical environment.

**BIOL 344. Biology and Society: Contemporary Issues.** 3 hr.; 3 cr. Prereq.: BIOL 285, 286, and two of the three 300-level courses required for the major. A lecture and discussion course for senior biology majors focusing on a critical analysis of selected subjects encompassing current biological developments in the context of their ethical, scientific, and economic impact on human social systems. This course is designed to permit students to develop interpretative and analytical skills and to explore their own intellectual and practical responses to the impact of biological advances on society. Using primary literature, students are expected to write and discuss a number of their papers; one of these will be a long paper in conjunction with an oral presentation.

**BIOL 345. Animal Behavior.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 285 or 287. Study of animal behavior. Topics include the description, evolution, development, physiological basis, and ecological significance of behavior.

**BIOL 346. Limnology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 287, or permission of the chair. Survey of the physical, chemical, and biological properties and features of streams, rivers, and lakes.

**BIOL 347. Marine Biology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 287, or permission of the chair. Study of marine organisms and biological oceanography. Short trips scheduled on oceanographic research vessels. Usually offered in Summer.

**BIOL 348. Chemical Ecology.** 2 lec. hr.; 2 cr. Prereq.: BIOL 107 and 108; CHEM 251 or equivalent. The chemical mediation of ecological interactions, including chemical basis of food selection, plant antiherbivore and antifungal defenses, chemistry of mutualistic associations, animal pheromones and

defense substances, allelopathy, and chemicals in the environment.

**BIOL 349. Chemical Ecology Laboratory.** 4 lab. hr.; 2 cr. Prereq. or coreq.: BIOL 348. The use of modern instrumental techniques in chemical ecology: analysis of foods, measurement of nutrient and electrolyte levels of biological materials, isolation and quantification of plant and animal defense compounds.

also see BIOL 380 (Field Biology)

**Genetics and Evolution**

**BIOL 350. Molecular Genetics.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 285 and 286; CHEM 251 or the equivalent. Chemistry majors may substitute CHEM 375 in lieu of BIOL 286. Molecular basis of heredity. Topics include the structure of DNA and RNA, transcription, translation, mechanisms of recombination and mutation, regulation, and transmission genetics of viruses, prokaryotes, and eukaryotes.

**BIOL 355. Evolution Laboratory.** 1 rec., 3 lab. hr.; 2 cr. Prereq.: BIOL 285 plus either 287 or 354. The use of bioinformatics and molecular biology techniques in evolutionary biology: analysis of genetic polymorphism in populations, molecular inference of phylogenies, phylogenetic, and population genetics methods. Use of pertinent computer analysis.

**Cell and Developmental Biology**

**BIOL 360. Vertebrate Histology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107 and 286. Microscopic structure and ultrastructure of vertebrate tissue and organ systems. Laboratory emphasizes identification and analysis of commercially prepared slides of vertebrate tissue.

**BIOL 364. Theory and Biological Application of Electron Microscopy.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 263 and 360. Principles and practice of electron microscope operation and preparation of tissues for fine structure studies.

**BIOL 365. Developmental Biology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107 and 286. Gametogenesis, fertilization, and embryonic development through organogenesis. Mechanisms of cell differentiation and morphogenesis as revealed by techniques of experimental embryology.

**BIOL 366. Immunology.** 3 lec. hr.; 3 cr. Prereq.: BIOL 107 and 286. The components and mechanisms of action of the immune system. Topics include requirements for antigenicity, types of antibodies, humoral and cell-mediated responses including allergy, graft rejection, and autoimmune diseases.

**Physiology**

**BIOL 371. Plant Physiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107 and 286; and CHEM 252 or the equivalent. Anatomy, physiology, molecular biology, and development of plants.

**BIOL 372. Vertebrate Physiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 107 and 286; and CHEM 252 or the equivalent. Functioning of the major organ systems of animals, with special emphasis on the vertebrates.

**BIOL 373. Neurobiology.** 3 lec., 1 rec. hr.; 4 cr. Prereq.: BIOL 107 and 286, or permission of the instructor. Examination of the structure and function of the nervous system of both invertebrates and vertebrates. Emphases will be placed on cellular and molecular mechanisms underlying neural activity.

**Variable Content, Seminars, Colloquia**

**BIOL 380. Field Biology Studies.** BIOL 380.4, 12 hr.; 4 cr., BIOL 380.5, 15 hr.; 5 cr., BIOL 380.6, 18 hr.; 6 cr. Prereq.: CHEM 114 or equivalent. Variable prerequisites and requires permission of the instructor(s). A variable content course encompassing field studies in the areas of botany, ecology, entomology, invertebrate and vertebrate zoology, and limnology. Usually offered Summers only, with the 3–6 credits depending on the subjects included and the time involved. The focus of the course is the comparative study of habitats and their components. Format and destinations are variable and costs reflect the modes of travel, destination, and type of accommodations. Courses in the 380 series may be repeated for a maximum of 6 credits.

**BIOL 381. Colloquium in Biology.** 1 hr.; 1 cr. Prereq.: BIOL 108; CHEM 114 or 159 or equivalent; senior standing and permission of the instructor. Course may be repeated once for credit.

**BIOL 385. Special Topics in Physiology, Cell, and Developmental Biology.** BIOL 385.1–385.4, 1–4 hr.; 1–4 cr. Prereq.: BIOL 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.

**BIOL 386. Special Topics in Ecology and Evolutionary Biology.** BIOL 386.1–386.4, 1–4 hr.; 1–4 cr. Prereq.: CHEM 114 or equivalent; 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.

**BIOL 387. Tutorial in Biology.** BIOL 387.1, 1 hr.; 1 cr., BIOL 387.2, 2 hr.; 2 cr., BIOL 387.3, 3 hr.; 3 cr. Prereq.: CHEM 114 or equivalent; upper junior or senior standing and permission of a biology faculty mentor. Biology majors of exceptional ability will undertake an individual inquiry using literature sources into an area of mutual interest with a biology faculty mentor. This course may be repeated for up to a total of 6 credits. Each semester, a report of the inquiry undertaken must be submitted and approved by the faculty sponsor. This, together with the sponsor's written evaluation must be submitted to the department.

**Undergraduate Research**

**BIOL 390. Research in Biology I.** BIOL 390.1, 1 hr.; 1 cr., BIOL 390.2, 2 hr.; 2 cr., BIOL 390.3, 3 hr.; 3 cr. Prereq.: CHEM 114 or equivalent; two or more courses in biology numbered 200 or above and written permission of a biology faculty sponsor. Biology majors of exceptional ability may arrange to do research under supervision of a member of the faculty. 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.

**BIOL 391. Research in Biology II.** BIOL 391.1, 3 hr.; 1 cr., BIOL 391.2, 6 hr.; 2 cr., BIOL 391.3, 9 hr.; 3 cr. Prereq.: CHEM 114 or equivalent; BIOL 390 and written permission of a biology faculty sponsor. Biology majors of exceptional ability may arrange to do research under supervision of a member of the faculty. 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.

**BIOL 395. Honors Research in Biology I.** BIOL 395.1, 1 hr.; 1 cr., BIOL 395.2, 2 hr.; 2 cr., BIOL 395.3, 3 hr.; 3 cr. Prereq.: Senior standing and written permission of a biology faculty sponsor. Biology majors of exceptional ability may arrange to do honors research under the supervision of a member of the faculty. Upon completion of the research, a thesis must be submitted and approved by the faculty sponsor.

**BIOL 396. Honors Research in Biology II.** BIOL 396.1, 1 hr.; 1 cr., BIOL 396.2, 2 hr.; 2 cr., BIOL 396.3, 3 hr.; 3 cr. Prereq.: BIOL 395, senior standing, and written permission of a biology faculty sponsor. Biology majors of exceptional ability may arrange to do honors research under the supervision of a member of the faculty. Upon completion of the research, a thesis must be submitted and approved by the faculty sponsor.

The following graduate courses are open to qualified undergraduate students with written permission of the department chair. Consult the *Graduate Bulletin* for course descriptions and limitations.

**BIOL 585. Genetics.**

**BIOL 586. Cell Biology.**

**BIOL 610. Lower Plants.**

**BIOL 611. Mycology.††**

**BIOL 612. Morphology and Evolution of Plants.††**

**BIOL 613. Field Botany.††**

**BIOL 614. Plant Systematics.††**

**BIOL 621. Entomology.††**

**BIOL 626. Vertebrate Phylogeny.**

**BIOL 630. Biometrics.††**

**BIOL 640. General Ecology.**

**BIOL 644. Biology and Society.**

**BIOL 646. Limnology.**

**BIOL 666. Immunology.**

**BIOL 680. Field Biology Studies.**

**BIOL 685. Special Topics.**

## Business Administration

See page 121.



# Business & Liberal Arts (BALA)

**Administrative Director:** Barbara Sandler

**Academic Director:** Charles W. Smith

**Advisory Committee:** Hanlon, Hill, Klinger, Nix, Scott, Smith

**Secretary:** Evelyn Hurr

**Office:** Honors Center 105, 718-997-2860;  
Fax 718-520-7659

The Business & Liberal Arts (BALA) program marries the study of the arts and sciences with carefully selected exposure to basic business disciplines, providing an effective link between your liberal arts interests and your career aspirations. Exclusive to Queens College, BALA represents a unique approach to the study of business, combining a curriculum of eight courses (24 credits) with any of the college's more than 60 liberal arts and sciences majors.

Designed by top business executives with an eye toward preparing students to enter the business world, BALA teaches students not only business terms and concepts, but also the diverse skills necessary to excel anywhere in today's competitive environment. Oral and written communication skills are emphasized throughout the program as well as analytical decision-making and problem-solving. All courses are taught by faculty hired on the strength of their academic excellence and business experience.

BALA facilitates entry into the business world in many respects. Classroom experience is strongly supplemented with opportunities to obtain international and local internships in a wide variety of fields. BALA students can also connect with a business leader in a chosen field who will become a mentor—providing support, advice, feedback on career decisions, and networking opportunities. Note that BALA is **not** a business administration minor, but rather a liberal arts program dedicated to building a bridge between business and the university.

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

## Department Awards

**Mitsui USA Scholarships** are two \$5,000 scholarships that are awarded annually to students enrolled in their last two years of study in the Business & 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.

## THE MINOR

The BALA minor consists of eight required 3-credit courses totaling 24 credits, which may be taken in conjunction with any major. See the box on this page for specific requirements for the minor.

All guidelines regarding the college's requirements and LASAR apply to the BALA minor. BALA 103W and 302W and ENGL 201W each fulfill one unit of the writing-intensive requirement. CSCI 018 fulfills the Scientific Methodology & Quantitative Reasoning LASAR requirement.

## Eligibility Requirements

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

## Retention Requirement

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

## Curriculum

Of the eight required courses, four provide an interdisciplinary, conceptual context for linking business and the liberal arts (Introductory Seminar, Law and Ethics of Business, Analytical Problem-Solving and Decision-Making, Critical Thinking in Business); four make explicit how fundamental skills within the liberal arts apply to business (Oral Communication in the Work-

place, Computers with Business Applications, Financial and Managerial Accounting, Essay Writing for Special Fields).

## COURSES

**BALA 100. Introductory Seminar in Business and Liberal Arts.** 3 hr.; 3 cr. Prereq.: Permission of the director. Topics will vary from seminar to seminar according to the interests of the instructor. Assignments will include short papers and oral presentations related to the seminar topic. (This course is limited to students enrolled in the BALA minor.)

**BALA 103W. Critical Thinking in Business.** 3 hr.; 3 cr. Prereq.: Limited to students enrolled in BALA minor. Introduces students to effective reasoning as used in business. Students will learn how to define issues, ask key questions, clarify assumptions, evaluate evidence, avoid stereotypes, assess risk and opportunity, and resolve conflicts. Examples are selected from domestic and international business contexts.

**BALA 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.)

**BALA 303. Analytical Problem-Solving and Decision-Making in Business.** 3 hr.; 3 cr. Prereq.: CSCI 018, ACCT 100, and BALA 103W. An introduction to problem-solving in business utilizing selected case histories. Emphasis will be placed on the importance of using a broad base of general knowledge and a wide variety of approaches and techniques to decision-making. (This course is limited to students enrolled in the BALA minor.)

**BALA 360. Virtual Enterprise.** 3 hr. + 20 additional hr. (field trips to corporate locations and VE Trade Shows); 3 cr. Open to BALA and BBA students with permission of the director. Technology driven business simulation where students start a business, develop, market and trade virtual products and services in a web-based global marketplace of over 4,000 firms in over 40 countries. In addition to the classroom experience, students will be expected to participate in real, off-campus trade shows with their "virtual" product or service.

**BALA 391. Business Internship.** 391.1, 45 hr. work experience plus 3 hr. conference; 1 cr., 391.2, 80 hr. work experience plus 5

## Requirements for the Minor in Business and Liberal Arts (Minor code 12)

**Required (24 credits):** BALA 100, 103W, 302W, and 303; ACCT 100, Financial and Managerial Accounting; CSCI 018, Computers with Business Applications; ENGL 201W, Essay Writing for Special Fields: Writing for Business; and MEDST 165, Oral Communication in the Workplace.

hr. of conference; 2 cr., 391.3, 120 hr. work experience plus 8 hr. of conference; 3 cr. Prereq.: Satisfactory completion of five BALA courses and permission of the director. Participation required in workshops in resume preparation and job interview skills. Participation in the internship may be contingent upon a successful interview at the sponsoring organization. Interns are expected to perform managerial tasks with emphasis on writing, speaking, computing, and critical thinking. Students will be supervised by a faculty advisor. Any combination of BALA 391 and 398 may be taken for a maximum of nine credits. The topics of the 398 courses must differ.

**BALA 398. VT: Special Topics in Business.** 398.1, 1 hr.; 1 cr., 398.2, 2 hr.; 2 cr., 398.3, 3 hr.; 3 cr. Prereq.: Permission of the program director. Selected issues in business, topics to be announced in advance. Any combination of BALA 391 and 398 may be taken for a maximum of nine credits. The topics of the 398 courses must differ.

## Byzantine & Modern Greek Studies

**Director:** Christos P. Ioannides

**Program Coordinator:** Effie Lekas

**Advisory Committee:** Bird, Carravetta, Carol, Frangakis-Syrett, Georgakas, Ioannides, Rodberg

Office: Jefferson 301, 718-997-4520

**Major Offered:** Byzantine and Modern Greek Studies (State Education Code 84212)

The program offers a structured body of courses, drawn from the Division of the Arts and the Division of the Social Sciences, leading to a major in Byzantine and Modern Greek Studies. It is designed to provide a detailed knowledge of the history, language and literature, institutions, customs, and culture of the Greek people from Byzantine times to the present. Program offerings are divided into the following categories: (A) Byzantine Studies, (B) Modern Greek Studies, (C) Modern Greek Literature and Culture, (D) Greek-American Studies.

Byzantine and Modern Greek Studies should be of special interest to those students who have either a cultural or professional interest in the Greek experience, and

to those seeking to understand a culture and civilization other than their own. Because the program draws from several disciplines, it provides insights into the unity of knowledge and is an excellent choice as a second major. It provides the background for graduate work in Byzantine and/or Modern Greek Studies and may lead to careers in education, community organization and development, social work, business, journalism, and international affairs.

### Program Awards

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

### THE MAJOR

See the box on page 93 for the specific requirements for the major.

Transfer students must take a minimum of 18 credits in the program regardless of the number of credits earned at another institution in Byzantine and Modern Greek Studies. Students with two majors, including Byzantine and Modern Greek Studies, may not cross-list more than 12 credits toward the 36-credit requirement. Majors are encouraged to confer with the director at all stages of their studies. A concentration form should be filed with the program during the junior year. Consult the program's *Student Handbook* for a detailed description of courses offered each semester.

### THE MINOR

See the box on page 93 for the specific requirements for the minor.

Elementary and Early Childhood Education majors may use Byzantine and Modern Greek Studies to meet the department's requirement for a co-major in a field outside of Education.

### COURSE SEQUENCE

#### Introductory

Courses below are introductions to the major categories of Byzantine and Modern Greek Studies. Students should complete these courses by the end of their sophomore year.

- GRKMD 100. Modern Greek Culture and Civilization
- GRKST 101. Byzantine Culture and Civilization
- GRKST 102. The Greek-American Community

#### Intermediate

##### A. Byzantine Studies

- ARTH 211. Early Christian and Byzantine Art
- HIST 209. The Byzantine Empire, 324–1025

- HIST 210. The Byzantine Empire, 1025–1453

##### B. Modern Greek Studies

- ECON 221. The Economy of Greece
- HIST 239. History of Southeastern Europe, 1354–1804
- HIST 240. History of Southeastern Europe, 1804 to the Present
- HIST 241. Modern Greek History, 1821–1923
- HIST 242. Modern Greek History, 1923 to the Present
- PSCI 241. The Formation of the Modern Greek State
- PSCI 260. The Middle East in World Politics
- PSCI 269. Colloquium in International Politics (when subject is Greece and/or Cyprus)

##### C. Modern Greek Literature and Culture

- ANTH 209. Peoples of Europe (when subject is Greece and/or Cyprus)
- GRKST 200. Greek Cinema
- GRKMD 305. Modern Greek Literature I
- GRKMD 306. Modern Greek Literature II
- GRKMD 041, 041W. Modern Greek Literature in Translation

##### D. Greek-American Studies

- ETHST 310. Six Major Ethnic Groups of New York City
- GRKST 201. Colloquium on the Greek-American Community
- URBST 202. Racial and Ethnic Minorities in Urban America
- URBST 360W. Writing-Intensive Urban Research Workshop (When subject is Greece and/or Cyprus)

### Seminars

- GRKST 300. Seminar on the Greek-American Community
- GRKST 301. Seminar in Byzantine and Modern Greek Studies
- GRKMD 321. Survey of Modern Greek Literature I
- GRKMD 322. Survey of Modern Greek Literature II
- GRKMD 323. Survey of Modern Greek Literature III
- HIST 394. Seminar in History (when the topic is on Byzantine, Balkan, or Modern Greek History)
- PSCI 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

- GRKMD 204. Intermediate Modern Greek II
- GRKMD 223. Modern Greek Conversation
- GRKMD 315. Writing about Literature: Theory and Practice

GRKMD 330. Early Modern Greek Literature: Fourteenth to Seventeenth Century  
 GRKMD 335. Modern Greek Studies  
 CLAS 120. Greek Civilization  
 GRKST 202. Selected Topics in Byzantine and Modern Greek Studies  
 GRKST 390. Tutorial (on Byzantine and Modern Greek subjects)

## COURSES

**GRKST 100. Modern Greek Culture and Civilization.** 3 hr.; 3 cr. From the fall of Constantinople (1453) to the present, a survey of the political, intellectual, and social currents of Greek life. (H3)

**GRKST 101. Byzantine Culture and Civilization.** 3 hr.; 3 cr. A survey of the political, religious, intellectual, and social currents of Byzantine life.

**GRKST 102. The Greek-American Community.** 3 hr.; 3 cr. An interdisciplinary study of the Greek experience in America, drawing upon works of history, sociology, and literature. The internal structures of Greek communities; the family, religion, culture, education, and the economic order; their participation in the decision-making process and their relation to the ideology of the "melting pot" and the rise of "neoethnicity."

**GRKST 200. Greek Cinema.** 4 hr.; 3 cr. Prereq.: GRKST 100, or permission of the instructor. This course examines a major aspect of the development of the Greek cinema as an expression of the formation of

Greek culture in the twentieth century. The films screened change annually. In addition to the Greek cinema, the course will discuss the varying foreign aesthetic schools and directors that have influenced filmmakers in Greece.

**GRKST 201. Colloquium on the Greek-American Community.** 3 hr.; 3 cr. Prereq.: GRKST 102, or permission of the instructor. The topic studied will vary from semester to semester and will be announced in advance. May be repeated once for credit provided the topic is not the same. A student may not use GRKST 201 twice to satisfy the requirement for two courses in category D. See program office for details.

**GRKST 202. Selected Topics in Byzantine and Modern Greek Studies.** 3 hr.; 3 cr. The subject to be studied will vary from semester to semester and will be announced in advance. May be repeated for credit provided the subject is different.

**GRKST 300. Seminar on the Greek-American Community.** 3 hr.; 3 cr. Prereq.: GRKST 102, one course from category D, sophomores and above only. Supervised research on the Greek-American community. The seminar is designed to assist students in the analysis and interpretation of selected survey areas pertaining to the Greek-American community, and will entail contacts with community organizations. See program office for details.

**GRKST 301. Seminar in Byzantine and Modern Greek Studies.** 3 hr.; 3 cr. Prereq.: Permission of the program director. An intensive study in a selected field of Byzantine and Modern Greek Studies. The subject to be studied will vary and will be announced in advance. This course may be repeated for credit provided the subject is different.

**GRKST 390. Tutorials.** 3 hr.; 3 cr. Prereq.: Upper junior or senior standing and permission of the program director. Students undertake and complete an individual research problem in their field of special interest under the direction of an instructor in the program.

# Chemistry & Biochemistry

**Chair:** William H. Hersh

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

**Department Concentration Advisor:** Wilma A. Saffran, 718-997-4195

**Evening Session Coordinator:** William H. Hersh, 718-997-4100 or 4191

**Summer Session Coordinator:** William H. Hersh, 718-997-4100 or 4191

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

**Distinguished Professor:** Bittman;

**Professors:** Baker, Engel, Gafney, Hersh, Koepl, Mirkin, Rotenberg, Streckas, Tropp;

**Associate Professor:** Saffran; **Assistant Professors:** Evans, Gersten, Jang, Muthyala;

**Research Associates:** Seven Postdoctoral Fellows; Twenty-four PhD Students; **Chief**

**CLT:** Badalamenti; **Senior CLTs:** Ezeude, Thompson; **CLTs:** Hassan, Li, Salem;

**Department College Assistant:** Alemayehu; **Department Secretary:** Deutsch; **HEO:** Subramanian

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

The faculty members of the department have a strong commitment to both teaching and research, and undergraduate students are strongly encouraged to become involved in our research programs.

The major in chemistry or the chemistry & biochemistry concentration prepares students for graduate study in these fields, as

## Requirements for the Major in Byzantine & Modern Greek Studies

(Major code 018)

**Required:** Minimum of 36 credits in Byzantine and Modern Greek Studies, including GRKST 100; GRKST 101 or 102; two courses each from three of the four categories listed under intermediate courses; and a seminar, for a total of 27 credits. (If category D is chosen, one course must be a general course on ethnicity.) The introductory courses in each category are a prerequisite for the intermediate courses, tutorials, and seminars in each category. Exemptions from this rule may be given by the director with concurrence of the instructor. Tutorials, colloquia, and seminars not listed in the program but in which the student demonstrates a significant research effort on a Byzantine or Greek theme may, with the director's approval, fulfill the research requirement or be offered as an elective.

Majors must also take four semesters of Modern Greek or pass a proficiency examination in Modern Greek equivalent to the intermediate level. Students who plan to concentrate in Byzantine Studies may offer four semesters of Ancient Greek or its equivalent. Up to 3 credits of Ancient or Modern Greek through the intermediate level may be used toward the 36-credit requirement for the major.

## Requirements for the Minor in Byzantine & Modern Greek Studies

(Minor code 14)

**Required:** Minimum of 18 credits in Byzantine and Modern Greek Studies, including GRKST 100; GRKST 101 or 102; out of the four categories listed, two courses from one and one course from another, for a total of 15 credits.

Students also must take four semesters of Modern Greek or pass a proficiency examination in Modern Greek, equivalent to the intermediate level. Students who plan to concentrate in Byzantine Studies may offer four semesters of Ancient Greek or its equivalent. Up to 3 credits of Ancient or Modern Greek through the intermediate level may be used toward the 18-credit requirement for the minor.

well as professional schools of medicine, dentistry, and other health-related professions, careers in the chemical and biotechnology industries, and secondary school teaching.

Several of the department courses fulfill LASAR requirements. Requirements for a major in several other departments within the Division of Mathematics and the Natural Sciences include chemistry courses.

The department is accredited by the Committee on Professional Training of the American Chemical Society (ACS) as qualified to offer professional training to chemists. All majors in the department will now graduate with an ACS-certified degree.

Majors who plan to do graduate work in chemistry or biochemistry, should consult with the department concentration advisor.

### Department Awards

The Chemistry and Biochemistry Department awards a number of prizes: The **American Institute of Chemists Award** is a medal awarded on the basis of excellence in scholarship and leadership to students planning careers in chemistry or chemical engineering. The **Chemistry & Biochemistry Department Service Award** may be given annually to a graduating senior for outstanding service to the department. The **Maxwell L. Eidinoff Scholarship** was established by the Eidinoff family, friends, students, and colleagues on the occasion of his retirement after 44 years of teaching at the college; an award of \$250 is offered annually to a graduating senior who has maintained an outstanding academic record, has contributed to the best interests of the department, and is planning to do graduate work. The **Ira M. Goldin Memorial Award** of \$500, in memory of a student who died in September 1966, is presented to a graduating major who has been accepted into medical school. The **Stanley G. Konkol Memorial Award in Chemistry** is provided by the parents and friends of Stanley G. Konkol, Class of 1954. Approximately \$500 is awarded to a graduating chemistry major planning to do graduate work in either chemistry or biochemistry. The **Lenore F. Meadows Memorial Award**, provided by the family, faculty, students, and friends in memory of a faculty member who died in April 1967, consists of books selected by the recipient. The **Merck Index Award** is given to a graduating chemistry major whose qualifications are determined by the faculty of the department. The **Trudy Rothman Chemistry Award**, provided by Mrs. G.P. Rothman and family to encourage academic excellence, is given to a graduating chemistry major who has demonstrated continued improvement and maintained a good academic record.

### THE MAJOR

See the box on page 95 for the specific requirements for the major.

Students must have a grade of C– or higher in the courses specified as prerequisites. To graduate as a chemistry major, a student must earn at least a C average (2.0) for all courses that make up the concentration in chemistry. Students who repeat a course in chemistry are reminded that credit can be received only once.

Evening students should consult with the evening session coordinator.

### Biochemistry Concentration

The biochemistry concentration is designed to train chemistry majors with an interest in chemical approaches to living systems and health-related problems. See the box on page 95 for the specific requirements for this concentration.

Students interested in obtaining information about the biochemistry concentration as well as other information related to a major in chemistry are urged to obtain a copy of the *Chemistry Department Undergraduate Student Handbook* and consult with the concentration advisor and the department faculty for more details about the various opportunities available.

### BA/MA Program

The department's four-year BA/MA program is described in the *Chemistry Department Undergraduate Student Handbook*, available in the department office.

### THE MINOR

See the box on page 95 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 advisor in the Secondary Education Department (Powdermaker 150, 718-997-5150) on the selection of their advanced chemistry electives.

### Transfer Students

All transfer students who plan to take chemistry courses beyond the first course must provide proof of having completed the prerequisite courses with a grade of C– or better. Students are advised to schedule an evaluation prior to their registration. The department will accept an official grade report or a student copy of the transcript. Students must also provide an official bulletin from the college where the work in chemistry was done.

Majors in chemistry must complete at least half of their chemistry concentration requirements in the department.

### COURSES\*

The department offers a number of courses for the entering student. To fulfill the LASAR requirements, Chem 016, Chemistry in Modern Society (lecture only, 3 hours, 3 credits), taken in combination with CHEM 017, Chemistry for the Consumer (lab only, 3 hours, 1 credit), satisfies the Physical & Biological Sciences, Group A requirement. CHEM 016 taken alone satisfies the Group B requirement.

The sequence CHEM 019, 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 019. (Note that CHEM 159 and 179 have prerequisites.) CHEM 019 satisfies the Group A LASAR requirement.

For the science major, pre-medical or pre-engineering student, CHEM 113, General Chemistry I, is the first course in the appropriate chemistry sequence. The department offers a variety of aids for General Chemistry and Organic Chemistry students, including problem-solving videotapes, computer software, and peer tutoring sessions. CHEM 113 satisfies the Group A LASAR requirement.

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

**CHEM 011. Chemistry for Today.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: Open to ACE and LEAP students only. A nonmathematical introduction to chemistry to provide some understanding of the chemical aspects of issues that confront today's citizen. The laboratory class will provide firsthand experience in various chemical techniques.

**CHEM 016. Chemistry in Modern Society.** 3 lec. hr.; 3 cr. (Not open to students who have taken CHEM 019, 159, 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, mate-

\*MAT charges are possible

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

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

rial resources, and the role of synthetic and analytical procedures are considered. (PBGB, PBGA if taken with CHEM 017) Fall, Spring

**CHEM 017. Chemistry for the Consumer.** 3 lab. hr.; 1 cr. Prereq. or coreq.: CHEM 016. 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 behaviour 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. (PBGA if taken with CHEM 016) Fall, Spring

**CHEM 019. Basic Chemistry.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. An introductory course for students who do not intend to take courses beyond CHEM 179. CHEM 019 prepares students for entry into CHEM 159. (PBGA) Fall, Spring

**CHEM 113, 114. General Chemistry I, II.** 3 lec., 1 rec., 3 lab. hr.; 5 cr. each semester. Prereq.: For CHEM 114, a grade of C– or better in CHEM 113 and MATH 122. This is the standard introductory sequence for students interested in physical science, biol-

ogy, 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. Prior knowledge of chemistry is not required; however, adequate high school preparation in basic science and mathematics is essential. (CHEM 113, PBGA; CHEM 114, PBGA) Fall, Spring

**CHEM 116. Introductory College Chemistry.** 3 lec., 1 rec., 6 lab. hr.; 6 cr. Prereq.: A grade of C– or better in CHEM 115 and MATH 100, or 141, or 151. The equivalent of CHEM 113 and 114, but with all the laboratory work of the second semester.††

**CHEM 159. Basic Organic Chemistry.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: CHEM 019 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-related fields, and also for nonscience majors. (PBGB) Fall, Spring

**CHEM 179. Basic Biochemistry.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: CHEM 019 and 159 (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. Fall, Spring

**CHEM 240. Environmental Chemistry.** 3 lec. hr.; 3 cr. Prereq.: A grade of C– or higher in CHEM 114. Study of environmental quality from a chemical point of view, including the atmosphere, hydrosphere, heavy metals in the environment, problems of solid waste disposal, food additives, and energy production and conservation. Fall

**CHEM 241. Analytical Chemistry I.** 3 lec., 4 lab. hr.; 4 cr. Prereq.: A grade of C– or higher in CHEM 114. The study of the theory and techniques of quantitative determination by gravimetric, volumetric, and instrumental methods.††

**CHEM 251, 252. Organic Chemistry I, II.** 3 lec., 1 rec., 4 lab. hr.; 5 cr. each semester. Prereq.: For CHEM 251, a grade of C– or higher in CHEM 114; for CHEM 252, a grade of C– or higher in CHEM 251. The structure, preparation, properties, and reactions of the principal classes of organic compounds. Fall, Spring

**CHEM 291. Introduction to Research in Chemistry and Biochemistry.** 3 lab. hr.; 1 cr. Prereq.: CHEM 113 and permission of the department. Introduction to research techniques in chemistry and biochemistry under the supervision of a member of the department. The purpose of the course is to effect a transition from experiments for which the outcome is known to designing and doing experiments to secure the information necessary to solve a problem for which the outcome is not known. Fall, Spring

**CHEM 313. Physical Chemistry I.** 3 hr.; 3 cr. Prereq.: PHYS 122 or 146, MATH 143 or 152, and CHEM 114 with a grade of C– or higher. Thermodynamics, equilibrium, electrochemistry, and kinetics. Fall

**CHEM 314. Physical Chemistry II.** 3 hr.; 3 cr. Prereq.: CHEM 313 and MATH 231, each with a grade of C– or higher. Quantum theory, spectroscopy, and atomic theory. Spring

**CHEM 315. Physical Inorganic Laboratory.** 1 rec., 4 lab. hr.; 2 cr. Prereq. or coreq.: CHEM 313. An introduction to experimental techniques in thermodynamics and in the synthesis and characterization of nanomaterials. Fall

**CHEM 316W. Physical Chemistry Laboratory.** 1 rec., 4 lab. hr.; 2 cr. Prereq. or coreq.: CHEM 314. An introduction to kinetics and molecular spectroscopy. Spring

**CHEM 331. Advanced Inorganic Chemistry.** 3 lec. hr.; 3 cr. Prereq.: CHEM 252 with a grade of C– or higher. A survey of the fun-

### Requirements for the Major in Chemistry (Major code 020; Concentration code 02A)

Students must have a grade of C– or higher in 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.

**Required:** CHEM 113, 114, 251, 252, 313, 314, 315, 316W, 331, 342, 371; BIOL 108; MATH 141, 142, and 143, or MATH 151 and 152; MATH 231; PHYS 121 and 122; one advanced elective from among the following: CHEM 354, 363, 372, 378, or 386; and one laboratory combination from among the following: 3 credits of CHEM 391.1–3; or 391.1 and 1 of CHEM 376, 379, or 387; or 2 of CHEM 376, 379, or 387. For students planning on graduate school in chemistry or biochemistry, PHYS 145 and 146 is recommended instead of PHYS 121 and 122, and MATH 201 is recommended. A grade of C– or higher is required for all courses specified as prerequisites.

### Biochemistry Concentration (Concentration code 02B)

**Required:** CHEM 113, 114, 251, 252, 313, 315, 331, 371, 372, 376, 378, 379W; BIOL 108 and 285; MATH 141, 142, and 143, or MATH 151 and 152; PHYS 121 and 122; one laboratory combination from among the following: 3 credits of CHEM 391.1–3; or 391.1 and 1 of CHEM 342, 387, or BIOL 262; or 2 of CHEM 342, 387, or BIOL 262. For students planning on graduate school in chemistry or biochemistry, PHYS 145 and 146 is recommended instead of PHYS 121 and 122, and MATH 201 is recommended. A grade of C– or higher is required for all courses specified as prerequisites.

### Requirements for the Minor in Chemistry (Minor code 16)

**Required:** CHEM 113, 114, 251, 252, and either CHEM 313 or 371, and one laboratory course chosen from among CHEM 291, 314, 376, 391, or the equivalent HMNS research course.

damental aspects of inorganic chemistry designed to acquaint the student with the electronic structure of atoms and molecules, bonding, structure, group theory, spectroscopy, and the kinetics and mechanisms of inorganic reactions. Fall

**CHEM 342. Instrumental Analysis.** 2 lec., 1 rec., 4 lab. hr.; 4 cr. Prereq. or coreq.: CHEM 313 and 315. Quantitative determinations using instrumental methods. Laboratory experiments utilizing commercially available instruments are included. Spring

**CHEM 354. Advanced Organic Chemistry.** 2 lec., 1 rec. hr.; 3 cr. Prereq.: A grade of C- or higher in CHEM 252 and 315; prereq. or coreq.: CHEM 314. Mechanisms of organic reactions, thermodynamics and chemical equilibrium, stereochemical problems, and polycyclic and heterocyclic compounds. Fall

**CHEM 363. Selected Topics in Advanced Physical Chemistry.** 3 lec. hr.; 3 cr. Prereq.: A grade of C- or higher in CHEM 314. Selected topics from quantum chemistry, kinetic theory, statistical thermodynamics, and their applications. †

**CHEM 371. Biochemistry I.** 4 lec. hr.; 4 cr. Prereq.: CHEM 252 and BIOL 108, each with a grade of C- or higher, or permission of the 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

**CHEM 372. Biochemistry II.** 3 lec. hr.; 3 cr. Prereq.: CHEM 371 with a grade of C- or higher. Metabolism of lipids, amino acids, nucleotides, nucleic acids, and proteins. Spring

**CHEM 376. Biochemistry Laboratory.** 1 rec., 4 lab. hr.; 2 cr. Prereq.: CHEM 371. Experimental study of selected biochemical processes; enzyme kinetics; biological oxidations; use of radioactive tracers; chromatographic separation and purification of major types of natural substances. Fall, Spring

**CHEM 378. Physical Biochemistry.** 3 lec. hr.; 3 cr. Prereq.: CHEM 313 with a grade of C- or higher; prereq. or coreq.: CHEM 371. Structure and conformation of proteins, nucleic acids, and other biopolymers; physical techniques for study of macromolecules; behavior and properties of biopolymers. †

**CHEM 379W. Biophysical Chemistry Laboratory.** 1 rec., 4 lab. hr.; 2 cr. Prereq.: CHEM 313 and 315, each with a grade of C- or higher; prereq. or coreq.: CHEM 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. †

**CHEM 380. Selected Topics in Biochemistry.** 3 lec. hr.; 3 cr. Prereq.: CHEM 372, or permission of the 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. †

**CHEM 381. Seminar.** 2 hr.; 2 cr. Prereq.: Permission of the department. Topics for each semester announced in advance. Offered primarily for seniors. Fall, Spring

**CHEM 386. Physical Methods of Structure Determination.** 3 lec. hr.; 3 cr. Prereq.: CHEM 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

**CHEM 387. Advanced Integrated Laboratory and Introduction to Research Techniques.** 1 rec., 5 lab. hr.; 3 cr. Prereq. or coreq.: CHEM 331, 386, and either CHEM 314 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. Spring

**CHEM 391. Research in Chemistry and Biochemistry.** CHEM 391.1, 3 hr.; 1 cr., CHEM 391.2, 6 hr.; 2 cr., CHEM 391.3, 9 hr.; 3 cr. Prereq.: CHEM 252 and permission of the department. Advanced research under the supervision of a faculty member in the department. A written report will be submitted to and approved by the department. HMNS 391.1-3 may be substituted for CHEM 391.1-3, but a written report will be submitted to and approved by the department. Fall, Spring

## Classical, Middle Eastern & Asian Languages & Cultures

**Chair:** William McClure

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

**Professors:** Alcalay, Goldsmith, Schoenheim;  
**Associate Professors:** Cook, Lidov, McClure, Shu; **Assistant Professors:** Kim, Sukhu;  
**Lecturer:** Acker; **Administrative Assistant:** Silverman; **Professors Emeriti:** Solomon, Spectorsky, Wu

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

The department offers courses in five areas:

Arabic, Islamic, and Middle Eastern Studies

Classics, Ancient Greek, and Latin East Asian Studies: Chinese, Japanese, and Korean

Hebrew: Ancient, Medieval, and Modern; Sephardic and Israeli Culture Yiddish\*

Cultural knowledge, 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. A number of "in-translation" courses give students an understanding of the ancient Western and Asian classics and of various modern Asian, Middle Eastern, and Mediterranean cultures. These courses can serve as valuable supplements to work in such other departments as art, comparative literature, English, history, and philosophy. They can also complement coursework in fields where knowledge of Classical, Middle Eastern, and Asian cultures and languages can be an important component; these include anthropology, economics, linguistics, political science,

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

urban studies, and women's studies. The department stresses the importance of critical thinking, research, and writing skills for all undergraduates; we work with students to develop interdisciplinary concentrations, minors, or double-majors linked to a diverse range of interests, fields of study, and professional orientations. In addition, we work closely with other departments and programs to sponsor visiting international writers and scholars in order to explore and emphasize a broad range of global issues.

Major programs are available in Ancient Greek, Hebrew, and Latin. Chinese, Japanese, and Korean are part of the East Asian Studies major; Hebrew and Yiddish may also be studied as part of the Jewish Studies major. Students can have minors in all of the areas of the department.

### Department Awards

The department awards prizes for excellence in language and literature study. Upon the recommendation of the program coordinator, students will receive honors in one of the department's major or minor programs if they maintain an average of 3.7 in courses above the elementary language level and take at least 24 credits in the program, including at least 14 credits of language and 6 credits of work in courses at or above the third-year level.

### Writing Through Cultures

The Classical, Middle Eastern & Asian Languages & Cultures Department offers an alternative, three-course program called Writing Through Cultures, which is another way to satisfy four separate requirements: one unit of the college's writing requirement (equivalent to ENGL 120W) and the Humanities I, Tier 1; Humanities I, Tier 2; and Humanities III LASAR categories. 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 advisor 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:

**Ancient Greek:** CLAS 120, 140, 250

**Chinese:** ORTST 140W, 220, 221; CMLIT 220, 221; CHIN 240

**Classical Greece & Rome:** CLAS 120, 130, 140, 150, 240, 250

**The Hebrew Tradition:** HEBRW 150, 160; MES 155

**Japanese:** ORTST 140W, 220, 221; CMLIT 220, 221; JPNS 250

**The Middle East:** MES 155, 160, 240, 250, 255, 260; HEBRW 160

**Modern Jewish Culture:** YIDD 150, 161; HEBRW 150; MES 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 ENGL 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 this *Bulletin*.

### Courses in English

The department offers the following courses in English (many of which satisfy Humanities I or III and the Pre-Industrial/Non-Western Civilization LASAR categories; see pages 41–43).

**CHIN 240.** Modern Chinese Fiction in Translation

**CLAS 010.** The Greek and Latin Elements in English

**CLAS 120.** Greek Civilization

**CLAS 130.** Roman Civilization

**CLAS 140.** Classical Mythology

**CLAS 150.** Greek and Latin Classics in Translation

**CLAS 240.** Religion and Philosophy in Classical Greece and Rome

**CLAS 250, 250W.** Ancient Epic and Tragedy

**CMAL 101W.** Cultural Studies: The Short Poem

**CMAL 102, 102W.** Cultural Studies: Experiences of Imperial, Colonial & Post-colonial Life

**HEBRW 150.** Modern Hebrew Literature in Translation

**HEBRW 160.** Masterpieces of Hebrew Literature in Translation

**HEBRW 190.** Topics in Hebrew Culture and Literature in Translation

**JPNS 250.** Modern Japanese Fiction in Translation

**JPNS 255, 255W.** The Tale of Genji and Early Japanese Women's Writings

**KOR 120.** Civilization of Korea

**KOR 150.** Korean Literature in Translation

**MES 155.** Sephardic Literature in Translation

**MES 160/HIST 117.** History and Civilization of Islam

**MES 190.** Topics in Middle Eastern Culture and Literature in Translation

**MES 240.** Images of the Middle East

**MES 250.** Literatures from the Islamic World

**MES 255.** Modern Arabic Literature in Translation

**MES 260.** Revival and Reform Movements in Islam

**ORTST 140W.** East Asian Religion

**ORTST 220.** East Asian Civilization I

**ORTST 221.** East Asian Civilization II

**YIDD 150.** Introduction to Yiddish Literature

**YIDD 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 ENGL 380 and 381, CMLIT 220 and 221, and courses in Jewish Studies (see pages 172–174).

### Courses in Cultural Studies

These courses move across boundaries of specific languages, cultures, and political structures to introduce students to the broad linguistic, geographic, and historical areas of study in the department. The introductory course, CMAL 101W, uses the short poem as a vehicle for intensive study and discussion without extensive reading; CMAL 102 uses the broad categories of imperial, colonial, and postcolonial to define and contextualize areas of historical and literary experience for students who have begun to familiarize themselves with the concepts of linguistic and cultural differences. The department plans to add more courses in cultural studies on a variety of topics.

**CMAL 101W. Cultural Studies: The Short Poem.** 3 hr.; 3 cr. A team-taught course

introducing varied topics in lyric or short poetry of the ancient, medieval, and modern traditions of the Classical World (Greek and Latin), the Middle East (Hebrew and Arabic), and Asia (Chinese, Korean, and

Japanese). No foreign language knowledge required. (H3)

**CMAL 102, 102W. Cultural Studies: Experiences of Imperial, Colonial & Postcolonial Life.** 3 hr.; 3 cr. Prereq.: ENGL 110. A team-taught variable topics course examining aspects of continuity and change within literary, aesthetic, and cultural experiences under different forms of rule in the ancient, medieval, and modern traditions of the Classical World (Greek and Latin), the Middle East (Hebrew and Arabic), and Asia (Chinese, Korean, and Japanese). No foreign language knowledge required. (H3)

## Arabic, Islamic, and Middle Eastern Studies

**Coordinator & Advisor:** See department

Arabic language study stresses the reading and comprehension of Modern Standard Arabic. After completing ARAB 204, advanced students may wish to pursue writing and speaking skills as well. Students are introduced to graded modern reading selections in ARAB 102. In ARAB 203, students read short classical texts in addition to ungraded modern selections. From ARAB 204 on, students' command of syntax and morphology enables them to choose to begin to study either classical or modern literature. Courses in English introduce students to masterpieces of Arabic literature and to the historical and cultural development of the civilization of Islam. See the box on this page for the requirements for the minor in Arabic.

### Course Placement

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

### Courses Taught in English

**MES 155. Sephardic Literature in Translation.** (formerly HEBRW 155) 3 hr.; 3 cr. The class will explore cultural, political, and social implications of works by writers from throughout the Middle East. Readings in English translation of the literature of Sephardic, Middle Eastern Jews from the late nineteenth century to the present. (H1T2)

**MES 160./HIST 117. History and Civilization of Islam.** (formerly ARAB 160) 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)†

**MES 190. Topics in Middle Eastern Culture and Literature in Translation.** (formerly ARAB 190) 3 hr.; 3 cr. Prereq.: MES 160, 250, or 255. Study of a topic in Arab culture of literature for students who have taken introductory courses in Arabic or Islamic history, culture, or literature. Topics will be announced in advance. Course may be repeated for credit when the topic changes.

**MES 200 VT: Topics in Cultural Interpretation & Intellectual History.** 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. Examination of the different interpretive frameworks that have been used to study Middle Eastern peoples, cultures, and topics through readings from ancient, medieval, and contemporary sources that describe or define elements of Middle Eastern culture or propose research models for the interpretation of Middle Eastern topics. All materials will be in English but will include a wide range of Middle Eastern and Western original and scholarly sources; all will illustrate by example the wide range of ways that Middle Eastern peoples, cultures, times, and places have been interpreted and transmitted. Examples of topics may include the following: The Crusades Then & Now; Interpretations of Jerusalem Through Time; Literary Depictions of the Middle East; Studies in Orientalism. May be repeated for credit once when the topic differs. (H3, PN)

**MES 240. Images of the Middle East.** 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. An investigation into the culture, history and politics of the Middle East through a wide range of sources, with an emphasis on analyzing how our knowledge of a culture or region is both created and processed through different forms of representation. Using film, literary texts, and media representations as primary resources (augmented by readings that provide cultural, historical, political, and theoretical background), students negotiate issues of narrative, point of view, and cultural history in order to explore the complexities of Middle Eastern cultures and peoples in both contemporary and historical contexts.

**MES 250. Literatures from the Islamic World.** 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. Study of a wide range of literary genres and themes from the

region usually defined as the Islamic world. The texts we will be engaging with are part of the Arabo-Islamic tradition, but are limited to neither the Arabic language nor the Muslim religion. We will be reading, in English translation, texts originally written in Arabic, Hebrew, Persian, and other languages. One of the main goals of the course is to understand the wide array of influences making up the remarkably rich and diverse cultures of the Middle East. The course will cover the time period beginning with the pre-Islamic period (6th century C.E.) to the 18th century. (H1T2, PN)

**MES 255. Modern Arabic Literature in Translation.** (formerly ARAB 150) 3 hr.; 3 cr. A study of Arabic novels and short stories to see how modern prose developed to express, confront, and challenge social, political, religious, and aesthetic issues in contemporary Arab society. We will examine themes such as gender, colonialism, and postcolonialism, religion, "modernity," Israel/Palestine, language, and resistance. The course will also deal with issues of genre itself, examining Arabic fiction's classical roots and modern innovations; we will consider readings of these works on multiple levels, and by avoiding strict genre categorization, students will learn to better understand and appreciate the rich complexity of literary texts. (H1T2, PN)

**MES 260. Revival and Reform Movements in Islam.** (formerly ARAB 260) 3 hr.; 3 cr. Prereq.: ENGL 110 and sophomore standing. An examination of movements of revival and reform that have evolved in various parts of the Islamic world from the eighteenth through the twentieth centuries. Some of these movements represent developments within Islam; others are responses to the pressures of political and social change brought about by colonization and industrialization. All readings and discussions are in English. (H3, PN)

**MES 300. Topics in Islamic Studies.** (formerly ARAB 300) 3 hr.; 3 cr. Prereq.: MES 160 or 260. Study of a particular aspect of the religion or civilization of Islam for students who have taken introductory courses in the history or civilization of Islam. All readings will be in English. Course may be repeated for credit when the topic changes.

### Basic Language Courses

**ARAB 101. Elementary Arabic I.** 4 hr.; 4 cr. Prereq.: ENGL 095 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.

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

### Requirements for the Minor in Arabic (Minor code 18)

**Required:** 15 credits beyond ARAB 102, of which 6 credits will normally be in language study (ARAB 203 and 204); the others will be in courses taught in English relevant to the history and civilization of Islam and the literature and culture of the Arab world. Programs should be arranged in consultation with the area coordinator or the chair.



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

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

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

### Advanced Language Courses

Please consult the coordinator. Permission of the instructor is required before registering for advanced language study.

**ARAB 305. Advanced Arabic.** 3 hr.; 3 cr. Prereq.: ARAB 204, or permission of the instructor. Continued expansion of knowledge of Arabic grammar and style through readings from a variety of sources including newspaper articles, short stories, and essays. Material will vary and be determined largely by student goals and interests. This class will focus on the four language skills (reading, writing, listening, speaking). Class will be conducted in Arabic. (Course may also be given as a tutorial; consult coordinator.)

**ARAB 306. Advanced Arabic.** 3 hr.; 3 cr. Prereq.: ARAB 305, or permission of the instructor. A continuation of ARAB 305, with further emphasis on reading, writing, listening, and speaking. (Course may also be given as a tutorial; consult coordinator.)

## Classics, Ancient Greek, and Latin

**Coordinator & Advisor:** Joel B. Lidov

Classics courses, offered in English, expose students to the literature and civilization of the ancient world as presented in the original writings of ancient poets, historians, orators, and philosophers. All reading is

done in translation. Beginning and advanced courses in Latin and Ancient Greek provide students with a reading knowledge of the ancient languages. The first year in each case is largely devoted to forms, grammar, and short practice passages. Continuous reading is introduced in the second year.

### Majors in Ancient Greek and Latin

See the box on this page for the specific requirements for the majors in Ancient Greek and Latin and the minor in Classical Studies. To be graduated with a major in Ancient Greek or Latin, students must attain a C average in the courses for their major.

### Course Placement

Students who have had previous training in Latin or Ancient Greek should consult the department. Note that GREEK 251 has no prerequisites and is the beginner's course for all students who have not had any formal instruction in Ancient Greek.

### Courses in Classics

#### Courses Taught in English

**CLAS 010. The Greek and Latin Elements in English.** 3 hr.; 3 cr. Study of the most important Greek and Latin roots in English, both literary and scientific; history of the Greek and Latin elements in English; principles of word formation

**CLAS 120. Greek Civilization.** 3 hr.; 3 cr. Designed for students who wish to secure an overview of the life and civilization of the ancient Greeks. Knowledge of Greek not necessary. (H3, PN)

**CLAS 130. Roman Civilization.** 3 hr.; 3 cr. Designed for students who wish to secure an overview of the life of ancient Rome and its civilization. Knowledge of Latin not necessary. (H3, PN)

**CLAS 140. Classical Mythology.** 3 hr.; 3 cr. Analysis and interpretation of Greek and Roman mythology; the various theories of

its origins, a comparison with similar mythic elements in other ethnic groups, and the influence of the myths on the religious and patriotic concepts of classical times and on classical and modern languages and literatures. Texts, lectures, and class discussions supplemented by collateral readings leading to a term paper. Knowledge of ancient languages not necessary. (H3, PN)

**CLAS 150. Greek and Latin Classics in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to the masterpieces that have made the literature of Greece and Rome an enduring part of the modern heritage. The course will include Homer, Herodotus, Greek Tragedy, Greek and Roman Lyric, Greek and Roman Comedy, Roman Epic, and Ovid. The literature will be studied for its enduring values, in relation to its times, and as the background for literature in the modern languages. (H1T1, PN)

**CLAS 240. Religion and Philosophy in Classical Greece and Rome.** 3 hr.; 3 cr. An examination of the official state cults, of unofficial forms of worship such as the mystery religions, of the influx and spread of such Oriental deities as Mithra and Isis, and the rise of Christianity. Those Greek philosophical ideas that spread to Rome and frequently supplemented or served in place of religion for some segments of the population are also examined. (H3, PN)

**CLAS 250, 250W. Ancient Epic and Tragedy.** 3 hr.; 3 cr. Study of the literary, philosophical, and political themes that are explored in the *Iliad* of Homer and in the tragic plays of Homer's intellectual heirs, Aeschylus, Sophocles, and Euripides of classical Athens. Topics discussed include: the conception of gods and mortals; an examination of traditional heroic values such as honor and glory; the debate on fate and human free choice; a meditation on human pursuit of knowledge and technology; a critique of classical Athens as an imperial power; and the representation of women in epic and tragedy. (H1T2, PN)

**CLAS 300. Topics in Classical Studies.** CLAS 300.1–300.3W\*, 1–3 hr.; 1–3 cr. Specific topics will be announced in advance. A study of a topic in Classical culture or literature for students who have taken introductory courses in Classics or ancient Greek or Roman history, art, or philosophy. Materials will be read in translation. Course may be repeated for credit when the topic changes. Course may also be given as a tutorial. \*May be offered as a writing-intensive course only when cross-referenced with a writing-intensive course in another department.

### Requirements for the Major in Ancient Greek (Major code 048)

**Required (27 credits):** A minimum of 12 credits of Greek beyond GREEK 252; at least 6 credits of Latin beyond LATIN 102 or its equivalent; and CLAS 120, 130, and 140.

### Requirements for the Major in Latin (Major code 068)

**Required (32 credits):** A minimum of 15 credits of Latin beyond LATIN 203; GREEK 251 and 252 or their equivalent (8 credits); and CLAS 120, 130, and 140 (9 credits). Students who intend to teach Latin at the high school level or to go on to graduate work in Classics should also take LATIN 315 and 316 (2 credits).

### Requirements for the Minor in Classical Studies (Minor code 17)

**Required:** 18 credits in Ancient Greek, Latin, or Classics; at least 9 credits must be in courses numbered 200 or above. In addition to courses offered by the department, courses in other departments on Ancient Greek or Roman history, art, literature, or philosophy may be included with the permission of the department advisor (e. g., ARTH 110, 206; CMLIT 101 in place of CLAS 150; HIST 113, 205, 206, 207, 208; PHIL 140, 250, 264).

**Courses in Ancient Greek**

**GREEK 251. Elementary Ancient Greek I.** 4 hr.; 4 cr. A beginner's course in Ancient Greek, based on the language of Plato and other Classical Athenian authors.

**GREEK 252. Elementary Ancient Greek II.** 4 hr.; 4 cr. Prereq.: GREEK 251 or one year of high school Greek. A continuation of GREEK 251.

**GREEK 351. Euripides.** 3 hr.; 3 cr. Prereq.: GREEK 252 or two years of high school Greek. (H1T2, PN)

**GREEK 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)

**GREEK 357. Homer.** 3 hr.; 3 cr. Prereq.: GREEK 252 or two years of high school Greek. (H1T2, PN)

**GREEK 360. Readings in Ancient Greek Literature.** GREEK 360.1–360.3, 1–3 hr.; 1–3 cr. Prereq.: GREEK 351 or 352 or equivalent. A study of the writings of one major Ancient Greek author (such as Aeschylus, Sophocles, Herodotus, Thucydides, Lysias) in the original Greek. Topic to be announced in advance. Course may be repeated for credit when topic changes. Course may also be given as tutorial; consult coordinator. (H1T2, PN)

**Courses in Latin**

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

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

**LATIN 203. Roman Prose.** 3 hr.; 3 cr. Prereq.: LATIN 102 or two years of high school Latin. Selections from Latin prose, with special attention to syntax, idiom, and cultural context, to improve skills in reading and understanding.

**LATIN 204. Roman Poetry.** 3 hr.; 3 cr. Prereq.: LATIN 203 or three years of high school Latin. Selections from Catullus and other Roman poets, with special attention to idiom, vocabulary, and style of Roman poetic tradition. (PN)

**LATIN 315. Latin Prose Composition I.** 1 hr.; 1 cr. Prereq.: LATIN 204, or permission of the department. A practical course in the writing of Latin prose; review of forms and syntax.

**LATIN 360. Readings in Latin Literature.** LATIN 360.1–360.3, 1–3 hr.; 1–3 cr. Prereq.: LATIN 204 or equivalent. A study of the writings of one major Roman author (such as Cicero, Virgil, Lucretius, Horace, Ovid, Tacitus) or works in one major genre

(such as elegy, comedy, satire) in the original Latin. Topic to be announced in advance. Course may be repeated for credit when topic changes. Course may also be given as tutorial; consult the coordinator. (H1T2, PN)

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

**Coordinator & Advisor for Chinese:**  
Yunzhong Shu

**Coordinator & Advisor for Japanese:**  
William McClure

The major in East Asian Studies is a flexible program designed for students wishing to gain familiarity with the languages, history, and cultures, as well as the social, religious, and political institutions of the countries of Asia. This knowledge can be applied to a wide range of fields including law, foreign affairs, international business, secondary education, comparative literature, art history, and a variety of other professions and academic disciplines. Presently, the major focuses on China and Japan, and the languages offered are Chinese, Japanese, and Korean. However, attention is also given to India and Southeast Asia to gain a wider perspective.

Students will be expected to fulfill general requirements for the major and also to choose an area of concentration. In each area of concentration, the student will also be expected to take a course that does not necessarily cover Asian topics but provides exposure to the methodology of the particular field. These areas of concentration might include anthropology, art history, Asian American topics, comparative literature, economics, history, linguistics, music, philosophy, political science, religious studies, sociology, or women's studies. Examples are given below.

Each student plans an individual course of interdisciplinary study in consultation with a department advisor. Students are admitted to the major only after their plan of study is approved.

**THE MAJOR**

See the box on page 101 for the specific requirements for the major. The department offers courses in Chinese, Japanese, and Korean from elementary to advanced levels, as well as literature and civilization courses given in translation. Description of the department offerings, including requirements for the minors, appear after the Sample Programs of Study outlined below.

**Sample Programs of Study****CONCENTRATION IN CHINESE HISTORY**

(Concentration code 03A)

Chinese language requirement

**Oriental Studies**

ORTST 140W. East Asian Religion

ORTST 220, 221. East Asian Civilization I, II

**History**

HIST 001. Western Civilization I. A History of Ideas from Antiquity to the Scientific Revolution.

HIST 112. Introduction to East Asian History

HIST 140. China to 1500

HIST 141. China after 1500

**Anthropology**

ANTH 208. Peoples of South Asia

**Chinese**

CHIN 240. Modern Chinese Fiction in Translation

CHIN 340. Readings from Chinese History

**CONCENTRATION IN JAPANESE LITERATURE**

(Concentration code 03B)

Japanese language requirement

**Oriental Studies**

ORTST 140W. East Asian Religion

**Comparative Literature**

CMLIT 220, 221. East Asian Literature I, II

CMLIT 102. Great Books II; **or**

**English**

ENGL 150W. Introduction to Literary Study

**Japanese**

JPNS 250. Modern Japanese Fiction in Translation

JPNS 255. The Tale of Genji and Early Japanese Women's Writings

JPNS 305, 306. Advanced Modern Japanese I, II

**History**

HIST 142. History of Japan

**CONCENTRATION IN ASIAN ART**

(Concentration code 03C)

Chinese, Japanese, or Korean language requirement

**Oriental Studies**

ORTST 140W. East Asian Religion

ORTST 220, 221. East Asian Civilization I, II

**Art**

ARTH 101 or 102. History of Western Art I or II

ARTH 114. Survey of Asian Art

ARTH 270. Art of India

ARTH 271. Art and Architecture of Southeast Asia

**Music**

MUSIC 234. Music of Asia; **or**

**History**

HIST 112. Introduction to East Asian History

**CONCENTRATION IN CHINESE LITERATURE**

(Concentration code 03D)

Chinese language requirement

**Oriental Studies**

ORTST 140W. East Asian Religion

**English**

ENGL 150W. Introduction to Literary Study

**Chinese**

CHIN 240. Modern Chinese Fiction in Translation

CHIN 250, 251. Introduction to Classical Chinese I, II

**Comparative Literature**

CMLIT 203. The European Novel; **or**  
CMLIT 205. Modern Poetry

And two of the following:

**Chinese**

CHIN 350. Chinese Fiction

CHIN 360. Traditional Chinese Literature

CHIN 370. Chinese Short Story

**Comparative Literature**

CMLIT 331. Literary Criticism

**CONCENTRATION IN KOREAN STUDIES**

(Concentration code 03E)

Korean language requirement

**Oriental Studies**

ORTST 140W. East Asian Religion

ORTST 220, 221. East Asian Civilization I, II

**Korean**

KOR 120. Civilization of Korea

KOR 360. Readings in Korean; **or** other upper-level Korean literature courses as offered

**History**

HIST 112. Introduction to East Asian History

**Comparative Literature**

CMLIT 220, 221. East Asian Literature I, II

**Sociology**

SOC 275. Sociology of Asian Americans

Many other options exist and can be discussed with the director and faculty advisors.

**Electives**

Electives include all the advanced language and literature courses in Chinese, Japanese, and Korean, as well as literature, culture, and civilization courses given in translation. Other electives may include the following courses:

**Anthropology**

ANTH 208. Peoples of South Asia

ANTH 210. Peoples of East Asia

**Art**

ARTH 114. Survey of Asian Art

ARTH 270. Art of India

ARTH 271. Art and Architecture of South-east Asia

**Comparative Literature**

CMLIT 220, 221. East Asian Literature I, II

**Economics**

ECON 211. Economics of Asia

**History**

HIST 112. Introduction to East Asian History

HIST 140. China to 1500

HIST 141. China after 1500

HIST 142. History of Japan

HIST 143. The History of the Indian Sub-continent

**Music**

MUSIC 234. Music of Asia

**Philosophy**

PHIL 118. Introduction to Oriental Philosophy

**Political Science**

PSCI 238. Contemporary Asia

PSCI 258. Asia in World Politics

**Religious Studies**

RLGST 102. Introduction to Eastern Religions

RLGST 211. Essentials of Buddhism

**Sociology**

SOC 275. Sociology of Asian Americans

**Courses Taught in English**

**CHIN 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)

**JPNS 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)

**JPNS 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)

**KOR 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 coursework will be in English. (H3)

**KOR 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)

**Requirements for the Major in East Asian Studies** (Major code 032)

**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: CMLIT 220 and 221, East Asian Literature I and II; or civilization: ORTST 220 and 221, East Asian Civilization I and II; or history: HIST 112, Introduction to East Asian History; and one of HIST 140, China to 1500, or HIST 141, China after 1500, or HIST 142, History of Japan.

**Electives (18 credits):** An additional five 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.

**ORTST 140W. East Asian Religion.** 3 hr.; 3 cr. Prereq.: ENGL 110 or equivalent. An introduction to the study of the major religious traditions that originate and survive in South and East Asia: Hinduism, Buddhism, Confucianism, and Taoism. Certain aspects of Shamanism will be studied as well. (H3, PN)

**ORTST 220. East Asian Civilization I.** 3 hr.; 3 cr. Prereq.: ENGL 110. Selected topics in the civilizations of pre-modern East Asia (from ancient times through the T'ang dynasty in China, and from ancient times through the medieval period in Japan), with an emphasis on literary, philosophical, and visual culture. No knowledge of Chinese or Japanese is necessary. ORTST 220 and 221 are complements of each other and may be taken in either order. (H3, PN)

**ORTST 221. East Asian Civilization II.** 3 hr.; 3 cr. Prereq.: ENGL 110. Selected topics in the civilizations of pre-modern East Asia (from the Sung dynasty through the twentieth century in China and from the Tokugawa period through the twentieth century in Japan), with an emphasis on literary, philosophical, and visual culture. No knowledge of Chinese or Japanese is necessary. ORTST 220 and 221 are complements of each other and may be taken in either order. (H3, PN)

**ORTST 290. Topics in East Asian Studies.** 3 hr.; 3 cr. Prereq.: ORTST 140W, 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 CHIN 101. Students who have learned Chinese characters through their study of Japanese or Korean may enter CHIN 250 with the permission of the instructor. All others, whether native speakers or not, should consult the department for correct placement.

## Courses in Chinese

### Basic Language Courses

**CHIN 101. Elementary Chinese I.** 4 hr.; 4 cr. Prereq.: ENGL 095 or equivalent. A beginner's course in Mandarin.

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

**CHIN 203. Intermediate Chinese I.** 3 hr.; 3 cr. Prereq.: CHIN 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.

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

**CHIN 250. Introduction to Classical Chinese I.** 3 hr.; 3 cr. Prereq.: CHIN 204 or equivalent. Wen-yen grammar and the reading of texts in classical Chinese. (PN)

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

### Advanced Language and Literature Courses

**CHIN 311. Advanced Modern Chinese.** 3 hr.; 3 cr. Prereq.: CHIN 204, or permission of the department. A continuation of CHIN 204.

**CHIN 312. Advanced Classical Chinese.** 3 hr.; 3 cr. Prereq.: CHIN 251, or permission of the department. A continuation of CHIN 251.

**CHIN 320. Chinese Drama.** 3 hr.; 3 cr. Prereq.: CHIN 251 or equivalent. Readings in representative twentieth-century Chinese plays. (HIT2, PN)

**CHIN 330. The Chinese Essay.** 3 hr.; 3 cr. Prereq.: CHIN 251 or equivalent. Readings

in contemporary prose works. Current journalistic writings may be included. (HIT2, PN)

**CHIN 340. Readings from Chinese History.** 3 hr.; 3 cr. Prereq.: CHIN 251 or equivalent. Readings in Chinese historical texts; the selections may vary from year to year. (PN)

**CHIN 350. Chinese Fiction.** 3 hr.; 3 cr. Prereq.: CHIN 251 or equivalent. Readings in twentieth-century Chinese novels and short stories. (HIT2, PN)

**CHIN 360. Traditional Chinese Literature.** 3 hr.; 3 cr. Prereq.: CHIN 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. (HIT2, PN)

**CHIN 370. Chinese Short Story.** 3 hr.; 3 cr. Prereq.: CHIN 251 or equivalent. Readings of classical and modern Chinese short stories. (HIT2, PN)

**CHIN 380. Seminar in Sinological Methods.** 3 hr.; 3 cr. Prereq.: CHIN 320, 330, 340, or 350, or permission of the department.

## Japanese

The Japanese language program focuses on communicative Japanese. While students are expected to learn reading and writing, much of the introductory sequence is designed to emphasize the skills of speaking, listening, and interacting with other speakers of Japanese. Elementary Japanese (JPNS 101–102) assumes no background. Students are introduced to the fundamentals of the modern language with particular emphasis on the control of basic grammatical patterns. Students use *hiragana* and *katakana* and a limited number of Chinese characters. Intermediate Japanese (JPNS 203–204) continues to develop all language skills with an increasing emphasis on reading and writing. Students are also introduced to literary Japanese. The Japanese language courses are all taught with a combination of lectures in English and conversation sections with native speakers in Japanese.

## Requirements for the Minor in Japanese (Minor code 67)

**Required (20 credits):** Four semesters of JPNS (101, 102, 203, 204) and two courses (6 credits) taught in English relevant to Japanese literature or culture (JPNS 250, ORTST 220 or 221, or other relevant courses, e.g., JPNS 255 or 255W). One of these two courses in English can be replaced by advanced Japanese language courses (JPNS 305 and 306).

## Requirements for the Minor in Chinese (Minor code 19)

**Required (20 credits):** 17 credits in the language (CHIN 101, 102, 203, 204, and 250) and 3 credits in ORTST 220.

## THE MINOR

See the box on page 102 for the requirements for the minor in Japanese. Students who wish to take the minor should consult with the advisor for Japanese.

### Course Placement

Students who have no previous knowledge of the Japanese language must begin with JPNS 101. Students who have had previous training should consult with the instructor for correct placement.

The Japanese Program is now coordinating its curriculum with high school Japanese programs in 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 JPNS 203. In addition, high school seniors interested in pursuing topics in Japanese and Asian literature and culture prior to their enrollment at Queens College should contact the department.

### Courses in Japanese

**JPNS 101. Elementary Japanese I.** 4 hr.; 4 cr. Prereq.: ENGL 095 or equivalent. An introduction to the modern language with emphasis on using spoken Japanese in context. Students learn *hiragana* and *katakana*.

**JPNS 102. Elementary Japanese II.** 4 hr.; 4 cr. Prereq.: JPNS 101 or equivalent. A continuation of JPNS 101. Spoken exercises are increased as more of the modern language is learned. Approximately 125 Chinese characters are introduced.

**JPNS 203. Intermediate Japanese I.** 3 hr.; 3 cr. Prereq.: JPNS 102 or equivalent. A continuation of JPNS 102 with greater emphasis on reading and writing as well as an introduction to literary Japanese.

**JPNS 204. Intermediate Japanese II.** 3 hr.; 3 cr. Prereq.: JPNS 203 or equivalent. A continuation of JPNS 203. Students will prepare sophisticated spoken exercises and begin to read texts of intermediate difficulty.

**JPNS 211. Classical Japanese I.** 3 hr.; 3 cr. Prereq.: JPNS 102, or permission of the instructor. An introduction to classical Japanese (*bungo*) using both a formal grammar and authentic texts.

**JPNS 212. Classical Japanese II.** 3 hr.; 3 cr. Prereq.: JPNS 211, or permission of the instructor. A continuation of JPNS 211. An introduction to classical Japanese (*bungo*) using both a formal grammar and authentic texts.

**JPNS 305. Advanced Modern Japanese I.** 3 hr.; 3 cr. Prereq.: JPNS 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.

**JPNS 306. Advanced Modern Japanese II.** 3 hr.; 3 cr. Prereq.: JPNS 305, or permission of the instructor. A continuation of JPNS 305. Topics covered will vary from semester to semester and may include readings in a broad range of modern Japanese literary and cultural materials.

**JPNS 311. Advanced Texts I.** 3 hr.; 3 cr. Prereq.: JPNS 306, or permission of the instructor. Reading of selected modern texts with emphasis on expository style.

**JPNS 312. Advanced Texts II.** 3 hr.; 3 cr. Prereq.: JPNS 311, or permission of the instructor. Reading of selected modern texts with emphasis on expository style.

## Korean

### Courses in Korean

**KOR 101. Elementary Korean I.** 4 hr.; 4 cr. Prereq.: ENGL 095. A beginner's course in Korean, with equal attention to speaking, reading, and writing. The Korean script *han'gul* will be used from the outset. For students with no previous knowledge of Korean.

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

**KOR 203. Intermediate Korean I.** 3 hr.; 3 cr. Prereq.: KOR 102 or equivalent, or permission of the instructor. An intermediate course in Korean. Reviews the fundamentals of Korean and further develops skills in speaking, reading, and writing.

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

**KOR 360. Readings in Korean.** 3 hr.; 3 cr. Prereq.: Knowledge of Korean. Study of outstanding works in Korean literature, from earliest times to the present day. Selections represent a variety of older genres, such as *hyangga*, *kayo*, *kasa*, *sijo*, *kodae*, *sosol*, and *p'ansori* (these will be read in modern Korean), as well as contemporary poetry and fiction. All coursework will be conducted in Korean. (HIT2)

## Hebrew Language and Culture

**Coordinator & Advisor:** Ammiel Alcalay

The department offers Hebrew language instruction, advanced courses in Hebrew, and courses in English. Language instruction prepares students to understand and appreciate the literature and civilization of the Jewish people by developing skills in listening comprehension, speaking, reading, writing, and translation. For advanced students who already have a command of Hebrew, there are courses in Biblical Aramaic; Biblical, Talmudic, Medieval, and Modern Hebrew literature as well as Israeli culture. In many of these courses, Hebrew is used as the classroom language. Courses in English cover Hebrew literature of various periods as well as Israeli, Sephardic, and Yiddish literature and culture, with all reading in translation. Students can use the advanced courses as the basis for a concentration in Hebrew (including a double-major to complement a primary field of study), as part of the concentration in Jewish Studies, or for a minor.

See the box on page 104 for the requirements for the major and minor in Hebrew.

### Study Abroad

Study in Israel can give the student a deeper and more extensive knowledge of the Hebrew language and its literature and culture than is normally possible in an academic setting. The department encourages study abroad, and grants varying credit toward the major and toward the degree at Queens College, depending on the nature of the course of study. A matriculated student should consult the coordinator before taking courses abroad.

### Course Placement

Students who have had less than one year of high school Hebrew normally begin with HEBRW 101; those with less than two years normally begin with HEBRW 102; those who completed the requirements for the New York State Regents Examination in Hebrew (3 years) with a grade of at least 85 should enter HEBRW 305 or 307.

All others, including native speakers and students who attended Hebrew day schools or Yeshivot, should consult the department for correct placement.

### Courses in Hebrew

#### Courses Taught in English

**HEBRW 150. Modern Hebrew Literature in Translation.** 3 hr.; 3 cr. Readings in modern Hebrew literature in translation. The authors to be read vary from semester to semester,

announced in advance. May be repeated for credit provided the content is different. (H1T2)

**HEBRW 160. Masterpieces of Hebrew Literature in Translation.** 3 hr.; 3 cr. Readings in English translation of outstanding works in Hebrew literature from the Bible to the modern period, illustrating a variety of genres and themes. (H1T2)

**HEBRW 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.

**HEBRW 250W. Biblical Allusions in Hebrew Prose and Poetry in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 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 are in English; no prior knowledge of the Bible is required. (H1T2)

### Basic Language Courses

**HEBRW 101. Elementary Hebrew I.** 4 hr.; 4 cr. A beginner's course in modern Hebrew.

**HEBRW 102. Elementary Hebrew II.** 4 hr.; 4 cr. Prereq.: HEBRW 101 or equivalent.

**HEBRW 203. Intermediate Hebrew I.** 3 hr.; 3 cr. Prereq.: HEBRW 102 or equivalent. A continuation of HEBRW 102.

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

### Advanced Language Courses

**HEBRW 305. Advanced Modern Hebrew.** 3 hr.; 3 cr. Prereq.: HEBRW 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.

**HEBRW 307. Classical Hebrew.** 3 hr.; 3 cr. Prereq.: HEBRW 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.

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

**HEBRW 315. Hebrew Grammar and Composition.** 3 hr.; 3 cr. Prereq.: HEBRW 204 or equivalent. A thorough review of Hebrew grammar and usage with systematic practice in composition.

**HEBRW 317. Skills and Art of Translation.** 3 hr.; 3 cr. Prereq.: HEBRW 204 (or equivalent) and ENGL 120W. Discussion of the techniques and problems of translation with extensive practice in translating various texts. This course will enable the Hebrew student to understand the unique structure and idiomatic usage of Hebrew in comparison to English. May be taken by fluent speakers of either language.

**HEBRW 361. History of the Hebrew Language.** 3 hr.; 3 cr. Prereq.: One course in Biblical literature. A detailed study of the phonology and morphology of the Hebrew language from the point of view of its historical development and its relation to other Semitic languages, especially Akkadian, Arabic, and Aramaic.

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

### Elective Courses in Hebrew Literature

**HEBRW 321. Biblical Literature I: Genesis.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 322. Biblical Literature II: Exodus.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 323. Biblical Literature III: Leviticus/Numbers.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 324. Biblical Literature IV: Deuteronomy.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 325. Biblical Literature V: Joshua and Judges.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 326. Biblical Literature VI: Samuel I and II.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 327. Biblical Literature VII: Kings I and II.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 328. Biblical Literature VIII: Major Prophets.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 329. Biblical Literature IX: Minor Prophets.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 330. Biblical Literature X: Megillot.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 331. Biblical Literature XI: Psalms.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 332. Biblical Literature XII: Wisdom Literature.** 3 hr.; 3 cr. Prereq.: HEBRW 307. (H1T2, PN)

**HEBRW 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)

**HEBRW 340. Talmudic Literature.** 3 hr.; 3 cr. Prereq.: HEBRW 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)

**HEBRW 341. Midrash and Aggada.** 3 hr.; 3 cr. Prereq.: HEBRW 307 or equivalent. An introduction to the content and methods of Midrash and Aggada through a survey of selected Midrashim. (PN)

**HEBRW 345. Medieval Literature I.** 3 hr.; 3 cr. Prereq.: HEBRW 307. Readings in the secular and liturgical poetry of the Middle

### Requirements for the Major in Hebrew (Major code 054)

**Required:** 30 credits beyond HEBRW 101 and 102. Students must consult the advisor for placement in the language program and to determine the distribution of credits for the major. HEBRW 203 and 204 may be applied to the Hebrew major only if students have been placed into these courses by the department. All students are required to take a minimum of 18 credits in courses in Hebrew numbered above 300. The remaining credits may include additional courses in Hebrew, courses in Arabic or Yiddish, or courses in Hebrew, Jewish, Israeli, or Mideastern literature or culture given in English. At least 12 credits must be taken at Queens College. Students must attain at least a C average in the courses composing their major.

### Requirements for the Minor in Hebrew (Minor code 23)

**Required:** 18 credits in Hebrew beyond 102. For details, please consult the coordinator or the chair. At least three of these courses must be taken at Queens College.

Agas, particularly of the “Golden Age” in Spain. (H1T2, PN)

**HEBRW 346. Medieval Literature II.** 3 hr.; 3 cr. Prereq.: HEBRW 307. Readings in philosophy, ethics, history, and Biblical exegesis. Special attention to the works of Judah Ha-Levi, Maimonides, and Nahmanides. (H1T2, PN)

**HEBRW 351. Modern Hebrew Drama.** 3 hr.; 3 cr. Prereq.: HEBRW 305. (H1T2)

**HEBRW 352. Modern Hebrew Literature.** 3 hr.; 3 cr. Prereq.: HEBRW 305. Study of a theme or of a significant author or group of authors selected from Hebrew prose or poetry since the beginning of the 19th century. Course may be repeated twice for credit when the topic changes. (H1T2)

**HEBRW 356. Contemporary Israeli Literature.** 3 hr.; 3 cr. Prereq.: HEBRW 305. Study of a theme, genre, or a significant group of authors who have been working in the State of Israel. Course may be repeated once for credit when the topic changes. (H1T2)

**HEBRW 358. The Modern Hebrew Press.** 3 hr.; 3 cr. Prereq.: Permission of the 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.

**HEBRW 390. Studies in Hebrew Language, Literature, and Culture.** HEBRW 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 & Advisor:** Emanuel S. Goldsmith

The department offers courses in Yiddish language, literature, and culture, including courses in English translation. The courses in Yiddish language aim to develop students' ability to read, write, comprehend, and speak Yiddish. These courses also introduce students to the history of the Yiddish language and its literature and to major themes of the Jewish experience. The literature and culture courses, some of which are offered in English, seek to deepen students' knowledge of those significant aspects of Jewish civilization which, during the past thousand years, found expression in the Yiddish language. Advanced courses are intended for

students with interest in Yiddish teaching, scholarship, and journalism, as well as for those interested in other Jewish studies, including Hebrew language and literature, Jewish history, Jewish thought, and the sociology of the Jewish community. Students are encouraged to partake of the rich Yiddish cultural life of New York City and to participate in the program of the Yiddish Culture Club at Queens College.

### Study Abroad

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

### Course Placement

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

### Courses in Yiddish

#### Courses Taught in English

**YIDD 150. Introduction to Yiddish Literature.** 3 hr.; 3 cr. A survey of Yiddish literature from its beginnings in the fifteenth century to the contemporary short story, novel, essay, and poetry. Yiddish literature will be presented both within the context of world literature and as an aspect of the Jewish experience. (H1T2)

**YIDD 156. Jewish Thought and Modern Yiddish Literature.** 3 hr.; 3 cr. The influence on modern Yiddish literature of the major Jewish ideologies in Eastern Europe and in the West. The course will explore the expressions in Yiddish literature of various intellectual currents from the Haskalah to the present.

**YIDD 161. The Culture of East European Jewry.** 3 hr.; 3 cr. An introduction to East European Jewish civilization from the sixteenth century to the Holocaust. Topics discussed include: origins of East European Jewry, the traditional lifestyle, Yiddish language and literature, Hassidism, Haskalah, origins of modern Hebrew literature, the Mussar Movement, Jewish socialism, and Zionism. (H3)

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

**YIDD 176. The Literature of the Holocaust.** 3 hr.; 3 cr. The experiences of European Jewry during the Second World War and the years leading up to it as reflected in Yiddish literature. The course will explore such top-

ics as genocide, ghetto life, concentration camps, Jewish resistance and escape, the response of the Western world and the Soviet Union.

**YIDD 190. Topics in Yiddish Culture and Literature in Translation.** YIDD 190.1–190.3, 1–3 hr.; 1–3 cr. Specific topics will be announced in advance. Course may be taken for credit more than once if the topic is different.

### Basic Language Courses

**YIDD 101. Elementary Yiddish I.** 4 hr.; 4 cr. For students with no previous knowledge of Yiddish; the elements of Yiddish grammar, aural comprehension, speaking, reading, and writing. The course also serves as an introduction to the culture of the Yiddish-speaking world.

**YIDD 102. Elementary Yiddish II.** 4 hr.; 4 cr. Prereq.: YIDD 101 or equivalent. A continuation of the work in Yiddish grammar, comprehension, speaking, reading, writing, and the study of Yiddish culture.

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

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

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

### Advanced Language and Literature Course

**YIDD 390. Studies in Yiddish Language, Literature, and Culture.** YIDD 390.1–390.3, 1–3 hr.; 1–3 cr. Prereq.: YIDD 203. Specific topics will be announced in advance. The course will be given in Yiddish. May be taken more than once if the topic is different. ††

# College English as a Second Language

**Director:** Howard H. Kleinmann

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

**Lecturers:** Brandman (English), Goldhaber (English); **Adjunct Lecturers:** Horowitz, Kaplan, Steiner

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

Students must see the CESL director before registering for any courses.

## COURSES

**CESL 021. Foundations of Writing I.** 5 hr.; 0 cr. Prereq.: Admission by placement examination or recommendation of CESL director. The student will spend one hour per week meeting with the instructor in conferences, small groups, or other formats for intensive writing instruction, review, and practice. Emphasis on descriptive and narrative forms of writing, and an introduction to expository writing. Work on grammar, writing organization, and basic writing mechanics. Fall, Spring

**CESL 025. Foundations of Reading I.** 4 hr.; 0 cr. Prereq.: Admission by placement examination or recommendation of CESL director. Emphasis on reading comprehension skills and vocabulary development. Stress on using graphic, syntactic, lexical, and rhetorical cues in understanding reading material. Includes work in the Academic Support Laboratory. Fall, Spring

**CESL 028. Communication Skills.** CESL 028.3, 3 hr.; 1 cr. CESL 028.4, 4 hr.; 1 cr. Prereq.: Admission by placement examination or recommendation of CESL director. Students will register in a 3- or 4-hour section, depending on their aural/oral fluency in English. Emphasis on listening to and comprehending academic lectures, making formal oral presentations, pronunciation, and vocabulary and idiom development. Fall, Spring

**CESL 031. Foundations of Writing II.** 5 hr.; 2 cr. Prereq.: CESL 021, 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 035. Foundations of Reading II.** 4 hr.; 2 cr. Prereq.: CESL 025, or admission by placement examination, or recommendation of the CESL director. Reading material from the natural sciences, social sciences, arts, and humanities. Emphasis on comprehension skills, critical thinking, and academic vocabulary study. Includes work in the Academic Support Laboratory. Fall, Spring

**CESL 050. Introduction to American Civilization.** 4 hr.; 3 cr. Prereq.: Admission by recommendation of the CESL director. The student will spend one hour per week meeting with the instructor in conferences, small groups, or other formats for intensive writing instruction, review, and practice. Examination of American political manifestoes, poems, novels, autobiographies, paintings, music, and films that have shaped the character of the American people. Fall, Spring

# Comparative Literature

**Chair:** Charles G. Martin

**Advisors:** Ahmed, Carroll, Martin

**Dept. Office:** Kissena 259, 718-997-5690

**Professor:** Carroll; **Associate Professors:** Ahmed, Martin; **Assistant Professors:** Flores, Rupprecht; **Department Secretary:** Lewis

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

The comparative literature program includes courses taught by faculty from all the language and literature departments and from philosophy and anthropology. It offers students the opportunity to study literary texts in their historical, social, and cultural contexts. Courses frequently include works of philosophy, history, psychology, anthropology, and the cinema. They aim to help students learn to read and write critically, with greater pleasure and understanding. Majors can prepare for graduate study and work in such fields as law, education, publishing, writing, and translation. Because major requirements overlap with those of English and the foreign languages, comparative literature is an excellent choice as one of two majors or as a minor.

Although comparative literature courses involve study of texts from many countries, all are read and taught in English.

## Department Award

The Comparative Literature Department awards the **Paul Zweig Memorial Award**, provided by the parents and friends of Paul Zweig, who taught at Queens College from 1971 to 1984; it is given to the most deserving graduate who majors in comparative literature.

## THE MAJOR

See the box on page 107 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 page 107 for the specific requirements for the minor. There is no language requirement for a comparative literature minor.



## Course Offerings

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

**General Literature:** CMLIT 101 through 204 are introductory courses that present some of the major works forming a common reference for western literary traditions. Priority in registration will be given to freshmen.

CMLIT 211 through 231 represent a broad effort to stimulate the crossing of cultural frontiers. Courses are given in English, and all readings are done in English translation, although students who can read foreign literatures in the original are encouraged to do so. These courses provide basic preparatory work for comparative literature majors; broadening for literature and language majors and other majors in the arts; and cross-disciplinary and cross-cultural exploration for students in the social and natural sciences.

**Genre and Criticism:** CMLIT 331 to 341 are intended for more advanced work in comparative literature for all students.

**Advanced Seminars:** CMLIT 381 to 384. Topics will vary from semester to semester. Open to qualified students in other areas as well as to comparative literature majors and minors.

## COURSES

**CMLIT 101, 101W. Great Books I.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introductory course that presents some of the major works forming a common source and refer-

ence 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

**CMLIT 102, 102W. Great Books II.** 3 hr.; 3 cr. Prereq.: ENGL 110. Masterpieces of western literature from the Renaissance to modern times. Readings include works from among the following: Rabelais, Shakespeare, Molière, *Candide*, *Gulliver's Travels*, Goethe's *Faust*, and more recent works. (H1T1) Fall, Spring

**CMLIT 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**CMLIT 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

**CMLIT 204. Modern Drama.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Selected plays from the late nineteenth century to the present. The thematic focus of this course and the texts studied vary each semester. Stu-

dents may take this course twice for credit, if the works studied are different. (H1T2)

**CMLIT 205. Modern Poetry.** 3 hr.; 3 cr. Prereq.: Sophomore standing and ENGL 120 or 140W. 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

**CMLIT 211. Medieval Literature, 1100 to 1500.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Major European texts in a variety of forms and genres, studied in their historical, social, intellectual, and religious contexts. The thematic focus and texts studied vary each semester. Students may take this course twice for credit, if the works studied are different. (H1T2, PN)

**CMLIT 212. The Literature of the Renaissance.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Major European texts in a variety of forms and genres, studied in their historical, social, intellectual, and religious contexts. The thematic focus of this course and the texts studied vary each semester. Students may take this course twice for credit, if the works studied are different. (H1T2, PN)

**CMLIT 213. The Enlightenment.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A comparative study of outstanding figures in the literature and philosophy of the seventeenth and eighteenth centuries, including such writers as Voltaire, Diderot, Rousseau, Vico, Hume, Gibbon, and Lessing. (H1T2)††

**CMLIT 214. Romanticism.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A study of the cultural revolution that took place throughout Europe during the early nineteenth century, setting a dominant pattern in the literature and culture for the nineteenth and much of the twentieth century. (H1T2)††

**CMLIT 215, 215W. Topics in Modern Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. This course will examine selected topics in modern literature and their relationship to nineteenth- and twentieth-century models of thought, society, and culture. We will consider, for instance, the influence of the naturalist Buffon on Balzac, of experimental medicine on Zola, of the philosopher Bergson on Proust, of technology on H.G. Wells, of physics on Pynchon, and of Freud on Kafka. (H1T2)

## Requirements for the Major in Comparative Literature (Major code 024)

### Concentration in Foreign Language

**Required:** Twelve courses totaling 36 credits, including four approved elective courses in the literature of a foreign language in the original; three approved elective courses in the literature of another language (students may offer English or American literature, or three additional courses in comparative literature beyond CMLIT 101, instead of the second foreign language); and five approved courses in comparative literature, including two chosen from CMLIT 331 through 350 and two seminars (CMLIT 381 through 384).

### Concentration in Area Studies

- (a) 2 advanced literature courses in a language other than English;
- (b) 2 related area studies courses related to the foreign literature of the student's area of concentration chosen with the approval of the chair;
- (c) 3 elective courses in literature from any literature department (Classical, Middle Eastern & Asian Languages & Cultures, Comparative Literature, English, European Languages & Literatures, Hispanic Languages & Literatures)
- (d) 5 courses in CMLIT of which 1 is a 200-level course, 2 are 300-level courses, and 2 are advanced seminars.

## Requirements for the Minor in Comparative Literature (Minor code 29)

**Required:** Five elective courses in comparative literature, totaling 15 credits. These must include at least one chosen from CMLIT 331 through 350, and one seminar (CMLIT 381 through 384). CMLIT 101 and 102 will not count toward the minor.

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

**CMLIT 217. Great Authors in Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Will focus on a number of important figures in western literature ranging from Dante to Beckett. Authors to be read will vary from semester to semester, and emphasis will be on reading fewer authors in depth. (H1T2)††

**CMLIT 218. Russia and the West.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Major nineteenth- and twentieth-century works illustrating the crosscurrents between Russian and western literature. The thematic focus and texts studied vary each semester. Students may repeat this course twice for credit if the works studied are different. (H1T2)

**CMLIT 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)

**CMLIT 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)

**CMLIT 225. Literature and Anthropology.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Literary representations in relation to anthropological theories, methods, and subject matter. The thematic focus and texts studied vary each semester. Students may repeat this course more than once if the topic and works studied are different. (H3, PN)

**CMLIT 228. Themes in Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A topical course, depending on interests of the instructor. It may examine such problems as literary expression; the relation of literature to other arts, history, and philosophy; or the expression of a cultural theme in different national literatures.††

**CMLIT 229, 229W. Women in Modern World Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. The representation of women in literary texts by female and male writers, with attention to the relationship between women's social and cultural status and their image in literature. The thematic focus of this course (e.g. Women and War; Women in Non-Western Literature) and the works studied vary each semester. Students may repeat this course more than once if

the topic and works studied are different. (H1T2)

**CMLIT 230. African Literatures.** 3 hr.; 3 cr. Prereq.: Sophomore standing, or permission of the instructor. Study of canonical and non-canonical texts, from a variety of African cultures, in their social, political, and historical contexts, with particular attention to genres, themes, and styles. (H1T2, PN)

**CMLIT 231. African Literatures in a World Context.** 3 hr.; 3 cr. Prereq.: Sophomore standing, or permission of the instructor. Comparative study of texts in a variety of forms and genres from African, Asian, European, and American cultures, with an emphasis on how historical, political, and social factors affect literary representations. (H1T2, PN)

**CMLIT 240. Representation, Photography, and Literature.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Comparison of photography and other visual arts to fiction, poetry, essay, and other forms of writing in order to raise questions about how stories are told by the visual arts and by literature, and how believability is established by these different arts. The course considers what readers and viewers expect from these different art forms and how, at times, visual and verbal arts are linked together in support of one another and, at others, kept separate or even in opposition. (H3)

**CMLIT 241. Literature and the Movies.** 3 or 4 hr.; 3 cr. Prereq.: Sophomore standing. A study of the ways in which literature and the movies have strongly influenced each other. The course will investigate problems arising from the relations and conflicts between these two different media.†

**CMLIT 242. Francophone Literature in a World Context.** 3 hr.; 3 cr. A survey of Francophone literature and some central historical and theoretical questions that have arisen in relation to this literature. A selection of novels and short stories will be studied from Francophone areas such as the Caribbean, West Africa, and North Africa. Emphasis will be on the cultural references and contexts of the French-speaking population in each country or region and the use of the French language for writing literary texts. French language texts will be compared with indigenous language texts in each context. Texts will be read in English translation. Students with reading knowledge of French may read the texts in the original. (H1T2, PN)

**CMLIT 243. Postcolonial Literatures.** 3 hr.; 3 cr. Prereq.: One course in comparative literature. Literatures of nations and/or regions since their independence from colonial rule.

The country or region of focus varies according to the instructor. This course deals with national literatures in their national language(s) and languages and/or literatures of former colonial countries. When possible, these literatures will be read in the original languages in which they were written, and when necessary they will be read in English translation.

**CMLIT 244: Psychoanalysis as Cultural and Literary Criticism.** 3 hr.; 3 cr. Prereq.: Sophomore standing and at least one literature course. An interdisciplinary introduction to some of the major historical and current concepts in psychoanalytic theory—e.g. the Oedipus complex, paranoia, projective identification—in conjunction with literary texts that may range from Greek tragedy to post-modern psychological fiction and drama, depending on the interest of the instructor. Students are asked to critically engage with the discipline of psychoanalysis by testing the validity and/or applicability of its concepts vis-à-vis their own interpretations and analyses of literary texts. Theoretical discussions focus on psychoanalysis as a method of cultural criticism and will consider related discourses, such as gender and postcolonial studies.

## Genre and Criticism

**CMLIT 331. Literary Criticism.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. The history and problems of literary criticism from Plato to the present, with special emphasis on continental criticism. Not open to students who received credit for ENGL 382.††

**CMLIT 333. Tragedy.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. Major tragic texts from various cultures and ages, with some attention to theories of tragedy. Students may take this course twice for credit if the works studied are different. (H1T2)

**CMLIT 334, 334W. Mythology and Heroic Literature.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. Major heroic epics, with some attention to questions of genre. The texts in this course may vary each semester. Students may take the course twice for credit if the works studied are different. (H1T2, PN)

**CMLIT 335. Problems in Drama.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. An intensive study of the works of one or more important dramatic authors. The author(s) and texts vary each semester. Students may take this course twice for credit if the authors and works studied are different. (H1T2)

**CMLIT 336. Forms of Fiction.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. The novel, novella, short story, and other forms of prose fiction, with special emphasis on questions and problems of genre. The texts studied vary each semester. Students may take this course twice for credit if the works studied are different. (H1T2)

**CMLIT 337. Archetypes.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. Various recurrent themes, myths, and forms in literature, such as Don Juan, Orpheus, Faust; the quest, romance, pastoral. The texts studied in this course vary each semester. Students may take this course more than once for credit if the topic is different. (H3)

**CMLIT 338. Masterpieces of the Western Tradition.** 3 hr.; 3 cr. Prereq.: At least one elective course in English or another literature. Aims to provide a general overview of western literature to students who have already studied some of it, and who would like to have an upper-level general course in literature. Works will range from *Gilgamesh* to the present.††

**CMLIT 340. Literature and History.** 3 hr.; 3 cr. Prereq.: One elective course in comparative literature or another literature department. The study of literature as history and history as literature. Students will learn how to read literary texts in relation to other forms of discourse within a given historical context, how to contextualize a text through historical research, and how to analyze the rhetoric of history. (H3)

**CMLIT 341. Life Writing.** 3 hr.; 3 cr. Prereq.: One elective course in comparative literature or another literature department. A consideration of various forms of life writing—including autobiography, memoirs, diaries, journals, and testimonials—and the people who write them. (H1T2)

**CMLIT 342: Translation Theory and Practice.** 3 hr.; 3 cr. Prereq.: One elective course in comparative literature or another literature department. Knowledge of a foreign language. Introduction to the possibilities of creating new meaning in another language. Students are asked to read and discuss theoretical essays on translation, and to produce their own translations of fiction or poetry into English, through stages from literal to finish. The course focuses on what is lost and gained in translation, and on how to recognize and work with cultural and linguistic differences. (H3)

**Additional courses are currently under consideration.**

## Advanced Seminars

**CMLIT 381,381W, 382, 382W, 383, 383W, 384, 384W. Advanced Seminars.** 3 hr.; 3 cr. Prereq.: Three elective courses in literature, reading knowledge of one foreign language, junior or senior standing, or permission of the department. Exploration of important themes in literature, literary history, and criticism. Subject matter varies from semester to semester according to the interests and needs of students and teaching staff. Nonmajors also admitted. (H1T2) Fall, Spring

## Internships

**CMLIT 390. Internship.** 390.1, 45 hr.; 1 cr., 390.2, 90 hr.; 2 cr., 390.3, 135 hr.; 3 cr. Prereq.: Completion of 9 credits in comparative literature and approval of the department. Comparative literature students are given the opportunity to use and improve their skills and knowledge through working for credit. Fields in which student interns may work include: literature, cultural studies, history, international relations, and media. Students may contact the college's Office of Career Development for internship placement information, or may get information directly from a workplace. Students should see the Comparative Literature Department for information on writing a proposal for the internship and securing a faculty sponsor. The department must approve the internship before registration. The student's grade will be based on the employer's and the faculty sponsor's assessment of the student's work. The student will submit a research paper on the work done in the internship. A limit of 6 credits of internships may be taken. Of these 6 credits, no more than 3 can be counted toward the comparative literature major or minor.

# Computer Science

**Chair:** Zhigang Xiang

**Assistant Chair for Undergraduate Programs:** Kenneth Lord

**Dept. Office:** Science Building A202, 718-997-3500

**Professors:** Brown, Ghozati, Goldberg, Kong, Kwok, Phillips, Ryba, Sy, Vickery, Waxman, Whitehead; **Associate Professors:** Gross, Obrenić, Xiang; **Assistant Professors:** Boklan, Chen, Reddy, Yukawa, Zheng; **Lecturers:** Fluture, Lord; **Department Secretaries:** Rivera, Vasquez; **System and Network Staff:** Chen, Matsuo

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

Computers are used with increasing frequency as important tools for activity and research in engineering, the natural and social sciences, and the arts. Computers are involved in every aspect of life in our society; even people who have no direct need to use a computer have to deal with data produced or processed by computers or to make decisions based on such data.

In the undergraduate division, the department offers courses and facilities for a major in computer science leading to the BA or BS degree. A major has the necessary preparation for graduate work in the field and for employment in programming, systems analysis, and other computer-related professions. The department has enjoyed continuous and unsolicited requests from industry and government agencies for its majors.

In the graduate division, the department offers the MA degree and, in collaboration with other senior CUNY colleges, the PhD in computer science. (For further details, go to [www.cs.qc.cuny.edu](http://www.cs.qc.cuny.edu).)

The minor in Computer Information Technology provides students with a background to use the computer as a tool for typical modern-day applications.

For those who do not want to major or minor in computer science, CSCI 012 provides an understanding of how problems are formulated for solution by a personal computer using popular software packages. CSCI 111 teaches introductory programming for students who have never used a computer, and serves as a first course for students considering a major or minor in computer science.

## Transfer Students

The normal first course in the major is CSCI 111 (Prereq. or coreq.: MATH 120 or

151 or equivalent). Transfer students should consult with a department advisor before registering.

### Department Awards

The Computer Science Department offers the following awards to outstanding students who have been recommended by the department's Honors and Awards Committee: the **Philip Drummond Memorial Award**, given for excellent academic achievement; the **Jacob Rootenberg Fellowship Award**; the **Robert Spector Memorial Award**, given for high academic skills and service to other students; and the **Department Service Award**, given for outstanding service to the department.

### THE MAJORS AND MINORS

The department offers concentrations leading to either the Bachelor of Arts or Bachelor of Science degree. The BS augments the BA with more computer science, mathematics, and experimental laboratory courses.

### 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 111 for the specific requirements for the majors and the minors.

### Minimum Grade Requirements

All computer science courses required for the major or minor must be completed with a minimum grade of C. All other courses required for the major or minor must be completed with a minimum grade of C-. A required course may not serve as a prerequisite until it has been passed with an appropriate minimum grade or better.

### BA/MA Program

The department offers an accelerated BA/MA program. Interested students should either contact the department or go to [www.cs.qc.cuny.edu](http://www.cs.qc.cuny.edu) for complete details.

### Department Honors

Department honors are awarded to majors of outstanding academic performance who also complete at least 3 credits in CSCI 391, 393, or 399; have a Computer Science major GPA of 3.67; and overall GPA of 3.2.

### COURSES

**CSCI 012. 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 MATH 006 or 008 (or equivalent). Hands-on introduction to computers, com-

putation, and the basics of computer hardware and software. Students will have experience during the instructed microcomputer lab with a number of software environments including an operating system, a word processor, a spreadsheet, and a database package. The course will focus on problem-solving and programming within the context of these packages. In addition, students will acquire the skills needed to learn other software packages on their own. Not open for credit to students who have taken CSCI 018. (SQ)

**CSCI 018. Computers with Business Applications.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: Admission to the Business and Liberal Arts minor or the Business Administration major. Fundamentals of using the operating system and application software. Business-oriented uses of software applications including: word processing, spreadsheets, presentations, and database management. Emphasis on realistic situations and problem-solving strategies used in business. An important part of the course is a research project/presentation of topics involving current issues arising from the use of computer technology in a business environment. Some sections will be limited to those admitted to the major in business administration, and others will be limited to those admitted to the minor in Business and Liberal Arts (BALA). (SQ)

**CSCI 080. Problem Solving with Computers.** 2 lec., 2 lab hr.; 3 cr. Prereq.: CSCI 012. 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)

**CSCI 081. HTML and WWW Programming.** 3 hr.; 3 cr. Prereq.: CSCI 080. 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.

**CSCI 082. Multimedia Fundamentals and Applications.** 3 hr.; 3 cr. Prereq.: CSCI 080. A comprehensive introduction to the fundamental concepts, techniques, and tools that underlie the use of multimedia in scientific and business applications. Major topics include the principles of image, sound, and video synthesis; software and industry standards; and typical applications.

**CSCI 084. Models of Computation.** 3 hr.;

3 cr. Prereq.: MATH 122. This course is intended to develop the ability to solve problems using differing models of computation. It will develop reasoning ability by creating a computing environment with very few rules which will then be used to develop algorithms within the scope of the model of computation. These environments will be models of actual computing environments. The nature of what an algorithm is will be developed.

**CSCI 085. Database Application Programming.** 3 hr.; 3 cr. Prereq.: CSCI 080. A continuation of CSCI 080. Students will learn to program databases using SQL. Microsoft Access integrated with Visual Basic. In addition, object-oriented database programming such as Oracle and Jasmine will be covered.

**CSCI 086. Science, Computing Tools, and Instrumentation.** 4 hr.; 3 cr. Prereq.: MATH 122. Science and society; principles for scientific exploration; scientific visualization and mathematical analysis: concepts and techniques; computing tools for visualization and computational analysis; Internet tools for science exploration; concept of integrated computing environment for scientific study and collaboration; PC-instrumentation. Applications to social science, biochemistry, psychology, physical, chemical, and earth science. (SQ)

**CSCI 090. Topics in Computing.** CSCI 090.1, 1 hr.; 1 cr. CSCI 090.2, 2 hr.; 2 cr. CSCI 090.3, 3 hr.; 3 cr. Topics in computer programming and applications at a level appropriate for students who are not majoring in computer science. Topics and prerequisites will be announced at registration time. The course may be repeated for credit providing the topic is different, and may not be applied toward the major in computer science.

**CSCI 111. Introduction to Algorithmic Problem-Solving.** 2 lec., 2 lab. hr.; 3 cr. Prereq. or coreq.: MATH 120 or 151 or equivalent. Introduction to the principles and practice of programming. Topics include primitive data types; concepts of object, class, and method; control structures; arrays; procedures and functions; parameter passing; scope and lifetime of variables; input and output; documentation.

**CSCI 211. Object-Oriented Programming in C++.** 2 lec., 2 lab hr.; 3 cr. Prereq.: CSCI 111. Object-oriented algorithmic problem solving in C++, with attention to general as well as language-specific issues including pointer and pointer arithmetic; linked lists; memory management; recursion; operator overloading; inheritance and polymorphism; stream and file I/O; exception handling; templates and STL; applications of simple

data structures; testing and debugging techniques.

**CSCI 212. Object-Oriented Programming in Java.** 2 lec., 2 lab hr.; 3 cr. Prereq.: CSCI 111. Object-oriented algorithmic problem solving in Java, with attention to general as well as language-specific issues including applications, event-driven programming; elements of graphical user interfaces (GUIs); linked lists; recursion; inheritance and polymorphism; file I/O; exception handling; packages; applications of simple data structures; applets; concept of multithreading; testing and debugging.

**CSCI 220. Discrete Structures.** 3 lec. hr.; 3 cr. Prereq.: MATH 120 and 151 or 141; CSCI 111. Algorithms, recursion, recur-

rences, asymptotics, relations, graphs and trees, applications. (SQ)

**CSCI 240. Computer Organization and Assembly Language.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: CSCI 111. Principles of computer design and implementation. Instruction set architecture and register-transfer level execution; storage formats; binary data encoding; bus structures; assembly language programming. (SQ)

**CSCI 280. Self-Study Programming.** 3 hr.; 1 cr. Prereq.: CSCI 313. Self-study and mastery of a programming language or package through reading and practice. Students should consult the department at the beginning of the semester for reading materials and assignments. May be repeated for a

maximum of five credits provided the topic is different.

**CSCI 310. WWW Programming.** 1 hr.; 1 cr. Prereq.: Permission of the instructor. Students will learn to do server-side programming for Web pages through hands-on assignments. Topics include the Common Gateway Interface (CGI), UNIX scripts in PERL, Javascript, image manipulation, and text scanning. May not be used as an elective for the computer science major.

**CSCI 313. Data Structures.** 3 hr.; 3 cr. Prereq.: CSCI 211, 212, and 220. Fundamental data structures and their implementations: stacks, queues, trees (binary and AVL), heaps, graphs, hash tables. Searching and sorting algorithms. Runtime analysis. Examples of problem-solving using greedy algorithm, divide-and-conquer, and backtracking. (SQ)

**CSCI 316. Principles of Programming Languages.** 3 lec. hr.; 3 cr. Prereq.: CSCI 220, 240, 313, and 320. Principles and implementation of programming languages. Topics include: the procedural, object-oriented, functional, and logic programming paradigms; syntax (BNF, expression grammars, operator precedence and associativity); variables (scope, storage bindings, and lifetime); data types; control structures; function call and return (activation records and parameter passing); formal semantics. Programming assignments.

**CSCI 317. Compilers.** 3 hr.; 3 cr. Prereq.: CSCI 316. Formal definitions of programming languages: introduction to compiler construction including lexical, syntactic, and semantic analysis, code generation, and optimization. Students will implement portions of a compiler for some structured language. (SQ)

**CSCI 320. Theory of Computation.** 3 hr.; 3 cr. Prereq.: CSCI 111 and 220. Finite state machines, regular languages, regular expressions, grammars, context-free languages, pushdown automata, Turing machines, recursive sets, recursively enumerable sets, reductions, Halting problem, diagonalization.

**CSCI 323. Design and Analysis of Algorithms.** 3 hr.; 3 cr. Prereq.: CSCI 220 and 313. Advanced data structures: B-trees, graphs, hash-tables. Problem-solving strategies including divide-and-conquer, backtracking, dynamic programming, and greedy algorithms. Advanced graph algorithms. Time complexity analysis. NP-complete problems. Applications to sorting, searching, strings, graphs. Programming projects. (SQ)

## Requirements for the Majors in Computer Science

### BACHELOR OF ARTS DEGREE (Major code 026)

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

**Elective Requirements:** 9 credits of computer science courses numbered CSCI 200–699, except 398. One course from the following list may be used unless it has been applied toward fulfillment of the math or science requirements for the major: BIOL 330; MATH 202, 223, 224, 231, 232, 237, 242, 245, 247, 248, 317, 333, 337, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

Self-study language courses may not be used to satisfy this requirement. No more than 3 credits of CSCI 391 through 399 (excluding 398) may be used as part of the major without the approval of the department's Honors and Awards Committee.

**Math Requirements:** MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 241 or 611 or 621.

**Science Requirement:** PHYS 145 and 146, or PHYS 103 and 204, or BIOL 107 and 108, or CHEM 113 and 114.

### BACHELOR OF SCIENCE DEGREE (Major code 027)

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

**Elective Requirements:** 15 credits of computer science courses numbered CSCI 200–699, except 398. One course from the following list may be used unless it has been applied towards the fulfillment of the math or science requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 242, 245, 247, 248, 317, 333, 337, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

Self-study language courses may not be used to satisfy this requirement. No more than 3 credits of CSCI 391 through 399 (excluding 398) may be used as part of the major without the approval of the Honors and Awards Committee.

**Math Requirements:** MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 231 or 237; 241 or 611 or 621.

**Science Requirements:** PHYS 145, 146, and 204; or PHYS 103, 204, and either PHYS 225 or 227; or PHYS 103 and 204 and BIOL 107 and 108; or PHYS 103 and 204 and CHEM 113 and 114.

Note: A Physics course (PHYS 225 or 227) can only be used either as a computer science elective or as part of a physics sequence to satisfy the science requirement.

## Requirements for the Minor in Computer Science (Minor code 31)

The minor in computer science consists of the following courses:

**Core Requirements:** CSCI 111 (unless exempt), CSCI 211, 212, 220, 240, and 313.

**Elective Requirements:** One additional 3-credit course from the Core or Elective Requirements listed under the BA and BS degrees above.

**Math Requirements:** MATH 120 and either MATH 141, 151, or equivalent.

## Requirements for the Minor in Computer Information Technology

(Minor code 15)

CSCI 012, 080, 111, and four additional 3-credit courses numbered CSCI 081–199.

†Offered either Fall or Spring; see **Class Schedule**.  
‡†May be offered; see **Class Schedule**.

**CSCI 331. Database Systems.** 3 hr.; 3 cr. Prereq.: CSCI 220 and 313. ER modeling; functional dependencies and relational design; file organization and indexing; relational algebra and calculi as query languages; SQL; transactions, concurrency and recovery; query processing. Programming projects.

**CSCI 332. Object-Oriented Databases.** 3 hr.; 3 cr. Prereq.: CSCI 331. Review of basic database components and architecture; comparisons of OO databases with relational databases; modeling languages and methods, data definition languages; schema design methodology; the role of inheritance, object identity, and object sharing in OODBs; file structures and indexes for OODBs; transaction processing; concurrency control and recovery; development of database applications using a commercial OODB system.

**CSCI 334. Data Mining and Warehousing.** 3 hr.; 3 cr. Prereq.: MATH 241 and CSCI 313. Data mining and data warehousing: data warehouse basics; concept of patterns and visualization; information theory; information and statistics linkage; temporal-spatial data; change point detection; statistical association patterns; pattern inference and model discovery; Bayesian networks; pattern ordering inference; selected case study.

**CSCI 335. Information Organization and Retrieval.** 3 hr.; 3 cr. Prereq.: CSCI 331. Concepts of information retrieval: keywords and Boolean retrieval; text processing, automatic indexing, term weighting, similarity measures; retrieval models: vector model, probabilistic model; extended Boolean systems: fuzzy set, p-norm models; linguistic model; extensions and AI techniques: learning and relevance feedback; term dependence; document and term clustering; network approaches; linguistic analysis and knowledge representation. Implementation: inverted files; efficiency issues for large-scale systems; integrating database and information retrieval.

**CSCI 340. Operating Systems Principles.** 3 hr.; 3 cr. Prereq.: CSCI 220, 240, and 313. Principles of the design and implementation of operating systems. Concurrency, multithreading, synchronization, CPU scheduling, interrupt handling, deadlocks, memory management, secondary storage management, file systems. Programming projects to illustrate portions of an operating system. (SQ)

**CSCI 342. Operating-System Programming.** 3 hr.; 3 cr. A study of the internal structures of a particular operating system such as UNIX, or another chosen by the department. (The operating system to be studied is announced at registration time.) Projects are

assigned that involve system calls, use of the I/O and file systems, memory management, and process communication and scheduling. Projects may also involve developing new or replacement modules for the operating system, such as the command interpreter or a device driver. A student may receive credit for this course only once. (SQ)

**CSCI 343. Computer Architecture.** 3 hr.; 3 cr. Prereq.: CSCI 240. Instruction set architectures, including RISC, CISC, stack, and VLIW architectures. The memory hierarchy, including cache design and performance issues, shared memory organizations, and bus structures. Models of parallel computing, including multiprocessors, multicomputers, multivector, SIMD, PRAM, and MIMD architectures. Pipelining models, including clocking and timing, instruction pipeline design, arithmetic pipeline design, and superscalar pipelining. (SQ)

**CSCI 344. Distributed Systems.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: CSCI 340. Issues in the implementation of computer systems using multiple processors linked through a communication network. Communication in distributed systems including layered protocols and the client-server model; synchronization of distributed processes and process threads.

**CSCI 345. Logic Design Lab.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: CSCI 340. Design principles and laboratory implementation of logical devices from flip-flops to peripheral interfaces.

**CSCI 348. Data Communications.** 3 hr.; 3 cr. Prereq.: CSCI 343. Computer communications and networks; carriers, media, interfaces (RS 232, RS 422, CCITT); circuit types, data codes, synchronous and asynchronous transmission; protocols (OSI, TCP/IP); modems, multiplexors, and other network hardware; error correction and encryption; voice and data switching; local area networks, ISDN, packet switching; issues in the architecture, design, and management of networks. (SQ)

**CSCI 352. Cryptography.** 3 hr.; 3 cr. Prereq.: CSCI 313. An introduction to cryptographic practices, concepts, and protocols. Topics include the mathematical foundations for cryptography, public key methods (e.g., RSA and El Gamal), block ciphers (e.g., DES and Rijndael), key agreement architectures (Diffie-Hellman), linear feedback shift registers and stream ciphers (e.g., A5 for GSM encryption), signatures and hash functions, (pseudo) random number generators, and how to break the ENIGMA machine.

**CSCI 355. Internet and Web Technologies.** 3 hr.; 3 cr. Prereq.: CSCI 313. Internet pro-

tol stack, analysis of representative protocols; Internet applications: client-server architecture, popular Internet application protocols, Internet application design, client side programming, server side programming, Web application and Web site design; programming projects.

**CSCI 361. Numerical Methods.** 3 hr.; 3 cr. Prereq.: CSCI 211 and MATH 201. Numerical methods and efficient computation, approximation, and interpolation. Computer solution of systems of algebraic and ordinary differential equations.

**CSCI 363. Artificial Intelligence.** 3 hr.; 3 cr. Prereq.: CSCI 316. Principles of artificial intelligence. Topics include logic and deduction; resolution theorem proving; space search and game playing; language parsing; image understanding; machine learning and expert systems. Programming projects in LISP, PROLOG, or related languages. (SQ)

**CSCI 368. Computer Graphics.** 3 hr.; 3 cr. Prereq.: CSCI 220 and 313. 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)

**CSCI 370. Software Engineering.** 4 lec., 1 lab. hr.; 3 cr. Prereq.: CSCI 220 and 313. Principles of software engineering including the software life cycle, reliability, maintenance, requirements and specifications, design, implementation, and testing. Oral and written presentations of the software design. Implementation of a large programming project using currently-available software engineering tools.

**CSCI 381. Special Topics in Computer Science.** CSCI 381.1–381.4, 1–4 hr.; 1–4 cr. Prereq.: Permission of the department. Fall, Spring

**No more than 3 credits of CSCI 391–399, excluding 398, may be used as an elective for the computer science major or minor.**

**CSCI 391. Honors Problems in Computer Science.** CSCI 391.1–391.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Open to students majoring in computer science who, in the opinion of the department, are capable of carrying out the work of the course. Each student works on a research problem under the supervision of a member of the faculty. Fall, Spring

**CSCI 393. Honors Thesis.** 3 hr.; 3 cr. Prereq.: Junior or senior standing and approval of the department's Honors and Awards Committee. The student will engage in significant research under the supervision of a faculty mentor and a thesis committee consisting of two other faculty members. The thesis proposal and committee must be approved by the department's Honors and Awards Committee. Upon completion of the research paper, an oral presentation of the results, open to the public, will be given. With the approval of the mentor, thesis committee, and the department's Honors and Awards Committee, the course may be repeated once for credit when the level of the student's work warrants a full year of effort.

**CSCI 395. Research Projects.** CSCI 395.1–395.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Open to majors and nonmajors who, in the opinion of the department, are capable of carrying out an independent project of mutual interest under the supervision of a member of the faculty.

**CSCI 398. Internship.** CSCI 398.1, 45 hr.; 1 cr., CSCI 398.2, 90 hr.; 2 cr., CSCI 398.3, 135 hr.; 3 cr. Prereq.: Completion of 15 credits in computer science and approval of the department. Computer science students are given an opportunity to work and learn for credit. Students should consult the college's Office of Career Development and Internships for listings of available internships and procedures for applying. A proposal must be approved by the department before registration. The student's grade will be based on both the employer's and faculty sponsor's evaluations of the student's performance, based on midterm and final reports. A limit of 6 credits of internships may be taken. CSCI 398 may not be applied to the computer science major or minor.

**CSCI 399. Honors Readings in Computer Science.** 3 hr.; 3 cr. Prereq.: Junior or senior standing and permission of the instructor. Students will study and report on survey and research papers dealing with various current topics in computer science selected by the instructor. Topics for each offering of the course will be announced at registration time.

### Graduate Courses for Undergraduates

Undergraduates may apply to take 700-level graduate courses if they meet the following criteria: completion of at least 78 credits toward the bachelor's degree; computer science major GPA of at least 3.5; and permission of the course instructor, undergraduate advisor, department chair, and the Office of Graduate Studies. See the *Graduate Bulletin* for complete listing of available courses.

## Cooperative Education & Internships

**Director:** Tesfaye Asfaw  
**Office:** Frese 213, 718-997-2850

An internship is an individualized education program that integrates classroom learning with work experience that is career related. Field experience pertinent to a course or topic of study also may earn department credit. In addition, the following course is offered for credit.

### COURSE

**CO-OP 201. Orientation to the World of Work.** CO-OP 201.1, 1 hr. lec.; 1 cr., CO-OP 201.2, 1 hr. lec. + 60 hr. of work experience placement; 2 cr., CO-OP 201.3, 1 hr. lec. plus 120 hr. of work experience placement; 3 cr. Prereq.: Sophomore standing and permission of the director. An introductory course that provides students with instruction and training for participation in the world of work. Students will be placed in a structured work-study program and assisted in learning about themselves, their career needs, the dynamics of the employment and selection process. Special emphasis will be placed on effective interview techniques and job-search strategies. The lecture is required of all students concurrent with job placement.

## Drama, Theatre & Dance

**Chair:** Charles Repole

**Dept. Office:** Rathaus 213, 718-997-3090

**Professors:** Critchell, Einhorn, Feiner, Malone, Matthews, Repole; **Assistant Professors:** Hauptman, McCurley; **Adjunct Lecturers:** Davis, Feldstein, Harris, List, Mooney, Perez, Rowe, Vuolo, Waldinger, Wanner, Webb; **Laboratory Technicians:** Calvert, Weicker; **Department Secretary:** Stahl; **Professors Emeriti:** Carlson, 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.

### Department Awards

The Drama, Theatre, and Dance Department annually presents the **Dance Award**, to the most outstanding student in theatre-dance; the **John Darren Scholarship in Technical Design**, for an outstanding returning student in the field of Technical Theatre and Design; the **Raymond D. Gasper Chair's Award**, for special contributions to the department; the **Graduate Dance Award**, for a distinguished student going on to graduate studies in dance; the **Edward M. Greenberg Award**, for the outstanding student in musical theatre; the **Judith Paige Hoffmann Memorial Award**, to a student who has distinguished him/herself in the Drama, Theatre, and Dance program; the **Richard Henry Hommel Award**, to a student best exemplifying the positive spirit and enthusiasm of the drama student; the **Bertram L. Joseph Scholarship**, for a distinguished student going on to graduate study in drama; the **Farah Marcelus Award for Choreography**, for a student who has demonstrated outstanding creative achievement; the **Robin Hirshfield Miller Memorial Award**, to a student who demonstrates the most promise in acting; and the **Technical Theatre Award**, for outstanding work in design and technical theatre.

**THE MAJORS AND MINORS**

See the box on this page for the specific requirements for the majors and minors.

**Courses in Drama and Theatre****Introductory Courses**

**DRAM 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**

**DRAM 101. Play and Performance: Introduction.** 3 hr.; 3 cr. A study of plays and playwrights with particular attention to the relationship between text and performance. (H2) Fall, Spring

**DRAM 110. Musical Theatre Workshop I.** 3 hr.; 3 cr. Practice of basic performance techniques, including auditioning, for the performer in musical theatre.

**DRAM 201. History of Theatre from Antiquity to the Renaissance.** 3 hr.; 3 cr. A study of plays with special reference to the history of theatre architecture, scene design, and acting. (H2, PN) Fall

**DRAM 202. History of Theatre from the Renaissance.** 3 hr.; 3 cr. A study of plays

with special reference to the history of theatre architecture, scene design, and acting. (H2) Spring

**DRAM 203. Play and Performance: Modern Theatre.** 3 hr.; 3 cr. A study of plays, theatres, and production practices of the latter part of the nineteenth century and the early part of the twentieth century through World War II, with particular emphasis on production theory and the development of representative styles of drama and theatre. (H2)

**DRAM 204. Play and Performance: Contemporary Theatre.** 3 hr.; 3 cr. Study of plays, theatres, and production practices since World War II; particular emphasis on performance, theory, and the development of representative styles of contemporary drama and theatre. (H2)

**DRAM 205. History of Musical Theatre.** 3 hr.; 3 cr. Fall

**DRAM 206. Play and Performance: Black Drama in America.** 3 hr.; 3 cr. A survey of drama dealing with the black experience in America. (H2) Fall

**DRAM 210. Musical Theatre Workshop II.** 3 hr.; 3 cr. Prereq.: Musical Theatre Workshop I, or permission of the department. Investigation, through exercises and performance, of the skills and techniques needed to perform songs and scenes from the American Musical Theatre catalogue. The course will examine the distinctive structure of musical comedy; how a scene in a musical comedy leads characters to a song and that song heightens the characters' scene. Students will stage, produce, direct,

and perform a public performance of a staged concert of a classic musical comedy or a review presentation of musical scenes and songs will be presented.

**DRAM 308. Studies in Play and Performance.** 3 hr.; 3 cr. Prereq.: Junior or senior standing and permission of the department. Topic varies from semester to semester. Advanced study of one or more playwrights, theatre companies, theatrical theories, or methods. May be repeated for credit if a different topic is studied. (H2)

**DRAM 309. Studies in Theatre History.** 3 hr.; 3 cr. Advanced study of a particular period of theatre history. Topic will vary from semester to semester. May be repeated for credit if a different topic is studied. Spring

**Design and Technical Courses**

**DRAM 111. Introduction to Design for the Theatre.** 3 hr.; 3 cr. Analysis of design elements as they apply to stage scenery and costumes. Projects developed in various media for selected plays. (H2) Fall, Spring

**DRAM 115. Introduction to Technical Theatre.** 3 hr.; 3 cr. Survey of types of theatres, their physical plants, and production techniques, with a concentration on drafting, scenery construction, and methods of handling. Fall, Spring

**DRAM 211. Scenic Design I.** 3 hr.; 3 cr. Prereq.: DRAM 111 or ARTS 260, or permission of the department. Students will design stage scenery for plays, operas, and musical theatre. Fall

**DRAM 312. Scenic Design II.** 3 hr.; 3 cr. Prereq.: DRAM 211, or permission of the department. Students will design stage scenery for multiscene productions including operas, musicals, and at least one play by Shakespeare. Spring

**DRAM 213. Costume Design I.** 3 hr.; 3 cr. Prereq.: DRAM 111 or FNES 157 or ARTS 260, or permission of the department. Projects in costume design for plays, operas, musical theatre, and dance performances. The course deals with earlier periods of theatrical history. Fall

**DRAM 314. Costume Design II.** 3 hr.; 3 cr. Prereq.: DRAM 111 or FNES 158 or ARTS 260, or permission of the department. Projects in costume design for plays, operas, musical theatre, and dance performances. Continues from the periods covered by DRAM 213 to contemporary theatre. May be taken independently of DRAM 213.

**DRAM 215. Theatre Lighting I.** 3 hr.; 3 cr. Prereq.: DRAM 115, or permission of the

**Requirements for the Majors****Drama and Theatre** (Major code 028)

**Required:** at least 36 credits, which must include: DRAM 101; 201, and 202; one of the following: DRAM 203, 204, or 308; 111; 115; 318 or 319; 100 or 121; 230 or 231; and 9 elective credits.

**Theatre-Dance** (Major code 102)

**Required:** at least 38 credits, which must include: DANCE 251, 252, 259, 270, and 290; three courses from DANCE 160, 161, 260, 261, 360, and 361; three from DANCE 162, 163, 164, 165, 166, 262, and 263; three from DANCE 168, 169, 268, 269, 368, and 369; and 7 elective credits. Transfers: A maximum of 6 credits are accepted as transfer credits in the major.

**Requirements for the Minors****Drama and Theatre** (Minor code 33)

**Required:** at least 18 credits, which must include: two of the following: DRAM 101, 201, 202, 203, 204, 308, and 309; one of the following: DRAM 111 or 115; one of the following: DRAM 318 or 319; one of the following: DRAM 100 or 121; and one of the following: DRAM 231, 241, 342, 343, 344, 346, and 349.

**Theatre-Dance** (Minor code 34)

**Required:** at least 18 credits, which must include: DANCE 251 or 252; one course from DANCE 160, 161, 260, 261, 360, and 361; one from DANCE 162, 163, 164, 165, 166, 262, and 263; one from DANCE 168, 169, 268, 269, 368, and 369; and 3 elective credits.

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

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



department. Aesthetics and practice of lighting design with reference to historical development, color theory, basic electricity, control equipment, and optics for stage lighting. Fall

**DRAM 316. Theatre Lighting II.** 3 hr.; 3 cr. Prereq.: DRAM 215, or permission of the department. Advanced study of color, optics, and production for the stage. Emphasis on lighting design, script analysis, plotting, cueing. Spring

**DRAM 318. Projects of Theatre Design.** 3 hr.; 3 cr. Prereq.: DRAM 111 and permission of the department. Advanced individual projects in design of stage scenery, lighting, or costumes that may involve the execution of a Queens College production. May be repeated for credit if a different project is undertaken. Fall, Spring

**DRAM 319. Projects in Technical Theatre.** 3 hr.; 3 cr. Prereq.: DRAM 115 and permission of the department. Projects in technical theatre. May be repeated for credit if a different project is undertaken. Fall, Spring

### Acting Courses

**DRAM 100. Introduction to Acting.** 3 hr.; 3 cr. A course intended for nonmajors or beginners in theatre with no previous training or experience, and for majors who intend to take a single course in acting to fulfill the major requirement. Introduces all aspects of acting, including philosophy and different methods; physical, sensory, and emotional work; improvisations; theatre games; monologues; character analysis; scene study; script interpretation; performing and working relationship with director. Students intending to take more than one course in acting must take DRAM 121 instead of, or in addition to, this course. (H2)

**DRAM 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 DRAM 100; please note, however, that DRAM 121 **does not** fulfill H2.)

**DRAM 222. Acting II.** 3 hr.; 3 cr. Prereq.: DRAM 121 and permission of the department. Scene analysis and performance, audition techniques, and the preparation and presentation of monologues.

**DRAM 323. Acting III.** 3 hr.; 3 cr. Prereq.: DRAM 222, audition, or permission of the department. Character study, script interpretation, role preparation, and scene work.

**DRAM 324. Acting IV.** 3 hr.; 3 cr. Prereq.: DRAM 323, audition, or permission of the department. Advanced character study, script analysis, role preparation, and advanced scene work.

**DRAM 225. Voice and Articulation for the Actor.** 3 hr.; 3 cr. Prereq.: DRAM 121, or permission of the department.

**DRAM 227. Physical Training for the Actor I.** 3 hr.; 2 cr. Prereq.: DRAM 121, or permission of the department. Physical techniques for performance. Fall

**DRAM 328. Physical Training for the Actor II.** 3 hr.; 3 cr. Prereq.: DRAM 121, 227, or permission of the department. Continuation and expansion of physical techniques studied in DRAM 227, as well as improvisation, movement, and mime.

**DRAM 329. Acting Projects.** 3 hr.; 3 cr. Prereq.: Audition. Acting in performances directed by faculty or by students under faculty supervision. May be repeated for credit if different work is involved. Fall, Spring

### Play Direction and Stage Management

**DRAM 230. Stage Management.** 3 hr.; 3 cr. Prereq.: Permission of the department. The practical application of stage managing techniques in production. May be repeated for credit if different work is involved. Fall, Spring

**DRAM 231. Introduction to Directing.** 3 hr.; 3 cr. A beginning course in the craft of stage direction including play and character analysis, staging techniques, production styles, and rehearsal methods. Classroom staging exercises and direction of a scene as a final project are required. Fall, Spring

**DRAM 332. Intermediate Directing.** 3 hr.; 3 cr. Prereq.: DRAM 231 and permission of the department. Continuation of the study of directing. Student will direct one act of a play or a one-act play. May be repeated for credit if different work is involved. Fall

**DRAM 333. Advanced Directing.** 3 hr.; 3 cr. Prereq.: DRAM 332 and permission of the department. Advanced projects in directing a full-length play, which might involve directing a major production in Goldstein Theatre. May be repeated for credit if different work is involved. Spring

### Workshops

**DRAM 241. Experimental Theatre Workshop.** 3 hr.; 3 cr. A study of group-created drama. Students will create a group production through improvisations, theatre games, vocal and physical exercises. The group participates in writing a play, shares responsibilities as directors, actors, and designers, rehearses the production, and performs it before an audience. May be repeated for credit if a different project is undertaken. Fall, Spring

**DRAM 248. Black Drama Workshop.** 3 hr.; 3 cr. The production of a play or plays dealing with the black experience. Spring

**DRAM 342. Shakespeare Workshop I.** 3 hr.; 3 cr. Prereq.: Permission of the department. A study of Shakespeare's comedies and tragicomedies integrating scholarship, criticism, and theatre art. Fall

**DRAM 343. Shakespeare Workshop II.** 3 hr.; 3 cr. Prereq.: Permission of the department. A study of Shakespeare's histories and tragedies integrating scholarship, criticism, and theatre art. Spring

**DRAM 344W. Playwriting Workshop.** 3 hr.; 3 cr. Prereq.: Permission of the department. Spring

**DRAM 349. Workshop in Repertory Theatre Management, Production, and Performance.** DRAM 349.1–349.6, 1–6 hr.; 1–6 cr. Prereq.: Audition, interview, and permission of the department. Students will be involved in organizing and operating a theatre under faculty supervision. They will, as a team, take responsibility for all aspects of theatre operations including producing, directing, acting, designing, publicity, management of budget, box office, house management, and all other matters pertaining to the operation of a theatre.

### Special Theatre Projects and Seminars

**DRAM 390. Special Problems in Drama and Theatre.** DRAM 390.1–390.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Individual research under the direction of a member or members of the department and resulting in a written report. May be repeated for credit.

**DRAM 397. Seminar in Drama and Theatre.** 3 hr.; 3 cr. Prereq.: Permission of the department. Topic to vary from semester to semester.

### Courses in Theatre-Dance Introductory Course

**DANCE 150. Introduction to Dance.** 3 hr.; 3 cr. A beginning-level studio, discussion, and film course that introduces dance as a performing art. Emphasis on the appreciation of dance styles from diverse cultures and the use of dance training as a means of enhancing physical, mental, and emotional well-being. For non-majors. (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.

**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.: DANCE 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.: DANCE 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.: DANCE 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.: DANCE 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.: DANCE 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.: DANCE 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.: DANCE 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.: 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.: DANCE 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.: DANCE 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.: DANCE 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.: DANCE 270 and 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.** DANCE 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.** DANCE 395.1–395.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Independent study projects under faculty supervision. May be repeated for credit once if different work is involved.

**DANCE 398. Seminar in Theatre-Dance.** 3 hr.; 3 cr. Prereq.: Permission of the department. Topics vary. May be repeated for credit once if different work is involved.

## School of Earth & Environmental Sciences

**Director:** Yan Zheng

**Associate Directors:** N. Gary Hemming, Nicholas K. Coch

**Undergraduate Advisor:** Patrick Brock

**Graduate Advisor:** Timothy Eaton

**Dept. Office:** Science Building D216, 718-997-3300

**Distinguished Professor:** Hendrey, G.;

**Professors:** Brueckner, Coch, Habib, Ludman, Markowitz, McHugh, Morabia, Zheng;

**Associate Professors:** Brock, P.W.G., Hemming;

**Assistant Professors:** Bird, Eaton, Kohfeld, Pekar, Stewart;

**Senior College Laboratory Technician:** Dhar;

**College Laboratory Technician:** Silver;

**Department Secretary:** Mancia;

**Research Associates:** Brock, P.C., El-Tabakh;

**Professors Emeriti:** Alexandrov, Commoner, Finks, Mattson,

McIntyre, Schreiber, Speidel, Thurber

**Majors Offered:** Geology (State Education Code BS: 82333; BA: 26456); Environmental Sciences with Concentration in Geology (BA: 21974; BS: 21975); Chemistry (BA: 21976; BS: 21977); and Biology (BA: 21978; BS: 21979); Environmental Studies (BA: 21980)

The major concentrations 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.

### Awards

The School of Earth and Environmental Sciences confers the **Lt. George C. Gierak Memorial Award**, in memory of a former president of the Geology Club, who gave his life for his country. The **Geology Club of Queens College Award** is given by the club to the undergraduate geology major with the second highest scholastic average. The **Queens College Economic Geology Club of the American Institute of Mining Engineers** presents an award to the graduating geology major showing achievement both scholastically and in the field of economic geology. The **Walter S. Newman Memorial Scholarship**, donated by the family and friends of the former professor and chair of the department, is a cash award given annually to a promising student to help defray the cost of field camp.

### THE MAJORS AND MINORS

The school offers a major in geology, a minor in geology, and two interdisciplinary majors—environmental sciences and environmental studies. BA and BS degrees are available in all the majors except environmental studies (BA only). Students planning to major in one of these disciplines will be assigned an advisor with whom they should consult frequently.

See the box on page 118 for the specific requirements for the majors and minor.

#### Earth Science Education Minor

Students who wish to become earth science teachers in secondary schools can do so by completing the BA requirements with a major in geology and a minor in secondary education through the Secondary Education and Youth Services Department (SEYS). Currently, the minor program requirements are SEYS 201W, 221, 340, 350, 362, 372, and 382, for a total of 21 credits. Students should consult with an advisor in Secondary Education and Youth Services before committing to this minor.

#### Academic Standards

A student may not have a course with a grade below C– credited toward his/her major requirements. A minimum grade of C– is required in any prerequisite courses for the major. A student may not repeat a course more than twice, and credit toward the degree will be given only once. A minimum average of C is required in courses numbered above 200, and in courses in other departments that are counted toward the major.

### GEOLOGY COURSES\*

#### Nonmajor Courses

**GEOL 003. 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

**GEOL 006. 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. (PBGB)††

**GEOL 007. 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. (PBGB)††

**GEOL 008. Introduction to Oceanography.** 2 lec., 1 rec. hr., field trips; 3 cr. A survey of the oceans, including their physical structure, biology, chemistry, and geology. Special emphasis is placed on the interactions of society and sea. Science majors are advised to take GEOL 216. (PBGB) Fall, Spring

**GEOL 009. Environmental Issues.** GEOL 009.2, 2 hr.; 2 cr., GEOL 009.3, 3 hr.; 3 cr. The scientific background for some major environmental issues is introduced. These issues may include the availability and use of renewable and non-renewable resources; conservation, recycling, waste disposal, and pollution; and land use. Human impact on global environmental problems are examined from both scientific and social points of view. Field trips may be scheduled. (PBGB)

**GEOL 011. Survey of Atmospheric Science.** 3 hr.; 3 cr. An introduction to weather and climate for students competent in high school science. Not open to students who have taken GEOL 342. (PBGB) Fall, Spring

**GEOL 012. Natural Disasters.** GEOL 012.2, 2 hr.; 2 cr., GEOL 012.3, 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)

**GEOL 016. 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

\*MAT charges are possible.

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

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

**GEOL 017. 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)

**GEOL 018. 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)

**GEOL 025. 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

**GEOL 040. Special Topics in Geology.** GEOL 040.1, 1 lec. or 3 lab. hr.; 1 cr.; GEOL 040.2, 1 or 2 lec., 3 lab. hr.; 2 cr.; GEOL 040.3, 2 or 3 lec., 3 lab. hr.; 3 cr. Topic varies from semester to semester. Designed for nonscience students. ††

**GEOL 055. Physical Environment of Long Island.** 5 field trips; 1 cr. A field course stressing the physical geography of our local area. Study sites include urban Queens, Caumsett State Park, Fire Island National Seashore, and the Pine Barrens of central Long Island and Montauk Peninsula. Particular emphasis on the origins of land-forms and changing human/land relationships through time. Field trip fee will be required.

**GEOL 064. 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

**GEOL 100. Introduction to Geology.** 3 lec., 3 lab. hr.; 4 cr. Composition of the Earth; interior and surface processes; history of the Earth and evolution of life within the context of plate tectonics; relationships of humans and our environment. Required field trip(s). (PBGA) Fall, Spring

**GEOL 101. Physical Geology.** 3 lec., 3 lab. hr.; 4 cr. A study of the Earth, including the relationship of man to his environment. Required field trip(s). (PBGA) Fall, Spring

**GEOL 102. Historical Geology.** 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 100, 101 (or passing grade in Physical Geology, NYS College Proficiency Exam). A history of the origin and development of the universe, with emphasis on the Earth. Required field trip(s). (PBGA) Fall

### Major Courses

**ENSTD 200. Environmental Management.** 3 lec. hr.; 3 cr. Prereq.: ENSCI 111 or 112 or GEOL 100 or 101. Prereq. or coreq.: GEOL 102, or permission of SEES. Introduction to environmental issues including ethics in environmental management, corporate responsibilities, limitations on the exploitation of natural resources, and the process of making environmental policy. Major anthropogenic environmental problems will be described, and case history examples will be presented, in areas such as global warming, air and water pollution, pesticides and toxic materials, and sewage management and waste disposal.

**GEOL 201. Earth Materials I.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101. Prereq. or coreq.: GEOL 102. The first course in a two-semester study of Earth materials. Minerals: structures, chemistry, and classification. Igneous rocks and their metamorphic equivalents. Field trip(s).

**GEOL 202. Earth Materials II.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 201. The second course in a two-semester study of Earth materials. Sediments and soils; sedimentary rocks and their metamorphic equivalents. Field trip(s).

**GEOL 208. Surficial Processes and Products.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101. Prereq. or coreq.: GEOL 102. An Earth systems approach to geologic, climatic, and biological factors influencing the development of terrestrial and coastal sediments; evolution of landscapes emphasizing interactions between humans and geologic processes. Field trip(s).

### Requirements for the Majors in Geology

Both the BA and BS are offered in geology.

The **BA in Geology** (Major code 044) requires completion of: GEOL 101, 102, 201, 202, 208, 213, 214, 216, 239W, 261, and 270; MATH 141 or 151, CHEM 113; PHYS 145; CSCI 012; and a course in statistics. Students planning to attend graduate school in geology are strongly advised to take a course in Optical Mineralogy (GEOL 721) in their senior year.

For the **BS in Geology** (Major code 045), students must: satisfy the requirements for the BA; complete MATH 152 (or equivalent), CHEM 114; PHYS 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 **BA in Environmental Sciences** requires the following courses: ENSCI 111, 112, and 373; and completion of one of the following science concentrations:

**Biology** (Major code 114): BIOL 107, 108, one course from each of the following three groups [BIOL 201, 210, 212], [213, 220, 230], and [BIOL 340, 343, 345, 346, 348, 354]; or

**Chemistry** (Major code 112): CHEM 113, 114, 159, 179, and 240; or

**Geology** (Major code 110): GEOL 100 or 101, 270, 347, and 349, and any two courses chosen from GEOL 201, 202, 208, 213, 214, 216, 239W, 261, and 339; and three courses from the approved Humanities and Social Sciences courses listed under Environmental Studies.

For the **BS in Environmental Sciences** (Biology Concentration Major code 115; Chemistry Concentration Major code 113; Geology Concentration Major code 111): The student must satisfy the requirements for the BA and complete an additional 24 credits in mathematics and science, including a course in statistics and one year of calculus, plus electives chosen from courses used to satisfy the major concentrations.

#### Environmental Studies (Major code 116)

The interdisciplinary **BA in Environmental Studies** requires the following courses: ENSCI 111, 112, and 373; two courses from each of the thematic areas in Humanities and Social Sciences listed below and two additional courses chosen from that list; and 9 to 12 credits from Environmental Science concentration courses.

Humanities and Social Sciences courses approved for the Environmental Studies Program:

**Area I: Social and Cultural Aspects of the Environment:** ANTH 270 and 302; ENGL 303, 327, and 395 (when topic is applicable); PHIL 125; URBST 265 and 320.

**Area II: Environmental Policy and Economics:** ECON 228 and 242; PSCI 219, 221, 226, 250, and 287; URBST 253.

### Requirements for the Minor in Geology (Minor code 44)

GEOL 100 and any five courses numbered above GEOL 200.

**GEOL 210. Water Resources and Conservation.** 3 lec. hr.; 3 cr. Prereq.: GEOL 100 and 101 or ENSTD 200 or ENSCI 111 or 112. Prereq. or coreq.: GEOL 102, or permission of the instructor. Water use, problems of water supply, water resource management, water quality (present and potential pollution problems and solutions), and water conflicts around the world. Topics will be explored through a study of the historical context, the physical process, environmental risks, and future issues.

**GEOL 213. Sedimentation and Stratigraphy.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101. Prereq. or coreq.: GEOL 102. The study of sediments and the stratigraphy of sedimentary rocks utilizing physical, chemical, and biological methods. Field trip(s).

**GEOL 214. Earth's Internal Processes.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101. Prereq. or coreq.: GEOL 102. Earth processes and structures generated by the Earth's internal heat; convection, plate tectonics, folds, and faults. Field trip(s).

**GEOL 216. Dynamics of the Oceans and Atmospheres.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101. Prereq. or coreq.: GEOL 102. Evolution and dynamics of the oceans and the atmospheres; ocean-atmosphere interactions; global climate and sea-level changes; human impact on the oceans and atmosphere.

**GEOL 237. Origins and Uses of Earth Materials.** 2 lec., 1 rec., 2 lab. hr.; 4 cr. Prereq.: GEOL 100 or 101. Prereq. or coreq.: GEOL 102. Recognition of common rock-forming minerals, rock fabric variation, and the implications with respect to origin of various 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.

**GEOL 239W. Evolution of Ecosystems.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101. Prereq. or coreq.: GEOL 102. Paleontological evidence for the development of the biosphere through geologic time; reconstruction of food webs, population dynamics, ecological succession, natural selection, functional morphology, and the response to environmental change. Field trip(s).

**GEOL 261. Geology in the Field.** 9 hr. field-work; 3 cr. Prereq.: GEOL 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.

**GEOL 270. Geochemistry of the Global Environment.** 3 lec. hr.; 3 cr. Prereq.: GEOL 100 or 101 (CHEM 019, 111, or 113 recommended). Prereq. or coreq.: GEOL 102. Geochemical processes affecting Earth's environmental systems; geobiochemical distribution, transport, and fluxes in and between the geosphere, hydrosphere, and atmosphere.

**GEOL 335. Petrography and Petrology.** 4 lec., 3 lab. hr.; 5 cr. Prereq.: GEOL 232, or permission of the department. The description, analysis, and identification of igneous, sedimentary, and metamorphic rocks; rock-forming processes are studied in the laboratory using suites of rocks, and in the field. Topics include hand-specimen and microscopic petrography and igneous, sedimentary, and metamorphic petrology.

**GEOL 339. Paleontology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 102, or permission of the department. The nature and significance of extinct animals and plants; their ecology, morphology, and geologic history.

**GEOL 342. Introduction to Meteorology.** 2 lec., 3 lab. hr.; 3 cr. Prereq. or coreq.: MATH 103 or 112. An introductory study of meteorology for science majors.

**GEOL 347. Principles of Hydrology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101, CHEM 112 or 113, and PHYS 121. A survey of surface water and groundwater hydrology, including discussion of water quality, pollution, and water resource management.

**GEOL 349. Environmental Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 100 or 101, or permission of the instructor. Geological processes affecting the quality of the environment. Analysis of geologic problems affecting the quality of the environment.

**GEOL 364. Comparative Planetary Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 102, or permission of the department. A detailed study of the surface features, tectonics, volcanism, petrology, and aeolian, glacial, and sedimentary processes of the planets and moons of the solar system. The laboratory work will use geologic maps and spacecraft imaging of the planetary bodies. (Students who have taken GEOL 064 may not take GEOL 364 without approval of the department.)

**GEOL 373. Geological Reasoning.** 3 hr.; 3 cr. A senior-level course for geologic education majors. Various topics pertaining to the history and philosophy of geology, and techniques of problem-solving in the earth sciences will be covered through discussions and individual research projects.

**GEOL 382. Seminar.** 2 hr.; 2 cr. each seminar. Prereq.: Permission of the department. Advanced topics in geology. Offered primarily for seniors.

**GEOL 383. Special Topics in Geology.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**GEOL 391, 392, 393. Special Problems.** GEOL 391, 1 lec. hr.; 1 cr., GEOL 392, 2 lec. hr.; 2 cr., GEOL 393, 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The student works on a research problem under the supervision of a member of the faculty. Fall, Spring

## Environmental Science Courses

**ENSCI 111. Introduction to the Environment.** 3 lec., 1 rec., 3 lab. hr.; 4 cr. The ecosystem; humans in the scheme of natural things, the impact of human activities on health and the environment; institutions and the environment; cultural, ethical, literary, and artistic responses to the environment. Required field trip(s). (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 science or environmental studies majors by permission. A simulation of actual environmental problems and case histories that utilize interactive, self-directed investigations by student teams; oral and written presentations in mock environmental hearings are required.

**ENSCI 380. Field Environmental Hydrology.** 3 wk.; 3 cr. Prereq.: ENSCI 111 or GEOL 100 or 101, or permission of the instructor. Application of the latest techniques for sampling, monitoring, and evaluating groundwater and surface-water systems. Particular consideration will be given to drainage basin analysis, aquifer testing, selected geophysical techniques, and hydrological software application. Offered in the summer. Required one-week residence in field camp or dormitories.

**ENSCI 383. Special Topics in Environmental Science.** 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**ENSCI 384. Special Topics in Environmental Science.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Per-

mission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**ENSCI 391, 392, 393. Special Problems in Environmental Science.** ENSCI 391, 1 lec. hr.; 1 cr., ENSCI 392, 2 lec. hr.; 2 cr., ENSCI 393, 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The student works on a research problem under the supervision of a member of the faculty.

### Environmental Studies Courses

**ENSTD 383. Special Topics in Environmental Studies.** 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**ENSTD 384. Special Topics in Environmental Studies.** 2 lec., 3 lab. hr.; 3 cr. Prereq.: Permission of the department. The topic varies from semester to semester. May be repeated for credit provided the topic is different.

**ENSTD 391, 392, 393. Special Problems in Environmental Studies.** ENSTD 391, 1 lec. hr.; 1 cr., ENSTD 392, 2 lec. hr.; 2 cr., ENSTD 393, 3 lec. hr.; 3 cr. Prereq.: Permission of the department. The student works on a research problem under the supervision of a member of the faculty.

# Economics

**Chair:** David J. Gabel

**Asst. Chair for Economics:** Harvey Gram

**Asst. Chairs for Business:** Clive Belfield and Joan Nix

**Dept. Office:** Powdermaker 300, 718-997-5440; Fax 718-997-5466; e-mail: economics@qc.cuny.edu

**Distinguished Professor:** Riskin; **Professors:** Devereux, Edelstein, Gabel, Gram, Hendrey, E., Kaufmann, H., Roistacher, Tabb, Thurston; **Associate Professors:** Chun, Dohan, Feliciano, Nix; **Assistant Professors:** Belfield, Edwards, Liu, Ussher, Vakulabharanam; **Adjunct Professor:** Kohn; **Adjunct Associate Professor:** Rezvani; **Adjunct Assistant Professor:** Paizis; **Adjunct Lecturers:** Debora, Weinman; **Professors Emeriti:** Eilbott, Levenson, Lipsey; **Department Secretaries:** Fernandez, Kotler

**Majors Offered:** BA in Economics (State Education Code 26458); BBA in Finance (State Education Code 27978); BBA in International Business (State Education Code 27979); BBA in Actuarial Studies for Business (State Education Code 27980)

### Why Study Economics?

Economics is a social science that seeks to develop a broad understanding of how an economic system operates on both the microeconomic level of individual markets and on the macroeconomic level of economy-wide aggregates. Traditionally, economists have studied the production, consumption, and distribution of goods and services. Important topics include the role of prices, competitive markets, monopolies, economic growth, the business cycle, trade, and income inequality. In recent decades, economists have studied new issues including fertility decisions, voting behavior, the effects of legal systems on economic growth, the existence of ghettos, the impact of education policies on labor market outcomes, and the impact of technology on individuals and businesses.

Economics majors are taught economic theory, statistical methods, and analytical skills to evaluate the impact of economic policy. Courses in economics prepare the student for graduate work in economics, business, and public administration; for professional schools such as law, journalism, and social work. Our majors acquire skills that allow them to successfully work in government, financial services, insurance, business, and health administration. Training in economics also helps to prepare those who want to teach economics or social studies on a secondary level or who wish to do economic research.

Students who plan to pursue graduate work in economics, statistics, and business

administration should also take courses in mathematics. Most graduate schools require as a minimum MATH 151 and 152.

### Department Awards

The Economics Department offers the following awards: The **Barham Scholarships**; the **Steve E. Burdman Memorial Award**, given by the Delta Chapter of Omicron Delta Epsilon to a graduating economics major who is also an active member of Omicron Delta Epsilon, for a combination of scholastic achievement and service; the **Persia Campbell Award**, given for an outstanding undergraduate research paper in economics; the **Economics Department Faculty Award**, given for outstanding contribution in the classroom; the **Arthur D. Gayer Memorial Award**, awarded to a graduating senior who has concentrated in economics and has achieved a record of superior scholarship in this field; the **M. Anne Hill Award**; the **Henry S. Miller Award**, given to a graduating economics major who has contributed the most distinguished service in advancing the department's professional interests; the **Matthew Simon Memorial Award**, presented to a graduating senior who has concentrated in economics and achieved a record of superior scholarship in the field (preference will be given to students who are planning graduate work in economics); the **Wall Street Journal Student Achievement Award**, presented to an economics major with a record of superior scholarship (preference will be given to students planning graduate work in management or public administration); and the **William Withers Award**, given to a graduating economics major who has demonstrated outstanding scholarship, creativity, and intellectual curiosity.

### Honors in Economics

The Economics Department has two honors options: Honors in Economics and High Honors in Economics. The Honors in Economics Program requires that students maintain a 3.5 average or better in all economics courses. High Honors in Economics requires that students (1) take ECON 392; (2) write a senior thesis in conjunction with ECON 392; (3) maintain a 3.5 average or better in all economics courses; and (4) obtain an A- or better in ECON 392W (or 392 plus 134W or 135W).

### Honors in Finance/International Business/Actuarial Studies for Business

Honors in Finance/International Business/Actuarial Studies requires that students maintain a 3.5 average or better in all courses taken for the Finance/International Business/Actuarial Studies for Business Majors.

### High Honors in Finance/International Business

High Honors in Finance/ International Business requires that students (1) maintain a 3.5 average or better in all courses taken for the Finance/International Business/Actuarial Studies for Business Majors, and (2) earn an A– or better in BUS 392W.

### High Honors in Actuarial Studies for Business

High Honors in Actuarial Studies for Business requires that students maintain a 3.75 average or better in all courses taken for the Actuarial Studies for Business major.

### Economics Major

See the box on this page for the specific requirements for the major.

Majors are required to file a concentration form during or before their junior year. All majors must see a department advisor before enrolling in courses beyond ECON 101 and 102.

Economics majors who have not completed ECON 205 and 206 by the start of their junior year must take ECON 205 and 206 during their junior year. If neither ECON 205 nor 206 has been taken at the start of the junior year, at least one must be taken during the student's first semester as a junior. If one of the two courses has been completed before the start of the junior year, the second course must be taken during the first semester of the junior year.

### Joint Major in Economics and Accounting

Students majoring in accounting may also receive a major in economics by completing 30 credits in the latter. All of the economics courses required for the accounting degree may be included for the concentration in economics. ECON 205 or 225, 206 or 226, and 382 must be part of the 30 credits in economics.

### The Economics Minor

See the box on this page for the specific requirements for the minor. Students should consult with a faculty advisor and complete a concentration form as soon as they have decided to minor in economics.

### Economics Honor Society

Economics or business students with a GPA of 3.3 or better can join the college's chapter of the International Honor Society in Economics, Omicron Delta Epsilon.

### Economics and Business Club

Students meet during the semester, share ideas, schedule presentations, and make field trips.

### Fed Challenge

Interested students can participate in the Annual Fed Challenge, a college-level competition designed to promote a greater understanding of how the Federal Reserve Bank System develops and implements U.S.

monetary policy. A Queens College team will be selected and prepared for the competition. For more information, please contact Professor Harvey Gram.

## Bachelor of Business Administration

Queens College offers students the opportunity to pursue a Bachelor of Business Administration (BBA) degree. The BBA provides a solid business education that responds to the demand of employers for specific quantitative and technological competencies. Data analysis and spreadsheet modeling play a central role in our integrated curriculum. Teamwork and group projects are also critical ingredients that help ensure that graduates have sufficient practice in communicating ideas so they will appear both polished and poised. The strong liberal arts courses at the college help build the foundation of character needed for graduates to respond ethically to the pressures of business life.

The BBA programs give students a firm foundation for success in today's highly competitive global business environment, as well as for success in graduate study in business and other areas, such as law. Students are trained not just in narrowly defined "business" disciplines. Instead, they learn to communicate both orally and in writing; they are prepared to take advantage of developing technology; and educated to deal with an increasingly integrated world. This means understanding the development of regional economies, such as the European Union and Eastern Europe and the economies of Africa, Asia, and Latin America. It means understanding the relationship between the developed and the developing worlds. It also means understanding the impact of economic and demographic diversity on business and markets.

### Admission to the BBA Program

Students may apply to any of the business majors upon completion of ACCT 101 and 102, and ECON 101 and 102, each with a grade of C– or better, and with an average in those courses of B– (2.7) or better. Transfer students may apply to the business majors if they have completed the equivalent courses at their original institution and can demonstrate that they have met the grade requirement. No more than 21 transferred credits may be applied toward the requirements for the chosen concentration (business fundamentals and concentration courses). A grade of C– or better must be earned in any transferred courses.

### Requirements for the Major in Economics (Major code 034)

#### Required: 33 credits

MATH 131 or the equivalent and at least 30 credits in economics courses (exclusive of BUS 385). ECON 101 or 103, 102 or 104, 205 or 225, 206 or 226, and 249 and 382 are required of all majors. Transfer students must take at least 15 credits of economics at Queens College. All courses required for the major including MATH 131 or the equivalent must be completed with a grade of C– or better. The *P/NC* option may not be utilized for any course required for the economics major, including MATH 131 or the equivalent.

Students who are planning to major in economics should take MATH 131 or its equivalent as early in their economics major as possible because MATH 131 or its equivalent is a prerequisite for two required courses, ECON 205, 240, and 249. Equivalents for MATH 131 include MATH 141, 151, 157, or an AP calculus score of 3 or better for Calculus AB or BC.

ECON 100, 101, 102, 103, and 104 may be used to fulfill the Social Sciences LASAR requirement.

### Requirements for the Minor in Economics (Minor code 36)

#### Required: 21 credits

MATH 131 or the equivalent and 18 credits in economics consisting of ECON 101 or 103, 102 or 104; two of the following courses: ECON 205 or 225, 206 or 226, and 249; and two electives. At least 12 of these credits must be taken at Queens College.

A C average is required for all economics courses applied to the minor and a C average in ECON 101 or 103, 102 or 104, and the two courses chosen from ECON 205 or 225, 206 or 226, and 249. All courses for the minor, plus MATH 131 or equivalent, must be passed with a letter grade (no *P/NC* option).

Note: Electives for the major or minor must be at or above the 200 level.

## Clubs and Activities

The Economics and Business Club, Economics Honor Society, and Fed Challenge are all open to BBA students.

## Requirements for the BBA

The specific requirements for the BBA degree are described in the box on this page. All students wishing to earn a BBA must take the Business Fundamentals courses listed, as well as the courses listed under Social and Ethical Aspects of Business, and all must satisfy the Liberal Arts and General Education Requirements for Queens College. In addition to all general Queens College requirements, students must have completed all requirements for the appropriate major, as specified below and must have a grade-point average in their

chosen major of *B-* (2.7) or better in courses taken for the major at Queens College. All courses required for the major must be completed with a grade of *C-* or better. All courses in business fundamentals, society and ethics, and concentration courses taken for the BBA must be completed with a letter grade to be counted for the major. *P/NC* grades will not be accepted.

## Choosing a Major in the BBA

The BBA offers three majors: Finance, International Business, and Actuarial Studies for Business. The Finance major has two concentrations: Corporate Finance or Investments/Chartered Financial Analyst (CFA).<sup>®</sup> Requirements for each of these majors are listed in the box on this page.

## The BBA in Finance

Technological changes in the workplace have dramatically changed what employers expect of new college graduates. Students wishing to pursue a career in finance must be able to answer job interview questions about capital structure, the CAPM, regression analysis, forecasting, and stock market efficiency. Finance professionals are assumed to know how to work with financial models using Excel and VBA. The BBA degree in finance will help you master the skills investment banks, commercial banks, consulting firms, and other businesses desiring financial expertise demand of their employees. Students who choose the finance major will gain an understanding of the basic concepts involved in financial decision-making.

The curriculum provides students with opportunities to practice what is taught through real-world applications based on spreadsheet modeling, forecasting, regression analysis, and firm valuation. The major prepares students for future graduate study in business, as well as equipping them to gain the business experience necessary to pursue a graduate degree.

Students choose from two concentrations: the corporate finance concentration or the investments/chartered financial analyst<sup>®</sup> concentration, the only program of its kind in New York. Students choosing the Corporate Finance Concentration take three core courses in finance, which provide them with the essential skills needed to pursue careers in finance, and then choose among a wide set of electives that range from studying options and futures markets to international finance to multinational corporations. This concentration prepares students for such positions as financial service representative or financial manager.

The demands of global trade, the increase in complex financial instruments, and changing federal and state laws and regulations have caused an increase in the need for finance professionals. The Investments/CFA<sup>®</sup> Concentration prepares students to take the Chartered Financial Analyst (CFA)<sup>®</sup> examination. This concentration, which offers the opportunity to construct a career path based on the CFA<sup>®</sup> body of knowledge, should appeal to students who wish to pursue an intensive course of study focusing on investments and portfolio management.

## The BBA in International Business

Today's marketplace is described in global terms, and the American business community has expanded its horizons correspondingly. The BBA in International Business prepares graduates to deal effectively with the complexities of global business environments. It combines the dynamics of multi-

## Requirements for all BBA Students

### Business Fundamentals: 36 credits

ACCT 101, 102, and 361 (or 367); BUS 241, 243, 247, and 384 (or ECON 382); CSCI 018; ECON 101, 102, and 249 (or MATH 241\*); MATH 131\*\*, (or 141, or 151, or 157).

### Social and Ethical Aspects of Business

**Ethics:** PHIL 104 (3 credits)

**Communication:** MEDST 165 (3 credits)

**Note:** All courses in Business Fundamentals, Society and Ethics, and specialization courses taken for the BBA must be completed with a letter grade to be counted for the major. *P/NC* grades will not be accepted.

\*Actuarial concentration students must take MATH 241.

\*\*Cannot be applied to Actuarial concentration.

## Additional Requirements for the Finance Major (Major code 140; concentration code 10A)

**Globalization & Environment** (two courses, 6 credits): List of electives available from the Economics Department or on the BBA Web site.

### Corporate Finance Concentration: 15 credits

**Required:** BUS 341W, 350, and 351.

**Two electives:** Chosen from BUS 352, 353, and 354; ECON 207, 215, 220, 227, and 229.

### Investments/CFA<sup>®</sup> Concentration: 16 credits

**Required:** BUS 250 (or ACCT 350), 350, 352, 353, 354, and 385.

## Additional Requirements for the International Business Major (Major code 141; concentration code 10B)

**Required: 15–21 credits:** ECON 205 or 225, 206 or 226, 227, 326, and 355.

**Two electives:** Chosen from BUS 255 (or ACCT 355) and 354; ECON 207, 208, and 229.

**Foreign language:** Three semesters of a foreign language at the college level, plus 6 credits beyond the third-semester level in the same language, or demonstration of fluency in a foreign language. (For those students choosing German, Italian, or Spanish, recommended courses are GERM 235, ITAL 235, or SPAN 243.)

**Area Studies** (two courses, 6 credits): List of electives available from the Economics Department or on the BBA Web site.

## Additional Requirements for the Actuarial Studies for Business Major

(Major code 142)

**Required: 20–22 credits:** ECON 225 and 226; BUS 341W; MATH 152 (or MATH 142 and 143), 201, and 242.

**Recommended:** MATH 116 (prior to taking BUS 241), 271 (1 credit), and 272 (1 credit); BUS 350, 352, and 353.

**Globalization & Environment** (two courses, 6 credits): List of electives available from the Economics Department or on the BBA Web site.

Note: Actuarial majors need not take ECON 382 or BUS 384.



national and multicultural business environments and the challenges of managing cultural diversity with creative problem-solving, team building, presentation skills, strategic planning, and the use of computers to solve business problems. The program provides training for careers in corporations with a global orientation, particularly multinational corporations, export-import firms, banks, transportation and logistics, and government and international agencies involved in international trade, finance, and economic development.

### The BBA in Actuarial Studies for Business

This major prepares students for a career path in the insurance industry, as well as for a series of actuarial examinations. These examinations test an individual's competence in probability, calculus, statistics, and other branches of mathematics. The first few examinations allow students to evaluate their potential as actuaries. The Actuarial Studies major helps them to prepare for the first of these examinations, and teaches them the skills that will be necessary to progress through the more advanced examinations. Students also gain an excellent grounding in business skills through the business fundamentals courses.

## COURSES

**ECON 100. Economics and Society.** 3 hr.; 3 cr. A course designed for the nonmajor who wishes an introduction to economic reasoning and policy-making. The major concepts of modern economics will be discussed along with applications of the theory to important contemporary problems such as inflation, recession, productivity, income distribution, economic concentration, and the U.S. role in the world economy. Accounting majors should take ECON 101. Not open to students who are enrolled in or who have received credit for ECON 101. (SS) Fall, Spring

**ECON 101. Introduction to Macroeconomics.** 3 hr.; 3 cr. Prereq.: High school algebra and trigonometry. Covers the nature and methods of economics and survey of major economics problems; the determinants of national income and output, the price level, and employment; the role of money and banking in the economy; and the role of the government's fiscal and monetary policies. May not be taken for credit if ECON 103 has already been taken. (SS)

**ECON 102. Introduction to Microeconomics.** 3 hr.; 3 cr. Prereq.: High school algebra and trigonometry. How decisions are made by the consumer and producer sectors of the economy and the interactions between the two sectors; the process of resource allocation and income distribution within a free enter-

prise economy as well as alternative market structures such as monopoly, oligopoly, and monopolistic competition; and the effects of various government policies on the allocation of resources and the distribution of income. May not be taken for credit if ECON 104 has already been taken. (SS)

**ECON 103. The Global Economy.** 3 hr.; 3 cr. The impact of globalization on consumers, workers, the structure of production, markets, and government and international regulation and economic strategies; the determinants of economic growth and development, the nature of international trade and finance, as well as the phenomena of inflation and unemployment; the changing structure of selected national economies. The course may not be taken for credit if ECON 101 has already been taken. (SS)

**ECON 104. The Market Society.** 3 hr.; 3 cr. A topic-focused, problem-solving course on micro-oriented applications of economic reasoning. The laws of supply and demand are introduced in a framework that concentrates on how firms, consumers, investors, and the government interact to produce relevant economic outcomes. Specific topics explored are instructor-specific; please check the syllabi of the relevant faculty for details. The course may not be taken for credit if ECON 102 has already been taken. (SS)

**ECON 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and the Economics Writing Tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**ECON 135W. Economics Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a 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 the Economics Writing Workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**ECON 203. Development of Economic Thought.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the instructor; and ENGL 110. Traces the evolution of economic doctrines both in their institutional context and with reference to central issues that are of present-day significance.

**ECON 204. International Political Economy.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103. The important conceptual frameworks for considering the international political economy starting with mercantilism and ending with issues of international financial governance regime theories. Questions of property rights, state-market tensions, global public goods and bads, foreign direct investment and debt, structural adjustment programs and the creation of new financial architecture along with an examination of global economic governance institutions such as the International Monetary Fund, the World Bank, and the World Trade Organization will be considered in the light of different approaches to the international political economy.

**ECON 205. Price Theory.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104 and MATH 131 or the equivalent. Familiarizes the student with the technical tools of economic analysis. Covers price, input and output decisions of the business firm; the forces behind supply of and demand for the product of the firm and industry; and the factors determining the distribution of income. This course cannot be taken for credit if ECON 225 has been taken (see also ECON 225). Fall, Spring

**ECON 206. Macroeconomic Analysis.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104. National income measurement; macroeconomic theories of income, employment, prices, and interest rates; public policies for growth and stabilization. This course cannot be taken for credit if ECON 226 has been taken (see also ECON 226). Fall, Spring

**ECON 207. Comparative Economic and Financial Systems.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. Despite the evolution of many world economies toward the market system and privatization, the major differences—formal, cultural, and informal—in the financial, legal, accounting, social, and economic institutions, ownership, business practices, and economic policy-making in both the transitioning economies and the world's major economies pose major challenges for international business decision-making and cause major differences in economic performance, income distribution, growth, and efficiency of these economies. This course analyzes these components of an economy within a decision-making information-motivation framework. Examples will be drawn from a number of economies including U.S., EU, Russia, Mexico, China, and Pakistan. Of particular interest are macroeconomic institutions, monetary and fiscal policy, relation-

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

ships to the world economic organizations as well as the internal political and legal framework that influences privatization, market structures, competition and comparative internalization of social costs. Also examines the impact of systems and the political and social relationships in the behavior of economic institutions.

**ECON 208. The Process of Economic Development.** 3 hr.; 3 cr. Prereq.: ECON 102 and ENGL 110. The causes of differences in the levels of economic performance among countries; major theories of economic development; policies for economic development. ††

**ECON 210. Transformation of Economic Systems.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. This course is concerned with the breakup and reconstitution of economic systems from antiquity to the present. The emphasis will be on primitive, feudal, and contemporary underdeveloped economies. ††

**ECON 211. Economics of Asia.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the department; and ENGL 110. ††

**ECON 212. Economic Problems of Latin America.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the department; and ENGL 110.

**ECON 213. Economics of the Labor Force.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. Theoretical and public policy issues relating to wage determination, labor markets, the labor force, wages, prices, productivity, employment, human resources, and income maintenance.

**ECON 214. Economics of Organized Labor.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. Includes collective bargaining in the public and private sectors and labor problems of minorities. ††

**ECON 215. Money and Banking.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104. Description and analysis of monetary and banking principles and institutions.

**ECON 217. Public Finance.** 3 hr.; 3 cr. Prereq.: ECON 205 or 225; and ENGL 110. Such topics as government expenditures, distribution of the tax burden, equity in taxation, tax competition, and the national debt.

**ECON 218. The Economics of State and Local Finance.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. Such topics as the demand for government services, intergovernmental fiscal relations, the distribution of various public services within and between governmental jurisdictions, governmental budgeting processes, and sources of revenue.

**ECON 219, 219W. Economics of Class, Race, and Sex.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103; and ENGL 110. This course is concerned with theoretical and historical explanations of stratification by class, race, sex, and ethnicity. Specifically, it is concerned with explaining differential rates of progress among ethnic groups; the economic position of the black population versus the white one; black/white males vis-à-vis black/white females; and finally, males and females.

**ECON 220. Consumer Economics and Personal Finance.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. This course covers personal financial planning, consumer decision-making, present value theory, money management, and credit. Specific topics include: income taxes, investing and portfolio management, risk management (insurance), pensions, long-term family and estate planning, and the problems of information and transaction costs. Includes the use computer spreadsheets to solve various case problems. ††

**ECON 221. The Economy of Greece.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. This course will focus on the postwar structure and performance of the Greek economy. An examination of overall growth as well as growth of the agricultural, industrial, and service sectors will be pursued, taking into account the private-versus-public sector dichotomy. Special consideration will be given to external economic relations of Greece, its membership in the EEC, and balance of payments problems. The structural effects of external relations upon domestic development will be traced, dealing, for example, with migration and income distribution. ††

**ECON 222. European Economic History since 1750.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. Emphasizes the processes and repercussions of industrialization.

**ECON 223, 223W. The Development of the American Economy to 1914.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110.

**ECON 224. American Economic History since 1914.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110.

**ECON 225. Price Theory (Mathematics Emphasis).** (formerly ECON 205M) 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and MATH 132 or 143 or 152. Identical to ECON 205, except taught with a greater use of mathematical tools. Recommended for students planning to do graduate work in economics and business. This course cannot be taken for credit if ECON 205 has been taken. ††

**ECON 226. Macroeconomic Analysis (Mathematics Emphasis).** (formerly ECON 206M) 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and MATH 132 or 143 or 152. Identical to ECON 206 except taught with a greater use of mathematical tools. Recommended for students planning to do graduate work in economics and business. This course cannot be taken for credit if ECON 206 has been taken. ††

**ECON 227. International Finance.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and 206 or 226; and ENGL 110. An analysis of the economics of balance of payments, the foreign exchange market, international liquidity and adjustment problems, exchange rate systems and their influence on internal and external balance, international financial institutions, international capital movements, financial problems of economic integration.

**ECON 228, 228W. The Economics of the Environment.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, or permission of the instructor; and ENGL 110. The economic causes of environmental problems and the problems encountered in estimating the economic cost of environmental damages. Application of economic theory to establish the conditions for the best use of the environment, and to evaluate economic costs and benefits of current regulatory policy. ††

**ECON 229. History of International Business and Finance, 1850 to the Present.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104. This course will study the evolution of typical international business and financial structures and their performance through readings and lectures on international enterprise and national economic histories from the first era of globalization to the present. The business of export-import, financing trade and international investment, and multinational enterprise will be covered. Other topics will include the evolution of international monetary systems, trade regulation, and the size of the international economy.

**ECON 230, 230W. Women's Issues in Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. Includes discussion of participation of women in the labor force; distribution of women among occupations; work outside the marketplace and in the home; wage differentials between men and women; and government policies that affect the economic position of women. ††

**ECON 240. Industrial Organization.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; plus MATH 131 or equivalent; and ENGL 110. The economic functions of business firms; the theory and practice of internal organization of firms; market struc-

ture and performance of competitors, oligopolists, etc., and their effects on economic welfare; business as a social and political institution; the large firm in a mixed economy.

**ECON 242. Regulation of American Business.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. The origin, evaluation, and present pattern of government regulation of business; the organization of industry; antitrust and the promotion of competition and prevention of monopoly and public regulation; public policies in natural resource and environmental conservation.††

**ECON 246. Urban Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104; and ENGL 110. The microeconomics of U.S. urban development patterns from the industrial revolution to the present. Decentralization of economic activity and population; the resulting urban problems and possible solutions to these problems.

**ECON 249. Statistics as Applied to Economics and Business.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and MATH 131 or equivalent. The topics covered are descriptive statistics, elementary probability theory, sampling statistical inference, estimation, and simple correlation and regression. (Not open to students with credit for MATH 241, which will be accepted in lieu of ECON 249.) (SQ) Fall, Spring

**ECON 326. International Economics.** 3 hr.; 3 cr. Prereq.: ECON 205 or 225. An introduction to the theory of international trade and to empirical tests of trade theory.

**ECON 327. The Political Economy of the European Union: Past, Present, Future.** 3 hr.; 3 cr. Prereq.: ECON 227, or permission of the instructor. The objective of the interdisciplinary seminar on the European Union is to analyze the interaction of economics and politics between the European Union and the member states in the context of policy-making and policies in several key areas. The focus is on EU-state interaction in the policy-making process, especially in the economic area.

**ECON 344. Marketing Research.** 3 hr.; 3 cr. Prereq.: ECON 243 and 249. A study of the nature of scientific research methods applied to the solution of marketing problems. Emphasis on planning projects and formulating the problem; methods of gathering data, including applications of sampling; interpreting data; and presentation of the results. Some attention is given to a discussion of the essential features of the applied areas of motivation research, advertising research, product research, and sales research.

**ECON 382. Introduction to Econometrics.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 249 or equivalent. This course will begin with a review of statistics and hypothesis testing, then introduce simple and multiple regression techniques; the estimation of regression using ordinary least squares; inference; and the use of spreadsheets and statistical software to estimate economic models.

**ECON 383, 383W. Seminar in Selected Studies in Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, and permission of the department; and ENGL 110. Subject varies with the instructor and the year. May be repeated for credit provided the topic is different.††

**ECON 390, 390W. Research Methods in Economics.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103, 102 or 104, 205 or 225, 206 or 226, and 249. Class size is limited to 20. Required of honors students. The purpose of this course is to teach students some research methods in economics, including data sources, presentation and interpretation of data, organization writing, editorial revision, and oral presentation of brief research memos, a major research paper, use of literature searches, government documents, and computers to access data banks, and introduction to computer-based modeling.

**ECON 391, 391W. Special Problems.** ECON 391.1–391.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department and ENGL 110. Recommended for students of high standing who want to do special individual research in economics under the guidance of an instructor. (A student may receive credit only once for courses in the ECON 391.1–391.3 series.)††

**ECON 392, 392W. Honors Seminar.** 3 hr.; 3 cr. Prereq.: ECON 205 or 225, ECON 382 or BUS 384, two of the following three courses: ECON 215, 227, and either of ECON 206 or 226; and permission of the department. This class is required for high honors students in economics. Class size is limited to 20. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision for economists.

**ECON 393. Internship for Economics.** 3 hr.; 3 cr. Prereq.: Completion of 60 credits including ECON 101 or 103 and 102 or 104 and two additional economics courses. Economics majors are given the opportunity to do a supervised internship in an appropriate corporate, not-for-profit, research organization, small business or governmental organization. Internships are subject to the approval of the internship director, and approval must be sought a minimum of one month prior to the internship. The internship should be a minimum of 8 hours per

week for 15 weeks. Students must meet periodically during the internship with the internship director. The student must write a report on his or her internship. While the department will endeavor to find an appropriate internship, often in the not-for-profit sector, students may also locate a potential internship and submit it to the internship director for approval.

## BUSINESS COURSES

**BUS 241. Corporation Finance.** 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 102. An analysis of the major funds flows of the firm. Development of the principles for determining specific assets a firm should acquire, as well as the least-cost methods of financing those assets. Topics considered include the management of cash, inventories, receivables, and fixed assets; alternative sources of available funds, including short-, intermediate-, and long-term sources of financing; the cost of capital; optimum capital structure; and corporate dividend policy. Fall, Spring

**BUS 243. Economics of Distribution and Marketing.** 3 hr.; 3 cr. Prereq.: ECON 102 and ENGL 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. Merchandising and sales promotional activities, price policies, selection of channels of distribution.

**BUS 247. Business Economics.** 3 hr.; 3 cr. Prereq.: ECON 102 and ENGL 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.

**BUS 250. Financial Statement Analysis for Non-Accountants.** 3 hr.; 3 cr. Prereq.: ACCT 201. This course is designed for non-accountants who want to learn financial statement analysis. The student will be exposed to the various analytical approaches in evaluating a company's balance sheet, income statement, and statement of cash flows. The course covers key ratios in ascertaining a business entity's liquidity, solvency, profitability, asset utilization, return on investment, earning potential, and risk. The knowledge gained will allow for more informative credit, investment, business, and audit decisions. (Not open to accounting majors.)

**BUS 255. International Accounting for Non-Accountants.** 3 hr.; 3 cr. Prereq.: ACCT 102. The course is designed for non-accountants such as those majoring in business administration. The course emphasizes the international business context of international accounting and financial decision-making. We discuss the accounting and reporting for multinational companies, current international accounting issues facing the business world, comparative international analysis, international segment reporting, and other related topics.

**BUS 341W. Intermediate Finance.** 3 hr.; 3 cr. Prereq.: BUS 241 and ECON 249, or permission of the instructor, and ENGL 110. Covers the five most important problems of modern finance at a level beyond BUS 241. These are: the relationship between risk and returns, as expressed in the Capital Asset Pricing Model and Arbitrage Pricing Theory; the valuation of debt and equity instruments; the cost of capital and optimal capital structure; capital budgeting; and dividend policy.

**BUS 350. Investment Analysis.** 3 hr.; 3 cr. Prereq.: BUS 241, or permission of the instructor, and ENGL 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 macroeconomic and microeconomic activity on portfolio performance, and measures of performance are discussed.

**BUS 351. Financial Markets.** 3 hr.; 3 cr. Prereq.: BUS 241, or permission of the instructor. Survey of the United States and international money and capital markets. Emphasis is on modern institutions and practices. The course also considers the analytics and consequences of recent trading techniques.

**BUS 352. Investment Management.** 3 hr.; 3 cr. Prereq.: BUS 350. This course provides a detailed examination of portfolio management. Topics include: definition and measurement of risk, market efficiency, testing for inefficiencies, components and determinants of trading costs, mechanics of creating and managing a portfolio, and investment philosophies.

**BUS 353. Options and Futures Markets.** 3 hr.; 3 cr. Prereq.: BUS 350. The economic role of options and futures markets is examined. Specific topics include: determinants of forward and futures prices, option valuation using binomial trees and Monte Carlo simulation, implied binomial trees, relation between puts and calls, uses of options in

investment strategies, hedging techniques, exotic options, applications to corporate securities and other financial instruments.

**BUS 354. Multinational Financial Management.** 3 hr.; 3 cr. Prereq.: BUS 241. This course studies the various issues impacting multinational corporations and their international financial management. The course deals with the significance of a country's balance of payments deficits and surpluses; the markets for foreign exchange; exchange rate determination and volatility; methods to deal with currency fluctuations; currency blocs such as the European Monetary Union; the decision-making process concerning location and financing of production and investments; methods of assessing country risk; and international taxation issues.

**BUS 355. Topics in International Business and Finance.** 3 hr.; 3 cr. Prereq.: ECON 227 and 326. This capstone course is designed to develop the student's skill in systematically analyzing and presenting solutions to various problems presented in the case studies in international business, bringing to bear the theory and information learned in the previous course. The student will write four or five "briefing papers" during the semester. Topics vary from semester to semester and include topics such as assessing barriers to trade, risk management in foreign investment, a plan for a feasibility study of setting up a plant abroad, developing a marketing plan for a foreign country, problems in evaluating foreign companies for purchase or business partner, evaluating and hedging of currency risks, and assessing political and economic policy risks.

**BUS 383, 383W. Seminar in Selected Studies in Business.** 3 hr.; 3 cr. Prereq.: ECON 101 or 103 and 102 or 104, permission of the department, and ENGL 110. Subject varies with the instructor and the year. May be repeated for credit provided the topic is different. ††

**BUS 384. Forecasting and Regression Analysis for Business.** 3 hr.; 3 cr. Prereq.: ECON 249 or equivalent. A survey of macroeconomic and microeconomic forecasting techniques. Emphasis will be placed on multiple regression analysis and the application of regression techniques to problems in finance and economics.

**BUS 385. Investment Workshop.** 1 hr.; 1 cr. Prereq.: Senior standing and completion of, or coregistration with, finance courses. Course is intended to prepare students for the Level I CFA® exam.

**BUS 391, 391W. Special Problems.** BUS 391.1–391.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department and ENGL 110. Recommended for students of high standing who want to do special individual research

in business under the guidance of an instructor. (A student may receive credit only once for courses in the BUS 391.1–391.3 series.) ††

**BUS 392W. Honors Seminar** 3 hr.; 2 cr. Prereq.: ECON 382 or BUS 384; For Finance majors: BUS 341W, 350, and 351; For International Business Majors: ECON 227 and 326, plus BUS 355 and permission of the department. This class is required for high honors students in finance and international business. Class size is limited to 20. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision.

**BUS 393. Internship for Business Administration.** 3 hr.; 3 cr. Prereq.: Completion of 60 credits including ECON 101 and 102, ACCT 101 and 102, and two other required courses in the BBA program. This course gives economics majors the opportunity to do a supervised internship in an appropriate corporate, not-for-profit, research organization, small business or governmental organization. Internships are subject to the approval of the internship director, and approval must be sought a minimum of one month prior to the internship. The internship should be a minimum of 8 hours per week for 15 weeks. Students must meet periodically during the internship with the internship director. The student must write a report on his/her internship. While the department will endeavor to find an appropriate internship, often in the not-for-profit sector, students may also locate a potential internship and submit it to the internship director for approval.

# DIVISION OF EDUCATION

(see also pages 128, 131, and 133)

**Dean:** Penny L. Hammrich

**Assistant Dean:** Michelle E. Myers

**Assessment Coordinator:** Deborah Yang

**Director of Office of Teacher Certification, Clinical Experience, and Career Placement;**

**Title II Coordinator:** Christine Howard

**Coordinator of Special Projects:** Sonia M. Rodrigues

**Manager of Enrollment, Information, and Retention:** Clarice Wasserman

**Divisional Secretary:** Clendenin

**Office:** Powdermaker 100, 718-997-5220;

**Fax:** 718-997-5222

Queens College offers undergraduate programs that prepare students for teaching elementary, middle, and high school levels.

All programs in the Division of Education are approved by the State Education Department.

All students must pass a medical examination prior to enrollment in courses that require fieldwork and contact with children and youth. Satisfactory standards in scholarship, health, motivation, and character are expected. Departments may refuse matriculation or order withdrawal from courses if students do not meet these standards. Special requirements for entrance into and progress through educational sequences are specified below in the description of each department.

Matriculation for the Master of Science in Education degree is open to recipients of the baccalaureate degree from approved colleges who have completed an approved undergraduate education sequence. Post-baccalaureate programs are available for those students whose undergraduate preparation lacks the necessary education background. For further information, see the Master of Arts in Teaching (MAT) programs in the Elementary and Early Childhood Education Department and the initial certificate programs in the Secondary Education and Youth Services Department in the college's *Graduate Bulletin*.

## Transfer Students

Transfer students are urged to seek advice from faculty advisors immediately upon admission to Queens College for evaluation of their prior coursework for credit.

## Jointly Registered Programs

The Division of Education has joint degree programs with Queensborough Community College and LaGuardia Community College

for Elementary and Secondary Teacher Education. Students may enroll in these programs during their freshman year at either Queensborough or LaGuardia. Students successfully completing the prescribed degree requirements specified by the community college for the joint degree program are prepared for admission to the Queens College teacher education program for which they have enrolled. Students are advised to enroll in the joint degree program during their first semester as a freshman. For further information, consult with the designated joint degree program advisor at Queensborough Community College or LaGuardia Community College.

## Field Placement Offices

Field Placement offices for student teaching provide direction and service to the students and faculty in the Division of Education. For more information contact Eileen Bowen (EECE), 718-997-5651 for Elementary Education; Patricia Glakeler (SEYS), 718-997-5546 for Secondary Education; or Sandra Hrvatin (ECP), 718-997-5213 for Educational & Community Programs.

## Career Placement Office

The Career Placement office conducts periodic recruitment activities for the New York City Department of Education and other New York State districts. Please contact 718-997-5545 for further details.

## Teacher Certification Office

Teacher education programs at Queens College comply with the New York State regulations for teacher certification. New York State Teacher Certification is the **primary** credential needed to teach throughout New York State, including New York City.

Changes in New York State Teacher Certification are reflected in the Queens College teacher education programs. As of September 2001, students who enroll in undergraduate programs will prepare for an initial certificate for teaching. This new certificate went into effect as of February 2, 2004.

Upon completion of an education program and all requirements for the BA or BS degree, students must apply for New York State teacher certification. Please contact the college's Teacher Certification office at 718-997-5547 for information regarding the New York State application process for teacher certification. Please note that New York State teacher certification is not automatic.

Initial teacher certification also requires completion of three exams: the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills–Written (ATS–W), and a Content Specialty Test (CST). Finally, applicants must be fingerprinted for New

York State Certification (this is not the fingerprinting for New York City teachers). For updated information about teacher certification, contact Christine Howard at 718-997-5547.

## New York City License

Since New York City's Department of Education Licensing requirements change periodically, please contact the Teacher Certification office (718-997-5547) for current information.

## Department Awards

The Division of Education presents a variety of awards through its departments and their programs:

**Educational and Community Programs:** in *Counselor Education*: the **Fredman-Berger Award** and the **Certificate of Recognition for Professional Service**; in *Educational Leadership*: the Outstanding Portfolio Award, the Outstanding Student Award, and the Randolph Tobias Award; in *School Psychology*: the **Albert Angrilli Award**, the **Ted Bernstein Award**, the **Esther & Eugene Cohen Memorial Award**, the **O. Bernard Leibman Award**, the **Service Award**, and the **Corinne J. Weithorn Scholarship**; in *Special Education*: the **Alan Richard Hamovitch Award**.

**Elementary and Early Childhood Education** presents the following awards: the **Educational Opportunities Award**; the **Bertha Friedman Award**, given to a limited number of elementary education graduates who show dedication, courage, and integrity in the field of education; the **Mercedes L. Harris Memorial Award**; the **Marcia Hirsch Memorial Award**; the **Maryann & William Meyer Scholarship**; the **Claire Newman Mathematics Award**; the **Arthur Schoen Teacher Education Scholarship**; the **Herbert Schwartzberg Award**, given to an Elementary Education major who exemplifies the spirit, enthusiasm, and ability to positively affect young children, for which Professor Emeritus Schwartzberg is remembered, and the **Dr. Julia Margaret Siverls Award**.

**Secondary Education and Youth Services** presents the following awards: the **Alice Artzt Award in Mathematics Education**; the **Clarence Bunch Arts in Education Award** (also open to graduate students), offered to an outstanding art education student intending to continue studies in this field who promotes, contributes, and shows strong dedication to the profession of art education; the **Doris Davis Memorial Award**; the **Robert W. Edgar Award in Secondary Education**, offered to a graduating student with an overall index of 3.0 who promotes, contributes, and shows strong dedication to the teaching of social

studies; the **Free Foundation Teaching Awards**; the **Herbert Fremont Award**, given to a graduating student with an overall index no lower than 3.6 and who exemplifies brilliance in the teaching of mathematics; the **Thomas A. Gardner Science Teacher Award**; and the **John Lidstone Award**.

### Education Honor Society

Kappa Delta Pi is the national honor society in education. It was founded March 8, 1911, at the University of Illinois, and the Kappa Gamma Chapter was installed at Queens College on December 16, 1963. It encourages excellence in scholarship, high personal standards, improvement in teacher preparation, distinction in achievement, and contributions to education. Invitations are extended to students in education on the basis of their cumulative and education indices, promise in the field of teaching, and faculty recommendation. Contact Dr. Lila Swell, Head Counselor (718-997-5305).

### Undergraduate Students in Graduate Education Courses

Undergraduates who wish to take graduate courses must see a graduate advisor in the appropriate education department and obtain permission from the Office of Graduate Studies. Credits may be used at the undergraduate or graduate level **with the permission of the graduate advisor**. For more information, see the *Graduate Bulletin*.

### Townsend Harris High School at Queens College

The college's Office of College Preparatory Programs works in partnership with the New York City Board of Education on a number of programs in association with Townsend Harris High School at Queens College. It is involved in QC/THHS collaborative projects, including curriculum innovations, staff development, research, and workshops for college and high school teachers. It also coordinates the "Bridge Year" program, which includes a year-long team-taught humanities colloquium at the college for Townsend Harris seniors and enrollment in college electives. The office welcomes all members of the college community to make inquiries and suggest projects. Helen Gaudette is the director (Delany Hall 215; 718-997-3175; fax 718-997-3177).

**The Training and Resource Center for Economic Education**, operated jointly by the Secondary Education and Youth Services Department and the Economics Department, offers a program of seminars, forums, and courses for teachers, administrators, and community leaders in building a better understanding of economics and eco-

nomics education. Programs are designed on both the theoretical and practical levels to meet economic issues and to aid economic decision-making on a daily basis. The center also conducts studies of economic understanding and serves as a clearinghouse for research in economics that has particular application to schools. See Professor Jack Zevin (718-997-5164; fax 718-997-5222) or Professor Hugo Kaufmann (718-997-5449).

**The Queens College School for Math, Science, and Technology** has been established in conjunction with the New York City Board of Education and Queens College. It opened in September 1999, with one Pre-Kindergarten and two Kindergarten classes with the goal of creating a Pre-Kindergarten to 8th-grade school. For further information call the Queens College office at 718-997-5375.

**The Queens School of Inquiry** has been established in conjunction with the New York City Department of Education and Queens College. The Queens School of Inquiry is a Bill and Melinda Gates Early College High School founded to provide opportunities for high school students to take up to 60 college credits while in high school. The Queens School of Inquiry opened in September of 2005 starting with a 6th-grade class. Each year the school will grow to include one more grade through the 12th grade. For further information call the Queens College office at 718-997-5217.

### Title II Reporting: Queens College's Education Programs & Public Accountability

In October 1998, Congress voiced its concern for the quality of teacher preparation by enacting Title II of the Higher Education Act (HEA). Title II creates comprehensive Teacher Quality Enhancement Programs designed to increase elementary and secondary education student achievement by ensuring accountability in teacher preparation programs.

Section 207 of Title II requires the annual organization and submission of reports on teacher preparation and certification programs. The one specifically concerning Queens College monitors and reports the results of the New York State Teacher Certification Examinations (NYSTCE) for all colleges and universities in New York State. These examinations consist of the LAST (Liberal Arts and Science Test), the ATS-W (Assessment of Teaching Skills- Written), and the CST (Content Specialty Test; i.e., the content that emphasizes material studied in a specific subject area).

In compliance with federal requirements, Queens College reports the percentages of students who have completed our teacher

education programs and who have passed each of the three teacher certification exams. Recent test results are available on the Teacher Certification office Web site ([www.qc.cuny.edu/Education/Edplace](http://www.qc.cuny.edu/Education/Edplace)).

The New York State Teacher Education Web site provides an annual statewide summary of the passing percentages for the three certification tests of the NYSTCE for all colleges and universities in New York State. If there are any questions regarding this information, contact Christine Howard, Queens Coordinator for Title II Reporting (718-997-5547).

## Elementary & Early Childhood Education

**Chair:** Myra S. Zarnowski

**Undergraduate Advisors:** Bisland, Engel, Fraboni, Martin, Swell

**Dept. Office:** Powdermaker 054/057, 718-997-5302; Fax: 718-997-5325

**Professors:** Baghban, Gullo, Hammrich, Johnson, Schwartz, J., Spring, Zarnowski; **Associate Professors:** Olivares, Swell, Turkel; **Assistant Professors:** Akiba, Alkins, Bisland, Bushnell Greiner, Engel, Harris, Kirch, Love, Malow-Iroff, Martin, O'Connor, Samson, Scott, Spradley; **Distinguished Lecturer:** Colman; **Lecturers:** Fraboni, Steuerwalt; **Department Secretaries:** Abdul-Waheed, Farrell

**Major offered:** Childhood Education, grades 1-6 (State Education Code 26419)

The Queens College undergraduate program in elementary education prepares students for the New York State Initial Certificate in Childhood Education, 1-6. The program can only be taken as a co-major; students must also complete a co-major in one of the liberal arts and sciences programs.

**Important note:** To conform to changing NYS regulations, 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 (718-997-5258) for the schedule.

Successful completion of the approved undergraduate program leads to recommendation by the Division of Education for a NYS Certification of Qualification for teaching childhood education, grades 1–6. Because requirements for certification in New York State may change and result in program modifications, it is essential that prospective EECE students keep abreast of changes by maintaining communication with the department.

### Liberal Arts and Sciences Requirements:

All students at Queens College are required to fulfill the college's Liberal Arts and Sciences Requirements (LASAR). Students 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. LASAR courses may not be taken with the *P/NC* option; no grade lower than *C* will be accepted.

Students can obtain a worksheet listing the course selections that fulfill the liberal arts and sciences requirements from the department. The requirements are summarized below:

- Two courses in American history and two additional social science courses;
- Two courses in science (both laboratory courses);
- Two courses in literature analysis/criticism;
- One course in each of art, music, drama/theatre/dance;
- One course that studies pre-industrial/non-western civilization;

- One course that examines scientific methodology and quantitative reasoning.

### To be admitted to the certification program, students must have:

1. a minimum overall cumulative average of 2.75;
2. a grade of *B* in at least 1 course in each of the NYS core content areas: mathematics, science, social studies, and English language arts;
3. passed MATH 110 (or received an exemption);
4. completed ENGL 110 and 3 writing-intensive courses with a minimum grade of *B* in each course;
5. completed two of the three semesters of the foreign language sequence required for graduation (or received an exemption);
6. no more than 9 credits remaining to complete their co-major;
7. completed their liberal arts and sciences coursework requirements; and
8. documentation of 100 hours of experience with children.

### Department standards for satisfactory progress require students to:

- maintain an average of *B* or better each semester;
- receive no grade lower than *C* in any course within the program;
- develop, with faculty guidance, a portfolio that represents student's development in writing and professional skills; and
- display appropriate professional behavior in field settings.

In cases of unsatisfactory performance, the EECE Student Review Committee is convened by the department chair 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; and
- pass the NYS certification exams: Liberal Arts and Sciences Test (LAST) and the elementary version of the Assessment of Teaching Skills (ATS–W).

### Program Overview

Courses open to all Queens College students (required of students applying for admission to the NYS initial certificate program):

- EECE 201 Schooling in Diverse Communities (3 cr.)
- EECE 310 Children in Cultural Contexts I: Child Development (3cr.)
- EECE 340 The Early Development of Language and Literacy (3 cr.)
- MATH 119 Mathematics for Elementary School Teachers (3 cr.)
- MUSIC 261 Music for Children (3 cr.)

Courses open only to students enrolled in the NYS Initial Certificate Program:

- EECE 220 Modern Learning Technologies (3 cr.)
- EECE 311 Children in Cultural Contexts II: Learning and Teaching (3 cr.)
- EECE 341 Language and Literacy Development: Teaching Reading (3 cr.)
- EECE 350 Teaching Mathematics in the Elementary School (3 cr.)
- EECE 351 Teaching Science in the Elementary School (3 cr.)
- EECE 352 Teaching Social Studies in the Elementary School (3 cr.)
- EECE 360 Practicum 1: Curriculum in Action (3 cr.)
- EECE 361 Practicum 2: Student Teaching (6 cr.)
- EECE 399 Senior Seminar: Linking Theory and Practice (3 cr.)

### The Program for NYS Initial Certification in Childhood Education

The program is designed to prepare professionals who honor student diversity by providing opportunities for multiple forms of learning and expression. Students study the contexts as well as the processes of learn-

## Requirements for the Major in Elementary Education (Major code 036)

### Phase I: Pre-Professional Courses

**Required (15 credits):** EECE 201, 310, 340; MATH 119, Mathematics for Elementary Teachers; MUSIC 261, Music for Children.

### Phase II: Professional Preparation Sequence

To enter the Professional Preparation Sequence, students must have no more than 9 credits remaining in their co-major, and must have completed the EECE liberal arts and sciences requirements. Students must apply for admission to the professional preparation sequence. Information on admissions procedures and deadlines can be obtained from the Division Office (718-997-5258). The professional preparation sequence is organized in a cohort model, in which students and faculty work together on campus as well as in the field.

**Required (30 credits):** EECE 220, 311, 341, 350, 351, 352, 360, 361, 399.

ing. 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 104./URBST 117. Introduction to Urban Education.** 3 hr.; 3 cr. This course is designed primarily for non-Education majors. The focus is on the structure and history of education in the United States, especially the urban areas. It will explore questions involved in such areas as desegregation, financing, socioeconomic class, multicultural populations, and teaching as a profession. (SS)

**EECE 105. Moral Education: Theory and Practice.** 3 hr.; 3 cr. Examination of ways children and adolescents are initiated into moral values; the roots of moral constraint and cooperative behaviour. (SS)

**EECE 106. The Politics of American Education.** 3 hr.; 3 cr. Prereq.: Freshman or sophomore standing. The history and development of governance at federal, state, and local levels with regard to education: an analysis of historical and contemporary educational issues and events with emphasis on the various power bases and coalitions that were and are involved. Theoretical, actual, and futurist models of education decision-making will be explored. (SS)

**EECE 201. Schooling in Diverse Communities.** 3 hr.; 3 cr. Prereq.: Junior standing. First course in the undergraduate NYS Initial Certificate Sequence in Childhood Education 1–6. This course introduces students to the field of education through examination of its cultural, social, historical, and philosophical aspects. The course engages students in a critical debate about schooling, society, and their role as teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

**EECE 220. Modern Learning Technologies.** 3 hr.; 3 cr. An introductory course in the use of modern learning technologies and their place in the classroom. Students learn to use word processing software, databases and spreadsheets, digital cameras, educational software, e-mail, and the World Wide Web as tools to enhance the learning of the core curriculum subjects. Students learn basic computer operations and vocabulary, explore the many personal and professional uses of technology, and apply modern learning technology tools to the school curriculum.

**EECE 310. Children in Cultural Contexts I: Child Development.** 3 hr.; 3 cr. Prereq.: EECE 201 and junior standing; coreq.: EECE 340. Required for NYS Initial Certificate Program in Childhood Education 1–6. Students in other initial certificate programs may also enroll in this course. The course will provide an introduction to developmental processes from birth through adolescence and their implications for classroom practice. Starting from an ecological perspective, students explore the influences of environmental factors such as family, culture, and economics on the development of the individual. Individual differences, the range of normal development, and strategies for accommodating individual variability in the classroom will be emphasized.

**EECE 311. Children in Cultural Contexts II: Learning and Teaching.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. This course examines the major learning theories and general principles underlying effective instruction. Students explore classroom structures and management, intelligence, learning styles, individual assessment, and the impact of culture and class. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 333. Methods in Teaching Elementary School Art, Pre-K–6.** 3 hr., 1 seminar hr., 4 lab hr. (leave free the afternoon of the day on which class meets for fieldwork); 3 cr. Prereq.: SEYS 201 and 221; coreq.: EECE 310. Designed to give students an understanding of the goals and objectives of elementary art, with hands-on experience in various media, curriculum development, and assessment strategies.

**EECE 340. The Early Development of Language and Literacy.** 3 hr.; 3 cr. Prereq.: EECE 201 and junior standing; coreq.: EECE 310. Required for the NYS Initial Certificate Program in Childhood Education 1–6. Students in other initial certificate programs may also enroll in this course. The course is designed to provide an under-

standing of language and literacy development in young children. Students examine the interaction between language development and cognition, the reciprocal relationship between spoken and written forms of language for the young child, and the design of developmentally appropriate materials and experiences for students from birth through grade 2, including students from diverse social groups and those with disabilities. Among the major topics are: language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language and literacy development in young children.

**EECE 341. Language and Literacy Development: Teaching Reading.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. Students examine and have hands-on experience with a balanced approach to literacy learning—one that balances instruction in strategies and skills with extensive opportunities for teaching children to read and appreciate literature. Students are introduced to literature from a variety of genres and to procedures for establishing a reading-writing workshop that provides opportunities for in-depth discussion, writing, and aesthetic response. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 350. Teaching Mathematics in the Elementary School.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 351, 352, and 360. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. In this course students learn important mathematical content and methods for teaching elementary school mathematics. Students will learn about children's mathematical thinking from a developmental point of view. They also learn about appropriate mathematical content and methods that are consistent with state and national standards. There is an intensive field component that allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 351. Teaching Science in the Elementary School.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 350, 352, and 360. Open only to students in the NYS Initial Certificate Program in Childhood Education 1–6. In this course students learn important scientific content as well as methods for teaching elementary school science. Students will learn teaching strategies and

\*MAT charges are possible.

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

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



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.** 3 hr.; 3 cr. Prereq.: EECE 201, 310, and 340; coreq.: EECE 350, 351, and 360. Open only to students in NYS Initial Certificate Program in Childhood Education 1–6. This course introduces the pre-service elementary teacher to the teaching of social studies in the primary and intermediate grades. The course covers the social studies disciplines, methodologies for teaching social studies, and available resources. The course content and requirements reflect the impact of culture, heritage, and socioeconomic level, curriculum development, classroom management, and technology. An intensive field component allows students the opportunity to teach and then reflect on their experiences with children.

**EECE 360. Practicum 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 fieldwork and coursework. It addresses three purposes: to enable students to articulate beliefs and relate those beliefs to teaching practice, to complete the pre-professional portfolio, and to prepare for entry into the professional field.

## Bilingual/Multicultural Education

Students interested in studies in Bilingual/Multicultural Education should contact Professor Rafael Olivares (718-997-5318).

# Secondary Education & Youth Services

**Chair:** Eleanor Armour-Thomas

**Dept. Office:** Powdermaker 150, 718-997-5150

**Professors:** Anderson, Armour-Thomas, Artzt, Curcio, Rhodes, Zevin; **Associate**

**Professors:** Bassey, Dong, Gerwin, Moncada-Davidson; **Assistant Professors:** Asher, Bembenuddy, Bhattacharya, Costigan, Darwin, Davis, Dickson, Eddy, Miller;

**Department Secretaries:** Nava, Wilichinsky

## Program Description

The department's Adolescence Education programs are designed for students who wish to become middle, junior high, and senior high school teachers. These programs provide the 24-credit minor that is designed in tandem with students' academic majors. The department provides New York State-approved teacher certification programs in English, 7–12; Mathematics, 7–12; Science, 7–12; Social Studies, 7–12; and Foreign Language, 7–12.

## Program Requirements

Prospective middle, junior high, and senior high school teachers must complete an approved liberal arts and sciences major plus a minor in secondary education for New York State certification. Students are required to file a minor declaration card for secondary education with the registrar, and meet with a department advisor. Students must maintain a 3.0 average in secondary education courses, and a minimum 2.75 GPA in their 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 201W, 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;

and 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 advisor to obtain current information regarding New York State certification regulations.

## Special Programs

In the areas of mathematics and science education, two tuition-supported programs are offered: TIME 2000 (Teaching Improvements through Mathematics Education), and the CUNY Teacher Academy. Students are urged to apply for these programs as soon as they are accepted to Queens College, since course requirements differ from the usual Secondary Education minor. For example, both programs require students to take SEYS 221 in their lower freshman semester. For further information, contact Professor Alice Artzt for TIME 2000 (718-997-5169) and/or Professor June Miller (718-997-5156) for the Teacher Academy.

## Initial Certificate

The Initial Certificate Program consisting of 48 credits is available to students who have a BA 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*.

**The requirements for the Secondary Education minor are under review. For the most current information, please consult a department advisor.**

## Suggested Program of Study

**Please note:** It is 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, and—as noted above—TIME 2000 and the CUNY Teacher Academy require students to take SEYS 221 in their lower freshman semester.

### Upper Sophomore – Upper Junior

SEYS 201W	Historical, Social, and Philosophical Foundations of Education
SEYS 221	Development and Learning in Middle Childhood and Adolescence

SEYS 340 Language, Literacy, and Culture in Education

*Lower Senior*

SEYS 350 Cognition, Technology, and Instruction for Diverse Learners

SEYS 360–364

SEYS 360 Methods of Teaching English in Middle and High School

SEYS 361 Methods of Teaching Mathematics in Middle and High School

SEYS 362 Methods of Teaching Science in Middle and High School

SEYS 363, 363W

Methods of Teaching Social Studies in Middle and High School

SEYS 364 Methods of Teaching Foreign Language in Middle and High School

SEYS 370.2–374.2

SEYS 370.2 Practicum in English for Middle and High School

SEYS 371.2 Practicum in Mathematics for Middle and High School

SEYS 372.2 Practicum in Science for Middle and High School

SEYS 373.2 Practicum in Social Studies for Middle and High School

SEYS 374.2 Practicum in Foreign Language for Middle and High School

*Upper Senior*

SEYS 370.4–374.4

SEYS 370.4 Student Teaching English in Middle and High School

SEYS 371.4 Student Teaching Mathematics in Middle and High School

SEYS 372.4 Student Teaching Science in Middle and High School

SEYS 373.4 Student Teaching Social Studies in Middle and High School

SEYS 374.4 Student Teaching Foreign Language in Middle and High School

SEYS 380–384

SEYS 380 Curriculum and Assessment in Teaching English

SEYS 381.W Curriculum and Assessment in Teaching Mathematics

SEYS 382 Curriculum and Assessment in Teaching Science

SEYS 383 Curriculum and Assessment in Teaching Social Studies

SEYS 384 Curriculum and Assessment in Teaching Foreign Language

**COURSES\***

**SEYS 201W. Historical, Social, and Philosophical Foundations of Education.** 3 hr.; 20 hr. field experience; 3 cr. Designed to exam-

ine 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.; 20 hr. field experience; 3 cr. An examination of the major human development and learning processes in middle childhood and adolescence. It includes cognitive, behavioral, social, emotional, and physical issues as these relate to student diversity (culture, heritage, SES, gender, race, ethnicity, and the full range of disabilities and exceptionalities). To the extent that development and learning occur in context, the role and impact of the home, school, and community on these processes will also be investigated.

**SEYS 340. Language, Literacy, and Culture in Education.** 3 hr.; 20 hr. field experience; 3 cr. Prereq.: SEYS 201W. Open only to students in teacher education programs. Intended to promote students' understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Students will learn about the nature of language acquisition, English language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content will focus on the characteristics and needs of ELL student populations and the literacy demands of content curricula in secondary schools.

**SEYS 350. Cognition, Technology, and Instruction for Diverse Learners.** 3 hr.; 20 hr. field experience; 3 cr. Prereq.: SEYS 201W and 221. Open only to students in the teacher education programs. Designed to prepare students for integrating psychological perspectives of learning and teaching with technology in their respective disciplines. Students will examine the role of cognition in learning and consider how technological media may be used to promote the effective use of cognitive strategies in the various subject matter domains. Specifically, they will explore the nature, type, and function of cognitive skills in learning (e.g., critical thinking skills, metacognition, and problem-solving), and how these cognitive processes and skills are used in the acquisition, perception, representation, and construction of knowledge.

**SEYS 360–364. Methods of Teaching \_\_\_\_\_ in Middle and High School.**

**360. Methods of Teaching English in Middle and High School**

**361. Methods of Teaching Mathematics in Middle and High School**

**362. Methods of Teaching Science in Middle and High School**

**363, 363W. Methods of Teaching Social Studies in Middle and High School**

**364. Methods of Teaching Foreign Language in Middle and High School**

3 hr.; 20 hr. of field experience; 3 cr. Prereq. or coreq.: SEYS 350. Open only to students in teacher education programs. Focuses on the development of students' pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined.

**SEYS 370.2–374.2. Practicum in \_\_\_\_\_ for Middle/Junior High School.**

**370.2. Practicum in English for Middle/Junior High School**

**371.2. Practicum in Mathematics for Middle/Junior High School**

**372.2. Practicum in Science for Middle/Junior High School**

**373.2. Practicum in Social Studies for Middle/Junior High School**

**374.2. Practicum in Foreign Language for Middle/Junior High School**

Approximately 50 hr. at a middle/junior high school; 2 cr. Prereq.: SEYS 201W, 221, and 340; prereq. or coreq.: SEYS 350; coreq.: 360–364. Open only to students who are matriculated in the secondary education program. This practicum is designed to provide undergraduates in the secondary education program with school-based teaching experiences that prepare them to effectively teach at the middle/junior high school level. Students are placed at a middle/junior high school setting under the guidance of a school-based teacher and a college-based supervisor.

**SEYS 370.4–374.4. Student Teaching in \_\_\_\_\_ for Middle and High School.**

**370.4 Student Teaching English in Middle and High School**

**371.4 Student Teaching Mathematics in Middle and High School**

**372.4 Student Teaching Science in Middle and High School**

\*MAT charges are possible.

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

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

### 373.4 Student Teaching Social Studies in Middle and High School

### 374.4 Student Teaching Foreign Language in Middle and High School

4 cr., 6 hrs. per day or its equivalent. Prereq.: Permission of the department, including minimum GPA in major of 2.75 and 3.0 in methods course and SEYS sequence; coreq.: the subject-specific curriculum and assessment course from SEYS 380–384. School-based teaching experiences are provided that prepare student teachers to effectively teach students at both the middle and high school levels. (Student teachers may have two placements, one in middle/junior high school and the other in high school.) They teach 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

#### 381W. Curriculum and Assessment in Teaching Mathematics

#### 382. Curriculum and Assessment in Teaching Science

#### 383. Curriculum and Assessment in Teaching Social Studies

#### 384. Curriculum and Assessment in Teaching Foreign Language

3 hr.; 3 cr. Coreq.: the subject-specific student teaching course from SEYS 370.4–374.4. Open only to students in teacher education programs. An examination of curriculum development and assessment for classroom teaching designed to integrate New York State Learning Standards and required testing, such as the Regents exams, into the curriculum. The course builds on the fundamental pedagogical content knowledge in specific disciplines in SEYS 360–364. Taught in tandem with the student teaching experience to enrich the student teacher's understanding of curriculum and assessment issues within a working classroom.

### Art in Education Program

The Visual Arts program provides for a 27-credit education 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 201W, 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. SEYS 375, Student Teach-

ing Art for Pre-K–12, will include two student teacher placements.

### Program Requirements

Prospective Pre-K–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 201W, students must file a minor declaration card for secondary education with the Registrar, and meet with the program advisor. 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 201W and 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 Pre-K–12 students must pass three parts of the New York State Teacher Certification Examination.

### COURSES

**EECE 333. Methods in Teaching Elementary School Art, Pre-K–6.** 3 hr.; 3 cr. Prereq.: SEYS 201W and 221. Designed to give students an understanding of the goals and objectives of elementary art, with hands-on experiences in various media, curriculum development, and assessment strategies.

**SEYS 365. Methods in the Teaching of Secondary Art.** 3 hr.; 3 cr. Prereq.: EECE 333, SEYS 340 or EECE 340; prereq. or 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 Pre-K–12.** 3 hr. plus participation; 6 cr. Prereq.: SEYS 201W, 221, and 350, EECE 310 and 333, and SEYS (or EECE) 340. The course provides undergraduates in the art education program with school-based teaching experiences that prepare them to teach art in Pre-K–12 levels. Students will be assigned to two different placements. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

# Educational & Community Programs

**Chair:** Jesse M. Vázquez

**Dept. Office:** Powdermaker 033, 718-997-5250/5240

**Professors:** Brown, Dunn, Fish, Goh, Margolis, Michaels, Vázquez; **Associate Professors:** Erwin, Lopez, Pellitteri, Quinn, Ross, Wamba; **Assistant Professors:** Day, Howell, Rivera, Theodore; **Department Secretaries:** Mathura, Miller, Zion, Steinberg

The department offers graduate degree programs in the following areas: Educational Leadership, Counselor Education, School Psychology, and Special Education. It does not offer undergraduate courses. For information about graduate programs in this department, see the *Graduate Bulletin*.

# English

**Chair:** Nancy R. Comley

**Director of Composition:** Duncan Faherty

**Assistant to the Chair:** Michael Sargent

**Director of Graduate Studies:** Talia Schaffer

**Dept. Office:** Klapper 607, 718-997-4600

**Distinguished Professor:** Hahn; **Professors:** Buell, Burger, Comley, D'Avanzo, Epstein, Frosch, Green, Harris, Kruger, McCoy, Molesworth, Richter, Sargent, Schechter, Schotter, Stone, Summerfield, Tytell, Warren, Whatley, Zimmerman, Zimroth; **Associate Professors:** Allen, Bobb, Bowen, Cooley, Gross, Hintz, Kier, Peritz, Schaffer, Tucker, Weidman, Weir; **Assistant Professors:** Bianco, English, Pandya, Rodway, Tougaw; **Lecturers:** Brandman, Cuomo, Goldhaber, Middleton-LaLande; **Adjunct Assistant Professors:** Fisher, Kole, Lewis, Marotta, Noonan, Nysenholc, Rottenstreich, Sirlin, Spector, Wheeler; **Office Assistants:** Santillan, Schade

**Major Offered:** English (State Education Code 26451)

Courses in the English Department are designed to enrich students' understanding of life and the arts through the study of literature in English. Courses are organized in various ways and at a number of levels. At the 100 level, English Department courses teach rhetoric and composition and provide intensive introductions to fiction, drama, poetry, and to the contested issues generally enlivening the study of literature. Our 200-level courses include intermediate-level courses in writing, period surveys of British, American, and other literature written in English, together with introductions to folklore, film study, and English linguistics. The 300-level courses are advanced electives in creative writing, historical studies of the poetry, drama, and fiction of various periods, courses in literary theory, studies of major literary figures such as Chaucer, Shakespeare, and Milton, courses in minority and ethnic literatures, and other special-

ized approaches to literature, as well as a senior seminar "Topics in Literature." A detailed *English Department Handbook* is available in the department office.

## Department Scholarships, Prizes, and Awards

Several scholarships, as well as a number of writing prizes for English majors and non-majors, are awarded each year. Information on the criteria for awards and scholarships and application deadlines is available in the English Department. The following prizes may be awarded: the **Rosemary Deen Prize** for nonfiction; the **Melvin Dixon Prize** for poetry; the **Ayme Eichler Memorial Scholarship** for poetry by an English major; the **Elizabeth Pines Ergas Prize** for post-modern fiction; the **Neal Feld Memorial Writing Prize**, to a junior English major, for excellence in writing fiction and/or poetry; the **Harry Glick Prize** for short fiction; the **John Golden Award** of \$1,000 to the student who shows the greatest literary promise in drama; the **Robert Greenberg Memorial Prize** for best performance by a student in the English Honors Program; the **Lois Hughson Prize** for the best essay in the Orwell tradition; the **Claire Bibuld Jacobs Prize** for the best single work in short fiction; the **James R. Kreuzer Prize** to the student who has shown the greatest overall literary promise; the **Joseph McElroy Prize** for fiction; the **Clinton Oliver Memorial Prize** for the single best work—scholarly, critical, and/or creative—that relates to the African-American experience; the **Sue Shanker Scholarship** for a gifted student, majoring in English, who has returned to college after a hiatus; the **Norman Silverstein and Ella Peiser Awards** for excellence in (1) creative writing, (2) nonfiction, documentary, or biographical writing, and (3) for all-around excellence in English studies; the **Leo Statsky Award** for an essay on the immigrant experience; the **James E. Tobin Award** for the best group of poems; the **Women's Club Prize** for the best work on

women's experience; and the **Betty Zolot Scholarship** in creative writing.

## THE MAJOR

After fulfilling the college's writing requirement, all English majors take at least 14 English courses, of which 7 are required, for a total of 42 credits. Transfer students must take a minimum of 18 elective credits in the major at Queens College. To meet the requirements for graduation as an English major a student must maintain an average of 2.0 in the required and elective work in English and complete the course sequence noted in the box on this page.

## Advisement

A detailed *English Department Handbook* can be obtained in the department office. Additional guidance in choosing courses within the major and supplementing the major will be provided by faculty advisors.

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 department 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 relation 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 in Relation to Language, Culture, and Society

Gender and Sexuality  
Colonialism and Postcolonialism  
Race, Ethnicity, and Cultural Identity  
Classicism and Romanticism  
Interdisciplinary Studies  
The English Language

## Writing

The clusters may change over the years in response to the needs and concerns of both faculty and students. Individual courses may belong to more than one cluster.

## Requirements for the Major in English (Major code 038)

**Required Courses (8 courses, 24 credits)**

- Critical Reading and Writing (2 courses, 6 credits):** ENGL 140W and 150W.
- Literary History (5 courses, 15 credits):** ENGL 251, 252, 253, 254, and 255.
- Senior Seminar (1 course, 3 credits):** ENGL 391W.

**Electives (6 courses, 18 credits)** To complete their majors, students will select 6 courses from the other offerings of the English Department at the 200 or 300 level.

## Requirements for the Minor in English (Minor code 40)

**Required (15 credits):** ENGL 140W, 150W, 251, 252, and one course from ENGL 253, 254, or 255.

**Electives (12 credits):** Four courses from the offerings of the English Department at the 200 or 300 level.

## Honors in English

The English Honors Program provides an opportunity for students to take a seminar with other dedicated and able majors and to graduate from the college with department honors. The program is open only by application and upon recommendation of a member of the faculty to students with English and college grade-point averages of at least 3.3. Interested students should meet with the honors advisor to discuss the program as early as possible in their college careers.

**Requirements:** Students in the Honors Program take ENGL 399W (Department Honors Seminar), a course chosen by the students themselves, in place of, or in addition to, ENGL 391W. Honors students also take an English Honors Examination, generally in the upper senior semester. Performance on that examination, together with their department 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 their senior year, coursework 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 advisor, who is available for consultation and guidance. In addition to English Department courses, these should include courses in history, philosophy, art, music, comparative literature, and foreign languages. Candidates who plan to attend graduate school should be aware that master's programs require reading knowledge of at least one and doctoral programs at least two foreign languages (of which French, German, Italian, Latin, and Greek are preferred) and experience with literary theory, such as that gained in ENGL 382.

## THE MINOR

To meet the requirements for graduation as an English minor a student must maintain an average of 2.0 in the required and elective work in English and complete the course sequence described in the box on page 134. At least 12 credits in the minor must be completed at Queens College.

## Pre-Journalism

Queens College does not offer a major in journalism, but does offer a minor (see pages 174–175). Students interested in post-graduate training or careers in journalism and publishing are urged to major in English, history, political science, communication arts and sciences, or one of the other liberal arts disciplines, and to acquire as broadly based an education outside their major as they can. They can gain some valuable experience while working for the

campus press as an extracurricular activity, and in journalism and publishing internships sponsored by the English Department and the Media Studies Department.

The following courses may be of interest to pre-journalism students:

ENGL 211W. Writing Nonfictional Prose  
 ENGL 220. Introduction to Editing  
 ENGL 303W. Essay Workshop  
 SOC 218. Mass Communication and Popular Culture  
 MEDST 101. The Contemporary Media  
 MEDST 242. Introduction to Video: Studio  
 MEDST 243. Introduction to Video: Field  
 MEDST 250. Freedom of Speech  
 MEDST 321. News Analysis

## COURSES\*

The English Department recognizes for transfer credit independent study courses taken in such programs as the New York State Regents External Degree Program, the New York State College Proficiency Examination Program, the College Level Examination Program (CLEP), the College Entrance Examination Board Advanced Placement Examinations (AP), and the United States Armed Forces Institute (USAFI) Tests. Students must achieve a grade of C or better (or the numerical equivalent) for transfer credit. In the CLEP examinations, only the special subject examinations are accepted. When such examinations have an optional essay provision, the essay must be included.

Questions regarding the composition requirement should be addressed to the department's director of composition.

**ENGL 095, 095.0. Introduction to College Writing.** 4 hr.; 3 cr. Prereq.: Entrance determined by results of placement examination. Emphasis will be on a variety of writing forms, including narration, description, and analysis; attention will be given to matters of grammar, syntax, punctuation, and diction. The student will spend one hour per week meeting in conferences, small groups, or other formats for intensive writing instruction and practice. This course is designated for eligible ESL students.

**ENGL 110. College Writing.** 4 hr.; 3 cr. The arts and practices of effective writing and reading in college, especially the use of language to discover ideas. Methods of research and documentation will be taught, along with some introduction to rhetorical purposes and strategies. Students will spend one hour per week conferring with each other or with the instructor about their writing.

**ENGL 115. VI: Topics in Writing.** ENGL 115.2, 2 hr.; 2 cr., ENGL 115.3, 3 hr.; 3 cr. Prereq. or coreq.: ENGL 110, or permission of the department. A writing course for students who wish to extend the work of

ENGL 110. This course is designed to focus students' attention on specific topics and issues in writing through extensive reading, practice in a variety of writing techniques appropriate to the topic, and reflection upon the readings and their own written work. Topics will vary from semester to semester and may include crosscultural analyses of life stories; comparative analyses of different disciplinary forms of argument; sentence and paragraph styles; the art of writing reviews. When the topic scope and amount of reading warrant it, this course will be offered on a 3-hour, 3-credit basis. The 2-hour, 2-credit version may be taken twice when the specific topic varies.

## ENGL 120W. Writing, Literature, Culture.

3 hr.; 3 cr. Prereq.: ENGL 110. A writing course that involves continued practice in writing, together with close reading of various kinds of texts. Courses are structured around one or more thematic, sociocultural, or historical issues such as identities, community, gender, quest narratives, or the arts. Students will explore the issues as they read and write about specific texts.

**It is recommended that students take Tier I courses (ENGL 140W, 151, 152, 153, 154, 155, and 156) prior to advanced electives.**

## Courses Primarily for Freshmen and Sophomores

Students who plan to major in English should take ENGL 140W. Courses below ENGL 200 do not satisfy the free elective choices of the various department majors or the minor.

**ENGL 134W. Writing Tutorial.** 1 hr.; 1 cr. Prereq.: ENGL 110; coreq.: A designated English course. Instruction and practice in writing relevant to the main course. Fulfills one writing-intensive unit. May be repeated for credit.

**ENGL 135W. Writing Workshop.** 1 hr.; 1 cr. Prereq.: ENGL 110; coreq.: A designated English course. Instruction and practice in writing integral to main course. Fulfills one writing-intensive unit. May be repeated for credit.

**ENGL 140W. Introduction to Poetry.** 3 hr. plus conf.; 3 cr. Prereq.: ENGL 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)

**ENGL 150W. Introduction to Literary Study.** 3 hr.; 3 cr. Prereq.: ENGL 110. An inquiry

\*MAT charges are possible.

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

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

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)

**ENGL 151, 151W. Works of English Literature: A Course for Nonmajors.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to the development of English literature from the Middle Ages to the twentieth century through a study of selected poetry, drama, fiction, and/or nonfictional prose. Authors include Chaucer, Shakespeare, Milton, Swift, Keats, Dickens, and Joyce. Designed for nonmajors. (H1T1)

**ENGL 152, 152W. Works of American Literature: A Course for Nonmajors.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to the development of American literature from its beginnings to the twentieth century through a study of selected poetry, drama, fiction, and/or nonfictional prose. Authors studied may include Thoreau, Hawthorne, Whitman, Dickinson, O'Neill, Hemingway, and Wright. Designed for nonmajors. (H1T1)

**ENGL 153, 153W. Introduction to the Bible.** 3 hr.; 3 cr. Prereq.: ENGL 110. Selected books of the Old and New Testaments in English translation. Cannot be taken for credit if student has taken ENGL 381. Designed for nonmajors. (H1T1)

**ENGL 154, 154W. Great Works of Fiction.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to fiction through a reading of great novels and short stories from various periods. Designed for nonmajors. (H1T1)

**ENGL 155, 155W. Great Works of Drama.** 3 hr.; 3 cr. Prereq.: ENGL 110. A careful reading of important plays from different periods, designed to give the student a grasp of the history of dramatic literature, the variety of dramatic forms, and the possibilities of theatrical craft. Designed for nonmajors. (H1T1)

**ENGL 156, 156W. Introduction to Shakespeare.** 3 hr.; 3 cr. Prereq.: ENGL 110. A basic course in Shakespeare's plays and poems. Designed for nonmajors. (H1T1)

**ENGL 200W. Essay Writing.** 3 hr. plus conf.; 3 cr. Prereq.: ENGL 110. The writing and criticism of formal and informal essays, various types of articles, reviews, and reportage, designed to develop effective expression in an individual and personal style. Fall, Spring

**ENGL 201W. Essay Writing for Special Fields.** 3 hr. plus conf.; 3 cr. Prereq.: ENGL

110, or permission of the instructor. An intermediate expository writing course using forms and modes appropriate to various professions and disciplines. Special fields covered in the past have included medicine, law, business, computer science, teaching, psychology, music, art, and film. Some sections of this course will be limited to students enrolled in the Business and Liberal Arts minor.††

**ENGL 210W. Creative Writing.** 3 hr. plus conf.; 3 cr. Prereq.: B in ENGL 110 or 120W. Introduction to the writing of poems, stories, and plays, planned primarily for qualified sophomores. Fall, Spring

**ENGL 211W. Writing Nonfictional Prose.** 3 hr.; 3 cr. Prereq.: B in ENGL 110 or 120W. The writing of nonfictional prose in various forms. This course is designed primarily for writing majors and for students who plan to take ENGL 303W. Fall, Spring

**ENGL 220. Introduction to Editing.** 3 hr.; 3 cr. Prereq.: ENGL 110 or high pass on placement examination. The art of editing, with the skills of copyediting, proofreading, and indexing, introduced against the background of language history and style.†

**ENGL 225. Newspaper and Article Writing.** 3 hr. plus conf.; 3 cr. Prereq.: B in ENGL 110 or 120W, or high pass on placement examination, or permission of the instructor. Preparing articles for newspapers and for magazines. Fall, Spring

**ENGL 251. British Literature Survey I.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W, or permission of the department. A historical study of the diversity of British literature from the beginnings through the seventeenth century, encompassing a range of writing by women and men from various cultural, ethnic, and popular traditions. (H1T2)

**ENGL 252. British Literature Survey II.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W, or permission of the department. A historical study of the diversity of British literature from the seventeenth century to the twentieth century, encompassing a range of writing by women and men from various cultural, ethnic, and popular traditions. (H1T2)

**ENGL 253. American Literature Survey I.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W, or permission of the department. A historical study of the diversity of American literature from the beginnings to the Civil War, encompassing a range of writing by women and men from various cultural, ethnic, and popular traditions. (H1T2)

**ENGL 254. American Literature Survey II.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W, or permission of the department. A histori-

cal study of the diversity of American literature from the Civil War to the twentieth century, encompassing a range of writing by women and men from various cultural, ethnic, and popular traditions. (H1T2)

**ENGL 255. Global Literatures in English.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W, or permission of the department. A historical study of the diversity of modern and contemporary Anglophone and related literatures translated into English encompassing the complex transnational and postcolonial nature of much modern writing in English. (H1T2)

**ENGL 265. An Introduction to Folklore.** 3 hr.; 3 cr. Prereq.: ENGL 110. An introduction to the study of the oral literature and lore—fairy tales, legends, ballads, etc.—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)††

**ENGL 270. Asian-American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W or satisfaction of the Humanities I, Tier 1 LASAR requirement. Literature of the Asian American Diaspora, including figures such as Carlos Bulosan, Maxine Hong Kingston, Li-Young Lee, and Lois-Ann Yamanaka. Topics for investigation will include generational conflict, theoretical models of nationality and ethnicity, religion, politics, gender and sexuality, social class, and intra-ethnic disputes.

**ENGL 280. Literature and Film.** 3 hr.; 3 cr. Prereq.: ENGL 110 or high pass on placement examination. A study of the literary aspects of film art, focusing on its narrative and poetic structure. Fall, Spring

**ENGL 285. Studies in Literature and Film.** 3 hr.; 3 cr. Prereq.: ENGL 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.†

**Note:** English majors may offer only one film course (ENGL 280 or 285), not both, as part of the major.

**ENGL 290. The English Language.** 3 hr.; 3 cr. Prereq.: ENGL 140W 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)†

**ENGL 295. Modern English Grammar.** 3 hr.; 3 cr. Prereq.: ENGL 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

**ENGL 299.1, 299.2, 299.3. Internship.** ENGL 299.1, 45 hr.; 1 cr., ENGL 299.2, 90 hr.; 2 cr., ENGL 299.3, 135 hr.; 3 cr. Prereq.: Permission of the department. Experiential learning through placement. Opportunity to test and demonstrate academic learning in an organizational setting and receive academic credit. Internships may also carry a stipend. A learning contract as well as an academically related project will be worked out with an advisor. May be repeated for credit, but no more than 3 credits may be applied to the major in English.

**ENGL 301W. Short Story Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: ENGL 210W, or permission of the 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

**ENGL 302. Playwriting Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: ENGL 210W, or permission of the 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

**ENGL 303W. Essay Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 211W, or permission of the 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

**ENGL 304. Poetry Workshop.** 3 hr. plus conf.; 3 cr. Prereq.: *B* in ENGL 210W, or permission of the 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

**ENGL 310. Old English.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W or satisfaction of the Humanities I, Tier 1 LASAR requirement. An introduction to Old English prose and poetry in the original. ††

**ENGL 311. Literature of the Anglo-Saxon Period.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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 requirement. (H1T2, PN)††

**ENGL 312. Medieval Literature, 1100–1500.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 313. The Arthurian Tradition.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W or satisfaction of the Humanities I, Tier 1 LASAR requirement. The historical, legendary, and literary developments from Gildas to Malory. (H1T2, PN)†

**ENGL 320. Literature of the English Renaissance.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 321. Literature of the Seventeenth Century.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 322. Literature of the Restoration and Eighteenth Century.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 323. The Age of Romanticism in England.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 324. Victorian Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 326. Women Writers and Literary Tradition.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.

**ENGL 327, 327W. Environmental Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W or satisfaction of the Humanities I, Tier 1 LASAR requirement. Writing in which nature, or the environment in general, is a significant issue; how nature has been differently conceptualized by medieval Christianity, Renaissance humanism, colonialist expansion, scientific rationalism, industrialism, and contemporary multicultural, feminist, socialist, urban, and capitalist positions; the literary, cultural, and social dimensions of the beauties, terrors, and conflicts that the global environment crisis has made us aware of today.

**ENGL 328. Topics in Children's Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.

**ENGL 330. Chaucer: The Early Works.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W or satisfaction of the Humanities I, Tier 1 LASAR requirement. The dream-visions, *Troilus and Criseyde*, the short poems, and Boethian philosophy. (H1T2, PN)†

**ENGL 331. Chaucer: The Canterbury Tales.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W or satisfaction of the Humanities I, Tier 1 LASAR requirement. An intensive study of Chaucer's late work. (H1T2, PN)†

**ENGL 332. Shakespeare I.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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 ENGL 332 and 333 should, if possible, take ENGL 332 first. (H1T2) Fall, Spring

**ENGL 333. Shakespeare II.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 334. Milton.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 340. English Drama from Its Beginnings to 1642.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)††

**ENGL 341. Drama of the Restoration and Eighteenth Century.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)††

**ENGL 344. The English Novel I.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 345. The English Novel II.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 346. British Fiction, 1900–1945.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 352. The American Novel to 1918.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 353. American Fiction, 1918–1945.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W

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

**ENGL 354. Afro-American Literature I (1619–1930).** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 355. Afro-American Literature II (1930 to the Present).** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 356. Literature of the American Indians.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.††

**ENGL 357. Puritanism in American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W or satisfaction of the Humanities I, Tier 1 LASAR requirement. A study of Puritanism in American literature from Colonial times. (H1T2)††

**ENGL 358. Nineteenth-Century American Transcendentalism.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)††

**ENGL 359. Regionalism, Realism, and Naturalism in American Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)††

**ENGL 361. The American Dream.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 362. The Immigrant Experience.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.

**ENGL 363. Studies in Global Literatures in English.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.

**ENGL 364. Studies in African Drama, Film, and Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.

**ENGL 365. Celtic Myth and Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)††

**ENGL 366. Introduction to Irish Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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 litera-



ture of both Anglo-Irish ascendancy and conquered Gaelic Ireland during the long period of English rule; the poetry, drama, and fiction of the extraordinary literary revival that took place in the late nineteenth and early twentieth centuries; and the literature of modern Ireland.

**ENGL 367. Modern Irish Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.

**ENGL 368W. Irish Writers.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.

**ENGL 370. British and American Drama, 1890–1945.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 371. British and American Drama, 1945 to the Present.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 373. British and American Poetry, 1910–1945.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 374. British and American Poetry, 1945 to the Present.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 376. British and American Fiction, 1945 to the Present.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 380. Classical Backgrounds of English Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 381. The Literature of the Bible.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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 ENGL 153. (H1T2, PN) Fall, Spring

**ENGL 382. Aspects of Literary Criticism.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)††

**ENGL 383. Aspects of Poetry.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 384. Aspects of Fiction.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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

**ENGL 385. Aspects of Drama.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)†

**ENGL 386. Literature and Religion.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)††

**ENGL 387. Literature and Politics.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W or satisfaction of the Humanities I, Tier 1 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)††

**ENGL 388. Literature and Psychology.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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)††

**ENGL 389. Myth and Archetype in Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.†

**ENGL 390. Comedy and Satire.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W 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.

**ENGL 391W. Senior Seminar: Topics in Literature.** 3 hr.; 3 cr. Prereq.: English major with senior status or consent of the instructor. This course allows the instructor and a small group of advanced English majors to pursue in depth a topic in literature or literary theory.

**ENGL 395, 395W. Selected Studies in Literature.** 3 hr.; 3 cr. Prereq.: ENGL 140W or 150W, or satisfaction of the Humanities I, Tier 1 LASAR requirement. 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. (H1T2)

**ENGL 397, 398. Seminar in Teaching Writing.** 4 hr.; 4 cr. Prereq.: Permission of the department. Students participate in teaching ENGL 095 with an instructor. Work includes planning and giving lessons, holding conferences, commenting on students’ papers, and attending a weekly workshop. Fall, Spring

**ENGL 399W. Department Honors Seminar.** 3 hr.; 3 cr. Prereq.: Enrollment in the Honors Program, or permission of the instructor. Required of department 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:** Royal S. Brown

**Deputy Chair:** Peter Carravetta

**Undergraduate Advisors:** Karen Sullivan (French); Ulrike Peonides (German); Iannis Zikoudis (Greek); Karina Attar (Italian); Thomas Bird (Russian)

**Graduate Advisors:** Royal Brown (French); Peter Carravetta (Italian)

**Dept. Office:** King 207, 718-997-5980; Fax 718-997-5072

**Professors:** Brown, Carravetta, Evans, Haller, Paulicelli; **Associate Professor:** Bird; **Assistant Professors:** Attar, Cheloukhina, Jones, Sullivan; **Department Secretary:** Hrica

**Majors Offered:** French (State Education Code 26464), German (State Education Code 26465), Italian (State Education Code 26466), Russian (State Education Code 02751)

The program of instruction in the European Languages and Literatures Department seeks, through the achievement of an accurate reading knowledge, adequate aural comprehension, and conversational proficiency, to prepare students to understand, appreciate, and use professionally the language, literature, and culture of the French-, German-, Greek-, Italian-, and Russian-speaking worlds. Upon completion of the basic courses, students are expected to have a thorough, practical command of the language they have studied, including an ability to understand more fully the culture or cultures of which that language is a reflection. Elective courses consist of both linguistic and literary studies of a more advanced and specialized nature.

In all courses, correlation with other departments of the college is encouraged whenever students' use of their language training can be made effective in their field of specialization.

### Department Awards

The European Languages and Literatures Department offers the following awards to students pursuing their studies in the department: the **Sheila Endler-Landau Memorial Prize** in French; the **German Language Award of the Steuben Society of America**; the **Robert W. Hartle Award for Excellence in a Romance Language**; the **Italian Prize**; the **Literary Society Foundation Prize** in German; the **Norman H. Paul Award** in French; the **Norman H. Paul CUNY/Paris Travel Grant**; as well as prizes in Italian offered by Italian business firms and friends of Italian studies at Queens College. Special department awards are also offered to students who have excelled in French, German, Italian, Modern Greek, or Russian.

### THE MAJORS

Majors are offered in the day session in French, Italian, German, and Russian.

Up to 36 credits are required for the major. Additional credits may be taken in courses related in content and purpose, and may include political science, geography, economics, history, anthropology, art, music, and other such adjunct courses. All prospective majors must consult a department advisor before filing proper concentration forms.

Students who plan to teach French, German, or Italian in secondary schools should also take at least three courses in a second foreign language. (**Note:** There is no approved program in Russian secondary school teaching.) Approval for student teaching normally requires a 3.0 average in elective courses and the grade of *B* in intermediate conversation, phonetics, and grammar.

Students interested in a Byzantine and Modern Greek major, which has a Greek language requirement, should consult with the Director of the Byzantine and Modern Greek Studies Program (Jefferson 301, 718-997-4520).

### THE MINORS

A minor is offered in the day session in French, German, Greek, Italian, and Russian. Eighteen credits above language 112 are required for the minor in a European language. All prospective minors must consult a department advisor to have their programs approved.

The department offers as well courses in the German language, its literature and civilization; a variety of courses taught in English, treating literature and thought in translation; and courses in the Russian language, its literature, and culture.

For details, please check individual headings.

## Euro Courses

Cultural knowledge and the awareness of being part of a global reality involve the need to understand individual cultural identities. Europe's history, its myths and ongoing realities have always been, and still are, part of a complex process requiring the study and the implications of disciplines which span from the Arts and Humanities to the Social Sciences. These courses encourage students from different ethnic backgrounds and cultures to think critically, to develop their individual creativity and research interests, and to improve their writing skills. The courses serve to enrich the students' knowledge of the liberal arts tradition across the spectrum of European cultures. They may be combined with courses required for students' majors or minors. Students with an interest in European and non-European languages who are studying other fields—anthropology, art, business and liberal arts, comparative literature, economics, education, film and media studies, history, Jewish studies, linguistics, political science, sociology, women's studies, or world studies—can broaden their perspectives and prepare themselves for graduate study as well as future careers by taking Euro courses.

**EURO 101, 101W. European Civilizations.** 3 hr.; 3 cr. Prereq.: ENGL 110. Introduction to European culture and civilization, including the land, its people, its artistic, intellectual, and cultural movements; the impact of evolving geopolitical and cultural realities of the European Union on contemporary patterns of politics, culture, and society.

**EURO 201, 201W. The Arts in Europe.** 3 hr.; 3 cr. Prereq.: ENGL 110, two semesters of instruction in one foreign language (or permission of the department). Exploration through multimedia of the role, function, and impact of one of the arts such as fashion, music, painting, cabaret, theatre, dance, in narrating and shaping European identities and culture. This course may be repeated once provided the topic is different.

**EURO 202, 202W. Languages of Europe.** 3 hr.; 3 cr. Prereq.: ENGL 110, two semesters of one of the European languages, or permission of the department. A comparative study of selected languages of Europe. Emphasis may be on the origins and historical evolution of the most important European languages, the formation of national languages, and the evolving uses of languages and dialects in contemporary European societies. Aspects to be studied may also include language contact, European languages outside the continent, changing language policies on the European conti-

ment. May be repeated once for credit provided the topic is different.

**EURO 203, 203W. European Literatures.** 3 hr.; 3 cr. Prereq.: ENGL 110, two semesters of instruction in one foreign language, or permission of the department. The interdisciplinary and crosscultural study of manifestations of European thought and identities (historical, social, intellectual, religious, political, and gender-related) as reflected in different literary periods in a variety of forms and genres of European literatures (prose, poetry, drama, diaries, memoirs, folklore). The thematic focus may vary each semester. May be repeated once for credit provided the topic is different.

**EURO 250, 250W. European Cinema.** 4 hr.; 3 cr. Prereq.: ENGL 110. The historical, cultural, aesthetic, political, and technical aspects of European cinema as studied through tendencies, topics, or individual directors. May be repeated once for credit provided the topic is different.

**EURO 301, 301W. Topics in European Studies.** 3 hr.; 3 cr. Prereq.: ENGL 110, one course in European studies, or permission of the department, and two semesters of instruction or equivalent in one foreign language. The subject for each course will be announced in advance. May be repeated once for credit provided the topic is different.

**EURO 398. Internship.** EURO 398.1, 45 hr.; 1 cr., EURO 398.2, 90 hr.; 2 cr., EURO 398.3, 135 hr.; 3 cr. Prereq.: Completion of 15 credits in European Languages and Literatures courses and department approval. Combines first-hand experience in an institution related to European Languages and Literatures with a research project on the sector in which work is done. Students should consult the college Office of Career Development and Internships for listings of available internships and procedures for applying. A proposal must be approved by the department before registration. Students must be supervised by an ELL faculty member. Grades are based on the employer's and the faculty sponsor's evaluations of the student's performance, including midterm and final reports. A maximum of 3 credits of internships may be taken. Students are encouraged to take FREN, ITAL, GERM, or RUSS 235, as appropriate, before beginning the internship.

## French

The French language, spoken by over 200 million people in over 40 countries, plays a major role in global business, diplomacy, and culture. Moreover, the French and Francophone literary and philosophical tradition

has had a profound influence on American society and its institutions. Language courses offered in the French program help students develop proficiency in French, while advanced-level courses in literature and culture introduce students to the French and Francophone tradition. Through advanced instruction in literature and language, students are encouraged to develop a critical approach to literary texts in French, the French language, and French and Francophone culture. For further information, see the course list below or visit [www.qc.cuny.edu](http://www.qc.cuny.edu).

Students who have had less than one and one-half years of high school French normally begin with FREN 111; those entering with two years normally begin with FREN 112; those presenting three years normally begin with FREN 203; and those presenting four years normally begin with FREN 204. Native speakers should consult the chair or a department representative for placement.

French majors and minors are encouraged to take courses via the CUNY/Paris exchange program (for information call 718-997-4608 or visit the college's Web site). The department also encourages students to participate in the many scholarship and training programs offered through the French Embassy. See the undergraduate advisor for more information on scholarships, internships, and short-term study-abroad programs.

French majors interested in earning a teaching certificate or in pursuing a minor in secondary education should contact the Secondary Education and Youth Services Department at their earliest convenience. Successful French majors sometimes pursue master's degrees at Queens College and go on to teaching careers or pursue doctoral degrees in French or comparative literature at the CUNY Graduate Center or elsewhere.

The department houses a chapter of Pi Delta Phi, the national French honor society. The Queens College French Club organizes various on-campus events and cultural excursions in the New York City area.

## THE MAJOR AND MINOR IN FRENCH

See the box on page 142 for the specific requirements for the major and the minor.

## COURSES\*

### Courses in English

**FREN 010. French for Reading and Translation I.** 3 hr.; 3 cr. Prereq.: Graduate standing or permission of the department. No previous study of French required. This course provides a thorough presentation of French grammar and introduces students to expository prose in French with the emphasis on reading and translation. Does not count

toward the foreign language requirement or the major.

**FREN 011. French for Reading and Translation II.** 3 hr.; 3 cr. Prereq.: FREN 010. Continuation of FREN 010 with reading and translation of longer and more complex texts. Does not count toward the foreign language requirement or the major.

**FREN 041, 041W. Masterpieces of French Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of French literature from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. May be repeated for credit provided the topic is different. (H1T1) Fall, Spring

**FREN 045, 045W. 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. (H3)††

**FREN 250, 250W. 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

**FREN 111. Elementary French I.** 4 hr.; 4 cr. Intended for students with no previous training in French. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken French, to become familiar with cultural aspects of French-speaking countries, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory. Fall, Spring

**FREN 112. Elementary French II.** 4 hr.; 4 cr. Prereq.: FREN 111 or two years of high school French. This course is a continuation of FREN 111. A graded reader is introduced to present literary and cultural aspects of

\*MAT charges are possible.

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

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

French-speaking countries, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory. Fall, Spring

**When circumstances warrant, the department may offer an intensive French course, FREN 111 and 112, for 8 credits.**

**FREN 203. Intermediate French I.** (formerly FREN 113) 3 hr.; 3 cr. Prereq.: FREN 112 or three years of high school French. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level. Fall, Spring

**FREN 204. French Composition and Grammar I.** 3 hr.; 3 cr. Prereq.: FREN 203 or four years of high school French. Grammar review, conversation, and written assignments designed to improve the students' mastery of spoken French and refine their writing skills.

**FREN 205. Introduction to Literary Analysis.** 3 hr.; 3 cr. Prereq.: FREN 204, or permission of the department. An introduction to reading and analyzing literary works, with special emphasis on critical terminology and development of writing skills in French. The course will concentrate on shorter works from the major genres of literature in French, and prepare students for the future study of literature. Required for majors and others planning to take elective courses in the department. (H1T2)

**FREN 206. Introduction to French Literature.** 3 hr.; 3 cr. Prereq.: FREN 204, or permission of the department. Reading, discussion, and analysis of representative works from the Middle Ages to the contemporary period. Required for majors and for others planning to take elective courses in the department. (H1T2)

### Advanced Language Courses

**FREN 223. Advanced Conversation and Phonetics.** 3 hr.; 3 cr. Prereq.: FREN 204, or permission of the department. Advanced preparation for students who want to perfect their fluency in spoken French. The course will involve intensive practice in both impromptu and prepared conversation and in the study of both phonetics and diction.

May not be taken by students with native fluency in spoken French.

**FREN 224. Advanced French Grammar.** 3 hr.; 3 cr. Prereq.: FREN 204, or permission of the department. Extensive review of grammatical structures, idiom patterns, and common difficulties of the French language.

**FREN 225. French Composition and Grammar II.** 3 hr.; 3 cr. Prereq.: FREN 204, or permission of the department. Intensive work in composition, grammatical analysis, and stylistics, further developing writing skills in French. Students will practice different forms of writing (narrative, journalism, literary composition, essay, business correspondence).

**FREN 228. Advanced Literary Analysis.** 3 hr.; 3 cr. Prereq.: FREN 205, or permission of the department. Training in the in-depth analysis of literary works. Students will be introduced to critical writing on literature, and sharpen their own techniques of literary analysis. May be repeated once for credit provided the topic is different.

**FREN 231. Skills and Art of Translation.** 3 hr.; 3 cr. Prereq.: FREN 204, or permission of the department. Introduction to the techniques, problems, and theories of translation. The course will involve both French-to-English and English-to-French translation.

**FREN 235. Business French.** 3 hr.; 3 cr. Prereq.: FREN 204, or permission of the department. Introduction to the use of French in a business context with emphasis on the discussion of crosscultural differences as well as on the acquisition of practical skills such as drafting business correspondence and developing familiarity with the vocabulary of the workplace.

### Elective Courses in Literature

**FREN 320. VI: Topics in Early French Literature.** 3 hr.; 3 cr. Prereq.: FREN 206 and 228, or permission of the department. Reading, discussion, and analysis of representative works from the Middle Ages through the sixteenth century. May be repeated once for credit provided the topic is different. (H1T2, PN)††

**FREN 340. VI: Topics in Seventeenth-Century French Literature.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. Major literary and cultural works of the French neoclassical age. Authors studied may include Molière, Racine, Corneille, Mme. de Lafayette, Pascal, and Descartes. May be repeated once for credit provided the topic is different. (H1T2, PN)††

**FREN 345. VI: Topics in Eighteenth-Century French Literature.** 3 hr.; 3 cr. Prereq.: FREN 206 and 228, or permission of the department. Reading, discussion, and analysis of major works of the Age of Enlightenment. Authors studied may include Montesquieu, Marivaux, Prévost, Voltaire, Diderot, Rousseau, Beaumarchais, and Laclos. May be repeated once for credit provided the topic is different. (H1T2)††

**FREN 350. French Novel of the Nineteenth Century.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. The rise of the novel in the nineteenth century. Authors studied may include Hugo, Balzac, Gautier, Stendhal, Flaubert, and Zola. May be repeated once for credit provided the topic is different. (H1T2)††

**FREN 360. French and Francophone Novel since 1900.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. Evolution of the novel since 1900. Authors studied may include Gide, Proust, Sartre, Céline, Camus, Duras, Robbe-Grillet, Condé, Genet, and Mûdimbe. May be repeated once for credit provided the topic is different. (H1T2)††

**FREN 363. French Poetry of the Nineteenth Century.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. Reading, discussion, and analysis of key works of French poetry from the Romantic era through Symbolism. Particular emphasis will be placed on the work of Lamartine, Hugo, Gautier, Baudelaire, Rimbaud, and Mallarmé. (H1T2)††

**FREN 367. VI: Topics in French and Francophone Literature since 1900.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. Literary works, other than novels, written since 1900. The course may treat theater, poetry, or a combination of the two. Authors studied may include Apollinaire, Ponge, Char, Cocteau, Genet, Beckett, and Ionesco. May be repeated once for credit provided the topic is different. (H1T2)

**FREN 370. VI: Topics in Francophone Literature.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. Reading and discussion of major works from French-speaking West Africa, the Maghreb, the

### Requirements for the Major in French (Major code 042)

The major in French consists of up to 36 credits beyond FREN 204. Successful completion of FREN 205, 206, 224, and 228 is required of all majors. Students should choose courses for the remaining 21 credits in consultation with the undergraduate advisor. Students must complete FREN 206 or 228 before enrolling in advanced (FREN 300-level) literature courses.

### Requirements for the Minor in French (Minor code 87)

The minor consists of 15 credits in French beyond the level of FREN 203, chosen in consultation with a departmental advisor.

Caribbean, and Canada. Authors studied may include Senghor, Césaire, Damas, Fanon, Ben Jelloun, Djébar, Kourouma, Sembène, Hébert, Chamoiseau. May be repeated once for credit provided the topic is different. (H2T2, PN)

**FREN 375. Contemporary French Literary Theory.** 3 hr.; 3 cr. Prereq.: FREN 228, or permission of the department. Familiarity with the literary theory necessary for a thorough understanding of the aesthetics, ethics, and politics of reading. Particularly recommended for those intending to pursue graduate studies. Topics may include: structuralism, deconstruction, feminism, psychoanalysis, queer studies, and the Francophone theory. May be offered periodically in English.

**FREN 380. VI: Women's Writing in French.** 3 hr.; 3 cr. Prereq.: FREN 206 or 228, or permission of the department. Critical reading and discussion of major works written in French by women writers from the Middle Ages to the present. Authors studied may include Marie de France, Labé, Lafayette, Sévigné, de Staël, Sand, Colette, Duras, Cixous, Wittig, Djébar, Chérid, Roy, Condé, Sow Fall. May be repeated once for credit provided the topic is different. (H1T2)

**FREN 385. VI: Seminar.** 3 hr.; 3 cr. Prereq.: Upper junior or senior standing; an average of *B* in elective courses taken in French, or permission of the department. Designed especially to give qualified students the skills of scholarly investigation in such fields as French and Francophone literature, film, civilization, or language. May be repeated once for credit provided the topic is different.

## German

Students who have had less than one and one-half years of high school German normally begin with GERM 111; those entering with two years normally begin with GERM 112; those presenting three years usually begin with GERM 203; and those presenting four years normally begin with GERM 204. Native speakers should consult the department's advisor in German for correct placement.

The new German program at Queens was developed (together with German programs at Hunter College and at the CUNY Graduate School) with a major grant from the National Endowment for the Humanities. Studies in German at Queens are proficiency-oriented. Students taking German as their foreign language are guided by an undergraduate advisor and the faculty from

basic and intermediate language courses to level I and level II elective courses that fit their individual proficiency level. Oral proficiency interviews (OPI) help to determine the exact standing of each student and his/her placement in the appropriate elective course.

### THE MAJOR IN GERMAN

The German program offers two types of major. One major is intended for students primarily interested in literary texts and their historical and intellectual contexts; the second major is for students who wish to study various aspects of the culture, history, political and social institutions, and current affairs of German-speaking countries. See the box on page 144 for the specific requirements for the major.

The German club maintains a varied program of social and cultural events. The department also houses the Delta Omicron Chapter of Delta Phi Alpha, the national German honor society.

The department encourages interested students to take the various standard examinations such as that for the *Certificate "Deutsch als Fremdsprache,"* issued by the Goethe-Institut in Munich through the Goethe House, New York. Further information about the composition of these tests, as well as about the dates on which they are administered, may be obtained from the academic advisor.

The department maintains connections with the University of Kiel for Summer programs and with other German universities for junior-year-abroad programs.

### THE MINOR IN GERMAN

See the box on page 144 for the specific requirements for the minor.

## COURSES

### Courses in English

**GERM 041, 041W. Masterpieces of German.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of German literature from the beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. May be taken more than once for credit provided topic is different. (H1T1)††

**GERM 045, 045W. German Civilization.** 3 hr.; 3 cr. Prereq.: ENGL 110. Introductory course in contemporary German culture and civilization for students interested in exploring future travel, study or internship opportunities in German-speaking countries.

Particular attention to German arts, history, politics, economics, and social issues. All readings and discussions are in English.

**GERM 250, 250W. German Cinema.** 4 hr.; 3 cr. The course will treat various aspects of German cinema: historical, cultural, aesthetic, political, technical, etc. In a given semester, the course may deal with a certain tendency (such as the Heimat film), period (such as New German Cinema), or director (such as Lang, Murnau, Fassbinder, or Wenders). Lectures and work will be done in English; films will be shown in the original language with subtitles. May be taken more than once for credit provided topic is different.††

### Basic Language Courses

**GERM 010. Elementary German for Reading Purposes.** 4 hr.; 4 cr. Introductory course for students who require the elements of a reading knowledge in German. May not be taken for credit by students who have completed GERM 111 or 112, or equivalent. May not be taken in fulfillment of the foreign language requirement.††

**GERM 109. Intensive German I-II.** 8 hr.; 8 cr. The contents of GERM 111 and 112 condensed into one semester.

**GERM 110. Intensive German III-IV.** 6 hr.; 6 cr. Prereq.: GERM 109 or 111 and 112. Fulfills the language requirement in German.††

**GERM 111. Elementary German I.** 4 hr.; 4 cr. Intended for students with no previous knowledge of German. A basic orientation to German language and culture designed to help the student negotiate simple social situations. Practice in reading, writing, speaking, and listening comprehension. Fall, Spring

**GERM 112. Elementary German II.** 4 hr.; 4 cr. Prereq.: GERM 111 or equivalent. A continuation of GERM 111. Fall, Spring

**GERM 203. Intermediate German I.** 3 hr.; 3 cr. Prereq.: GERM 112 or three years of high school German. A continuation of GERM 112 designed to bring the student to an intermediate level of proficiency. Comprehensive review of grammar, vocabulary building, and reading of cultural texts at the intermediate level. Fulfills language requirement in German. Fall, Spring

**GERM 204. Intermediate German II.** 3 hr.; 3 cr. Prereq.: GERM 203. Reading, conversation, composition, vocabulary building, review of grammar. Counts as an elective course toward the major or minor. Fall, Spring

**Introductory Literature Courses**

**GERM 206. Survey of German Literature 2, Level I.** 3 hr.; 3 cr. Prereq.: GERM 204, or permission of the department. Reading and analysis of representative works from the seventeenth century to the present; special emphasis on literary values and history. Required for majors and others planning to take elective courses in the department. (H1T2) Fall

**GERM 207. Survey of German Literature 1, Level I.** 3 hr.; 3 cr. Prereq.: GERM 204, or permission of the department. Reading and analysis of representative works from the Middle Ages to the present; special emphasis on literary values and history. Required for majors and others planning to take elective courses in the department. (H1T2) Fall, Spring

**Advanced Language Courses**

**GERM 223. Conversation, Level I.** 3 hr.; 3 cr. Prereq.: GERM 203. For students who want to refine their fluency in current idiom. Designed to build self-confidence in social situations. Practice in expressing and defending an opinion through group discussions and short presentations on general topics. May not be taken by a native speaker of German. †

**GERM 224. Advanced Grammar and Stylistics, Level II.** 3 hr.; 3 cr. Prereq.: GERM 204. For students who wish to refine their writing style through a comprehensive review of grammar and writing style. Extensive writing assignments and analysis of contemporary texts. †

**GERM 228. Advanced Conversation and Composition. Level II.** 3 hr.; 3 cr. Prereq.: GERM 223. For students who want to refine their fluency in current idiom. Group discussions, short presentations, and role plays integrated with writing assignments and grammar review designed to bring the student to an advanced level of proficiency. †

**GERM 235. German for Business and Industry.** 3 hr.; 3 cr. Prereq.: GERM 203. Designed to introduce the student to German business customs and conventions through acquisition of business terminology, readings of contemporary texts, and practice in business letter writing. †

**GERM 236. German Media of Today.** 3 hr.; 3 cr. Prereq.: GERM 203. An introduction to contemporary information sources and their influence on German society through an analysis of print, visual, and computer media. †

**Civilization Courses**

**GERM 011. German for the Arts.** 3 hr.; 3 cr. For students who require the elements of a reading knowledge in German of more advanced and discipline specific texts, such as required by students of music, art history, and other academic disciplines. Prior knowledge of German is strongly encouraged. May not be taken in fulfillment of the foreign language requirement.

**GERM 310. Art, Music, Literature in German Society I.** 3 hr.; 3 cr. Prereq.: ENGL 110. From Hildegard von Bingen to Mozart: An interdisciplinary approach to the development of a distinct arts and letters tradition in the German-speaking world from the Middle Ages to the Enlightenment. (PN) †

**GERM 311. Art, Music, Literature in German Society II.** 3 hr.; 3 cr. Prereq.: ENGL 110. From Beethoven to Henze: An examination of the development of a distinct arts and letters tradition in the German-speaking world through representative works from the fine arts from the eighteenth century to the present. (H3) †

**GERM 312. Politics, Religion, and German Society I.** 3 hr.; 3 cr. Prereq.: ENGL 110. Luther and the consequences of the Reformation. An interdisciplinary study of the development of the German language and culture and the German nation state from

Luther's Reformation (1517) to the present. (PN) †

**GERM 313. Politics, Religion, and German Society II.** 3 hr.; 3 cr. Prereq.: ENGL 110. The Jews from the Middle Ages to the Holocaust. An interdisciplinary study of the interrelationship of the German nation state and the Jews from the Middle Ages to the present. (H3) †

**GERM 314. Minorities in Germany.** 3 hr.; 3 cr. Prereq.: ENGL 110. An examination of the changing role of minorities in contemporary Germany after Unification. (H3) †

**GERM 315. German Culture in New York City: Directed Research.** 1–12 cr. Prereq.: GERM 204. An overview of the German-speaking presence in New York City. Field trips to historical sites, ethnic enclaves, cultural institutions, and artistic events in the city. Individual or group field projects with approval of the department. (H3) †

**Elective Courses in Literature**

**GERM 321. Early German Literature.** 3 hr.; 3 cr. Prereq.: GERM 207, or permission of the department. Reading, in modern German translation, of representative works of epic and lyric poetry. Brief survey of German literature in the Middle Ages to Humanism, and from Mysticism to the Reformation, and the Counter-Reformation. (PN) † †

**GERM 324. German Enlightenment.** 3 hr.; 3 cr. Prereq.: GERM 206, or permission of the department. Reading of the works of such authors as Lessing, Mendelssohn, Bodmer, Breitingen, Lichtenberg, and early Goethe and Schiller. (H1T2) † †

**GERM 325. The Age of Goethe.** 3 hr.; 3 cr. Prereq.: GERM 206, or permission of the department. Reading of some of the major works of Goethe (excluding *Faust*), Schiller, Hölderlin, and Kleist. (H1T2) † †

**GERM 326. Romanticism.** 3 hr.; 3 cr. Prereq.: GERM 206, or permission of the department. A study of the German romantic tradition. Reading of the works of such authors as Novalis, Eichendorff, Brentano, E.T.A. Hoffmann, and Heine. (H1T2) † †

**GERM 331. The German Theatre: From Lessing to Heiner Müller.** 3 hr.; 3 cr. Prereq.: GERM 206, or permission of the department. (H1T2) † †

**GERM 333. German Novels.** 3 hr.; 3 cr. Prereq.: GERM 206, or permission of the department. Novels of such authors as Goethe, Keller, Meyer, Fontane, Kafka, Mann, Musil, Walser, Frisch, and Grass may be considered. (H1T2) † †

**GERM 335. German Poetry.** 3 hr.; 3 cr. Prereq.: GERM 206, or permission of the

**Requirements for the Major in German** (Major code 046)

**Required:** In addition to attaining proficiency in German through the level of GERM 203, 33 credits including GERM 204 are required for the major. Students must take at least 24 credits from among language courses in the 200 series (GERM 204–236) and from among courses in the 300 series. The remaining 9 credits may be taken from among any other German courses, including those taught in English (GERM 041, 045, 250, 310–315). Interested students are urged to consult with the undergraduate advisor for German as early as possible in order to plan their programs.

**Requirements for the Minor in German** (Minor code 48)

**Required:** 15 credits beyond GERM 203 or its equivalent. Six credits must be taken from among language courses in the 200 series (GERM 204–236); at least 3 credits are required in the 300 series. The remaining 6 credits may be taken from any of the courses above the level of GERM 204, including those taught in English translation (GERM 041, 045, 250, 310–315). Students should consult with the undergraduate advisor for German as early as possible in order to plan their programs.

department. Poems of such authors as Goethe, Schiller, Hölderlin, Mörike, Meyer, Trakl, Brecht, and Bachmann may be considered. (H1T2)††

**GERM 350. German Literature in the Industrial Age: From Büchner to Fontane.** 3 hr.; 3 cr. Prereq.: GERM 206, or permission of the department. Readings may include the works of authors such as Büchner, Keller, Meyer, Grillparzer, Hebbel. (H1T2)††

**GERM 360. German Literature and Modernity: From Wedekind to the Present.** 3 hr.; 3 cr. Prereq.: GERM 206, or permission of the department. Readings may include works of such writers as Hauptmann, Kafka, Mann, Brecht, Frisch, Dürrenmatt, and Grass. (H1T2)††

**GERM 381. Seminar.** 3 hr.; 3 cr. Prereq.: At least one 300-level course, or permission of the department.††

**GERM 382. Independent Studies.** 1 conf. and 9 hr. work; 3 cr. Prereq.: Upper junior or senior standing, the completion of at least four elective courses in German, and permission of the department.††

## Modern Greek

The major in Byzantine and Modern Greek Studies has a Greek language requirement. Department courses in Greek literature may be used as part of a specialization within that program. A separate language major is under consideration. See the box below for the requirements for the minor.

### COURSES

#### Courses Taught in English

**GRKMD 041W. 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)††

**GRKMD 100, 100W. Modern Greek Culture and Civilization.** 3 hr.; 3 cr. From the fall of Constantinople (1453) to the present, a sur-

vey of the political, intellectual, and social currents of Greek life.

### Language Courses

**GRKMD 111. Elementary Modern Greek I.** 4 hr.; 4 cr. Prereq.: Permission of the department. Intended for students with no previous knowledge of Modern Greek. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to understand written and spoken Greek, to become familiar with cultural aspects of modern Greece, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory.

**GRKMD 112. Elementary Modern Greek II.** 4 hr.; 4 cr. Prereq.: GRKMD 111 or equivalent, or permission of the department. This course is a continuation of GRKMD 111. A graded reader is introduced to present literary and cultural aspects of Greece, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory.

**GRKMD 203. Intermediate Modern Greek I.** 3 hr.; 3 cr. Prereq.: GRKMD 112 or equivalent, or permission of the department. Continuation of GRKMD 112 with grammar review, conversation, and readings in literary and cultural materials at an intermediate level.

**GRKMD 204. Intermediate Modern Greek II.** 3 hr.; 3 cr. Prereq.: GRKMD 203 or equivalent. A continuation of GRKMD 203, with grammar review, conversation, composition, and readings in literary and cultural materials. Selections from prose and poetry.

**GRKMD 223. Modern Greek Conversation.** 3 hr.; 3 cr. Prereq.: GRKMD 112 or equivalent and permission of the department. Intended for students who have an elementary knowledge of Greek and wish to improve their ability to converse. Recommended especially for students in GRKMD 203 or 204 who come from homes where Greek is not spoken.††

**GRKMD 228. Advanced Grammar and Composition.** 3 hr.; 3 cr. Prereq.: GRKMD 203, or permission of the department. Intensive practical study of advanced problems in Modern Greek grammar, usage, style, and idiom. Workshop writing practice and analysis of contemporary texts.

**GRKMD 231. Modern Greek Translation.** 3 hr.; 3 cr. Prereq.: GRKMD 203 and ENGL 110, or permission of the department. Intensive practice in translation from Modern Greek to English and vice-versa. Texts will be chosen from literature, journalism, advertising, business, and other specialized areas. Discussion of problems and techniques of translation.

### Literature Courses

**GRKMD 235. Commercial and Business Greek.** 3 hr.; 3 cr. Prereq.: GRKMD 204, or permission of the department. The use of Greek for business through extensive practice in written and oral forms used in the fields of commerce and business.

**GRKMD 305. Modern Greek Literature I.** 3 hr.; 3 cr. Prereq.: GRKMD 204 or equivalent. A course designed to improve the literary vocabulary and writing skills of students by a close reading of one or more twentieth-century prose works, such as Politis, *The Lemon Grove*; Tachtsis, *The Third Wedding*; Theotokas, *Leonis*; Venezis, *Aeolian Land*; and a selection of short stories. (H1T2)

**GRKMD 306. Modern Greek Literature II.** 3 hr.; 3 cr. Prereq.: GRKMD 305 or equivalent. An introduction to the principal genres of nineteenth- and twentieth-century Greek literature. Selections will be read from lyric and narrative poetry, the novel, short stories, drama, and essays. (H1T2)

**GRKMD 315. Writing about Literature: Theory and Practice.** 3 hr.; 3 cr. Prereq.: GRKMD 306, or Greek high school diploma, or special permission. Designed to introduce students to various critical approaches to literature, and to give them practice in writing analyses of literary works, both poetry and prose. Readings from a selection of Greek writers and literary critics. Recommended for students taking literature courses.††

**GRKMD 321. Survey of Modern Greek Literature I: Eighteenth Century to 1880.** 3 hr.; 3 cr. Prereq.: GRKMD 306, or Greek high school diploma, or special permission. Prose and especially poetry from the period of the Greek Enlightenment and of Romanticism, with attention to the social, cultural, and political changes that affected that literature. Topics to be discussed will include the theories of Korais, Classic as opposed to Romantic, the influence of folk poetry, and the rise of the Greek novel. Readings from the works of Solomos and the Heptanesian poets, Vikelas's *Loukis Laras*, and Makriyannis's *Memoirs*. (H1T2)††

**GRKMD 322. Survey of Modern Greek Literature II: 1880 to 1930.** 3 hr.; 3 cr. Prereq.: GRKMD 306, or Greek high school diploma, or special permission. A study of the major writers of the period, with emphasis on the poetry of Palamas, Cavafy, and Sikelianos, and regionalist prose writers such as Papadiamantis and Karkavitsas. Discussion of European literary movements such as Realism, Naturalism, and Symbolism and their manifestations in Greece. (H1T2)††

### Requirements for the Minor in Greek (Minor code 22)

15 credits in literature and language courses above GRKMD 203. Nine credits must be taken in any Greek course above level 203, including courses in translation and conversation, as well as GRKMD 041W and 335 (variable topic).

**GRKMD 323. Survey of Modern Greek Literature III: 1930 to Present.** 3 hr.; 3 cr. Prereq.: GRKMD 306, or Greek high school diploma, or special permission. A study of the principal modern writers with selected readings from among the following: Seferis, Elytis, Ritsos, Kazantzakis, Venezis and the "generation of the '30s," and contemporary novelists. Discussion of the European and Greek settings that gave rise to Symbolism, Modernism, Surrealism, and ideological literature. (H1T2)††

**GRKMD 330. Early Modern Greek Literature: Fourteenth to Seventeenth Century.** 3 hr.; 3 cr. Prereq.: GRKMD 321 or 322 or 323, or Greek high school diploma, or special permission. A survey from the last days of Byzantium through the period of the Renaissance. Topics to be discussed will include the nature of oral poetry and folk song, the flowering of Cretan literature, and the literary genre of the romance. Selections will be read from such works as *Digenis Akritis*, *Erotokritos*, *Erofilii*, and Cypriot lyric poetry. (H1T2, PN)††

**GRKMD 335. Modern Greek Studies.** 3 hr.; 3 cr. Prereq.: Sophomore standing. Cross-disciplinary study of authors and dominant themes in Greek literature and culture. The subject will be announced in advance. May be repeated for credit provided the topic changes. Taught either in Greek or in English as announced by the department. (H1T2)

## Italian

Students who have had less than one and one-half years of high school Italian normally begin with ITAL 111; those entering with two years normally begin with ITAL 112; those presenting three years usually begin with ITAL 203; and those presenting four years normally begin with ITAL 204. Native speakers should consult the chair or a department representative for correct placement.

### THE MAJOR AND THE MINOR IN ITALIAN

See the box below 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

**ITAL 041, 041W. Masterpieces of Italian Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of Italian literature from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. This course may be repeated once for credit provided the topic is different. (H1T1)††

**ITAL 045, 045W. 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)

**ITAL 250, 250W. Italian Cinema.** 4 hr.; 3 cr. The course will deal with the various aspects of Italian cinema: historical, cultural, aesthetic, political, technical, etc. Particular courses may deal with a certain tendency (such as neo-Realism), period, or an individual director (such as De Sica, Visconti, Fellini, or Antonioni). Lectures and work will be done in English; films will be shown in the original language with subtitles. May be taken more than once for credit provided the topic is different.††

### Basic Language Courses

**ITAL 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

**ITAL 112. Elementary Italian II.** 4 hr.; 4 cr. Prereq.: ITAL 111 or two years of high school Italian. This course is a continuation of ITAL 111. A graded reader is introduced to present literary and cultural aspects of Italy, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory. Fall, Spring

**When circumstances warrant, the department may offer an intensive Italian course, ITAL 111 and 112, for 8 credits.**

**ITAL 203. Intermediate Italian I.** 3 hr.; 3 cr. Prereq.: ITAL 112 or three years of high school Italian. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level. Fall, Spring

**ITAL 204. Intermediate Italian II.** 3 hr.; 3 cr. Prereq.: ITAL 203 or four years of high school Italian. Continuation of ITAL 203 with grammar review, conversation, composition, and readings in literary and cultural materials. Fall, Spring

### Introductory Literature Courses

**ITAL 207. Survey of Italian Poetry.** 3 hr.; 3 cr. Prereq.: ITAL 204, or permission of the department. Reading and analysis of representative works from the Middle Ages through the present; special emphasis on the history of literary movements. Required for majors and others planning to take elective courses in the department. (H1T2, PN)

**ITAL 208. Survey of Italian Prose.** 3 hr.; 3 cr. Prereq.: ITAL 204, or permission of the department. Reading and analysis of representative works from the Middle Ages through the present; special emphasis on the history of literary movements. Required for majors and others planning to take elective courses in the department. (H1T2, PN)

**ITAL 209. Introduction to Italian Culture.** 3 hr.; 3 cr. Prereq.: ITAL 204, or permission of the department. Background for the meaningful study of Italian literary culture. This includes major historical developments from ancient times through the *comuni*, the Renaissance, the Enlightenment, up to Unification, and the recent economic miracle. (H3, PN)

### Advanced Language Courses

**ITAL 223. Advanced Conversation.** 3 hr.; 3 cr. Prereq.: ITAL 203. For students who want to perfect their fluency in current idiom. Prepared and impromptu group discussions on general topics and everyday situations. Frequent short talks by students. May not be taken by students who speak Italian with native fluency.††

#### Requirements for the Major in Italian (Major code 062)

**Required:** 36 credits taken above the ITAL 204 level; successful completion of ITAL 207, 208, 209, and 224. Students should choose courses for the remaining 24 credits in consultation with the undergraduate advisor.

#### Requirements for the Minor in Italian (Minor code 88)

**Required:** 18 credits above ITAL 112. Students may start with any course above ITAL 112. Prospective minors should consult with the undergraduate advisor in order to plan a program.



**ITAL 224. Advanced Grammar.** 3 hr.; 3 cr. Prereq.: ITAL 204, or permission of the department. Provides instruction in advanced Italian grammar and idiom patterns. Spring

**ITAL 228. Advanced Composition (Dissertation and Explication of Texts).** 3 hr.; 3 cr. Prereq.: ITAL 204, or permission of the department. Provides instruction in formal composition of a literary nature; trains students in the techniques of textual analysis. Fall

**ITAL 231. Skills and Art of Translation I.** 3 hr.; 3 cr. Prereq.: ITAL 204, or permission of the department. Introduction to the techniques and problems of translation; intensive practice in translating texts of various types.††

**ITAL 232. Skills and Art of Translation II.** 3 hr.; 3 cr. Prereq.: ITAL 231. Translation of more advanced texts. Texts may be chosen not only from literature but from journalism, advertising, business, and other technical or specialized areas.††

**ITAL 235. Commercial and Technical Italian.** 3 hr.; 3 cr. Prereq.: ITAL 204, or permission of the department. Provides adequate training in the use of Italian for business, technical, and consular purposes by giving extensive practice in written and oral usage of the forms in use in these fields. Drill will be required in translation techniques, use of special vocabularies and other adjuncts as needed in practical usage in these and related fields of work.††

### Elective Courses in Literature

**ITAL 329. Textual Analysis.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Introduction to the idea of text, stylistics, research, and criticism. Explication of different methodologies and theories of interpretation, with strong emphasis on practical strategies of identifying and contextualizing the literary artifact.

**ITAL 336. The Italian Language.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Introduction to key aspects of the Italian language. The course will provide basic linguistic tools and an overview of the historical development of the language and its dialects. Emphasis may be on such topics as Italian dialects, language use in contemporary society, and Italian as an immigrant language. May be repeated for credit provided the topic is different. (H1T2)

**ITAL 345. Studies in Medieval Literature I: Dante.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Studies of various aspects of the poet's aesthetic and

vision through analysis of representative works such as the *Vita Nuova*, *The Rime*, and the *Commedia*. May be repeated for credit provided topics and selections are different. (H1T2, PN)

**ITAL 346. Studies in Medieval Literature II: Poetry.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Focuses on specific works and poetics of medieval Italian poetry represented by Petrarch and other early poets. May be repeated for credit provided topics and selections are different. (H1T2, PN)

**ITAL 347. Studies in Medieval Literature III: Prose.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Studies specific works and narrative techniques in Italian prose represented by Boccaccio and the Italian novella. May be repeated for credit provided topics and selections are different. (H1T2, PN)

**ITAL 355. Studies in Renaissance Literature I: Theatre.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Study of selected dramatic texts from the *Sacra Rappresentazione* through Aretino and Monteverdi to Alfieri. May be repeated for credit provided topics and selections are different. (H1T2, PN)

**ITAL 356. Studies in Renaissance Literature II: Poetry.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Focuses on specific works and poetics of Renaissance Italian poetry represented by Lorenzo de Medici, Boiardo, Ariosto, Tasso, Marino, and others. May be repeated for credit provided topics and selections are different. (H1T2, PN)

**ITAL 357. Studies in Renaissance Literature III: Prose.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Studies specific prose works and narrative techniques of authors such as Alberti, Valla, Poliziano, Machiavelli, Guicciardini, and Castiglione. May be repeated for credit provided topics and selections are different. (H1T2, PN)

**ITAL 361. Studies in Modern Literature I: Theatre.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Study of selected dramatic texts from such authors as Manzoni, Boito, Pirandello, and Fo. May be repeated for credit provided topics and selections are different. (H1T2)

**ITAL 362. Studies in Modern Literature II: Poetry.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or per-

mission of the department. Focuses on specific works or problems in poetics of modern Italian poetry represented by 19th- and 20th-century poets from Foscolo and Leopardi to Montale, Ungaretti, and others. May be repeated for credit provided topics and selections are different. (H1T2)

**ITAL 364. Studies in Modern Literature III: Prose.** 3 hr.; 3 cr. Prereq.: At least one course from ITAL 223 through 235, or permission of the department. Studies specific works and narrative techniques of authors such as Foscolo, Verga, Svevo, Pirandello, Moravia, and Eco. May be repeated for credit provided topics and selections are different. (H1T2)

**ITAL 381. Seminar.** ITAL 381.2, 2 hr.; 2 cr., ITAL 381.3, 3 hr.; 3 cr. Prereq.: Upper junior or senior standing, an average of *B* in elective courses in Italian, and permission of the department. Designed especially to give qualified students experience in scholarly investigation. Fields chosen for in-depth study may be in literature, civilization, linguistics, or interdisciplinary areas including film, visual arts, music, etc. May be repeated for credit provided the topic is different.

## Russian

The department offers courses in the Russian language and Russian literature. The basic program of instruction seeks to prepare students in the four language skills of listening comprehension, speaking, reading, and writing. Elective courses in Russian provide intermediate and advanced instruction in both language and literature.

Students who have had previous training in the Russian language, as well as native speakers of Russian, should consult the department's advisor in Russian for correct placement.

The department houses the Chi Chapter of *Dobro Slovo*, the national Slavic honor society.

### THE MAJOR AND THE MINOR

See the box on page 148 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. Depend-

ing upon the nature of the courses, credit may be granted toward the major and toward the degree at Queens College. The department's academic advisor can supply further information on these programs.

### Elective Courses

Students considering a major must consult an advisor in the department before filling out appropriate concentration forms. Either RUSS 301 or 302 is required of all majors unless specifically waived by the department because of special competence in these fields. Students may choose a program that emphasizes either language or literature; however, a language concentration requires at least one literature elective in addition to RUSS 331.

A literature major must also submit a substantial term paper—the topic to be determined in consultation with the faculty—for a literature course chosen from either the RUSS 200 or 300 series. Majors should consult with their advisor before registering for the next semester.

## COURSES IN RUSSIAN

### Basic Courses

**RUSS 111. Elementary Russian I.** 4 hr.; 4 cr. A basic orientation in the Russian language and culture designed to teach the writing system and elements of grammar, establish correct pronunciation, and help students deal with simple social situations.††

**RUSS 112. Elementary Russian II.** 4 hr.; 4 cr. Prereq.: RUSS 111. A continuation of RUSS 111.††

**When circumstances warrant, the department may offer an intensive Russian course, RUSS 111 and 112, for 8 credits.**

**RUSS 203. Intermediate Russian I.** 3 hr.; 3 cr. Prereq.: RUSS 112. A comprehensive review of elementary grammar and vocabulary, continuing practice in conversation and reading and writing.††

**RUSS 204. Intermediate Russian II.** 3 hr.; 3 cr. Prereq.: RUSS 203. A continuation of RUSS 203, with grammar review, conversation, composition, and readings in literary and cultural materials.††

**RUSS 214. Intermediate Russian Conversation.** 214.1–214.3, 1–3 hr.; 1–3 cr. Prereq.: RUSS 203. Intensive practice in spoken Russian.

**RUSS 215. Advanced Intermediate Russian I.** 4 hr.; 4 cr. Prereq.: RUSS 204 or equivalent. A continuation of RUSS 204.††

**RUSS 225. Advanced Intermediate Russian II.** 4 hr.; 4 cr. Prereq.: RUSS 204 or equivalent. An introduction to reading Russian.††

### Courses in Russian Language

**RUSS 301. Advanced Grammar and Composition I.** 3 hr.; 3 cr. Prereq.: RUSS 215, or permission of the department. Intensive practical study of advanced problems in Russian grammar, syntax, and idiom. Normally to be taken simultaneously with the student's first electives in literature.††

**RUSS 302. Advanced Grammar and Composition II.** 3 hr.; 3 cr. Prereq.: RUSS 301, or permission of the department. A continuation of RUSS 301.††

**RUSS 311. Advanced Oral Practice I.** 3 hr.; 1 cr. Prereq.: RUSS 215, or permission of the department. Normally taken by majors at the same time as RUSS 301.††

**RUSS 321. Translation.** 3 hr.; 3 cr. Prereq.: RUSS 215 and ENGL 120, or permission of the department. A practical study in the problems and skills of translation of Russian and English. May be repeated for credit.††

**RUSS 325. Stylistics.** 3 hr.; 3 cr. Prereq.: RUSS 302 and 331, or permission of the department. A theoretical and practical study of problems of stylistics in literary and nonliterary Russian.††

**RUSS 327. Contrastive Grammar.** 3 hr.; 3 cr. Prereq.: RUSS 302, or permission of

the department. A theoretical analysis of modern Russian contrasted with English.††

### Courses in Russian Literature and Thought in English

**RUSS 150, 150W. Russian Culture and Thought.** 3 hr.; 3 cr. A survey of the institutions and cultural developments of Russia and the former Soviet Union. (H3)

**RUSS 155, 155W. Keys to Russian Literature.** 3 hr.; 3 cr. A study of key works by the greatest Russian writers of the nineteenth century. Readings will include: Pushkin, Gogol, Turgenev, and Dostoevsky. Lectures and readings in English. (H1T1)††

**RUSS 233. Survey of Russian Literature: The Beginnings.** 3 hr.; 3 cr. The development of Russian literature from the beginnings to the end of the eighteenth century. (H1T2)

**RUSS 234. Survey of Russian Literature: The Nineteenth Century.** 3 hr.; 3 cr. The development of Russian literature from Pushkin to the 1890s.

**RUSS 235. Survey of Russian Literature: The Twentieth Century.** 3 hr.; 3 cr. The development of Russian literature from the end of the tsarist monarchy through socialist realism and perestroika to the present day.

**RUSS 243. Russian Drama.** 3 hr.; 3 cr. The principal trends of Russian drama from the eighteenth century to the present. Lectures and readings in English. (H1T2)††

**RUSS 244, 244W. Russian and East European Film.** 4 hr.; 3 cr. This course will treat various aspects of Russian and East European film: aesthetic, cultural, political, and historical. In particular semesters the course may deal with specific topics, periods, or directors. Lectures in English. Films will be shown in the original languages with English subtitles. May be repeated once for credit provided the topic is different.

**RUSS 245. Russian Short Story.** 3 hr.; 3 cr. The Russian short story in the nineteenth and twentieth centuries. Lectures and readings in English. (H1T2)††

**RUSS 280. Dostoevsky.** 3 hr.; 3 cr. A close study of the author's life, major works, and their influence on Russian literature. Lectures and readings in English. (H1T2)††

**RUSS 281. Tolstoy.** 3 hr.; 3 cr. A close study of the author's life, major novels, selected short stories, and essays, and their influence on Russian and world literature. Lectures and readings in English. (H1T2)††

**RUSS 282. Chekhov.** 3 hr.; 3 cr. A close study of the author's principal stories and plays and his place in the history of Russian and world drama. Lectures and readings in English. (H1T2)††

### Requirements for the Major in Russian (Major code 092)

**Required (33 credits):** A minimum of 24 elective credits in Russian language (above RUSS 203) and literature and culture (starting with RUSS 150). The rest of the credits could be selected from other Russian courses or from courses in related fields, such as linguistics, comparative literature, history, philosophy, English, and other foreign languages and literatures. Primary consideration should be given to CMLIT 218, 331, 333–337; HIST 109, 110; PHIL 106, 263; PSCI 235, 261.

### Requirements for the Minor in Russian (Minor code 50)

**Required:** Minimum of 15 credits. May be started with any Russian literature and culture course or Russian language course (above RUSS 203). Students should consult with the undergraduate advisor for Russian and fill in a concentration form so that the minor will be recorded on their transcript.

## Courses in Russian Literature

**RUSS 331. Introduction to Russian Literature.** 3 hr.; 3 cr. Prereq.: RUSS 225 or equivalent. A critical reading and analysis of Russian prose and poetry to introduce the student to the concepts, methods, and terminology of literary analysis. (H1T2)††

**RUSS 350. Nineteenth-Century Russian Poetry.** 3 hr.; 3 cr. Prereq.: RUSS 331, or permission of the department. A critical study of the major poets of the nineteenth century. The classic, romantic, and realist trends of Russian poetry are studied and analyzed. Emphasis is placed on the interpretation and discussion of the works of Zhukovsky, Pushkin, Lermontov, Nekrasov, Tyutchev, and Fet. (H1T2)††

**RUSS 351. Nineteenth-Century Russian Prose.** 3 hr.; 3 cr. Prereq.: RUSS 331, or permission of the department. A critical study of the major prose texts of the nineteenth century. Emphasis is placed on those writers whose works are not considered in separate courses, including Lermontov, Gogol, Goncharov, Turgenyev. (H1T2)††

**RUSS 360. The Silver Age of Russian Literature.** 3 hr.; 3 cr. Prereq.: RUSS 331, or permission of the department. An introduction to some of the works of the most important Russian writers and critics of the beginning of the twentieth century. Emphasis is placed on the evolution of literary trends and on the analysis of literary movements such as Symbolism, Acmeism, Formalism, Futurism.††

**RUSS 362. Studies in Twentieth-Century Russian Poetry.** 3 hr.; 3 cr. Prereq.: RUSS 331, or permission of the department. A critical study of major poets of the twentieth century from the end of the 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)††

**RUSS 375. Pushkin.** 3 hr.; 3 cr. Prereq.: RUSS 331, or permission of the department. A close reading of selected works, with lectures on Pushkin's life, times, and literary influence. (H1T2)††

**RUSS 376. Gogol.** 3 hr.; 3 cr. Prereq.: RUSS 331. A critical study of the author's life and principal writings, and their influence on Russian literature.

**RUSS 391, 392. Seminar.** 3 hr.; 3 cr. each semester. Prereq.: Upper junior or senior standing; an average of *B* in elective courses taken in Russian; and permission of the department. Designed especially to give qualified students experience in scholarly investigation. Those admitted explore a field of Russian literature. Each student

examines intensively a special phase of the field, reporting his or her findings orally to the group as well as in a term paper.††

## Elective Courses in Slavic and East European Languages

**SLAV 240. Studies in Slavic and East European Languages.** SLAV 240.1–240.3, 1–3 hr.; 1–3 cr. Various special language topics not covered by other courses will be assigned from time to time. May be repeated for credit if the topic changes.††

**SLAV 250. Studies in Slavic and East European Literatures.** SLAV 250.1–250.3, 1–3 hr.; 1–3 cr. From time to time, various special literary topics not covered by other courses will be assigned, such as Childhood in Russian Literature, Russian Women Writers, The Prose of Russian Poets, The Image of the Jew in Russian Literature, etc. May be repeated for credit if the topic changes.

# Family, Nutrition & Exercise Sciences

**Chair:** Elizabeth D. Lowe

**Deputy Chair:** Susan P. Braverman

**Undergraduate Advisors:** Patricia Miner (Dietetics/Food and Nutrition); Mihaela Robila (Family and Consumer Studies); Andrea Mosenson (K–12 Teacher Education); Paul Fardy (Nutrition and Exercise Sciences); Ariela Herman (Physical Education); Elizabeth D. Lowe (Textiles and Apparel)

**Honors Coordinator:** John R. Magel

**Dept. Offices:** Program of Family and Consumer Sciences/Dietetics, Remsen 306, 718-997-4475; Programs of Nutrition and Exercise Sciences, and Physical Education, FitzGerald 203, 718-997-2710

**Professors:** Fardy, Kant, Magel; **Associate Professors:** Lowe, Toner; **Assistant Professors:** Herman, Huang, Jasti, Mosenson, Robila, Wang; **Lecturers:** Braverman, Miner; **College Laboratory Technicians:** Li, Lopez; **Office Assistants:** Holder, Liu

**Majors Offered:** Home Economics/Family and Consumer Sciences (State Education Codes 02759 and 26470), Physical Education (State Education Code 26413), Nutrition and Exercise Sciences (State Education Code 22283)

The Family, Nutrition, and Exercise Sciences Department (FNES) offers programs in Family and Consumer Sciences, Nutrition and Exercise Sciences, and Physical Education with several concentrations within those programs.

The **Family and Consumer Sciences** program is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences. Coursework, regardless of concentration, leads to a Bachelor of Arts degree. The professional program offered by this accredited unit includes concentrations in (1) Dietetics, (2) Family and Consumer Studies, (3) Food and Nutrition, (4) K–12 Teacher Education, and (5) Textiles and Apparel.

Coursework synthesizes knowledge from the physical sciences, social sciences, and humanities, and applies this knowledge to an interdisciplinary study of various aspects of individual and family life. Courses in the program are designed for men and women who want to enter the profession of Family and Consumer Sciences, those who want to relate some phase of this program to their major, and those who want to fulfill a gen-

eral cultural interest in one or more courses within the field.

A Bachelor of Science in **Nutrition and Exercise Sciences** is also offered. See the box on page 151 for the requirements for this major, as well as the description under the Major Program in Nutrition and Exercise Sciences.

The **Physical Education** program offers a sequence of courses leading to the Bachelor of Science in physical education and a program of instruction in physical activities.

Unless designated, all activity courses are offered for beginners. Students are not permitted to enroll in activities for which they possess a high level of proficiency. Opportunity to study specific areas in depth is provided through advanced-beginner, intermediate, and advanced courses.

### Department Awards

The Family, Nutrition, and Exercise Sciences Department offers the following awards to graduating seniors: the **Eula Bee Corban Award**, to an outstanding student of nutrition; the **Anne Whelan Dwyer & Patrick Andrew Dwyer Award**, to a graduating senior in nutrition (minimum C+ GPA); the **Family and Consumer Science Alumnae/i Service Award**, for service to Family and Consumer Science student clubs, the department, and the college; the **Family, Nutrition, and Exercise Sciences Department Award**, for high scholarship and future promise in any area of Family and Consumer Sciences; the **Margaret A. Gram Award**, for scholarship and service in any area of Family and Consumer Sciences; the **Hester Gray Memorial Award**, given to a graduating student going on to teach Family and Consumer Sciences and showing significant personal growth in both academic and personal qualities; the **Frances P. Hoffman Memorial Award for Academic Excellence in Physical Education**, for a student who has demonstrated superior scholarship in physical education; the **Glenn Howard Award for Academic Excellence in Physical Education**, for a student who has demonstrated superior scholarship in physical education; the **William Madden Service Award**, for a student from the physical education program; the **Marcia C. Miller Award**, to a dietetics graduate student for high scholarship and/or service to the department; the **Jacqueline M. Newman Research Award**, to a graduating senior for the best research paper in FNES 307W in one year; the **Shirley Schecter Memorial Award**, given to a graduate student for excellence in research in the Family and Consumer Sciences; and the **Selma Schwartz Memorial Award**, for a physical education major who has demonstrated superior scholarship and teaching

ability. Information and criteria for these awards is available in the department office.

### 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 011 through 030 or, for ACE students only, FNES 032). 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 030, 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, family and child services, extension, fashion merchandising, textiles, research, and communications. Because each family and consumer scientist is a trained professional who shares certain common understandings with all others in this profession, students majoring in the family and consumer sciences programs take a common core of basic courses. These include FNES 106, 147, 151, and 380; CHEM 016 and 017 or 019, and 159; and either BIOL 011, 022, or 108. In addition to these courses, students must complete one of the following areas of concentration and receive a grade of C or better in all courses required for family and consumer sciences concentrations, both inside and out of the department, including all required prerequisite courses before advancing to the next level courses. A student may not repeat a major course more than once beyond the initial enrollment in the course.

**Dietetics:** The department offers a concentration for students who wish to satisfy the requirements of the American Dietetic Association (ADA) for a dietetic internship. Dietetic internships are required to become a registered dietitian (RD). The accredited Didactic Program in Dietetics (ADA DPD) requires numerous courses in the FNES Department and in other departments. Students should consult with the department's undergraduate advisor at the earliest possible point in their academic career to ascertain the specific requirements and to ensure that they have their coursework planned in the proper sequence and to learn about the post-baccalaureate internship experience. An overall average of 2.0 is required in the dietetics coursework in order to be verified. See the box on page 151 for the specific requirements for this concentration.

**Family and Consumer Studies:** This concentration is for students interested in working with individuals and families, 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 page 151 for the specific requirements for this concentration. Students graduating from this program are eligible to become family life educators.

**Food and Nutrition:** See the box on page 151 for the specific requirements for this concentration.

**Secondary School Teacher Education:** See the box on page 151 for the specific requirements for this concentration.

**Textiles and Apparel:** Students specializing in textiles and apparel are encouraged to participate in fieldwork and the FIT option. Early consultation with the department's undergraduate advisor 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 page 151 for the specific requirements for this concentration.

### Minors in Family and Consumer Sciences

A minor in Family and Consumer 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 and the Registrar's Office. See the box on page 151 for the specific requirements for each minor.

### FIT Study Option

Family and Consumer Sciences students who are specializing in textiles and apparel at Queens College (QC) may have the opportunity to study a number of related areas at the Fashion Institute of Technology (FIT) through the Visiting Student Program. Currently FIT offers one-year AAS degree programs in the following areas:

- Accessories Design
- Advertising and Communications
- Advertising Design
- Fashion Merchandising Management (most commonly chosen by QC students)
- Fashion Design (a formal portfolio of artwork is required)
- Jewelry Design (see FIT bulletin for admissions criteria)
- Manufacturing Management: Apparel Products and Related Industries
- Textile Development and Marketing
- Textile/Surface Design

Application deadlines are January 1 for Fall semester and October 1 for Spring semester. It is strongly recommended that students begin the planning process as soon as possible, to obtain adequate and timely advising, by contacting the *QC liaison faculty member*, whose approval is needed for students to be accepted into this program by FIT.

The Visiting Student Program is for one complete year. FIT requires a minimum overall GPA of 2.7 from QC to qualify for the program. Those wishing to participate in the one-year AAS degree program at FIT must have completed at least 30 transferable credits with 24 equivalent to FIT's liberal arts requirements and one semester of physical education prior to applying. It is generally recommended that students wishing to get both an AAS degree from FIT and a BA degree from QC complete all their require-

ments 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 that place them in appropriate courses to meet the Queens College general education and Liberal Arts and Sciences Area Requirements (LASAR). Students must receive a grade of C or better in all courses required for the program in Nutrition and Exercise Sciences. A grade of C or better is also required for all prerequisite and major classes before advancing to the next level of courses. A student may not repeat a major course more than once beyond the initial enrollment in the course. Students interested in this program should consult with the department's undergraduate advisor, Dr. Paul Fardy.

**Note:** The BS degree in Nutrition and Exercise Sciences does not meet requirements for teacher certification nor meet the requirement for a dietetic internship from 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 undergraduate advisors for those programs.

### The Major Program in Physical Education

Physical Education majors are required to complete courses in several areas:

- Five courses in team sports as follows: four skills courses (FNES 012 series) at the intermediate level, specifically basketball, volleyball, softball, and soccer, plus one pedagogically based course, FNES 212, Teaching and Assessment of Team Activities.
- Three courses in individual sports as follows: two skills courses (FNES 014 series) at the intermediate level, specifically, tennis and tumbling; plus one pedagogically based course, FNES 214, Teaching and Assessment of Individual/Dual Activities.
- One section of FNES 013 designated as a folk dance course.

The academic program in physical education prepares individuals for a Bachelor of Science degree and for service as teachers in physical education. It leads to New York

### Requirements for the Major in Family & Consumer Sciences

(Major code 058)

**Required of All Majors:** FNES 106, 147, 151, and 380; CHEM 016 and 017 or 019 and 159; and either BIOL 011, 022, or 108. In addition to these courses, students must complete one of the following specializations 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 including all required prerequisite courses before advancing to the next level courses. A student may not repeat a major course more than once beyond the initial enrollment in the course.

**Didactic Program in Dietetics (DPD)** (Concentration code 04D): FNES 101, 104, 203, 263, 264, 275, 307W, 337, 365, 366, 368 & 378. Also CHEM 019, 159, and 179; BIOL 011, 043, and 044; PSYCH 101; and either SOC 101 or ANTH 101.

**Family and Consumer Studies** (Concentration code 04A): FNES 140, 153, 163 (or both 263 and 264), 248, 249, 252, 347, 348, 349, 350, 351, and 376.

**Food and Nutrition** (Concentration code 04B): FNES 101, 104, 203, 275, and 307W. (**Note:** In this specialization, students must complete CHEM 019 and 159 and FNES 263 and 264, or equivalents.)

**K-12 Teacher Education** (Major code 059): Students seeking to qualify for a New York State initial teaching certificate can do so by completing a competency-based program which, in addition to the core, includes FNES 101, 104, 106, 121, 126, 140, 147, 153, 156, 163 (or 263/264), 203, 226 or 228W, 336, 338 & 339 and SEYS 201, 221, 340 (or EECE 340) and SEYS 350.

**Textiles and Apparel** (Concentration code 04C): FNES 121, 126, 157 or 158, 226, 227, 228W, 325, and 327; ECON 100.

### Requirements for the Major in Nutrition & Exercise Sciences

(Major code 117)

**Required (59 credits):** FNES 230, 263, 264, 340, 341, 342, 352, 353, 365, 366, 368, and 377. The science core includes: BIOL 011 and 043; CHEM 019, 159, and 179, and one statistics course (PSYCH 107 or SOC 205).

### Requirements for the Major in Physical Education

(Major code 082)

**Required (79 credits):** FNES 012 (taken 4 times), 013, 014 (taken twice), 015, 212, 214, and 143, 146, 160, 161W, 230, 235, 253, 266, 311, 342, 343, 369, and 379; SEYS 201W, 221, and 350; either SEYS 340 or EECE 340, EECE 310; CHEM 019; BIOL 011 and 043; and one statistics course (PSYCH 107 or SOC 205).

### Requirements for the Minor in Family & Consumer Sciences

**Food and Nutrition** (Minor code 56): FNES 101, 263, and 264, and at least six credits selected from among FNES 104, 203, 275, 307W, and 378.

**Textiles and Apparel** (Minor code 54): FNES 121, 126, 157 or 158, and at least seven credits selected from FNES 226, 227, 228W, 325, 327, 358, and 373.

State Initial Certification for teaching physical education in pre-kindergarten through grade 12 with a concentration in human movement, sport, and exercise science. The program prepares individuals to assume the following professional roles: movement specialists in the primary grades; instructors of sports in the middle and upper grades; and health-related fitness specialists.

### Program Requirements

#### Admissions and Maintenance

Students who are interested in physical education should seek advice about program planning as early as their freshman year. The department will provide detailed information about the curriculum, course schedules, and standards. All students who have met Queens College admissions requirements will be required to file a signed, approved course of study with a department advisor.

The academic standards and maintenance requirements for successful completion of the teacher-preparation program leading to Initial Certification in Physical Education K–12 are as follows:

1. Queens College English requirements with an average grade of *B–* in ENGL 110 and one writing-intensive unit. With less than a *B–* average, the student will be required to take additional writing courses;
2. For admission to FNES 379, Student Teaching in Physical Education, the student must meet the following requirements:
  - (a) a GPA of 2.75 in the major and a 3.0 average in SEYS 201, 221, 350, SEYS 340 or EECE 340, and EECE 310;
  - (b) a grade of *B* or better in FNES 266 and 369;
  - (c) a grade of *B–* or better in ENGL 110; and
  - (d) resolution of all incomplete and below average grades in the major and in education courses.

#### Course Requirements

See the box on page 151 for a list of requirements.

#### Graduation Requirements

1. To be eligible to graduate, the student must complete the physical education major, LASAR courses, primary college competencies, and elective credits from the college's offerings. It is recommended that students select courses in the liberal arts and sciences from these electives.
2. To be eligible for the Initial Certificate in Physical Education Pre-K–12, the student must complete all courses in the major, and the following courses: FNES 161W, 266, 369, 370, and 379; SEYS 201, 221, 340 (or EECE 340), 350; and EECE 310.

3. A minimum grade of *C* in all required physical education (FNES) courses with an average grade of *B–* in FNES 160, 230, 235, 342, 343, and an average grade of *B* in at least 7 of the 11 courses from FNES 012, 013, 014, 015, and 311.

4. For those preparing to be teachers of physical education, an average grade of *B* or better in all EECE and SEYS courses in the concentration, and a grade of *B* or better in FNES 266 and 369, are required.

5. Students must hold a current certification in First Aid and Cardiopulmonary Resuscitation (CPR).

6. In applying to the NY State Education Department for the initial certificate, the student must pass New York State teachers examinations, and satisfy requirements in safety education, violence prevention, and education on prevention of child and substance abuse.

See the box on page 151 for courses students must take for the professional component.

#### Honors Study

The department offers honors work within the Interdisciplinary and Special Studies Program. The purpose of the program is to identify students of exceptional ability and potential and to provide the kinds of academic experiences that will enable them to pursue, in greater depth, a specific area in which they demonstrate both aptitude and interest. This work may take the form of specific honors courses or research tutorials for 1, 2, or 3 credits. Within the framework of the tutorials, guided research may be undertaken in conjunction with a specific major course, or a project may be supervised by a faculty member with an interest in a specialized area. In this manner, students are not limited by the scope of the coursework for a particular semester but are free to work independently with members of the faculty. Honors work in FNES is not limited to majors in this department. Interested students should see the department's honors coordinator, Dr. John R. Magel.

#### Off-Campus and Outdoor Activities

1. Courses in a wide variety of individual and group sport activities are conducted in their natural settings.
2. Most outdoor courses are conducted during the school semester, partially on campus and partially off campus.
3. Some courses involve extended field trips and generally take place during January and spring breaks. All outdoor courses involve material and transportation (MAT) fees. See the department for specific information.

Refer to the *Registration Guide and Class Schedule* for all course offerings, including those held off campus.

## COURSES\*

**FNES 011. Physical Conditioning (Elementary, Intermediate, Advanced).** 2 hr.; 1 cr. Designed to help women and men to improve muscular strength and cardiovascular efficiency through the application of scientific methods to weight training and physical conditioning activities. Fall, Spring

**FNES 012. Team Sports.** 2 hr.; 1 cr. Courses in team sports activities. Opportunity is also provided for participation in intercollegiate athletics.

**FNES 013. Dance.** 2 hr.; 1 cr. Courses in selected areas of dance.

**FNES 014. Individual Sports.** 2 hr.; 1 cr. Courses in a wide variety of individual sports activities.

**FNES 015. 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. ††

**FNES 020. Wilderness and Outdoor Skills.** 3 hr. plus 2 field trips; 3 cr. A survey of outdoor skills including camping, backpacking, orienteering, rock climbing, canoeing, and survival skills. ††

**FNES 021. Basic Skin and Scuba Diving.** 3 hr. plus minimum of three open-water dives; 3 cr. For swimmers with little or no knowledge of the activity and persons seeking basic national certification. Training combines pool and classroom experiences with open water dives. Fall, Spring

**FNES 022. Advanced Scuba Diving.** 3 hr. field trips; 3 cr. Prereq.: FNES 021 or equivalent national certification. The science and technology of life-supporting systems in hyperbaric environments. National certification in basic and advanced open water, dive master, and other specialty ratings for those students who qualify. ††

**FNES 023. Advanced Swimming and Life-guard Training.** 3 hr.; 3 cr. Prereq.: Ability to swim 50 yards of each of the four basic swimming strokes. Course designed to

\*MAT charges are possible.

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

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

improve personal competence in basic and advanced swimming rescue, first aid, and artificial resuscitation, as well as advanced techniques in small-craft safety and aquatics leadership. Students may qualify for the American Red Cross Lifeguard Training Certificate. ††

**FNES 024. Methods of Teaching Aquatics.** 3 hr.; 3 cr. Prereq.: Ability to swim 500 yards with advanced skill in five different swimming strokes and current American Red Cross Emergency Water Safety Certificate or Lifeguard Training Certificate. Course designed to provide experience in the analysis of basic and advanced swimming skills, techniques of teaching advanced life-saving, small-craft safety, and artificial resuscitation, as well as improvement in personal competence and leadership qualities in aquatics. Students may qualify for the American Red Cross Water Safety Instructor's Certificate. ††

**FNES 030. Fitness through Diet, Exercise, and Weight Control.** 3 hr.; 3 cr. Current concepts and principles of nutrition, energy balance, body composition, weight control, and obesity, and physiological basis of physical conditioning. Opportunity for practical experience in managing diet and exercise programs. Not open to students who have taken FNES 230. Fall, Spring

**FNES 032. Adult Fitness through Diet and Exercise.** 3 hr.; 3 cr. Prereq.: Open to ACE students only. A specialized lecture/laboratory course that satisfies the physical education requirement for ACE students. Topics include body image, healthful food intake, and physical fitness. Through an individualized nutritional survey, an in-depth activity profile, and a thorough assessment of body constitution and physical fitness status, an exercise program will be planned to meet individual needs. ††

**FNES 101. The Science of Foods.** 2 class hr., 3 lab. hr.; 3 cr. Chemical and physical properties of foods that affect handling, preparation, and storage. Fall, Spring

**FNES 104. Social, Cultural, and Economic Aspects of Foods.** 3 hr.; 3 cr. Multidisciplinary study of world food patterns and nutritional implications in various cultures. Fall

**FNES 106. Introduction to Family and Consumer Sciences.** 3 hr.; 3 cr. Provides an introduction to the profession, its history and philosophy. Special emphasis will be placed on the distinct areas of the profession and the ways in which individual specializations are related and integrated. This course is open to majors and nonmajors. As it provides an introduction to the profession, it should be taken as early in their college program as possible by those who anticipate

majoring in family and consumer sciences. Fall, Spring

**FNES 121. Textiles.** 3 hr.; 3 cr. A study of textile fibers, fabrics, and finishes. Testing and identification of fabrics. (PBGB) Fall, Spring

**FNES 126. Apparel Science I.** 2 class hr., 2 lab. hr.; 3 cr. Instruction in fundamental construction techniques, quality evaluation of ready-to-wear apparel, use of equipment and commercial patterns. Fall

**FNES 140. Child Development and Parenting.** 3 hr.; 3 cr. Child development and parenting as they relate to promoting human growth and development and strengthening the well-being of individuals and families. Spring

**FNES 142. Officiating in Physical Education.** 3 hr.; 1 cr. Prereq.: Successful completion of the basic courses in the activities being covered in any particular semester. Evaluated individual performance in officiating techniques. Ratings are available to interested and qualified students. ††

**FNES 143. Fundamental Motor Skills.** 2 hr.; 1 cr. Prospective teachers of physical education will demonstrate knowledge of the development of the basic motor skills and the development of activities to facilitate motor-skill acquisition in K–12 population. Fall, Spring

**FNES 145. Advanced Workshop in Physical Education.** FNES 145.1, 2 hr.; 1 cr., FNES 145.2, 4 hr.; 2 cr., FNES 145.3, 6 hr.; 3 cr. Prereq.: Permission of the instructor. Current theories of teaching and coaching. The sports and skills studied will vary from semester to semester. This course may be repeated for credit provided the subject area is different. Only one credit may be applied toward the major physical activity requirement. Fall, Spring

**FNES 146. Sport Skill Analysis.** 3 hr. plus 2 site visits; 3 cr. Prereq.: FNES 143. Focus is on the acquisition and demonstration of developmental content for teaching a designated sport to a K–12 population. Spring

**FNES 147. Family Relations.** 3 hr.; 3 cr. Interpersonal relations in contemporary American marriage and family life. Topics include dating, courtship, sex attitudes and behavior, family preplanning, communication, marital conflict, the unmarried, and elements of a successful marriage. Fall, Spring

**FNES 151. The Family and Consumer Studies.** 3 hr.; 3 cr. A study of consumer issues as they affect the family, with special emphasis on cultural, social, psychological, and economic factors influencing consumer behavior; consumer rights and responsibilities;

and public policy issues. (SS) Fall, Spring

**FNES 153. Family Resource Management.** 3 hr.; 3 cr. The effective management of resources for individuals and families. Fall

**FNES 156. Interior Design.** 3 hr.; 3 cr. The study and application of the theory of interior design in the selection of home furnishings and accessories. Fall, Spring

**FNES 157. History of Costumes and Furnishings: Ancient Egypt to the French Revolution.** 3 hr.; 3 cr. The study of the relationships between the history of western civilization; sociocultural, technological, and artistic developments; and the evolution of styles of furnishings and costumes from Ancient Egypt to the French Revolution. (H3, PN) Fall

**FNES 158. History of Costumes and Furnishings: French Revolution to the Present.** 3 hr.; 3 cr. The study of the relationships between the history of western civilization; sociocultural, technological, and artistic developments; and the evolution of styles of furnishings and costumes from the French Revolution to the present. (H3) Spring

**FNES 160. Principles and Foundations of Physical Education.** 3 hr.; 3 cr. Exposes prospective major students to the principles and philosophies on which contemporary physical education is based. Includes current conceptions of physical education, and national and state standards. Fall

**FNES 161W. Introduction to Teaching Physical Education.** 3 hr. plus 12 hr. fieldwork; 3 cr. Role of the physical educator; development of a professional concept of teaching through structured study, observation, and participation. Includes developing and assessing lessons based on New York State Learning Standards. Fall, Spring

**FNES 163. General Nutrition.** 3 hr.; 3 cr. Fundamental principles of normal nutrition and their application to the selection of adequate diets for individuals and families. (PBGB) Fall, Spring

**FNES 166. First Aid and Safety.** 3 hr.; 3 cr. First aid techniques and principles and problems of safety in relation to the home, school, and community. Fall

**FNES 168. Athletic Training and Conditioning.** 3 hr.; 3 cr. Prereq.: FNES 166. Provides an understanding of athletic injuries and studies methods of training and conditioning, both preventive and rehabilitative. Spring

**FNES 203. Meal Planning and Meal Management.** 2 class hr., 3 lab. hr.; 3 cr. Prereq.: FNES 101, or permission of the department. Understanding the meaning of foods in family meals, and basic principles

of meal planning, preparation, and service effectively using money, time, and energy. Fall, Spring

**FNES 212. Teaching and Assessment of Team Activities.** 2 hr.; 1 cr. Prereq.: FNES 161W, FNES 012 (Basketball, Soccer, and Softball). Performance, teaching, and assessment of the various team passing and field activities (e.g., ultimate frisbee, floor hockey, lacrosse, flag football, and cricket). Emphasis is on strategies and game performance assessments that can be used in the K–12 setting.

**FNES 214. Teaching and Assessment of Individual/Dual Activities.** 2 hr.; 1 cr. Prereq.: FNES 161W, FNES 012 (Volleyball), FNES 014 (Tennis). Performance, teaching, and assessment of the various net/wall and target activities (e.g., badminton, handball, bowling, golf). Emphasis is on strategies and game performance assessments that can be used in the K–12 setting.

**FNES 226. Apparel Science II.** 2 class hr., 2 lab. hr.; 3 cr. Prereq.: FNES 121 and 126. Continuation of FNES 126. Instruction in advanced construction techniques, handling of specialty fabrics, and alteration of patterns. Spring

**FNES 227. Interdisciplinary Aspects of Textiles and Clothing.** 3 hr.; 3 cr. Prereq.: FNES 157 or 158. A survey of sociocultural, scientific, and aesthetic aspects of clothing and textiles. Spring

**FNES 228W. Individual and Family Clothing Problems.** 3 hr.; 3 cr. Prereq.: FNES 121 and 126. Identifying special problems in clothing for individuals and families and solving these problems through experimentation and research. Spring

**FNES 230. Exercise, Energy Balance, and Weight Control.** 3 hr. plus laboratory demonstration; 3 cr. Concepts and principles of energy balance, body composition, weight control, and obesity as they relate to exercise for the general public. Opportunity for practical experience in managing diet and exercise programs, as well as objectively assessing the level of energy input and output through laboratory experiences. Fall

**FNES 235. Analysis of Human Movement.** 3 hr. plus lab demon.; 3 cr. Prereq.: BIOL 043. Study of the structure and function of the skeletal, articular, and muscular systems, and principles and physical laws of motion, in relation to human motor performance. Spring

**FNES 248. Problems in Marriage and the Family.** 3 hr.; 3 cr. Prereq.: FNES 147. An exploration of current factors that precipitate family crisis, and the effect of crises on the family as a group. Fall

**FNES 249. Child and Family Policies.** 3 hr.; 3 cr. Prereq.: FNES 147. An overview of different child and family policies and their effects on families. Examination of the policy-making process and the roles that family professionals can play in influencing government policies that support and strengthen families.

**FNES 252. Current Problems in Family and Consumer Studies.** 3 hr.; 3 cr. Prereq.: FNES 151. Investigation of consumer problems of individuals and families. Spring

**FNES 253. The Psychology of Sports Participation.** 3 hr.; 3 cr. The psychological factors related to sport in contemporary society.††

**FNES 263. Nutrition I.** 3 hr.; 3 cr. Prereq.: CHEM 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

**FNES 264. Nutrition II.** 3 hr.; 3 cr. Prereq.: FNES 263. A study of vitamin and mineral requirements; the utilization of nutrients in the body; and the application of nutritional principles. Fall, Spring

**FNES 265. Current Issues and Problems in Physical Education.** 3 hr.; 3 cr. An in-depth analysis of the current problems in the profession, with special emphasis on future trends. Spring

**FNES 266. Physical Education: Pre-School through Elementary School Levels.** 3 hr. plus 25 hr. of fieldwork; 3 cr. Prereq.: FNES 160 and 161W. Examines relevant principles, methods, and materials for teaching this specific age group through teaching experiences. Includes methods to work with special populations of this age group, state standards, and content for elementary learners. Fall, Spring

**FNES 267. Advanced First Aid and Emergency Care.** 3 hr.; 3 cr. Prereq.: FNES 166 or equivalent. Further development of knowledge and personal competency in providing emergency life-sustaining measures, including cardiopulmonary resuscitation. American Red Cross certification in Advanced First Aid for students who qualify.††

**FNES 269. Advanced Athletic Training.** 3 hr.; 3 cr. Prereq.: FNES 168. Advanced athletic training is designed to develop proficiency in evaluating athletic injuries and in constructing rehabilitation and reconditioning programs for athletes.††

**FNES 275. Institutional Management.** 3 hr.; 3 cr. Prereq.: FNES 101. An overview of the food service industry, and of theories and strategies of management. Topics to be discussed include staff selection and super-

vision, budget development, resource allocation, marketing and merchandising, and sanitation and safety. Spring

**FNES 307W. Experimental Food Science.** 2 lec., 3 lab. hr. plus conf.; 4 cr. Prereq.: FNES 101 and CHEM 019 and 159. Techniques in food experimentation. The completion of an individual food study required including interpretation and evaluation of results. Fall, Spring

**FNES 311. Physical Fitness and Training Programs.** 3 hr. plus fieldwork; 2 cr. Prereq.: FNES 161W and 230. Experience and direct application of scientific methods of assessment and training in physical conditioning activities for physical education majors.

**FNES 322. Survey of Recent Developments in Textiles.** 3 hr.; 3 cr. Prereq.: FNES 121 or equivalent and permission of the department.††

**FNES 325. The Apparel Industry.** 3 hr.; 3 cr. Prereq.: ECON 100; FNES 121 and 227. An overview of the domestic and international apparel industry, including its historical evolution and current trends. Types of enterprises, merchandising practices, and relationships within and among sectors of this industry are explored. Fall

**FNES 327. Apparel Design.** 3 hr.; 3 cr. Prereq.: FNES 121 and 226. The design process as it is applied in the apparel industry. The utilization of design principles, techniques for designing including sketching, draping, and pattern drafting, and a study of the role of the apparel designer. A field trip is required. Spring

**FNES 336. Educational Trends in Family and Consumer Sciences.** 3 hr.; 3 cr. Prereq.: SEYS 221. An examination of contemporary educational trends and how they affect teacher implementation of family and consumer sciences curricula.

**FNES 337. Nutrition Education.** 3 hr.; 3 cr. Prereq.: FNES 263. An overview of nutrition education that explores the settings in which nutrition education is carried out, introduces nutrition students to learning theory, and reviews techniques and resources for teaching nutrition. Students learn to assess the needs of different learner groups and select and evaluate appropriate nutrition education materials.†

**FNES 338. Methods and Materials for Teaching Family and Consumer Sciences.** 3 hr. (participation and observation one morning or afternoon per week) and 4 class hr.; 4 cr. Prereq. or coreq.: SEYS 340. 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 effec-



tive teaching strategies for meeting the needs of diverse student populations, classroom management, and assessment. Fall

**FNES 339. Student Teaching in Family and Consumer Sciences, K–12.** 8 hr.; 9 cr. Prereq.: A grade of 2.75 in the major and a 3.0 average in SEYS 201, 221, and 340; a grade of B or better in FNES 338; an average of C+ or better in ENGL 110 and 120W; and completion of all incompletes in the major and in education courses. In the seminar that accompanies the student teaching experience, emphasis is on practicing reflective teaching using several techniques including discussions and problem-solving of daily classroom experiences, and peer review. Planning for ongoing professional development is stressed. Spring

**FNES 340. Kinesiology.** 3 hr. plus lab. demon.; 3 cr. Study of the structure and function of the skeletal, articular, and muscular systems in relation to human motor performance. Fall

**FNES 341. Biomechanics.** 3 hr. plus lab. demon.; 3 cr. Prereq.: FNES 340. Mechanical principles and physical laws of motion as applied to human movement and motor skill development. Spring

**FNES 342. Physiology of Muscular Activity.** 3 hr. plus lab. demon.; 3 cr. Prereq.: BIOL 043 and CHEM 019. The acute and long-term physiological adjustments occurring in the human organism as a result of sport and other physical activities. Spring

**FNES 343. Motor Learning and Performance.** 3 hr. plus lab. demon.; 3 cr. Prereq.: BIOL 011 and SEYS 221. Psychological and neurophysiological factors related to the acquisition and performance of motor skills, including laboratory experience and application to teaching. Fall

**FNES 347. Families and Cross-Cultural Perspectives.** 3 hr.; 3 cr. Prereq.: FNES 147. An overview of family dynamics (marital relations, gender roles, parenting) in different cultures. Examination of childhood development and patterns of socialization from cross-cultural perspectives.

**FNES 348. Families in Communities.** 3 hr.; 3 cr. Prereq.: FNES 147. An overview of family and communities dynamics. Examination of different types of community programs. Understanding the process of program development and evaluation.

**FNES 349. Family Issues and Conflict Resolution.** 3 hr.; 3 cr. Prereq.: FNES 248. This course is designed to examine communication and parenting skills and various counseling techniques to facilitate conflict resolution. Spring

**FNES 350. Practicum in Personal and Family Finance.** 2 hr. seminar plus 2 hr. lab.; 3 cr. Prereq.: FNES 252. Students will apply their understanding of family management and consumer finance to the solution of specific consumer problems of individuals and families learning to organize and operate a service dispensing financial information and counseling clients. Fall

**FNES 351. Seminar in Family Management and Consumer Behavior.** 3 hr.; 3 cr. Prereq.: FNES 252. Examination of the effects of corporate marketing strategies on the family as a consuming unit. This course is designed for the consumer affairs professional who will be acting as: (1) an interpreter of family interests within the corporate environment, and (2) a spokesperson for the corporation to consumers. Spring

**FNES 352. Physiological Principles of Exercise Training.** 3 hr. plus lab. demon.; 3 cr. Prereq. or coreq.: FNES 342. Physiological basis of long-term exercise training with special consideration of the body's morphologic and physiologic adaptation to specific forms of training. Various training and conditioning methods are examined. Not open to students who have taken FNES 031. Fall

**FNES 353. Fitness Assessment and Prescription of Exercise Programs.** 3 hr. plus lab. demon.; 3 cr. Prereq.: FNES 342; coreq.: FNES 352. Application of scientific principles of exercise physiology to the measurement and evaluation of healthy individuals. Techniques of exercise testing commonly used in corporate and adult fitness settings. Training methods for improvement in exercise capacity and good health. Designing exercise programs for individuals and groups. Spring

**FNES 358. Research in Historic Costume.** 358.1, 1 hr.; 1 cr., 358.2, 2 hr.; 2 cr., 358.3, 3 hr.; 3 cr. Prereq.: FNES 121, 126, 158, and permission of the department. Development of an independent research project in the conservation, analysis, dating, and/or restoration of historic costume materials. Students may register for 1, 2, or 3 credits depending on the scope of the project.††

**FNES 364. Special Projects in Family and Consumer Sciences.** 3 hr.; 3 cr. Prereq.: FNES 263. Students will participate in developing and carrying out research in field settings. Such factors as health status, food habits, nutrition, or other topics are studied. Using the data gathered, instruction in library research and the use of the computer and various techniques of analysis will be included.††

**FNES 365. Nutrition, Counseling, and Assessment.** 3 hr.; 3 cr. Coreq.: CHEM 179 and FNES 263. Introduction to nutrition

assessment, counseling, and other components of medical nutrition therapy. Fall

**FNES 366. Medical Nutrition Therapy.** 3 hr.; 3 cr. Prereq.: FNES 264 and 365. Nutrition and dietary principles for pathological conditions. Spring

**FNES 368. Life Cycle and Community Nutrition.** 3 lec. hr.; 3 cr. Prereq.: BIOL 043; prereq. or coreq.: FNES 264. Special problems in nutrition, including needs during the different stages of life, current research, international nutrition, public health aspects, laws, dissemination of information, and nutrition quackery. Spring

**FNES 369. Methods for Teaching Secondary Physical Education.** 3 hr. plus 25 fieldwork hours; 3 cr. Prereq.: FNES 161W and 266. Examines relevant methods and materials for teaching students at middle- and high-school levels. Includes methods of integrating state and national standards into the curriculum, specific to these age levels. Fall, Spring

**FNES 370. Practicum in Teaching.** Hr. to be arranged; 1 cr. Prereq.: FNES 143 and 146. The course provides students with learning experiences enabling them to practice selected teaching competencies required for successful student teaching. Students apply current knowledge and skills acquired in previous courses to the design, implementation, and evaluation of lessons focused on sport and physical education activities.††

**FNES 371–376. Fieldwork Courses.** Prereq.: Junior or senior standing and permission of the department. Fieldwork courses provide professional experience for majors in approved institutions, agencies, firms, or community activities in areas related to family and consumer sciences. (One or two semesters; the two semesters may be taken concurrently.) A minimum of 45 hours is required for one credit, 90 hours for two credits. Fall, Spring

**FNES 371. Fieldwork in Institutional Management.** FNES 371.1, 3 hr.; 1 cr., FNES 371.2, 6 hr.; 2 cr.

**FNES 372. Fieldwork in Nutrition.** FNES 372.1, 3 hr.; 1 cr., FNES 372.2, 6 hr.; 2 cr.

**FNES 373. Fieldwork in Textiles and Apparel.** FNES 373.1, 3 hr.; 1 cr., FNES 373.2, 6 hr.; 2 cr.

**FNES 374. Fieldwork in Foods.** FNES 374.1, 3 hr.; 1 cr., FNES 374.2, 6 hr.; 2 cr.

**FNES 375. Fieldwork in Family and Consumer Sciences.** FNES 375.1, 3 hr.; 1 cr., FNES 375.2, 6 hr.; 2 cr.

**FNES 376. Fieldwork in the Community.** FNES 376.1, 3 hr.; 1 cr., FNES 376.2, 6 hr.; 2 cr.

**FNES 377. Internship in Exercise Science.** 90 hr. per semester plus 1 hr. seminar; 3 cr. Prereq.: FNES 353, or permission of the instructor. In-depth, structured, practical experience in a formalized program dealing with fitness and health enhancement of individuals. Experiences in existing clinical or corporate programs are integrated with academic preparation through regular seminar meetings on campus. The minimal on-site hourly requirement is 90 hours but varies according to the nature of the site's program. Fall, Spring

**FNES 378. Quantity Food Purchasing, Production, and Equipment.** 3 hr. and practicum; 3 cr. Prereq.: FNES 203 and 275. This course includes institutional menu planning and purchasing, inventory control, production, and distribution. Topics will include layout and design, equipment selection, and compliance with codes and standards. Fall

**FNES 379. Student Teaching in Physical Education.** 30 hrs. per week of daily participation for 16 weeks (8 weeks each at elementary and secondary sites); 6 cr. Prereq.: A GPA of 2.75 in the major and a 3.0 average in SEYS 201, 221, 350, SEYS 340 or EECE 340, and EECE 310; a grade of B or better in FNES 266 and 369; a grade of B- or better in ENGL 110, and resolution of all incomplete and below average grades in the major and in education courses. Supervised teaching and observation in elementary and secondary schools.

**FNES 380. Seminar in Family and Consumer Sciences.** 1 hr.; 1 cr. Prereq.: FNES 106 and junior standing with a minimum of 18 credits in family and consumer sciences. An overview of the profession including its scope, trends, and new developments. Fall

**FNES 390. Studies in Family, Nutrition, and Exercise Sciences.** 390.1, 1 hr.; 1 cr., 390.2, 2 hr.; 2 cr., 390.3, 3 hr.; 3 cr. Prereq.: Permission of the department. The topic for each semester will be announced in advance. May be repeated for credit provided the topic is different.††

**FNES 391. Research in Physical Education.** 391.1, 3 hr.; 1 cr., 391.2, 6 hr.; 2 cr., 391.3, 9 hr.; 3 cr. Prereq.: Permission of the instructor and the department. The student works on a research problem under the supervision of a member of the physical education faculty. Fall, Spring

**FNES 392. Principles of Coaching.** 3 hr.; 3 cr. Prereq.: FNES 145 (Sport Workshop). This is a lecture course in the theory and principles of coaching and program development. It is designed to explore the relevant aspects of sport performance and places special emphasis on training and ana-

lytical techniques in movement. In addition, areas such as motivation, team interaction and synergy, and styles of coaching will be included.††

**FNES 393. Coaching Internship.** 90 hr. plus 1 hr. conf. per wk.; 3 cr. Prereq.: FNES 392. The internship is designed to give students coaching experience in a specific sport. Students taking this course will be placed in a Queens or Nassau County school. They will work in a varsity or junior varsity program directed by the head coach of the school program.††

**FNES 395. Seminar in Physical Education.** 3 hr.; 3 cr. Prereq.: Designated according to topic and permission of the instructor. Selected topics in physical education. Topics will vary from semester to semester. May be repeated for credit provided the topic is different.††

**FNES 396. Seminar in Special Physical Education.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. Selected topics in the theory and special problems of providing for the physical education needs of special individuals. Topics will vary from semester to semester. May be repeated for credit provided the topic is different.

**The following graduate courses are open to qualified undergraduate students with permission of the department.**

**FNES 634. Teaching Diverse Student Populations Family and Consumer Sciences.**

**FNES 636. Writing and Technology for the Professional.**

# Film Studies

**Director:** Stuart Liebman

**Program Office:** G Building 202B, 718-997-2962/2950; Fax 718-997-2960

**Film Studies Faculty:** Faculty from many departments teach courses in Film Studies: **Art:** Xiaoping Lin; **Classical, Middle Eastern & Asian Languages & Literatures:** Ammiel Alcalay; **Comparative Literature:** Andrea Flores; **English:** Richard McCoy; **European Languages & Literatures:** Royal Brown (French), Tamara Evans (German), David Andrew Jones (French), Eugenia Paulicelli (Italian); **Hispanic Languages & Literatures:** Nora Glickman; **History:** Peter Conolly-Smith, Julia Sneeringer; **Media Studies:** Zoe Beloff, Jonathan Buchsbaum, Heather Hendershot, Amy Herzog, Stuart Liebman, Rachel Lyon, Richard Maxwell, Roopali Mukherjee, Laurie Ouellette; **Sociology:** Robert Kapsis  
**Major Offered:** Film Studies (State Education Code 81206)

The purpose of the BA program in film studies is to afford students the opportunity to study in depth the aesthetic, cultural, sociological, political, philosophical, and psychological elements of the cinema.

The film studies major and minor are composed of film courses offered by a number of departments in the Divisions of the Arts and Humanities and the Social Sciences.

## THE MAJOR

Students majoring in film studies will plan their program of study in accordance with the course groupings shown in the box on this page. (A full description of each course will be found in the course listings for the particular department involved.)

Depending on their individual background and orientation, students may be advised to take additional courses in modern art, modern history, modern languages and literatures, or music appreciation.

### Requirements for the Major in Film Studies (Major code 040)

The major consists of 36 credits.

**Required (15 credits):** MEDST 143, 144, 200, 240/240W, 341/341W.

**Electives (21 credits, at least one of which must be designated a "W" course):** MEDST 146, 245, 263, 281, 315, 342/342W\*, 343/343W, 344/344W\*, 345/345W, 346/346W, 381/381W; CMLIT 241; ENGL 280, 285; EURO 250, 250W\*; FREN 250, 250W; GERM 250, 250W; HIST 370; ITAL 250, 250W; PHIL 105; PSCI 228; RUSS 244, 244W; SOC 249.

\*May be taken twice for credit if course content changes.

### Requirements for the Minor in Film Studies (Minor code 42)

**Required (18 credits):** Students minoring in film studies must take MEDST 143, 144, and 200 plus a total of nine hours chosen from the elective category designated above for the film studies concentration.

Students who have not yet completed their basic requirements in English or who wish additional training in writing are advised to take ENGL 201W (Essay Writing for Special Fields).

### THE MINOR

The film studies minor is designed to allow students to supplement their major in another field with a concentration of work in film studies. See the box on page 156 for the specific requirements for the minor.

### Advisory Services and Extracurricular Activities

The Film Studies Committee advises students on careers in film, graduate film study programs at CUNY and at other institutions, film festivals, grants and awards in filmmaking and film research, and film organizations. The substantial library of films held by Queens College and augmented by the CUNY Film Consortium provides opportunities for individual film study.

The Film Studies Program endorses and will be happy to supply information on the Norman Silverstein Prize in Film Criticism sponsored by the English Department. It also sponsors screenings and talks by filmmakers and other individuals involved in the various facets of the cinema.

## Finance

See page 122.

## 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 E. De Torre-Gracia

**Undergraduate Advisor:** Edward Strug

**Graduate Advisor:** Jose Miguel Martínez-Torrejón

**Dept. Office:** Kiely 243, 718-997-5660; Fax 718-997-5669

**Distinguished Professor:** Rabassa; **Professors:** Glickman, Martínez-Torrejón; **Associate Professors:** De Torre-Gracia, Llorens; Simerka; **Assistant Professor:** Caamaño; **Lecturers:** Casco, Romero, Strug; **Department Secretary:** Nieves; **Professor Emeritus:** Green

**Major Offered:** Spanish (State Education Code 26468)

The program of instruction in the Department of Hispanic Languages and Literatures seeks, through the achievement of an accurate reading knowledge, adequate aural comprehension, and conversational proficiency, to prepare students to understand and appreciate the language, literature, and culture of the Spanish-speaking world. Upon completion of the basic courses, students are expected to have a thorough, practical command of Spanish, including an ability to understand more fully the culture or cultures of which that language is a reflection. Elective courses consist of both linguistic and literary studies of a more advanced and specialized nature. 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 concentration.

### Department Awards

The Hispanic Languages and Literatures Department awards the **Faculty Prize for Excellence in Spanish** and the **Rafael Rodríguez Memorial Prize** in Spanish.

### THE MAJOR IN SPANISH

See the box on page 158 for the specific requirements for the major. All prospective majors must consult a department advisor before filing concentration forms.

Students planning to teach Spanish in secondary schools must also take at least three courses in a second Romance language. Approval for student teaching normally requires a 3.0 department average in elective courses and a grade of *B* in conver-

sation and grammar. The major in Spanish is offered in both day and evening sessions.

### THE MINOR IN SPANISH

See the box on page 158 for the specific requirements for the minor. Minors must file department concentration forms.

### Portuguese Courses

#### Basic Language Courses

**PORT 111. Elementary Portuguese I.** 4 hr.; 4 cr. Intended for students with no previous training in Portuguese. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken Portuguese, to become familiar with cultural aspects of Portuguese-speaking countries, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory.

**PORT 112. Elementary Portuguese II.** 4 hr.; 4 cr. Prereq.: PORT 111 or equivalent. This course is a continuation of PORT 111. A graded reader is introduced to present literary and cultural aspects of Portuguese-speaking countries, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory.

**When circumstances warrant, the department may offer an intensive Portuguese course, PORT 111 and 112, for 8 credits.**

**PORT 203. Intermediate Portuguese I.** (formerly PORT 113) 3 hr.; 3 cr. Prereq.: PORT 112 or equivalent. A continuation of PORT 112, with a grammar review, conversation, and readings in literary and cultural materials.

**PORT 204. Intermediate Portuguese II.** 3 hr.; 3 cr. Prereq.: PORT 203 or its equivalent. Continuation of PORT 203, with grammar review, conversation, composition, and readings in literary and cultural materials.

### Spanish Courses\*

Students who have had less than one and one-half years of high school Spanish normally begin with SPAN 111; those entering with two years normally begin with SPAN 112; those presenting three years usually begin with SPAN 203; and those presenting four years normally begin with SPAN 204. Native speakers should consult the chair or a department representative for correct placement.

\*MAT charges are possible.

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

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

**Courses Taught in English**

(Only SPAN 050 is applicable to the major.)

**SPAN 020. Spanish Peer Tutoring.** 4 hr.; 2 cr. Prereq.: *B* or better in SPAN 221 or SPAN 224. Students engage in peer tutoring for SPAN 111, 112, and 203 under faculty supervision. SPAN 020 may not be applied to the major or minor in Spanish.

**SPAN 021. Advanced Spanish Peer Tutoring.** 4 hr.; 2 cr. Prereq.: SPAN 020. Students who have taken SPAN 020 are provided with an opportunity to engage in additional levels of advanced tutoring for SPAN 111, 112, 203, and 204, under faculty supervision. SPAN 021 may not be applied to the major or minor in Spanish.

**SPAN 031. Hispanic Culture and Civilization.** 3 hr.; 3 cr. Prereq.: ENGL 110. A survey, in English, of the development of Hispanic cultures in Spain, the Caribbean, Mexico, Central America, and South America and the United States. "Culture" will be studied through an analysis of the links between historical events and cultural productions: literature, philosophy, art and architecture, music, film, and dance. SPAN 031 may not be applied to the major or minor in Spanish. (H3)

**SPAN 041. Masterpieces of Hispanic Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of Hispanic literature from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. The course is intended for students who are unable to read Spanish; it is not open to students who have received credit for SPAN 204 or higher numbered courses. (H1T1)

**SPAN 045. Hispanic Civilization.** 3 hr.; 3 cr. This course will deal with the nonliterary aspects of Hispanic culture, such as music, the visual and performing arts, and the history of ideas. The specific topics to be considered will vary from semester to semester

and from section to section, and will be announced in advance. Readings and class discussions will be conducted in English. May be taken more than once for credit provided the topic is different. (H3)††

**SPAN 050. 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.

**SPAN 060. Hispanic Literature and Culture in the United States.** 3 hr.; 3 cr. An overview of the culture and, particularly, the literary production of Latinos in the United States. The course will focus on selected works—fiction, poetry, drama, etc.—that reflect the complex cultural and linguistic realities of the Hispanic experience in this country.

**Basic Language Courses**

**SPAN 111. Elementary Spanish I.** 4 hr.; 4 cr. Intended for students with no previous training in Spanish. Designed to establish correct pronunciation, to teach the elements of grammar, to enable students to read, to understand spoken Spanish, to become familiar with cultural aspects of Spanish-speaking countries, and especially to establish a good basic vocabulary. Class hours include use of the language laboratory.

**SPAN 112. Elementary Spanish II.** 4 hr.; 4 cr. Prereq.: SPAN 111 or equivalent. This course is a continuation of SPAN 111. A graded reader is introduced to present literary and cultural aspects of Spanish-speaking countries, and to offer topics for simple exercises in composition. Class hours include use of the language laboratory.

**When circumstances warrant, the department may offer an intensive Spanish course, SPAN 111 and 112, for 8 credits.**

**SPAN 203. Intermediate Spanish I.** (formerly SPAN 113) 3 hr.; 3 cr. Prereq.: SPAN 112 or three years of high school Spanish. Grammar review, conversation, and readings in literary and cultural materials at an intermediate level.

**SPAN 204. Intermediate Spanish II.** 3 hr.; 3 cr. Prereq.: SPAN 203, or four years of high school Spanish. Continuation of SPAN 203, with grammar review, conversation, composition, and readings in literary and cultural materials.

**SPAN 215. Spanish Conversation.** 3 hr.; 3 cr. Prereq.: SPAN 204, or permission of the department. Intensive practice in spoken Spanish providing practical use of the language with emphasis on oral-aural techniques, leading toward fluency in speaking. Use of language laboratory will be required. May not be taken by Spanish heritage speakers. SPAN 215 may not be applied to the major or minor in Spanish.

**Introductory Literature Courses**

**SPAN 240. Introduction to Hispanic Literary Studies.** 3 hr.; 3 cr. Prereq.: SPAN 224, or 225, or permission of the department. An introduction to Hispanic fiction, poetry, and drama through readings by representative writers with the development of critical skills and familiarization with the basic tools and terminology of literary analysis. (Not open to students who have taken SPAN 227 or 228.)

**SPAN 250. Survey of Spanish Literature I.** (formerly SPAN 205) 3 hr.; 3 cr. Prereq.: SPAN 240, or permission of the department. Reading and analysis of representative works from the Middle Ages through the seventeenth century; special emphasis on literary values and history. Required for majors and other students planning to take elective courses in the department. (H1T2, PN)

**SPAN 260. Survey of Spanish Literature II.** (formerly SPAN 206) 3 hr.; 3 cr. Prereq.: SPAN 240, or permission of the department. Reading and analysis of representative works from the Romantic period to the present, with special emphasis on literary values and history. Required for majors and other students planning to take elective courses in the department. (H1T2)

**SPAN 280. Survey of Spanish American Literature I.** 3 hr.; 3 cr. Prereq.: SPAN 240, or permission of the department. Reading and analysis of representative works, presented within the context of social, political, and intellectual history, from the pre-Columbian period through late nineteenth-century modernism. (H1T2)

**Requirements for the Major in Spanish** (Major code 098)

The major consists of 36 credits

**Required (27 credits):** SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers); SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses); SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses); and SPAN 310 or 312.

**Electives:** 9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 050, 337, 338, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

**Requirements for the Minor in Spanish** (Minor code 90)

The minor consists of 18 credits in Spanish beyond the level of SPAN 112, chosen in consultation with a department advisor.

**SPAN 290. Survey of Spanish American Literature II.** 3 hr.; 3 cr. Prereq.: SPAN 240, or permission of the department. Reading and analysis of representative works, presented within the context of social, political, and intellectual history, from the early twentieth-century vanguardia movement through contemporary Spanish American fiction, poetry, and drama. (H1T2)

### Advanced Language Courses

**SPAN 221. Language Workshop for Spanish Heritage Students.** 3 hr.; 3 cr. Prereq.: SPAN 204 or equivalent. Designed to meet specific needs of students of Spanish-speaking background. It will focus on the correction of deficiencies and difficulties in written language and formal oral communication through intensive grammar review, vocabulary building, spelling, punctuation, and the development of advanced composition skills.

**SPAN 222. Language Workshop for Non-Spanish Heritage Students.** 3 hr.; 3 cr. Prereq.: SPAN 204, or permission of the department. A course designed to bring students whose native language is not Spanish to a high-intermediate/low-advanced level of competency in all four skills. Discussion and linguistic analysis of selected literary and cultural readings, newspaper and magazine articles, and current movies; short written assignments and oral presentations. May not be taken by Spanish heritage speakers.

**SPAN 224. Grammar.** 3 hr.; 3 cr. Prereq.: SPAN 204, or permission of the department. A thorough review of Spanish grammar and usage on an advanced level; systematic practice in composition.

**SPAN 225. Composition.** 3 hr.; 3 cr. Prereq.: SPAN 224. Advanced work in special problem areas of usage and style. Intensive practice in writing.

**SPAN 337. Advanced Grammar and Phonology.** 3 hr.; 3 cr. Prereq.: SPAN 224, or permission of the department. A study of those advanced features of Spanish grammar which present major difficulties to both native and non-native students of Spanish. Practice in complex structures in speech, prose fiction, and expository writing. Intensive study of the phonological structure of Spanish with regular practice in application of these structures.

**SPAN 338. Foundations of Spanish Linguistics.** 3 hr.; 3 cr. Prereq.: SPAN 224, or permission of the department. An introduction to Spanish linguistics. (H3)

**SPAN 340. Spanish for the Professions.** 3 hr.; 3 cr. Prereq.: SPAN 224, or permission of the department. Intended for stu-

dents interested in working in professional areas where Spanish is spoken with individual focus on professional interests; topics include Spanish for business, Spanish for health care practitioners, Spanish for social workers, and Spanish for teachers.

**SPAN 341. Introduction to Translation.** 3 hr.; 3 cr. Prereq.: SPAN 224, or permission of the instructor. Introduction to the techniques and problems of translation; intensive practice in translating texts of various types.

### Civilization Courses

**SPAN 310. The Culture and Civilization of Spain.** 3 hr.; 3 cr. Prereq.: SPAN 260, or permission of the department. Attention to ethnic, political, and artistic aspects. (H3)

**SPAN 312. The Culture and Civilization of Latin America.** 3 hr.; 3 cr. Prereq.: SPAN 280, or permission of the department. Attention to ethnic, political, and artistic aspects. (H3)

### Advanced Literature Courses

**SPAN 350. Cultures and Literature in Medieval and Renaissance Iberia.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250, or permission of the department. Building on the foundation provided by the survey (SPAN 250), this course provides in-depth exploration of different texts and genres. Emphasis on aspects of Medieval and Renaissance culture, such as the coexistence and mutual influence of the three ethnic and religious groups—Christian, Jewish, and Muslim; the emergence of national literatures in the Peninsular languages, and specifically in Spanish; how different genres are created or nationalized in this effort; the relation between genre and the hero; the diversity of narrative forms until the eve of the Renaissance; the Jewish experience within the Peninsula and in the Diaspora; the Renaissance as a cultural and social revolution; variations on love literature and gender representation; political and religious writing. (H1T2, PN)

**SPAN 351. Art and Ideology in Spanish Renaissance and Baroque Literature.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250, or permission of the department. Building on the foundation provided by the survey (SPAN 250), this course provides in-depth exploration of different texts and genres. The course content will emphasize empire and its decline; the Counterreformation, conversos and moriscos, mysticism; variations on love literature and gender representation; court politics and literary patronage; emergence of the modern subject. (H1T2, PN)

**SPAN 352. Don Quijote.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250. A detailed reading and analysis of *Don Quijote*, with attention to its influence in Spain and on world literature. (H1T2, PN)

**SPAN 353. Realism and Naturalism in Spanish Fiction.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250, or permission of the department. An in-depth exploration of the key ideas and figures in Spanish realist and naturalist literatures, studied in the context of nineteenth-century Spanish cultural history and European realism and naturalism. (H1T2)

**SPAN 356. Gender, Sexuality, and Feminism in Spanish Literature.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 250 or 260, or permission of the department. The literary presentation of social norms of gender and sexuality in Spanish literature from the medieval period to the present day. Students will read fiction, drama, poetry, and essays, as well as critical and theoretical texts. (H1T2)

**SPAN 357. Twentieth-Century Spanish Drama and Film.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 260, or permission of the department. A presentation of modern media and culture through examination of selected theatre and film from the twentieth century via literary analysis and cinematic interpretation of modern and contemporary Spanish works. Special attention will be given to the development of technique and the influence of film on theater to show how literature and film progressively feed off each other. Among authors and directors studied might be: García Lorca, Buñuel, Delibes, Saura, Almodóvar, Ayllín, etc. (H1T2)

**SPAN 358. Culture and Ideology in Modern Spanish Literature.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 260, or permission of the department. The twentieth-century integration of Spain to Europe. Presentation of themes of colonialization, oppression, resistance and exile (the “Generations” of 1898, 1927, 1936, 1941–1944, etc.), and government attempts to control expression and thought by law or force, or by allying itself with traditionally accepted Spanish social structures. (H1T2)

**SPAN 359. Spanish Literature since 1964: From Dictatorship to Democracy.** 3 hr.; 3 cr. Prereq.: SPAN 240 and 260, or permission of the department. Change and continuity in the society and the novel of the fully European and globalized Spain of the Post-Franco era. A study of literary practice which engages themes such as the representation of an ethical/social consciousness, anti-establishment thought, critical individualism, and the marginalization of sectors of Spanish society. (H1T2)

**SPAN 370. Colonial Literature and Emerging Criollo Voices in Spanish America.**

3 hr.; 3 cr. Prereq.: SPAN 240 and 280, or permission of the department. Reading and discussion of selections from important authors and genres, beginning with the indigenous cultures and continuing through the movement for independence. (H1T2)

**SPAN 371. Avant-Garde Movements in Latin America.**

3 hr.; 3 cr. Prereq.: SPAN 240 and 290, or permission of the department. The period following the Modernist movement (1896–1905) in Latin America, until the 1940s. It concentrates on the originality that marks each writer's style, as seen in their individual manifestos. Analysis of the writers' initial reactions to sentimental irony (Ezequiel Martínez Estrada), to the innovations of prosaísmo (Evaristo Carriego), and ultraísmo (Jorge L. Borges). Women writers (Gabriela Mistral, Delmira Agustini, Alfonsina Storni, and Juana de Ibarbourou) are highlighted for their thematic and stylistic freedom. Other authors to be studied in this course are: Ricardo Güiraldes, Mariano Brull, Oliverio Girondo, Luis Palés Matos, Nicolás Guillén, Vicente Huidobro, César Vallejo, and Pablo Neruda. (H1T2)

**SPAN 372. Contemporary and Post-Modern Literature in Latin America.**

3 hr.; 3 cr. Prereq.: SPAN 240 and 290, or permission of the department. Analysis of recent Latin American narrative and film, focusing on continuity and innovation. Elements to be analyzed include realism, neo-realism, the fantastic, Boom versus post-boon narrative, and a variety of other technical innovations. (H1T2)

**SPAN 373. Native Peoples, Slaves, and Campesinos in Latin America.**

3 hr.; 3 cr. Prereq.: SPAN 240 and 280, or permission of the department. The written representation of marginalized groups—who often constitute majority populations—in Latin American literature. The course begins with the period of conquest and colonization and continues through present times. Readings include fiction and non-fiction: chronicles, novels, short stories, and testimonial narratives. (H1T2)

**SPAN 374. Theatre and Film in Latin America: From Text to Performance.**

3 hr.; 3 cr. Prereq.: SPAN 240 and 290, or permission of the department. The trajectory of 20th-century theatre and film in Latin America, focusing on its major dramatists and its representative periods. The plays discussed will be placed in their historical context, taking into account the cultural and artistic manifestations of each period under discussion. (H1T2)

**SPAN 377. Hispanic Caribbean Literature and Culture.**

3 hr.; 3 cr. Prereq.: SPAN 240 and 280 or 290, or permission of the department. A survey of the culture and the literary production of Puerto Rico, Cuba, and the Dominican Republic focusing on selected works written by authors from diverse racial and socioeconomic backgrounds, who strive to define their individuality and their national identity by focusing on the issues that affect their own country. Some of the topics to be studied are: Spanish colonialism and its aftermath; independence and cultural autonomy; democracy and dictatorships in the 20th century; fighting racism by vindicating African roots; economics, politics, and exile; women writers as agents of social change. (H1T2)

**SPAN 378. Culture and Identity in U.S. Latino/Latina Literature.**

3 hr.; 3 cr. Prereq.: SPAN 240 and 280 or 290, or permission of the department. An overview of the culture and, especially, the literary production of Latinos/as in New York. The course will focus on selected works of fiction (short stories, novels, and plays) written by authors from diverse ethnic, racial, and socioeconomic backgrounds, with roots in Spanish American countries. Varied topics will be explored from a historical perspective using gender, race/ethnicity, class, and sexuality as primary categories of analysis. (H1T2)

**SPAN 379. Gender, Sexuality, and Feminism in Spanish-American Literature.**

3 hr.; 3 cr. Prereq.: SPAN 240 and 280 or 290, or permission of the department. A study of the work of Spanish-American writers—both men and women—who have reflected upon the complex yet crucial issues surrounding the interrelated notions of gender, sexuality, and feminism. Students will read selected fictional and nonfictional texts by authors from the colonial period to the present, such as Sor Juana Inés de la Cruz, Gertrudis Gómez de Avellaneda, Eugenio Cambaceres, Alfonsina Storni, Gabriela Mistral, Manuel Puig, Severo Sarduy, Reinaldo Arenas, and Rosario Castellanos. A variety of topics will be explored from an interdisciplinary perspective, focusing on historical, sociological, political, and ethical issues. (H1T2)

**SPAN 390. Hispanic Literature Seminar.**

3 hr.; 3 cr. Prereq.: ENGL 110, 3 courses in Hispanic literature, and senior standing. Intensive reading and discussion of literary, cultural, theoretical, and critical texts and student research and writing centered around a specific topic in Hispanic literature.

**SPAN 391. Seminar in Spanish Language and Linguistics.**

3 hr.; 3 cr. Prereq.: SPAN

224, 225, and 337, and senior standing, or permission of the department. Intensive student participation on varying themes, problems, and theories in language and linguistics. Possible topics include sociolinguistics, dialectology, history of the Spanish language, bilingualism, languages in contact, language and ethnic identity, language and gender, etc.

**SPAN 398. Internship.**

135 hr.; 3 cr. Prereq.: GPA of 3.2 or above in the major, and at least 21 credits in upper-level Spanish, plus permission of the department chair and a faculty sponsor. Offers advanced students the opportunity to engage in research under faculty supervision. Must be prearranged and approved by department chair and faculty sponsor.

# History

**Chair:** Frank A. Warren

**Graduate Advisor:** Morris Rossabi

**Dept. Office:** Powdermaker 352,  
718-997-5350

**Professors:** Alteras, Carlebach, Frangakis-Syrett, Freeman, Kraut, McManus, O'Brien, Rossabi, Scott, Warren; **Associate Professors:** Nadasen, Rosenblum, Sneeringer; **Assistant Professors:** Allen, Chazkel, Conolly-Smith, Covington, Davie, Roth-Ey, Vellon; **Department Secretaries:** Harris, Kapchan

**Major Offered:** History (State Education Code 26457)

History, usually classified as a social science, also retains strong links with the humanities. Its various approaches—political, economic, social, and intellectual—require a wide range of different methods. Courses offered by the department acquaint students, both history and non-history majors, with the aims, methods, and results of historical research. The contemporary trend to expand the study of history beyond a national and western framework is reflected in the offerings of the department.

Historical studies provide the background needed for graduate work in law, journalism, library science, and history doctoral programs. It is the best major for those planning to teach social studies on the secondary level, as well as being an excellent major for those co-majoring in elementary education. It also is an excellent major for those planning careers in business, in the federal government, or in civil service.

## Department Awards

The History Department offers the following prizes and awards: the **Award for Distinguished Scholarship in World History**; the **Richard W. Emery Prize**, for distinguished scholarship in pre-1500 European history; the **Faculty Prize for Excellence in History**; the **History Department Scholarship** (for juniors); the **Jewish History Prize**; the **Solomon Lutnick Prize**, to a graduating senior for distinguished scholarship in American history; the **Gaudens Megaro Prize**, to a graduating senior for distinguished scholarship in European history; the **Melina Mercouri Prize**, for excellence in Greek/European History; the **Frank Merli Graduate Student Prize**; the **Alan Jay Orman Scholar Award**; the **Koppel S. Pinson Prize**, to the graduating senior with the highest record in history courses; and the **David Syrett Research Prize in British or Military History**.

In addition, **Scholarship Keys** for distinguished records in history are awarded by the Queens College Chapter of Phi

Alpha Theta, National Honor Society in History.

## THE MAJORS

See the box on page 162 for the specific requirements for the majors.

To graduate with a major in history, students must have a cumulative grade-point average of at least 2.0 in history courses taken at Queens College. Transfer students majoring in history must take a minimum of 18 credits in the History Department, regardless of the number of history credits earned at other institutions.

Students majoring in history must consult with a concentration advisor to ensure that their programs satisfy department requirements. A concentration form should be filed with the department during the junior year. Introductory surveys (HIST 100 through 116) should be taken by majors as soon as possible and should normally precede more advanced courses in each of the areas covered. Those planning to do graduate work in any field of history should consult the chair or department faculty as early as possible and should pay special attention to the language requirements for advanced study.

The department offers major concentrations in five areas:

- Ancient History;
- European History since the Fall of Rome;
- Jewish History;
- United States History; and
- History of Areas of the World other than the United States and Europe.

Students with a particular interest in a topic that cuts across geographical or chronological lines may wish to develop their own concentration. Such a request must be presented in writing before the student's upper junior year. The request must be approved by both the chief concentration advisor and the chair of the History Department.

History majors seeking to qualify for secondary school social studies licenses should study the relationships between history and education requirements when planning their courses. For guidance, consult history and secondary education advisors.

Department honors will be granted to majors who have a 3.5 grade-point average in history.

## THE MINOR

See the box on page 162 for the specific requirements for the minor. Transfer students minoring in history must take at least 12 credits in the History Department. To be graduated with a minor in history, students

must have a cumulative grade-point average of at least 2.0 in history courses taken at Queens College.

## COURSES

**HIST 001. Western Civilization I. A History of Ideas from Antiquity to the Scientific Revolution.** 3 hr.; 3 cr. Major achievements of western civilization from ancient Greece to the late seventeenth century, with an emphasis on the significant ideas in their political and social context. (H3 or SS)

**HIST 002. Western Civilization II. A History of Ideas from the Enlightenment to the Present.** 3 hr.; 3 cr. The major achievements of western civilization from the eighteenth century to the present, with an emphasis on the significant ideas in their political and social context. (H3 or SS).

**HIST 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

**HIST 101, 101W. Early Modern Europe, 1500–1815.** 3 hr.; 3 cr. The major political, economic, intellectual, and social developments that prepared the foundation for the modern age are examined; the development of the nation-state; the transformation of the economy from agrarian to mercantile; the expansion of Europe; the Renaissance, the Reformation, the Scientific Revolution, and the Enlightenment; the French Revolution. (SS, PN) Fall, Spring

**HIST 102, 102W. Modern Europe, 1815 to the Present.** 3 hr.; 3 cr. This course deals with the major political, social, economic, and ideological developments in European history, emphasizing: the impact of the French and Industrial Revolutions; liberalism, nationalism, socialism, and feminism; the revolution of 1848; the unification of Italy and Germany; imperialism; the rise of communism, fascism, and Nazism; and the origins and impact of the two world wars. (SS) Fall, Spring

**HIST 103, 103W. American History, 1607–1865.** 3 hr.; 3 cr. The United States from colonial times to the end of the Civil War. (SS) Fall, Spring

**HIST 104, 104W. American History, 1865 to the Present.** 3 hr.; 3 cr. The United States from Reconstruction to the present time. (SS) Fall, Spring

**HIST 105, 105W. History of Latin America to 1825.** 3 hr.; 3 cr. Survey of major developments from the era of colonization through the wars of independence. (SS, PN) Fall

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

**HIST 106, 106W. History of Latin America, 1825 to the Present.** 3 hr.; 3 cr. Survey from the wars of independence to the present; special attention to political concepts, foreign imperialism, social and economic problems. (SS) Spring

**HIST 107. History of England to 1603.** 3 hr.; 3 cr. English political, religious, and social institutions from early times to the death of Elizabeth I. (PN) Fall

**HIST 108. History of Great Britain since 1603.** 3 hr.; 3 cr. English history from the death of Elizabeth I to the present. Spring

**HIST 109. History of Russia to 1855.** 3 hr.; 3 cr. From the Kievan period to the death of Nicholas I. (PN) Fall, Spring

**HIST 110. History of Russia since 1855.** 3 hr.; 3 cr. From the accession of Alexander II to the present time. Fall, Spring

**HIST 111. History of Africa.** 3 hr.; 3 cr. Survey of African history south of the Sahara; emphasis on the rise and decline of medieval African kingdoms, the effects of the slave trade on the indigenous peoples, and the growth of African nationalism under colonial rule. (SS, PN) Fall

**HIST 112. Introduction to East Asian History.** 3 hr.; 3 cr. A topical survey of the major characteristics of Chinese and Japanese civilizations. (SS, PN)

**HIST 113. Introduction to Ancient History.** 3 hr.; 3 cr. A survey of the development of the ideas and institutions which comprised

“Ancient Civilization” in the Ancient Near East, Egypt, Europe, Greece, Rome, Ancient China, and India. (PN) Fall, Spring

**HIST 114. History of the Jewish People I.** 3 hr.; 3 cr. The ancient period. Emphasis on the interpretation of literary and archaeological evidence in the light of modern scholarship. (PN) Fall

**HIST 115. History of the Jewish People II.** 3 hr.; 3 cr. The Jewish Middle Ages from the decline of the Palestinian center to the beginnings of civic emancipation (ca. 200 AD to 1789). (PN) Fall, Spring

**HIST 116. History of the Jewish People III.** 3 hr.; 3 cr. The varieties of the Jewish experience since 1789; religious and secular, political and cultural. Fall, Spring

**HIST 117/MES 160. The History and Civilization of Islam.** 3 hr.; 3 cr. Explores the institutions and intellectual traditions of the civilization of Islam from the days of the Prophet Muhammad through the modern period. (H3, PN)

**HIST 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.

**HIST 121. History of Brazil.** 3 hr.; 3 cr. The major developments from colonial times to the present. (PN) ††

**HIST 125. World Civilizations to 1715.** 3 hr.; 3 cr. A survey of the political, social, and cultural history of world civilizations to 1715. (H3, SS)

**HIST 126. World Civilizations since 1715.** 3 hr.; 3 cr. A survey of the political, social, and cultural history of world civilizations from 1715 to the present. (H3, SS)

**HIST 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a writing tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**HIST 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**HIST 140. China to 1500.** 3 hr.; 3 cr. Survey from earliest times to the eve of the first contacts with the west. (PN)

**HIST 141. China after 1500.** 3 hr.; 3 cr. The initial western impact and China's response. (PN)

**HIST 142. History of Japan.** 3 hr.; 3 cr. The major cultural and political trends in Japan from the earliest times. (PN)

**HIST 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. (SS, PN)

**HIST 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 different. Fall, Spring

**HIST 204. The Ancient Near East and Egypt.** 3 hr.; 3 cr. The civilizations of the ancient Near East in three parts: Mesopotamia, Egypt, and the Levant. Includes the following common themes: relationship between religion and politics, the nature and importance of literacy, the public role of the military, and the evolution of law. (PN)

### Requirements for the Major in History (Major code 056)

Majors are required to take a minimum of 36 credits in history. At least 18 credits must be taken at Queens College.

**Required courses (21 credits):** HIST 101, 102, 103, and 104; two courses (6 credits) from among the following: HIST 105, 106, 111, 112, 117 (or MES 160), HIST 140–143; and at least one colloquium (HIST 392W).

**Electives:** 12 additional credits in **one** of the following special areas and an additional history elective to bring the total number of history credits to 36:

**Ancient History:** Includes HIST 113, 114, 204–206, 208, and 301.

**European History since the Fall of Rome:** Includes HIST 100, 107–110, 115, 116, 209–211, 213, 215–218, 222, 225, 227, 228, 230–233, 236, 239–242, 251–254, 291, 292, 302–303, 305, 308, 310, 312–314, 332.

**United States History:** Includes HIST 258–260, 262, 263, 265–267, 270, 271, 273–278, 284, 285, 339, 340–345, 347, 348, 350, 351.

**History of Areas of the World other than the United States and Europe:** Includes HIST 105, 106, 111, 112, 117, 118, 121, 140–143, 256, 332, 355, 360, 361.

**Jewish History:** Includes HIST 114–116, 248, 249, 251–254, 256, 312, 338, 339.

**Please note:** HIST 200, 370, and 392W have varying subject matter. They will be included in whichever special area is appropriate for the particular section of the course. HIST 392W may be used as one of the 12 credits in the major's special area if the topic of HIST 392W is part of the special area.

### Requirements for the Minor in History (Minor code 52)

The minor consists of 18 credits in history, of which 6 credits must be in United States history, and 6 credits in non-United States history. At least 12 credits must be taken at Queens College.



**HIST 205. Greece from the Bronze Age to the Hellenistic Period.** 3 hr.; 3 cr. From the Mycenaean Period of the Trojan War through the conquests of Alexander the Great, this course will examine the evolution of Greek society of the Bronze Age, the Archaic period, Hellenistic civilization, and the subsequent diffusion of Hellenistic civilization as a result of Alexander's conquests. (PN)

**HIST 206. The Hellenistic Mediterranean and the Roman Republic.** 3 hr.; 3 cr. The period from the death of Alexander the Great in 323 BCE to the Battle of Actium in 31 BCE. Emphasizes the evolution of the Roman Republic. Important themes include the political, economic, and diplomatic pressures of empire and the emergence of a cosmopolitan Greco-Roman culture. (PN)

**HIST 208. Roman Empire.** 3 hr.; 3 cr. The fall of the Roman Republic and the establishment of a monarchy under Augustus. Themes include the concentration of power in a bureaucracy and imperial court following a political revolution and the relationship between the imperial center, Rome, and the peripheral provinces. (PN)

**HIST 209. The Byzantine Empire, 324–1025.** 3 hr.; 3 cr. The history of the Byzantine Empire to the end of the Golden Age; the founding of Constantinople; the transfer of the Imperial Capital to the East; Christianization of the Empire; barbarian invasions; wars with the Persians and the Arabs; expansion and cultural renaissance. (PN)

**HIST 210. The Byzantine Empire, 1025–1453.** 3 hr.; 3 cr. From the Empire's apogee to its fall: the Crusades and the dismemberment of the Empire; last recovery; conquest by the Ottoman Turks. (PN)

**HIST 211. History of Christianity.** 3 hr.; 3 cr. A survey of the history of Christianity from its origins to the present, primarily in Europe, and with attention to its interaction with state, society, and civilization.

**HIST 213. An Intellectual History of the Renaissance.** 3 hr.; 3 cr. An analysis of the views on human nature and society by such major Renaissance thinkers as Petrarch, Pico, More, Erasmus, Machiavelli, and Montaigne.

**HIST 215. Europe in the Age of Reformation, 1517–1648.** 3 hr.; 3 cr. The growth of religious unrest, the Protestant Reformation, the Catholic or Counter-Reformation, and the wars of religion, to the Peace of Westphalia. (PN)

**HIST 216, 216W. The Old Regime: European Society and States.** 3 hr.; 3 cr. The political, social, economic, and intellectual structures of Europe and their transformation from the late seventeenth century to the

end of the eighteenth century (1789). (PN) Fall

**HIST 217, 217W. The French Revolution.** 3 hr.; 3 cr. The causes and unfolding of the French Revolution, its impact on France and Europe during the years of revolution and war, 1789–1815. Spring

**HIST 218. Nineteenth-Century Europe.** 3 hr.; 3 cr. This course focuses on domestic developments and international relations that shaped European history during the nineteenth century.

**HIST 222. Europe since 1945.** 3 hr.; 3 cr. Western European recovery; the East European revolutions and the development of communist regimes; the Cold War and nuclear armament; the problems stemming from the end of colonial empires, population increase, and economic development. Fall, Spring

**HIST 225. England under the Tudors and Stuarts.** 3 hr.; 3 cr. Selected topics in the history of England during the Tudor and Stuart periods. (PN)

**HIST 227. Victorian England, 1815–1901.** 3 hr.; 3 cr. The impact of industrialization, changing attitudes toward the state, the individual, poverty, morality, the family and the church, the emergence of new classes, new parties, and new social ethic.

**HIST 228. Twentieth-Century Britain.** 3 hr.; 3 cr. The Labor Party and the Welfare State, the decline of the Liberals, the economy and the Empire, the impact of war, "appeasement," party politics, the Irish question, and the women's movement.

**HIST 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

**HIST 231. Ireland since 1690.** 3 hr.; 3 cr. A study of Irish nationalism from the Battle of the Boyne to the present troubles in the north. Spring

**HIST 232. France since 1815.** 3 hr.; 3 cr. The history of France from the Battle of Waterloo to the present. ††

**HIST 233. History of Modern Italy.** 3 hr.; 3 cr. Italy from the rise of national consciousness in the 18th century to the republic. Emphasis on unification, the Liberal State, and the Fascist era. Topics include programs for state formation, domestic and foreign policies, social, cultural, and economic development, the Southern Question, immigration, Fascism, World War II, and the origins of the republic.

**HIST 236. Germany from 1870 to the Present.** 3 hr.; 3 cr. Emphasis on Germany in

world politics, industrial transformation and social change, the nature and origins of National Socialism, and the development of East and West Germany since 1945.

**HIST 239. History of Southeastern Europe, 1354–1804.** 3 hr.; 3 cr. Institutions, politics, economy, society, and culture of Southeastern Europe under Ottoman rule. (PN)

**HIST 240. History of Southeastern Europe, 1804 to the Present.** 3 hr.; 3 cr. The rise of nationalism, the dissolution of the Ottoman empire, and the formation of the southeastern European states.

**HIST 241. Modern Greek History, 1821–1923.** 3 hr.; 3 cr. The formation of the modern Greek state: politics, economy, society; nationalism and the international relations of Greece.

**HIST 242. Modern Greek History, 1923 to the Present.** 3 hr.; 3 cr. Political, social, economic, and intellectual development in post-1923 Greece, as well as the Greek state in world politics.

**HIST 248. Special Topics in Jewish History.** 3 hr.; 3 cr. Topic to be discussed varies and is announced in advance. May be repeated for credit provided the topic is different.

**HIST 249. American Jewish History until 1945.** 3 hr.; 3 cr. This course will examine the evolution of American Jewish life and Judaism from seventeenth century origins to 1945. Topics will include waves of Jewish immigration; institution and community building; emergence of new forms of Judaism and of Jewish identity; Jewish/non-Jewish interactions; American Jewish culture; Jews in politics and society.

**HIST 251. The Jews in Medieval Christendom.** 3 hr.; 3 cr. A study of medieval Jewish life in the Roman Catholic world. Attention will focus on the development of northern European Jewry, its alliance with the political powers, its communal organization, and its religious and intellectual vitality.

**HIST 252. Medieval Spanish Jewry.** 3 hr.; 3 cr. A study of the large and important Spanish Jewish community from its roots in the Roman world through its status under Christian rule, Muslim domination, and renewed Christian control. The pattern of development of the community will be studied, followed by an analysis of its eventual decline and expulsion in 1492.

**HIST 253. The Jews in Early Modern Europe.** 3 hr.; 3 cr. Analysis of the reestablishment of Jewish communities in western Europe during the sixteenth and seventeenth centuries, followed by consideration of the broad societal changes that resulted in the emancipation and modernization of western European Jewry.

**HIST 254. The Jews in Eastern Europe.**

3 hr.; 3 cr. The history of medieval eastern-European Jewry, from the thirteenth century on, followed by consideration of the early modern period, including the persecutions of 1648–49, the effort at rebuilding Jewish life, and the development of Hasidism. The course will conclude with the rapid modernization of the late nineteenth century.

**HIST 256. History of Modern Israel.**

3 hr.; 3 cr. The history of Israel from the founding of the state to the present; emphasis on the circumstances leading to the establishment of the Jewish state and on the domestic and foreign policy of Israel.

**HIST 258. Colonial History of America.**

3 hr.; 3 cr. The English colonies in North America from the first discoveries to 1763; the European background; early settlement and expansion; colonial institutions; and the development of English colonial policy.

**HIST 259. The American Revolution and the Foundation of the Republic, 1763–1800.**

3 hr.; 3 cr. The American Revolution, the establishment of the federal union, and the formation of political parties in the 1790s.

**HIST 260. The New Nation, 1800–1850.**

3 hr.; 3 cr. Selected topics from among the following: the administrations of Jefferson and Madison, the War of 1812, the Era of Good Feelings, Western Expansion, and Jacksonian Democracy.

**HIST 262. Civil War and Reconstruction.**

3 hr.; 3 cr. The origins of the Civil War; the antebellum south, north, and midwest; secession and conflict; the aftermath and Reconstruction. Fall, Spring

**HIST 263. Urban-Industrial America,**

**1878–1920.** 3 hr.; 3 cr. Selected topics from among the following: industrial capitalism, the transformation of agriculture, urbanization and its effects, the labor movement, African-American movements, the Progressive Movement, the Spanish-American War, and World War I.

**HIST 265, 265W. The United States, 1920–**

**1945: Prosperity and Depression, New Deal, and World War II.** 3 hr.; 3 cr. The effects of World War I, the political and social developments of the 1920s, the Great Depression, the New Deal, and World War II.

**HIST 266, 266W. Contemporary America:**

**1945 to the Present.** 3 hr.; 3 cr. Political, economic, and social developments of post-World War II years. Fall, Spring

**HIST 267. Diplomatic History of the United States: From the Revolutionary Period to the End of the Twentieth Century.**

3 hr.; 3 cr. Selected topics in diplomatic history. Topics may be restricted to single periods

(e.g., the Civil War, Cold War) or developments over longer periods of time (e.g., 19th century, 20th century). Course may be repeated once if the topic is different.

**HIST 270. History of Women in the United States, Colonial to 1880.**

3 hr.; 3 cr. A study of women in the colonies, the young republic, the Jacksonian period, the Civil War, and Reconstruction. Includes women's role in Westward Expansion and the origins of the Women's Rights Movement.

**HIST 271, 271W. History of Women in the United States, 1880 to the Present.**

3 hr.; 3 cr. A study of women in the late 19th-century era of rapid industrialization and large-scale immigration and in 20th-century reform movements. Analysis of women in the work force and in the home. Includes the post-World War II feminist movement and women's issues of the 1980s and 1990s.

**HIST 273. American Labor History to World**

**War I.** 3 hr.; 3 cr. The development of the labor movement, its ideology and its relation to social movements and to the economic structure of society, from Jeffersonian America to the first World War.

**HIST 274. American Labor History from**

**World War I to the Present.** 3 hr.; 3 cr. The history of work, workers, and the union movement from the early twentieth century to the present. Topics include scientific management, mass production, the rise of the AFL and challenges to it, labor radicalism, New Deal labor reforms, racial and sexual discrimination, union politics, the changing working-class standard of living, and the decline of unionism during the 1980s and 1990s.

**HIST 275. Business in American Life.**

3 hr.; 3 cr. A survey of major developments in the history of businessmen, firms, and organizations from colonial history to the present. Emphasis is placed on the relation between the business sector and other elements of American society.

**HIST 276. The Immigrant in American His-**

**tory.** 3 hr.; 3 cr. The European background of immigration and the role of immigrants in American social, political, and economic life.

**HIST 277. Afro-American History I.**

3 hr.; 3 cr. A survey of African-American life and history in the United States up to 1896. Fall

**HIST 278. Afro-American History II.**

3 hr.; 3 cr. The role of the African-American people in the economic, political, and social development of the United States since 1896. Spring

**HIST 284. History of New York State.**

3 hr.; 3 cr. From its beginnings as a Dutch colony to the present. Special attention to original materials, biographers, diaries, and travels

that describe New York from generation to generation. Fall

**HIST 285. History of the City of New York.**

3 hr.; 3 cr. From frontier settlement to world metropolis. Special attention to original materials, letters, diaries, official records, and other primary sources. Spring

**HIST 291. The Emergence of Science in Antiquity and the Middle Ages.**

3 hr.; 3 cr. The emergence of a recognizable science and technology in primitive societies; ancient Babylonian, Egyptian, and Greek science, with emphasis on ancient medicine; the foundations of modern science in the Middle Ages. (PN)

**HIST 292. The Rise of Modern Science.**

3 hr.; 3 cr. The scientific revolution of the seventeenth century, concentrating on the astronomical work of Copernicus, Kepler, Galileo, and Newton; Darwinian evolution; the conquest of epidemic diseases; the development of nuclear weapons.

**HIST 301. Topics in Ancient History.**

3 hr.; 3 cr. This course will provide an advanced examination of particular subjects pertaining to ancient history. May be repeated once if topic is different.

**HIST 302. Studies in European Intellectual History.**

3 hr.; 3 cr. This course focuses on the major ideas and selective thinkers of European history in specific periods within the broad range from the twentieth century, e.g., Renaissance humanism, the Enlightenment, nineteenth-century liberalism, socialism, and feminism. May be repeated once if topic is different. (H3)

**HIST 303. Studies in the Italian Renais-**

**sance, 1300–1600.** 3 hr.; 3 cr. A study of Italian Renaissance civilization including artistic, political, and intellectual developments. (H3, PN)

**HIST 305. The Industrial Revolution.**

3 hr.; 3 cr. The origins of the Industrial Revolution in Great Britain, the social impact of industrialization upon contemporaries, and the different patterns of industrialization in France, Germany, Russia, and the United States.

**HIST 308. Women in Modern European**

**History.** 3 hr.; 3 cr. A study of the myths and realities of women's roles in European history, from the eighteenth century to the present; including their roles in the home and family, in the public spheres of education, work, and politics.

**HIST 310. Fascism, Nazism, and Stalinism.**

3 hr.; 3 cr. A comparative historical analysis of three totalitarian systems with attention to their genesis, ideology, techniques of repression and terror, and foreign policies.

**HIST 312. The Holocaust.** 3 hr.; 3 cr. Centered on the Nazi attempt to exterminate the Jewish population of Europe, the course covers the background of German-Jewish relations, the Nazi movement, Nazi measures against the Jews culminating in the death camps, and the Jewish response. Supplemented by documentary films.

**HIST 313. The Second World War.** 3 hr.; 3 cr. Outbreak of War; Blitzkrieg; Battle of Britain and the invasion of Russia; Pearl Harbor and the War in Asia; the Resistance and Holocaust; the search for peace.

**HIST 314. The Air War in Europe, 1939–1945.** 3 hr.; 3 cr. The use of air power as a strategic weapon in Europe during World War II.

**HIST 329. Civil Rights Movement.** This course will survey the modern civil rights movement in the U.S. from World War II until the mid-1970s. Subjects will include the origins of the civil rights movement, its major victories, and its shortcomings, as well as the struggle for desegregation, voting rights, and economic assistance. How variables of race, class, and gender informed the evolution of the movement in the North and the South, and how the movement transformed the cultural and political landscape will also be examined.

**HIST 332. Colonialism and Culture.** 3 hr.; 3 cr. How European colonial powers in Africa and Asia used the idea of culture as a means of legitimizing colonial authority. It will explore the role of religion in society, women's status, and the impetus behind the civilizing mission. These themes, together with the narrative of colonial rule, will provide a broader understanding of colonialism and its impact on societies.

**HIST 333. Subversion and Terrorism in the Modern World.** 3 hr.; 3 cr. An analysis of the role of intelligence, subversion, and armed resistance in modern politics. The use of institutional violence, either physical or mental, by governments or rebels to effect or prevent political changes. Also the development of "people's war" and "revolutionary warfare."

**HIST 338. History of Zionism.** 3 hr.; 3 cr. A study of the emergence of the Zionist movement and its impact on the creation of the State of Israel. The political, cultural, and religious aspects of Zionism will be analyzed.

**HIST 339. Palestinian-Israeli Relations, 1967 to the Present.** 3 hr.; 3 cr. The historical roots of the Arab-Israeli conflict, the 1967 war and its aftermath, the peace process that led to the Oslo accords, and the historical developments in Palestinian-Israeli relations following the Oslo accords.

**HIST 340. American Constitutional History to 1865.** 3 hr.; 3 cr. The history of the Constitution of the United States, its sources in the colonial era, and its evolution through decisions of the Supreme Court and constitutional controversies through the Civil War. Fall

**HIST 341. American Constitutional History since 1865.** 3 hr.; 3 cr. The continuing evolution of the Constitution since the Civil War and Reconstruction, changing conceptions of the federal system and rights guaranteed by organic law. Spring

**HIST 342. African-American Women's History.** 3 hr.; 3 cr. African-American women's history from slavery to the present. It will examine changes in labor patterns, family relations, political and social movements, sexuality and reproduction, and black feminism. The course will focus on specific themes that illuminate the changing context in which African-American women lived and worked, and their attempts at resistance and self-definition.

**HIST 343. History of the American City.** 3 hr.; 3 cr. Studies in the intellectual, social, technological, and demographic forces that have determined the growth of American cities.

**HIST 344./URBST 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.

**HIST 345. Race, Gender, and Poverty in Twentieth-Century America.** 3 hr.; 3 cr. The way race and gender shaped who the poor were, how poverty and related social problems were perceived, and the struggles against poverty from the Gilded Age to the 1980s. Topics include the different notions of motherhood for black and white women, the influence of class, culture, and race in the development of the welfare state in the 1930s and 1960s, and changing strategies to combat or alleviate poverty.

**HIST 347. American Military History.** 3 hr.; 3 cr. The development of American military institutions from Jamestown to the present. ††

**HIST 348. History of the Borough of Queens.** 3 hr.; 3 cr. This course is devoted to the historical development of Queens, colonial times to the present. Each student must have a 3.0 grade-point average and will conduct an original investigation and submit a substantial documented report.

**HIST 350. Studies in American and Social Intellectual History.** 3 hr.; 3 cr. Selected topics in American intellectual and social history will be explored historically. The cultural connections between ideas and

society will be examined. May be repeated once if topic is different.

**HIST 351. The American West.** 3 hr.; 3 cr. A study of the settlement, development, and impact of the American West. Explores the mythology of the American West in history and popular literature.

**HIST 355. The History of Puerto Rico.** 3 hr.; 3 cr. A survey of Puerto Rican history from pre-Columbian times to the present.

**HIST 360. South Asian Diaspora.** 3 hr.; 3 cr. The establishment of South Asian communities worldwide from the nineteenth century until the present as an important part of the social, political, and economic landscape of twentieth-century transnational culture. Conditions of migration, patterns of settlement, and the terms of community as they developed over a century will be studied.

**HIST 361. India and Great Britain: Gender, Nation, Empire.** 3 hr.; 3 cr. The relationship between India and Great Britain from the eighteenth century to the present. Topics include women and culture, social reform and nationalism, the civilizing mission, and women's role in the policies and ideology of imperialism. We will examine how domestic politics in Britain and debates in India were integral parts of the formation of British and Indian national culture.

**HIST 370. Film and History.** 3 or 4 hr.; 3 cr. Selected topics to show the representation of history through film and the impact of film on history. Subjects may vary. May be repeated once if the subject is different.

**HIST 392W. Colloquium.** 3 hr.; 3 cr., or 4 hr.; 4 cr. Prereq.: Open to students with at least 18 credits in history or by special permission of the department. An intensive study in a selected field of history. The subject to be studied will vary from semester to semester and will be announced in advance. May be repeated for credit provided the subject is different. Fall, Spring

**HIST 393. Tutorial.** 393.1–393.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the department. Students undertake and complete an individual research problem in their field of special interest under the direction of an instructor in the History Department. May be repeated up to a total of six credits in the HIST 393.1–393.3 series provided the subject is different. Fall, Spring

**HIST 394. Seminar in History.** 3 hr.; 3 cr. An intensive study in a selected field of history. The subject to be studied will vary from semester to semester and will be announced in advance. This seminar may be repeated for credit provided the subject is different. Fall, Spring

**HIST 395W. Research and Writing Tutorial.** 3 hr.; 3 cr. Students undertake and complete a full-length individual research paper on a historical topic under the direction of a full-time member of the History Department faculty. Students will learn research methods, the craft of historical writing, and in-depth knowledge of the subject studied. May not be repeated for credit.

## Honors Programs at Queens College

Queens College has a long tradition in honors education with programs rich in academic challenge and reward. The honors programs provide opportunities for advanced research, faculty mentorship, and special individualized advisement. They also provide interdisciplinary studies that encourage students to forge connections among the concepts and ideas introduced in various disciplines and help them broaden their perspectives on their education and the world.

**Divisional Honors Programs** are interdisciplinary in approach, provide students with close mentoring relationships with research faculty, and enable them to conduct high-level research projects, frequently of their own design.

# CUNY Honors College at Queens College

**Director:** Patricia J. O'Connor

**Advisor:** Pamela Degotardi

**Office:** Honors Center 102, 718-997-3180

**Secretary:** Wilma Hernandez

The CUNY Honors College at Queens College (CHC) provides outstanding students with unique and challenging learning experiences, including study abroad, internships, and four interdisciplinary seminars designed to enhance their understanding of the people and institutions of New York City. Students take one of the required seminars during the first four semesters of college study and then, during their junior and senior years, take additional honors coursework in their major or in such programs as Honors in the Humanities, Honors in the Mathematical and Natural Sciences, or Honors in the Social Sciences. The four required seminars satisfy the following Liberal Arts and Sciences Area Requirements (LASAR): Humanities II; Humanities III; Physical and Biological Sciences, Group B; and one of the two courses in the Social Sciences.

### COURSES

**HNRS 101. Freshman Honors Colloquium.** 1 hr.; 1 cr. Prereq.: Permission of the director. A weekly seminar to introduce freshman honors students to the college's faculty and diverse fields of study. Discussion topics are assigned by a different faculty member for each session. Students are required to write two papers during the semester.

**HNRS 125. The Arts in New York City.** 3 hr.; 3 cr. Prereq.: Student must be in the CUNY Honors College at Queens College. New York City is a center for the fine and performing arts. Students attend performances and exhibits and are provided with behind-the-scenes access to arts institutions and their personnel. To enhance their appreciation of the arts, students investigate the biographical, social, historical, and artistic contexts of cultural works and participate in a cross-campus project that culminates in a public presentation. (H2)

**HNRS 126W. The Peopling of New York.** 3 hr.; 3 cr. Prereq.: HNRS 125 and student must be in the CUNY Honors College at Queens College. The role of immigration and migration in shaping the past, present, and future identity of New York City. Topics include the ways religion, race, ethnicity, and gender influence immigrant

experiences; the formation and social organization of various communities; and the impact of newcomers on urban culture and politics. Students will work in teams to conduct research on specific communities and subcultures. (H3)

**HNRS 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**HNRS 225. Science and Technology in New York City.** 3 hr.; 3 cr. Prereq.: HNRS 126W and student must be in the CUNY Honors College at Queens College. Major scientific concepts and their relationship to technological developments that affect New York City. Topics vary according to the scientific expertise of the instructor and may include the following: genetic engineering, ecological determinants, energy issues, and AIDS or other diseases. Students will read scientific literature and learn the fundamentals of science necessary to understand the readings. Attention will also be given to the historical, ethical, legal, social, and economic ramifications of a topic. Students will engage in scientific inquiry by working in teams to ask and answer questions relevant to the topic and their lives. (PBGB)

**HNRS 226. Shaping the Future of New York City.** 3 hr.; 3 cr. Prereq.: HNRS 225 and student must be in the CUNY Honors College at Queens College. Investigation of the formal and informal institutions and forces that underlie decision-making about the planning and policy issues relevant to the present, past, and future of New York City. Attention will be given to key historical junctures, agents of change, and inequalities of power. Students will do research projects using both qualitative and quantitative primary sources and will present their research publicly. (SS)

In addition to the seminars, various courses may be scheduled for honors students in such departments as Chemistry & Biochemistry; Classical, Middle Eastern & Asian Languages & Cultures; Comparative Literature; Drama, Theatre & Dance; English; History; Music; Philosophy; Political Science; and Sociology. A list of these courses is available in the program office prior to registration each semester.

# Honors in the Humanities

**Director:** Richard C. McCoy

**Office:** Honors Center 135, 718-997-3180

**Secretary:** Wilma Hernandez

Honors in the Humanities (HTH) was established over 30 years ago, and is the oldest honors program at Queens College. The program is designed for students who wish to gain an understanding of the origins and history of our contemporary artistic and intellectual culture. The full sequence of eight courses is interdisciplinary in design and covers a broad range of fundamental works of literature, religion, history, philosophy, and art, and complements majors in any division of the college.

The course sequence includes three components:

1. Three foundation courses:
  - a. ENGL 140W: an introduction to poetry that provides training in close reading and critical analysis.
  - b. PHIL 104: an introduction to ethics that emphasizes classical as well as contemporary sources.
  - c. CMLIT 101: Great Books I.

2. Four Honors in the Humanities courses on the history of ideas and cultures: HTH 210, 220, 230, 240. In each of these courses the instructor will choose, on the basis of his or her own interest and expertise, materials that illustrate a core issue, and, by placing these in their cultural and historical context, will use them as a basis for an investigation of the historical period and its potential contribution to our modern understanding of the humanities. As part of the study of the sequence, students will confront the problem of differing interpretations and on-going debates regarding the choice and transmission of canonical texts, and study how ideas and forms both retain and lose value over time.

3. The senior seminar, HTH 300 (formerly HTH 351).

Students who complete the full sequence of eight courses receive an Honors in the Humanities certificate that is listed on their

final transcript. Students who complete a selected sequence of six courses, one of which must be the senior seminar, qualify for a minor in Honors in the Humanities, which is indicated on their final transcript. The requirements for both the full sequence and the minor are described in the box on this page.

*Eligibility:* A 3.3 GPA is required for admission to and retention in the Program. Although most students enter the courses in their freshman year, sophomore entry is permitted.

The full sequence satisfies 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 Sciences course requirements. Any social science course on the LASAR list may be used to complete the Social Sciences requirement.

## THE MINOR

See the box below for the specific requirements for the minor.

## COURSES WITH TOWNSEND HARRIS HIGH SCHOOL

**HTH 101, 102. Freshman Humanities Colloquium.** 3 hr.; 3 cr. each sem. Prereq.: Passing grade on the CUNY Assessment Test. Open only to Townsend Harris High School seniors. 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.

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 ENGL 140 and the HTH senior seminars to complete the sequence in Honors in the Humanities. For Townsend Harris graduates who do not choose to complete the sequence in Honors in the Humanities, HTH 101 and 102 will satisfy the Humanities I, Tier 1 and Pre-Industrial and/or Non-Western Civilization components of LASAR.

## HTH COURSES

**HTH 210. Ancient Worlds.** 3 hr.; 3 cr. Prereq.: By permission only. A close study of some influential classical texts exploring their understanding of the human condition and its ethical and political consequences as well as the relation of gods and mortals and the limits of knowledge. Topics will include the place of Greek and Roman literature and thought in relation to other ancient Mediterranean cultures, the character of oral literature and of the transition from the oral to the written, and the significance of reevaluating ancient ceremonial or religious literature as literature in the humanistic tradition. (H1T2)

**HTH 220. The Middle Ages.** 3 hr.; 3 cr. Prereq.: By permission only. A study of material illustrating the encounters between Christianity, Judaism, and Islam, and the development of vernacular and courtly culture from the fourth through fifteenth centuries. Topics of interest include the transmission of ancient knowledge through the Byzantine and Islamic empires, the expansion of cultural contact through trade, and the emergence of new theological and philosophical discourses. (H1T2)

**HTH 230. The Early Modern World.** 3 hr.; 3 cr. Prereq.: By permission only. An examination of the ideas of Renaissance and Reformation in the literature, theology, and philosophic thought of the sixteenth and seventeenth centuries as well as the effects of the encounter with the New World in the age of exploration; materials to be studied may include authors, texts, and art from both the Old and the New World. (H1T2)

**HTH 240. Modern Eras.** 3 hr.; 3 cr. Prereq.: By permission only. An examination of ideas of enlightenment and science, the development of secular philosophy, and the consequences of the political and industrial revolution for literature, thought, and art from the eighteenth through twentieth centuries. Topics will include the effects of the encounter with Asian and African civilizations and the concept of "post-modern." (H1T2)

**HTH 300. Senior Seminar.** 3 hr.; 3 cr. Prereq.: By permission only. An intensive and interdisciplinary exploration of a major literary theme, philosophical issue, and/or historical concern (e.g., The Problem of Evil, Literature, and Memory; Utopias/Dystopias; Music as Intellectual History). The course may include both ancient and modern and both western and non-western texts and art. (H3)

### Requirements for the Sequence in Honors in the Humanities

ENGL 140W; CMLIT 101; PHIL 104; HTH 210, 220, 230, 240, and 300.

### Requirements for the Minor in Honors in the Humanities

(Minor code 58)

A minor consists of any six courses (18 credits) from among Honors in the Humanities offerings, one of which must be the Senior Seminar, HTH 300.

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

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

**HTH 375, 376. Honors Seminar for College Teaching.** 4 hr.; 4 cr. Prereq.: Permission of the director. Students participate in teaching the Freshman Humanities Colloquium with two other instructors: A Queens College professor and a Townsend Harris High School teacher. Includes planning and conducting seminar sessions, holding conferences, commenting on students' papers, and attending a weekly workshop.

## Honors in the Mathematical & Natural Sciences (Science Honors)

**Director:** Wilma A. Saffran

**Office:** Remsen 316B, 718-997-4195

The objectives of Science Honors are to enhance the undergraduate education of students who are interested in a career in the mathematical and natural sciences by helping them choose a major, obtain early access to research opportunities, pursue a research project to a successful conclusion, and become participating members of the community of scholars at Queens College.

Work in Science Honors begins when students take the Science Honors Seminar (HMNS 101) as freshmen or sophomores. The Science Honors faculty acquaint students with the scientific method, library and computer research skills, and the research activities of faculty of the Division of Mathematics and the Natural Sciences. The seminar is interdisciplinary; topics and problems that overlap the traditional areas in science are presented and discussed. The broad exposure to work in science helps students choose a major and mentor(s) for subsequent research courses (HMNS 102, 291, 391, and 398). The experience obtained in research courses helps students compete for research fellowships and other opportunities on and off campus, for example, the Summer Program for Undergraduate Research (SPUR) at Queens College (supported by a grant from the Howard Hughes Medical Institute), and research programs at medical institutions in the New York City area.

Science Honors builds a sense of community. Students get to know each other during

the seminar course through roundtable discussions, by working together on "hands-on" exercises, taking a geology field trip, and presenting a mini-seminar on their own research project. They learn about each other's research during seminars presented in HMNS 102 and 398. The students have their own room, a pleasant environment which they can use to study, share research experiences, socialize, read, and use computers. A social gathering of students and faculty is held to celebrate the end of each semester, acknowledge awards and fellowships received by students, and discuss topics of concern to the Division of Mathematics and the Natural Sciences.

Work in Science Honors culminates when the students present their research during the Senior Science Honors Seminar (HMNS 398). Although the research accomplishments of students are expected to vary widely, we anticipate that some highly motivated students will present their results in refereed publications and/or at scientific meetings. Work in Science Honors is acknowledged at one of two levels of accomplishment—concentration or participation—on each student's transcript and by certificates that are presented at an award ceremony following commencement exercises each Spring.

### Eligibility

Students enter the program in one of two ways: as freshmen entering from high school with an outstanding record in mathematics and science, or a semester or two later on the basis of outstanding work at the college. Freshmen apply by submitting an application which includes high school grades, SAT scores, two teacher recommendations, and a personal essay. Those selected take the Science Honors Seminar their first year, usually in the Fall term. Students who do outstanding work in one or more of the basic courses offered by departments in the Division of Mathematics and the Natural Sciences are invited to participate in Science Honors. These students are nominated by faculty who teach these courses. Self-nominated students are also considered for admission based on their record at the college and demonstrated potential for work in mathematics and science.

### Requirements

The 12-credit program consists of the following courses. **Please note:** HMNS 101, 102, and 398 may only be taken once; HMNS 291 or 391 may be taken multiple times for credit.

## COURSES

**HMNS 101. Science Honors Seminar.** 2 hr.; 2 cr. Prereq.: Admission to the Science Honors Program. Examination of the scientific method, introduction to library and computer research skills, discussion of modern research problems with emphasis on research done at Queens College, and introduction to undergraduate research opportunities in the mathematical and natural sciences at Queens College. For freshmen and sophomores.

**HMNS 102. Introduction to Science Honors Research and Seminar.** 6 hr.; 2 cr. Prereq.: HMNS 101. Students begin a research project mentored by a science department faculty member. Students usually choose a research topic and mentor during HMNS 101 based on presentations by faculty and proposals for projects submitted by faculty. The equivalent of 6 hours of laboratory work is scheduled in consultation with the mentor. Students describe their project in a report and present a seminar. For upper freshmen and sophomores.

**HMNS 291. Intermediate Science Honors Research.** Three similar courses varying in credit: HMNS 291.1, 3 hr.; 1 cr., HMNS 291.2, 6 hr.; 2 cr., and HMNS 291.3, 9 hr.; 3 cr. Prereq.: HMNS 102 and permission of the director. Students who take HMNS 101 and receive a SPUR Fellowship or complete an approved research project at another institution do not have to take HMNS 102. The intermediate stage of research is with a science division faculty mentor or a mentor from a NYC-area research institution. In the latter case, the student must work as an unpaid volunteer. Students describe their research in a report. For sophomores and juniors.

**HMNS 391. Advanced Science Honors Research.** Three similar courses varying in credits: HMNS 391.1, 3 hr.; 1 cr., HMNS 391.2, 6 hr.; 2 cr., and HMNS 391.3, 9 hr.; 3 cr. Prereq.: 3 credits of HMNS 291. The advanced stage of research with a science division faculty mentor. This course is aimed at the completion of a serious research effort. Work may involve additional data collection and analysis, preparation of results for publication and/or presentation at a scientific meeting. For juniors and lower seniors.

**HMNS 398. Senior Science Honors Seminar.** 2 hr.; 2 cr. Prereq.: HMNS 391 or equivalent (a 3-credit, 391-level research course in the student's major department can substitute) and senior standing. Final analysis of experimental data and prepara-

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

tion of a comprehensive research report, presentation of a research seminar, and discussion of career opportunities in the mathematical and natural sciences.

**Requirements for recognition of work in Science Honors at two levels of accomplishment: concentration or participation.**

### Concentration in Science Honors

This requirement is met by completing 12 credits or more of courses in the HMNS curriculum with an overall grade-point average of A– or better, that is, HMNS 101, 102, 291 (for 3 or more credits), 391 (for 3 or more credits) and HMNS 398. The HMNS 102 requirement will be waived for students who receive a SPUR Fellowship or complete a research project at another institution that is approved by the director. Advanced research courses offered by departments in the Division of Mathematics and Natural Sciences (usually numbered in the 390s) may substitute for HMNS 391 when they are approved by the Science Honors faculty. Students who complete the course sequence will receive recognition on their transcript and a certificate at an award ceremony following commencement.

### Participation in Science Honors

This requirement is met by completing 7 credits or more in the HMNS curriculum with an overall grade-point average of A– or better. The required courses include HMNS 101, 102, and 291 (for 3 or more credits). The HMNS 102 requirement will be waived for students who receive a SPUR Fellowship or complete a research project at another institution that is approved by the director. Research courses offered by departments in the Division of Mathematics and Natural Sciences may substitute for HMNS 291 when they are approved by the Science Honors faculty. Students will receive recognition on their transcript and a certificate at an award ceremony following commencement.

### Articulation with Other Honors Programs

Science Honors students are encouraged to participate in other Honors Programs at the college to the extent that this is possible, given the heavy course loads of science majors and the customary 120-credit requirement for graduation.

# Honors in the Social Sciences

**Director:** Robin Rogers-Dillon

**Office:** Powdermaker 252BB,  
718-997-2823

Honors in the Social Sciences (HSS) is an intensive program for students who want to be a part of an intellectual community engaged in social scientific inquiry. Students join one or more of the seven thematic communities, each of which have affiliated faculty members. Students take courses with the affiliated faculty and develop a relationship with one or more faculty mentors. In some cases, HSS students have the opportunity to assist the faculty in research. Through Blackboard communities and common events, HSS students are also encouraged to share ideas and information and to seek feedback on their research from peers. The focus of HSS is on academic inquiry and intellectual community.

HSS encourages students to think big, particularly in the early stages of the program, and to take a broad range of courses, related to a common theme, with the college's top faculty members. Students do not need to have a defined research interest to enter the program, just a deep interest in intellectual work. Advanced HSS students receive mentoring through the process of applying to graduate and professional schools.

### Program Requirements

1. **Introduction to Social Science** (HSS 100), the entry point of the program, introduces students to the various forms of social science inquiry. Rather than being a superficial survey course that simply introduces students to such disciplines as economics, sociology, political science, and anthropology, HSS 100 delves into the deeper questions of how we learn about the world and even the nature of knowledge itself.

2. **Four Thematic Courses.** After completing HSS 100, students meet with the HSS program director to outline four thematically related courses that will be taken in preparation for the senior thesis. The courses should be academically demanding and, ideally, most will be taken with affiliated HSS faculty members. One of the four courses may be taken outside of the Division of Social Sciences. For example, a student interested in immigration may wish to take a literature class that focuses on immigrant experiences. The thematic courses may also satisfy LASAR and/or major requirements.

3. **Senior Thesis.** The HSS program culminates in a senior thesis. HSS 350, an independent study, and HSS 390, a research colloquium, facilitate the writing of the thesis. Throughout the program, students will also maintain close contact with faculty advisors who will guide them through their research project. Not only does this allow students to establish relationships with faculty members with similar interests, it also provides students with opportunities to obtain detailed letters of recommendation for graduate schools or employment. The senior thesis is the capstone of the program and should draw on material examined in HSS 100, the four thematic courses, and the student's own research.

### Thematic Communities

Students may become a part of one or more of the thematic communities listed below. For example, a student interested in studying governmental responses to AIDS might draw from four communities—Health; Politics and Social Policy; Immigration, Race, and Ethnicity; and Gender and Sexuality. Similarly, many affiliated faculty members list their research under more than one group.

- Politics and Social Policy
- Health
- Immigration, Race, and Ethnicity
- Education
- Economies/and Organizations
- Religion
- Gender and Sexuality

Students are encouraged to browse the group pages on the HSS Web site.

### Thematic Courses

Following HSS 100, students in the program take four thematically related courses, at the 200 level or above—at least one of which should be a 300-level departmental “special topics” course—for a total of 12 credits. These courses should be selected from at least three disciplines in the social sciences. These courses are intended to provide students with exposure to different disciplinary methods, and enable them to gain comparative, temporal, and geographical perspectives on a single, broad theme.

Five broad themes have been identified from among the courses regularly taught in the social sciences departments. In addition, during any given semester departmental special topics courses may also address a selected theme. Possible thematic tracks include:

- Migration
- Democracy, Collective Identity, and Citizenship

- Public Policy
- Society and Culture in Comparative Perspective
- Race, Class, and Gender in Historical and Comparative Perspective

It is also possible for students to focus their studies more specifically within these broad themes. For example, a focus on health and society could be developed within the theme of Public Policy; or a focus on religion could be developed within Society and Culture in Comparative Perspective.

Students, in consultation with an advisor, may also develop concentrations around a theme of their own selection.

**Independent Study.** When students register for their fourth theme-related course, they will also register for a 1 credit, independent study (HSS 350). In this course students, under the direction of a faculty mentor, will: (1) write an essay synthesizing the connections they have found among their theme-related courses, and (2) write a proposal for their senior project.

**Senior Capstone Program** (3 credits). Seniors will develop a significant piece of social science research on a topic related to their particular theme track. This research will result in a substantial honors thesis. Students have two options for completing the work in this research project: (1) registration in one of the social sciences departmental seminars, or (2) registration in one of the independent study courses.

All students doing a Capstone Project also will enroll in HSS 390, the Senior Honors Colloquium (2 credits). In the colloquium students will complete a set of common readings and present their work to faculty and student colleagues in the social sciences. The senior project is evaluated by the director of the study and a faculty member from another department in the social sciences.

**Faculty Mentors and Advisors.** Three stages of faculty advising and mentorship are structured into the HSS program. The mentor for the first stage will be the faculty member teaching the Introduction to Social Science seminar. The mentor in the middle phase will be a faculty member overseeing the independent study in which students synthesize the work of their four thematic courses and develop their senior research proposal. The mentor in the final phase will be the faculty member overseeing the senior capstone project.

## COURSES

**HSS 100. Introduction to Social Science.** 3 hr.; 3 cr. Prereq.: Permission of the director

of the Social Sciences Honors program. Introduction to classical and contemporary theoretical writings that have had a significant impact on the organization and conduct of social scientific inquiry by focusing on select topics that will acquaint students with differing methods and analytical practices in the various social sciences.

**HSS 350. Independent Study in the Social Sciences.** HSS 350.1, 1 cr.; HSS 350.2, 2 cr.; HSS 350.3, 3 cr.; hr. to be arranged. Prereq.: HSS 100, three thematically related courses in the Social Sciences Honors program, and permission of the program director. HSS 350.1 (1 credit) may be used for preparation of the essay synthesizing thematic track. HSS 350.3 (3 credits) may be used for the senior capstone project.

**HSS 390. Senior Honors Colloquium.** 2 cr.; hr. to be arranged. Prereq.: HSS 100, completion of thematic track, HSS 350.1, and enrollment in a three-credit social sciences department 300-level seminar or independent study devoted to the senior capstone project. The students will do some common reading and present their work to faculty and student colleagues in the social sciences.

# Interdisciplinary & Special Studies

**Director:** Assistant Provost

**Assistant to the Director:** Lisa Vaia

**Office:** Kiely 1107, 718-997-5780

**Major Offered:** Interdisciplinary Major (State Education Code 02822)

## The Interdisciplinary Major

The interdisciplinary major is designed for students who wish to develop their own concentration area in a subject not covered by any one department or program. Students who are interested in an interdisciplinary major should confer with the Office of Interdisciplinary Studies, which will provide guidance in developing a proposal for approval. The proposed concentration must have a distinct, coherent interdisciplinary theme and the coursework required for it should provide substantial expertise in that theme. Since an interdisciplinary concentration requires competence in more than one

discipline, the major involves a minimum of 36 credits and may require the approval of several departments.

Interested students should seek guidance at the Interdisciplinary Office, Kiely 1107. ACE students interested in an interdisciplinary major should consult with the ACE Office in Kiely 134A.

## Courses and Special Programs

The program offers a variety of courses in a wide range of subjects. These are staffed by teachers from the various departments, but offer the advantages of smaller class sections, flexible scheduling, and curricular experimentation. These courses, except when otherwise specified, are open to every student in good standing at the college, freshman through senior.

## Tutorials

A tutorial enables a motivated, advanced student to undertake independent study of a topic under the supervision of a full-time faculty member. To take a tutorial, a student must find a faculty member willing to supervise and grade the work, and must obtain the faculty member's approval of the topic and of the work to be performed.

A tutorial card can be obtained at the Interdisciplinary and Special Studies Office, Kiely 1107. The card must be completed, including a full description of the work to be done, signed by the student, the supervising faculty member, and the chair of the respective department. The card is then returned to the Interdisciplinary and Special Studies Office for approval and registration.

**Note:** In order to receive credit, *students must be registered for the tutorial during the scheduled registration period.* No more than 12 credits in tutorials can be applied toward the degree, and only one tutorial may be taken per semester.

## COURSES

### Interdisciplinary and Special Studies

**SPST 094. 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 SPST 095) SPST 195.1–195.4, 1–4 hr.; 1–4 cr. Students may earn degree credit for work done in colloquia, seminars, and special topics. The courses include subject material not found

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

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



in approved departmental curricula. Students may enroll in SPST 195 more than once provided the topics are different.

**SPST 196. Tutorial.** (formerly Tutorial 096) SPST 196.1–196.4, 1–4 hr.; 1–4 cr. Students may arrange to earn degree credit for work done with a faculty member in an area of joint interest by means of a mutually agreed-upon educational contract for one semester. Tutorials bear 1, 2, 3, or 4 course credits. Students may enroll in tutorials more than once, but no more than one per semester.

**SPST 295. Interdisciplinary and Special Studies.** SPST 295.1–295.4, 1–4 hr.; 1–4 cr. Prereq.: Sophomore standing. An intermediate level, variable title, experimental or interdisciplinary course. The course may be repeated for credit.

**SPST 296. Tutorial.** SPST 296.1–296.4, 1–4 hr.; 1–4 cr. Prereq.: Junior standing. For tutorials to be given at an intermediate level. See SPST 196.

**SPST 395. Interdisciplinary and Special Studies.** SPST 395.1–395.4, 1–4 hr.; 1–4 cr. Prereq.: Junior standing. An advanced level, variable title, experimental or interdisciplinary course.

**SPST 396. Tutorial.** SPST 396.1–396.4, 1–4 hr.; 1–4 cr. Prereq.: Senior standing. A tutorial on a topic at an advanced level of study, comparable to a senior seminar. See SPST 196.

**SPST 399. Honors Project.** (formerly Honors Project 399.) SPST 399.1–399.6, 1–6 hr.; 1–6 cr. Prereq.: Upper junior standing and grade-point average of 3.3 or above. Student undertakes an advanced project under the supervision of a full-time member of the faculty. The total number of credits which can be applied to the baccalaureate degree under SPST 399 is 12. Exceptions to the credit limits may be granted to students whose grade-point average is 3.6 or above upon approval of the department chair and the director of Interdisciplinary and Special Studies. Interested students should consult the director.

## Ethnic Studies

**ETHST 310. Ethnic Studies. Six Ethnic Groups in New York City.** 3 hr.; 3 cr. Prereq.: Junior standing. This course focuses on the sociological, historical, and cultural perspectives of six major ethnic groups in New York City: Afro-Americans, Greek-Americans, Irish-Americans, Italian-Americans, Jewish-Americans, and Puerto Rican-Americans. Factors of migration and immigration will be explored for each group. The course is open to all students with an interest in the social sciences and

is strongly recommended for education majors specializing in bilingual/multicultural education.

# International Business

See page 121.

# Irish Studies

**Director:** Sarah Covington

**Administrative Committee:** Bird, Carroll, Moore

**Office:** Kissena 247, 718-997-5691

The general aim of Irish Studies is that of any of the humane disciplines—literature, history, philosophy—that constitute the curriculum of a first-rank liberal arts college. In particular, it is aimed at an understanding of the historical and cultural development of the Irish people, their language, literature, social institutions; the significance of their contribution—intellectually, spiritually, artistically—to western civilization; their experience as one of the first postcolonial nations; their experience as an emigrant diaspora.

As such, Irish Studies is intended for all students interested in the study of a rich and

## Requirements for the Minor in Irish Studies (Minor code 60)

**Required (12 credits):** ENGL 366; HIST 230 and 231; one course from among the following: ENGL 365, ENGL 367, and 368W.

**Two choices from among the following (6 credits):** IRST 101, 102, 103, 105, 390; ENGL 265, 365, 367, and 368W. ENGL 365 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.

varied culture, and is of special interest to those students of Irish antecedents for whom it will provide a new or renewed awareness of their place—historical and contemporary—in a pluralistic society.

For students majoring in English, comparative literature, communication arts and sciences, or political science, a wide selection of courses in Irish Studies may provide a logical corollary to their principal interest. Students interested in an interdisciplinary major in Irish Studies (through Interdisciplinary and Special Studies) should consult with the director of Interdisciplinary and Special Studies and the director of Irish Studies.

## THE MINOR

A student may meet the requirements for graduation as an Irish Studies minor by maintaining a grade-point average of 2.5 in Irish Studies courses. See the box below for requirements for the minor.

## COURSES

**IRST 101. Elementary Irish I.** 3 hr.; 3 cr. An introduction to modern Irish. The course concentrates on the basic patterns of the spoken language and provides the student with the vocabulary and grammatical forms commonly used in daily conversation.

**IRST 102. Elementary Irish II.** 3 hr.; 3 cr. Prereq.: IRST 101, or permission of the instructor. A continuation of Elementary Irish I.

**IRST 103. The Irish in America.** 3 hr.; 3 cr. A chronological survey of the Irish experience in America from the colonial period to the present. The course examines the social, political, religious, and cultural interaction of the Irish with established American society and with other emigrant groups who preceded and followed them. Special emphasis is given to the role of women in American-Irish society, and to the part played by Irish immigrants in labor, politics, religion, and education.

**IRST 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.

**IRST 390. Seminar in Irish Studies.** Hr. to be arranged; 3 cr. Prereq.: Upper junior or senior standing. Advanced study of special problems to be taken on a tutorial basis during upper junior or senior year.

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

# Italian-American Studies

**Advisor:** Peter Vellon

**Office:** Powdermaker 352YY,  
718-997-5299

**The requirements for the minor in Italian-American Studies are under revision. For the most current information, please call 718-997-5299.**

Italian-American Studies was founded at Queens College in 1973 out of a conviction that the ethnic experience in America is a key to a full understanding of American culture and history.

The purpose of Italian-American Studies is to offer courses on all dimensions of Italian participation in American life, both historical and contemporary. The approach is interdisciplinary, and draws upon the fields of history, political science, psychology, literature, sociology, art, and music. Within the curriculum, stress is placed not only on developing an understanding of Italian-Americans and their culture, but also on the relations of Italian-Americans to other groups—and, in fact, to all elements and facets of American society.

In addition to the courses designated specifically as offerings of Italian-American Studies, students are encouraged to take certain departmental courses related to Italian and Italian-American culture. Students are urged to consult lists of Italian-American offerings, which are distributed on campus each semester, or call Italian-American Studies.

## THE MINOR

See the box below 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.

### Requirements for the Minor in Italian-American Studies (Minor code 62)

Students wishing to pursue a minor in Italian-American Studies take a minimum of 27 credit-hours of coursework, divided as follows:

**The two-semester core course** (6 credits): ITAST 100 and 101.

**Social and Political Heritage** (6 credits): HIST 233, *and one of the following*: HIST 276, PSCI 211, 217, 219, SOC 214, or ETHST 310.

**Cultural Studies** (6 credits from the following): ITAST 202 or 204; ITAL 041 or 045.

**One of the following Language Studies Sequences:**

a. ITAL 111, 112, and 203 *or* b. ITAL 207, 208, 209.

## COURSES

**ITAST 100. Italian-Americans: An Interpretation of a People.** 3 hr.; 3 cr. An interdisciplinary study of Italian-Americans, stressing the period from 1880 to the present, using works of history, sociology, and literature.

**ITAST 101. The Heritage of Italy's South.** 3 hr.; 3 cr. An analysis of the contribution that the Mezzogiorno has made to Italian culture since the mid-thirteenth century, and an exploration of the ways in which an awareness of such a contribution affects Italian-Americans' search for identity.

**ITAST 202. The Italian-American Experience through Literature.** 3 hr.; 3 cr. Prereq.: ENGL 120W or completion of LASAR Humanities I, Tier 1. Reading, analysis, and discussion of selected works, mostly of the twentieth century.

**ITAST 204. Italian-American Film/TV Studies.** 3 hr.; 3 cr. Introduction to the study of how Italian-Americans are portrayed in the media, and analysis of major themes in film or TV programming relating to Italian-Americans.

**ITAST 300. Seminar in Italian-American Studies.** 3 hr.; 3 cr. Prereq.: Junior standing and two courses from Italian-American Studies. An interdisciplinary course focusing on topics that vary from semester to semester.

**ITAST 398. Italian-American Studies Internship.** 9 hr.; 3 cr. Under faculty supervision students intern in institutional settings such as Italian-American media, social service organizations, nonprofit institutions, museums, and research facilities.

# Jewish Studies

**Director:** Mark W. Rosenblum

**Office:** Jefferson 307, 718-997-4530

**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 literatures of the Jewish people. The program is intensive yet flexible, tailored to a wide range of interests normally included in the broad concept of Jewish Studies. Students who wish to discuss particular curriculum problems should confer with the director or any member of the Jewish Studies committee:

Hebrew: J. Acker, A. Alcalay  
History: I. Alteras, E. Carlebach  
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.

## Program Awards

Jewish Studies awards the following prizes: the **Center for Jewish Studies Award**, presented to a student who has contributed to the health and vigor of the Jewish Studies Program on campus; the **William Fenster Memorial Scholarship**, awarded to one or two students on the junior level and granted on the basis of merit; the **Morris Flatow Memorial Award**, given in recognition of achievement in the field of Jewish Studies; the **Holocaust/ Genocide Student Essay Prize**, awarded to the author of the best essay on the topic of the Holocaust or other forms of genocide; the **Jewish Studies Academic Excellence Prize**, awarded to two graduating students minoring in Jewish Studies who have maintained a high average; and the **Helen Rudolph Memorial**

**Scholarship**, to a student in the ACE program majoring in Jewish Studies.

## THE MAJOR

See the box on this page for the specific requirements for the major.

### Area Studies Courses

Students must select five intermediate and advanced courses (at the 200 level or above) from any two of the four disciplinary areas to be eligible for a major. In so doing, the student will acquire a more intensive understanding of the major areas of research and scholarship within the field of Jewish Studies. Courses relevant to the areas are:

#### 1. Jewish Social & Intellectual History

##### History

- HIST 249. American Jewish History until 1945  
 HIST 251. The Jews in Medieval Christendom  
 HIST 252. Medieval Spanish Jewry  
 HIST 253. The Jews in Early Modern Europe  
 HIST 254. The Jews in Eastern Europe  
 HIST 256. History of Modern Israel

- HIST 312. The Holocaust  
 HIST 338. History of Zionism

#### 2. The Anthropology, Sociology, Political Life, and Folklore of Jews

##### Sociology

- SOC 241. The American Jewish Community  
 SOC 242. Modern Israel: Sociological Aspects  
 SOC 348. Orthodox Jews in America

##### Music

- MUSIC 144. Jewish Music

#### 3. Jewish Religious and Philosophical Thought

##### Philosophy

- PHIL 124. Philosophy and the Holocaust  
 PHIL 250. Plato and the Bible  
 PHIL 251. Aristotle and Maimonides  
 PHIL 252. Existentialism and Modern Jewish Philosophy

##### Jewish Studies

- JEWST 202. Jewish Ethics  
 JEWST 301. Jewish Mysticism and Hasidism

##### Religious Studies

- RLGST 103. Introduction to Judaism

#### 4. Jewish Languages and Literatures

##### Jewish Languages: Hebrew

- HEBRW 150. Modern Hebrew Literature in Translation  
 HEBRW 160. Masterpieces of Hebrew Literature in Translation  
 HEBRW 190. Topics in Hebrew Culture and Literature in Translation  
 HEBRW 101. Elementary Hebrew I  
 HEBRW 102. Elementary Hebrew II  
 HEBRW 203. Intermediate Hebrew I  
 HEBRW 204. Intermediate Hebrew II  
 HEBRW 305. Advanced Modern Hebrew  
 HEBRW 307. Classical Hebrew  
 HEBRW 311. Hebrew Conversation  
 HEBRW 315. Hebrew Grammar and Composition  
 HEBRW 317. Skills and Art of Translation  
 HEBRW 335. Biblical Aramaic: Daniel and Ezra  
 HEBRW 361. History of the Hebrew Language  
 HEBRW 362. Hebrew Root Studies  
 HEBRW 390. Studies in Hebrew Language, Literature, and Culture

##### Jewish Languages: Yiddish

- YIDD 140. History of the Yiddish Language  
 YIDD 156. Jewish Thought and Modern Yiddish Literature  
 YIDD 161. The Culture of East European Jewry  
 YIDD 162. Jews in the Soviet Union, 1917 to the Present  
 YIDD 167. The Development of Yiddish Culture in the United States  
 YIDD 172. Hasidism and Jewish Mysticism  
 YIDD 101. Elementary Yiddish I  
 YIDD 102. Elementary Yiddish II  
 YIDD 203. Intermediate Yiddish I  
 YIDD 204. Intermediate Yiddish II  
 YIDD 210. Intermediate Conversational Yiddish  
 YIDD 305. Advanced Yiddish  
 YIDD 390. Studies in Yiddish Language, Literature, and Culture

##### Jewish Literatures: Hebrew

- HEBRW 321. Biblical Literature I: Genesis  
 HEBRW 322. Biblical Literature II: Exodus  
 HEBRW 323. Biblical Literature III: Leviticus/ Numbers  
 HEBRW 324. Biblical Literature IV: Deuteronomy  
 HEBRW 325. Biblical Literature V: Joshua & Judges  
 HEBRW 326. Biblical Literature VI: Samuel I and II  
 HEBRW 327. Biblical Literature VII: Kings I and II  
 HEBRW 328. Biblical Literature VIII: Major Prophets  
 HEBRW 329. Biblical Literature IX: Minor Prophets

## Requirements for the Major in Jewish Studies (Major code 064)

Majors in Jewish Studies are required to take 36 credits, distributed as follows:

**Core Curriculum:** Students must take three core curriculum courses, two from Part A and one from Part B:

**Part A. Jewish History** (two courses, 6 credits, chosen from the following): HIST 114, 115, and 116, History of the Jewish People I, II, and III.

**Part B. Jewish Philosophy and Religion** (one course, 3 credits, chosen from the following): PHIL 250, Plato and the Bible; PHIL 251, Aristotle and Maimonides; and PHIL 252, Existentialism and Modern Jewish Philosophy; RLGST 103, Introduction to Judaism.

**Area Studies Courses** (15 credits): Refer to the Area Studies listings above.

**Related Departmental Courses** (9 credits): In the area where the student has taken the greatest number of intermediate and advanced Jewish Studies courses, he or she must take 9 additional credits at the 200-course level or above. The courses shall be chosen in consultation with a Jewish Studies advisor. The related departments for each area are as follows: History; Anthropology or Sociology; Philosophy or Religious Studies; Hebrew, Yiddish, Comparative Literature, or English. (Students concentrating in Jewish literatures must study the literature of two different languages.)

**Senior Seminar** (3 credits)

**Language Requirement:** Majors are required to demonstrate competence in Hebrew or Yiddish through level 4. The language requirement is independent of the 36 credits required for the major.

## Requirements for the Minor in Jewish Studies (Minor code 64)

**Core Curriculum** (9 credits): Students must take three core curriculum courses, two from Part A and one from Part B, as listed under the major requirements above.

**Intermediate and Advanced Courses** (12 credits): Four courses from among the Area Studies course list above, with at least two courses in one area.

**Language Requirement:** Students are required to demonstrate competence in Hebrew or Yiddish through level 3.

- HEBRW 330. Biblical Literature X: Megillot  
 HEBRW 331. Biblical Literature XI: Psalms  
 HEBRW 332. Biblical Literature XII: Wisdom Literature  
 HEBRW 340. Talmudic Literature I  
 HEBRW 341. Midrash and Aggadah  
 HEBRW 345. Medieval Literature I  
 HEBRW 346. Medieval Literature II  
 HEBRW 351. Modern Hebrew Drama  
 HEBRW 352. Modern Hebrew Literature  
 HEBRW 356. Contemporary Israeli Literature  
 HEBRW 358. The Modern Hebrew Press

### Jewish Literatures: Yiddish

- YIDD 150. Introduction to Yiddish Literature  
 YIDD 154. Yiddish Drama  
 YIDD 174. The East Side in American Literature in Yiddish and in English  
 YIDD 176. The Literature of the Holocaust  
 YIDD 190. Topics in Yiddish Culture and Literature in Translation  
 YIDD 330. Yiddish Literature from the Beginnings to Mendele  
 YIDD 331. Mendele and His Contemporaries  
 YIDD 332. Peretz, Sholem Aleichem, and Their Contemporaries  
 YIDD 336. Soviet Yiddish Literature  
 YIDD 340. American Yiddish Literature, 1880–1915  
 YIDD 341. American Yiddish Literature, 1915 to the Present  
 YIDD 356. The Yiddish Novel in the Twentieth Century  
 YIDD 357. Yiddish Poetry in the Twentieth Century

### THE MINOR

See the box on page 173 for the specific requirements for the minor.

### Foreign Study

Students intending to major or minor in Jewish Studies are encouraged to study in Israel. Students who wish to participate in a study abroad program as a part of the curriculum should contact the program office in Jefferson 307 for advice.

### COURSES

**JEWST 202. Jewish Ethics.** 3 hr.; 3 cr. Prereq.: Sophomore standing. A study of ethical principles in the Bible, Talmud, and post-Talmudic literature; rational prerequisites in ethical judgment; personal morality and social ethics; the ethics of justice and the ethics of love, with special attention to Jewish ethical teachings on racism, capital

punishment, divorce, birth control, abortion, and euthanasia.

**JEWST 301. Jewish Mysticism and Hasidism.** 3 hr.; 3 cr. Prereq.: Junior standing. A survey of Jewish mystical thought from the early Rabbinic period (Merkavah mysticism) through the classical period of the **Zohar** and Lurianic **Kabbalah** to Hasidism and neo-Hasidic movements in our day.

**JEWST 365. Senior Seminar.** 3 hr.; 3 cr. Prereq.: 27 credits in the major; senior standing. Intensive study in a selected field of Jewish Studies. The subject to be studied will vary from semester to semester and will be announced in advance. As part of the seminar, students will undertake and complete an individual research problem in their field of special interest under the direction of an instructor in their area of Jewish concentration.

## Journalism

**Acting Director:** Gerald Solomon

**Office:** Powdermaker 251, 718-997-2995

**Visiting Assistant Professor:** Solomon;

**Adjunct Assistant Professor:** Drachlis

The journalism minor teaches reporting, writing, and editing skills, and the basics of broadcast journalism, and provides a comprehensive overview of the news media as an industry. Now a part of the Urban Studies Department, the journalism minor makes use of current technology to access information and explores new methods of news distribution.

The primary goals of the minor are to train students for professional careers in journalism and to produce well-informed news consumers. At the same time, with its strong emphasis on good writing, the journalism program complements such majors as economics, English, history, media studies, political science, sociology, and urban studies, helping students learn to write clearly about complicated contemporary issues.

All journalism classes are taught by individuals with news media experience, who bring their expertise and career contacts from the newsroom to the classroom.

See the box on page 175 for the specific requirements for the minor.

### Program Awards and Scholarships

The Journalism Program awards the following annual prizes: the **Lars Erik Nelson Excellence in Journalism Award** and the **Joe Queen Scholarship**. Information on the criteria for awards and scholarships and application deadlines is available in the program office.

### Internship Opportunities

Internships are available at many news organizations in print, broadcast, and the Internet. Students admitted into the minor will be eligible for print internships after they complete JOUR 101W and 200W, and for broadcast internships after they complete JOUR 202. Students are strongly urged to take advantage of the opportunities to learn firsthand about the professional world of journalism.

Reuters America Inc. offers one or two paid summer internships to exceptional Queens College journalism minors following their junior or senior year.

### COURSES

The first course in the sequence, JOUR 101W, is a gateway course open to all students. The remaining four core courses are designed for students with intensive interest in sharpening their reporting and writing skills. Students admitted into these courses will cover stories in the field, write to deadline, learn to edit copy, and produce television news stories. They will meet with news professionals and visit news organizations.

Students choosing journalism electives have opportunities to: intern in professional news organizations; report, edit, and produce the newspaper *Queens World*; learn how reporters use computers to access and disseminate information; and explore the ethical dilemmas that face working journalists.

**JOUR 101W. News Reporting and Writing I.** 3 hr.; 3 cr. Prereq. or coreq.: ENGL 110. Fundamentals of news reporting and writing and an overview of the news industry including the role of journalism in society, the business of journalism, and analysis of the differences among various branches of the news media.

**JOUR 200W. News Reporting and Writing II.** 3 hr.; 3 cr. Prereq.: B or better in JOUR 101W. Continuation of the development of reporting and writing skills introduced in News Reporting and Writing I. Course includes deadline writing, field reporting, rewriting from wires and an introduction to Internet reporting and writing. Guest lectures by professional journalists.

**JOUR 201. News Editing.** 3 hr.; 3 cr. Prereq.: JOUR 101W and 200W. The course will cover three specific aspects of the editing process: copyediting skills, news judg-

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

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

ment, and verification of information. On the skills level, students will be taught how to write headlines, to detect and correct errors, and to do simple line editing.

**JOUR 202. Broadcast Journalism.** 3 hr.; 3 cr. Prereq.: JOUR 101W. The course focuses on the anatomy of television and radio news stories; writing, reporting, and audio and video skills needed to put the story together; and actual field coverage.

**JOUR 203. Newspaper Production.** 3 hr.; 3 cr. Prereq.: JOUR 101W. This course is designed to provide journalism students with the opportunity to learn firsthand how to construct and produce a newspaper. It is a collection of activities involving research, reporting, writing, and desktop publishing. Inherent in these activities will be opportunities to explore issues of ethics, the actual practice of journalism, as well as readings related to media concerns and theory.

**JOUR 300. Internship in Journalism.** Minimum 135 hr.; 3 cr. Prereq.: JOUR 201 or 202; minimum 2.7 cumulative index; 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 the Summer semester) of off-campus work in a professional news organization, for which the journalism curriculum has prepared the student through its emphasis on writing, reporting, research, and critical thinking in the context of the world of journalism. Journalism internships provide exposure to news tasks in a variety of settings. A final written paper is required. Course may be repeated once for credit.

**JOUR 301. Electronic Journalism.** 3 hr.; 3 cr. Prereq.: JOUR 101W and 200W. Introduces students to a range of online and writing activities fundamental to journalism. Students will use the reporting and writing skills introduced in previous journalism courses to build on such areas as 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 Online.

**JOUR 304. Critical Issues in Journalism.** 3 hr.; 3 cr. Prereq.: JOUR 200W, or permission of the director. The political, economic, social, and technological pressures on news organizations and the journalists who work in them; ways in which the treatment of these critical issues impacts on readers and viewers of news media; and the standards and guidelines by which individual journalists can maintain professional behavior. The course will focus on issues of current concern within the field of journalism. May be repeated once for credit if the topic is different.

**JOUR 310. Specialized Reporting.** 3 hr.; 3 cr. Prereq.: JOUR 200W. Advanced reporting and writing, including magazine writing. The course will focus on two or three selected areas, such as business, politics, science and health, environment, sports, investigative reporting, arts and entertainment. Guest lectures by professional writers and editors.

# Labor Studies

**Acting Director:** Leonard S. Rodberg

**Coordinating Committee:** Hanlon, Hum, Krasner, Mantsios, Nadasen, Rodberg, Rogers-Dillon, Sanjek, Tabb

**Office:** Powdermaker 250, 718-997-5730

**Major Offered:** Labor Studies (State Education Code 85416)

The major in labor studies provides students with a curriculum that focuses on the world of work. The purpose of the program is to provide students with a rigorous framework for analysis of the labor force, workers' organizational affiliations, and the dynamics of labor-management relations. Drawing on the various social science disciplines, the labor studies major offers an interdisciplinary approach to the study of labor and related subjects. The curriculum combines a core sequence of courses with an opportunity to develop a specialization within a particular discipline.

A degree in labor studies prepares students to pursue careers in labor relations, including employment with labor organizations and private industry, as well as with federal, state, and local government agencies. A labor studies major also provides excellent preparation for law school or graduate study.

Nonmajors may enroll in labor studies courses to supplement their own field of concentration, e.g., economics, sociology, political science, urban studies, history.

## The Major and the Minor

See the box on page 176 for the specific requirements for the major and the minor. The labor studies major consists of a core sequence, a concentration, and approved electives to make up a total of 36 credits. Courses in the core sequence provide a foundation for all labor studies majors. These courses are aimed at developing an understanding of the history of the labor movement; the impact of technology on labor and industry; changes in the labor process; labor relations and their economic context; shifts in the composition of the labor force; the social and political role of labor unions; the legal framework of labor-management relations; theories of work, the workplace, and the labor movement.

After the required core sequence, students complete a sequence of courses in a concentration area. Presently there are three areas to choose from: economics, sociology, and urban studies. Each area provides students with an opportunity to develop their analytical skills from the perspective of the academic discipline selected. The concentrations offer an introduction to the disci-

### Requirements for the Minor in Journalism (Minor code 65)

The journalism minor consists of 21 credits divided between required courses and electives. Students must maintain a B- average in journalism courses and an overall GPA of 2.5.

**Required Courses** (15 credits): JOUR 101W, 200W, 201, 202, and 310.

**Two electives** (6 credits): To be selected from the following in consultation with the director or an advisor. Students are strongly urged to take at least **one** of the three journalism electives listed: JOUR 203, 300, and 301; ECON 211, 224, and 246; ENGL 210W, 211W, 303W, and 387; HIST 266, 275, and 341; MEDST 242, 256, and 357; PSCI 213, 217, and 220; SOC 218; URBST 210, 221, and 310. Other electives may be selected by permission of the director.

**Note:** Courses taken to fulfill a student's major requirement **cannot** count toward satisfying the journalism electives requirement.

pline, a background in quantitative analysis, and an opportunity to study an aspect of labor within a particular discipline.

Students complete their labor studies major by selecting three labor-related courses from a list of approved electives.

## COURSES

**LABST 101, 101W. Introduction to Labor Studies.** 3 hr.; 3 cr. The course will introduce students to the field of labor studies. It will cover such topics as: the social organization of work, labor as a factor of production, changes in the composition of the labor force, labor segmentation, and the impact of technology on work and workers.

**LABST 240. Labor Unions and Industrial Relations.** 3 hr.; 3 cr. Prereq.: LABST 101. This course will examine labor-management relations in the contemporary U.S., considering both the internal dynamics of management, and the structure, government, and goals of labor unions. Particular emphasis will be given to comparing and contrasting labor relations in unionized and non-unionized workplaces, and in different sectors of the economy (manufacturing, services, and government). Topics to be covered include: the development of management's industrial relations policies, the impact of the changing international economy on labor, the dynamics of collective bargaining, decision-making processes within unions, and problems of union democracy.

**LABST 265. Special Topics in Labor Studies.** 3 hr.; 3 cr. This course will discuss selected topics in labor studies, usually issues of contemporary importance. Such topics as public sector unionism, labor law reform, or

the international labor movement may be discussed. May be repeated for credit provided the topic is different.

**LABST 310. Labor Law: An Institutional Approach.** 3 hr.; 3 cr. Prereq.: LABST 240. The course will examine primary (case) and secondary (commentary) materials on the legislative, administrative, and contextual aspects of labor law, particularly as they pertain to collective bargaining and union organization. The course will be divided into three parts: (1) U.S. Law and Labor Relations (including an examination of institutional and sociological aspects of law, a review of Constitutional and common law basis for labor law, a survey of the history and current status of labor law and labor relations, and a comparative overview of labor law and labor relations); (2) The legislative, judicial, and administrative aspects of labor law, including issues concerning jurisdiction, procedure, and the interpretation of contracts; (3) Current problems in labor law, with an emphasis on practical application.

**LABST 320. Perspectives on the Labor Movement.** 3 hr.; 3 cr. Prereq.: LABST 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.

**LABST 370. Fieldwork in Labor Studies.** 4–8 hr. fieldwork; 3 cr. Prereq.: Permission of the program director. This course is

designed to give the student practical experience in labor issues and may take a variety of forms, such as development and execution of a research project requiring collection of data in the field, or practical experience in a labor union office or related institution under special supervision. Students will be assigned appropriate required reading. (May be repeated once for credit provided the project is different.)

**LABST 390. Tutorial.** Hr. to be arranged; 3 cr. per semester. Prereq.: One course in labor studies at the 200 or 300 level, junior standing, and permission of the program director. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his/her faculty sponsor. Includes regular conferences with the sponsor and preparation of a paper. (A student may receive credit for no more than six tutorial credits in labor studies and may take only one tutorial in a semester.)

# Latin American & Latino Studies

**Administrative Committee Director and Undergraduate Advisor:**  
George Priestley

**Office:** Kissena 310, 718-997-2895

**Major Offered:** Latin American and Latino Studies (State Education Code 26462)

The Latin American and Latino studies program offers a major and a minor concentration in Latin American area studies, and a minor in Puerto Rican and Latino studies. The program gives students the opportunity to study a full range of disciplinary and interdisciplinary approaches to understanding Latin America and the Caribbean, and the movements and settlement of the peoples and cultures of these regions in the United States. It is a program that combines Latin American studies, Puerto Rican, and Latino ethnic studies.

This major in Latin American area studies is designed to provide a detailed knowledge of the development, institutions, language, and customs of Latin America. It is intended for two categories of students.

## Requirements for the Major in Labor Studies (Major code 066)

The labor studies major consists of 36 credits: 18 credits in a core sequence, 9 credits in one of three possible concentrations, and 9 credits in approved electives.

**Core Courses** (18 credits, required of all majors): LABST 101, 240, 320, and one other Labor Studies course; ECON 101; and HIST 274.

**Concentrations** (9 credits in one of the three concentrations):

**Economics Concentration** (Concentration code 05A): ECON 102 and 249, and one of the following: ECON 213 or 214.

**Sociology Concentration** (Concentration code 05B): SOC 101 and 205, and one of the following: SOC 228 or 224.

**Urban Studies Concentration** (Concentration code 05C): URBST 101 and 200, and one of the following: URBST 102, 105, 202, or 210.

**Electives** (9 credits): HIST 273 or 275; PSYCH 226; ECON 240; and one of the following: SOC 219; ECON 219; URBST 101; and PSCI 222.

Students may also fulfill the elective requirement by completing courses from the alternate core requirements, e.g., ECON 213 or 214, or SOC 224 or 228, if not taken to fulfill core requirements.

## Requirements for the Minor in Labor Studies (Minor code 66)

Minors will take a minimum of 18 credits in Labor Studies, including LABST 101, 240, and 320, and three other courses listed above as either core or elective requirements for the major.

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

Those who intend after graduation to go into careers such as inter-American relations, commerce, banking, or journalism will ordinarily take the Latin American area studies concentration. Students with majors in other disciplines such as Hispanic languages and literatures, history, anthropology, sociology, or political science and who intend to pursue graduate work can also choose this major or the minor.

The Latin American area studies major is accepted as an academic major in partial fulfillment for the certificate to teach social studies (Grades 7–12). Prospective majors should consult with the director. The area courses listed below are offered as a means of acquainting the student with the physical environment of the area, its people, their languages and literatures, contributions to civilization, educational and scientific institutions, arts and music, economic and political problems, history, and relations with one another and with other states. All courses are conducted in English, except those dealing with languages and literatures.

Visiting professors make it possible to offer other courses not listed here. Subjects in Special Problems, offered by different departments, and courses in Special Studies and tutorials for 1, 2, or 3 credits under the Honors Program, allow additional flexibility in arranging a varied program suitable to the needs and interests of the student.

## THE MAJOR

See the box below for the specific requirements for the major.

Students majoring in Latin American area studies, either alone or in combination with another department, are required to

take LALS 381 or its equivalent in their senior year or, with permission, in their junior year.

## Special Courses

**LALS 201. Contemporary Society and Film in Latin America.** 3 hr.; 3 cr. Prereq. or coreq.: ENGL 120W and sophomore standing. A critical examination of both contemporary Latin American society and film. Organized in five thematic blocks, the course challenges the conventional wisdom about modern Latin America and critically assesses four types of film (commercial, educational, documentary, and propaganda) as texts about society. There are readings, written assignments, and class discussions. Fall, Spring

**LALS 391. Latin American and Latino Special Problems.** Hr. to be arranged; 3 cr. Prereq.: Permission of the director. Makes provision for intense study in a special field chosen by the student with approval of the director. Open only to upper juniors and seniors whose previous work indicates a special ability to profit from directed, individual work done outside the class. Fall, Spring

## The Minor in Latin American Area Studies

See the box below for the specific requirements for the minor.

The interdisciplinary minor in Latin American area studies is designed to meet the needs of students with majors in other disciplines and strong interest in the historical, cultural, and political development of the region. It is also suited for a variety of students, including those who intend to pur-

sue graduate work in economics, Hispanic languages and literatures, history, anthropology, or political science.

## The Minor in Puerto Rican and Latino Studies

See the box below for the specific requirements for the minor.

The Puerto Rican and Latino studies minor offers a variety of pertinent and challenging courses in the social sciences and humanities spectrum. Emphasizing interdisciplinary approaches to learning, these courses focus on Puerto Rican and other Latino/a experiences as these have developed in the United States as well as on the island of Puerto Rico and other parts of the Caribbean and Latin America. Special attention is paid to the historical, political, and cultural developments that have shaped the Puerto Rican and Latino experience in the United States.

Courses dealing with the psychological, political, historical, and cultural aspects of the Latino experience broaden the perspectives of the student who plans to teach or enter other professions such as social work, psychology, counseling, and law. Students in the liberal arts and general social sciences will also find these courses informative and of interest. The minor can be taken in conjunction with the Latin American area studies major or minor, as well as with other major and minor concentrations throughout the college.

Students interested in a bilingual/multicultural education specialization should contact the bilingual education advisor in the Elementary and Early Childhood Education Department, Dr. Rafael Olivares. Because specific ethnic and cultural perspectives are an essential part of the preparation of all prospective teachers, we strongly recommend one or more of the following courses that focus on the culture, community, and history of Puerto Ricans and other Latinos in the U.S.: LALS 202 and 203, and HIST 355. For additional course options, as well as transfer equivalencies, all students should consult with the director of Latin American and Latino Studies.

## Courses

The following courses are offered through Latin American and Latino Studies, Interdisciplinary and Special Studies, and other academic departments.

**LALS 201. Society and Film in Latin America.** Hr. to be arranged; 3 cr.

**LALS 202. Field Experience in a Bilingual Hispanic Setting.** 2 hr., 3 hr. fieldwork; 3 cr.

## Requirements for the Major in Latin American Area Studies

(Major code 070)

**Required:** 30 credits from the area and language courses listed. The 30 credits must include HIST 105 or 106, PSCI 239 or 259, SPAN 312 or 377 or 378, ECON 212, ANTH 205 or 206, and LALS 381 or its equivalent.

## Requirements for the Minor in Latin American Area Studies

(Minor code 69)

The minor consists of 18 credits, which include the following required and elective courses:

**Required** (12 credits): HIST 105 or 106, PSCI 239 or 259, ANTH 205 or 206, SPAN 312, 377, or 378.

**Elective** (6 credits): To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

## Requirements for the Minor in Puerto Rican and Latino Studies

(Minor code 84)

The minor consists of 18 credits, which include the following required and elective courses:

**Required** (12 credits): LALS 202, 203, 208, and HIST 355.

**Elective** (6 credits): The remaining six credits can be selected from LALS 201, 204, 220, 294, 380, 381, 391, and other elective courses receiving prior approval by the director.

Transfer credits satisfying either required or elective courses must be approved by the director.

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

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

Prereq.: SPAN 203, or permission of the instructor. This course gives the student an opportunity to participate in an assigned and supervised field experience in a bilingual school program or social service agency serving the Latino community. The student will be required to gather information, observe, and participate in one of the many agencies that seek to serve the Puerto Rican and Latino community. The student will examine the role of language and culture in the delivery of social, health, and educational services.

**LALS 203. Puerto Rican and Latino/a Ethnic Identity.** 3 hr.; 3 cr. Explores Puerto Rican and Latino/a identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

**LALS 204. Caribbean Religions.** 3 hr.; 3 cr. This course is designed to examine the various religious expressions in Cuba, Haiti, Santo Domingo, and Puerto Rico, with a focus on a comparative analysis of Santería, Espiritismo, Christianity, and Voodoo (African origins and Christian rituals).

**LALS 208. The Puerto Rican and the Latin American Woman.** 3 hr.; 3 cr. This course will study the roles, status, thoughts, and actions of the Latin American woman, from pre-Columbian times to the twentieth century. It will focus on women's struggle to understand and reshape their role in a rapidly changing society, and will analyze the traditional sex roles prescribed by society, religion, and women's image in historical and contemporary society.

**LALS 220. Development of Puerto Rican Literature in the United States.** 3 hr.; 3 cr. Prereq.: ENGL 110 and SPAN 112. A survey of the contemporary Puerto Rican literary form that emerged as a unique expression of the experience of the writers in the United States. We will trace this development from the writers in exile to the first- and second-generation New York Puerto Rican writers of poetry, drama, novels, and the essay.

**LALS 294. Art of Puerto Rico and the Hispanic Caribbean.** 3 hr.; 3 cr. A survey in the visual arts of the Greater Antilles, covering the development of the arts in Puerto Rico, Dominican Republic, and Cuba from pre-Columbian times to the twentieth century. We will trace and define Caribbean art through the use of slides, films, and museum visits.

**LALS 380. Tutorial in Puerto Rican and Latino Studies.** 3 hr.; 3 cr. Prereq.: Junior/senior standing and permission of the director. The student will agree to work on a spe-

cific project under the guidance and supervision of a faculty member approved by the Latin American and Latino Studies program.

**LALS 381. Latin American Seminar.** 3 hr.; 3 cr. Prereq.: Permission of the director. Designed primarily for seniors majoring in Latin American area studies, but nonmajors with a special interest in such studies may be admitted. Consists of a survey and synthesis of the principal problems of Latin America, stressing the broader aspects and relationships of the materials previously studied. The purpose of the course is to correlate and to bring into final perspective the materials previously studied in the Latin American concentration. It is under the general supervision of the administrative committee. Each student is required to prepare and present a research paper. Fall, Spring

**LALS 391. Latin American Special Problems.** Hr. to be arranged; 3 cr.

**HIST 355. The History of Puerto Rico.** 3 hr.; 3 cr. A survey of Puerto Rican history from pre-Columbian times to the present.

## LEAP

See Worker Education, page 226.

## The Library

**Chief Librarian:** Robert A. Shaddy

**Professors:** Kaufmann, Shaddy, Swensen;  
**Associate Professors:** Chiang, de Luise, Gandhi, Simor, Taler; **Assistant Professors:** Li, Macomber, Mellone, Miller, Oates, Sanudo, Shpilko, Wall; **Lecturers:** Gomez, Silverman, **Higher Education Officers:** Chitty, Flanzraich; **Department Secretary:** Armao

**Dept. Office:** Rosenthal 318, 718-997-3760

Credit courses in basic library research methods and information literacy are offered by library faculty and adjuncts. Upon request, course-related instruction in a variety of discipline areas, both undergraduate and graduate, is also available for class groups. These include, where relevant,

instruction in online and print access to multiple databases. A link to a virtual Library tour is available on the Library's homepage. A series of online tutorials on the basics of Library research, called the CUNY Information Competency Tutorials, is also available. It can be reached through the Library homepage (click on "Library Departments," then "Instructional Support and Tutorials"). 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.

## COURSES

**LIB 100. Information Literacy.** 1 hr.; 1 cr. With the information explosion and the advent of new technologies, information access and retrieval have become more complex. This course is designed to develop the student's ability to access and retrieve from a variety of information sources to meet college research needs. Students will receive an introduction to the organization, access and retrieval of information; a foundation for forming research strategies; and a basis for evaluating information sources. In addition, students will gain an understanding and respect for the ethical and legal aspects of information and its technologies. Both print and electronic resources will be considered. Not open to students who have taken LIB 150.

**LIB 150. Library Skills: Fundamentals of Library Research.** 2 hr.; 2 cr. Prereq.: Satisfactory completion of ENGL 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:** Virgil L. P. Blake

**Graduate Advisor:** Roberta Brody

**Dept. Office:** Rosenthal 254, 718-997-3790; gslis@qc.cuny.edu

**Professors:** Blake, Chelton, Kibirige, Smith, Surprenant; **Associate Professors:** Brody, Cool, Cooper, Ng, Perry; **Department Secretaries:** Kavanagh, Ruzicky

Library and Information Studies offers a 36-credit graduate program leading to the degree of Master of Library Science (MLS), as well as a 30-credit post-master's certificate. The program prepares professionals to work in various information environments, including libraries and information/research centers and function as information specialists, school media specialists and librarians, among other possibilities.

Library/information science consists of a comprehensive, interdisciplinary body of knowledge concerning the creation, communication, location, evaluation, selection, acquisition, analysis, organization, storage, retrieval, preservation, management, dissemination, and use of information (data, concepts, ideas, images) and documents of all types (print and electronic records, sound recordings, video-recordings, films, and pictures) that may be used to store and convey this information. Its purpose is to serve the informational needs and interests (artistic, business, economic, educational, recreational, scientific, and technical) of individuals, groups, and institutions.

No undergraduate degree and/or major in library science is available at present.

For further details consult the Graduate School of Library and Information Studies.

## COURSES

The following graduate courses are open to qualified upper-level juniors and seniors as electives with permission of the School and the Office of Graduate Studies. Complete course descriptions are provided in the college's *Graduate Bulletin*.

**GLIS 700. The Technology of Information.**

**GLIS 701. Fundamentals of Library and Information Science.**

**GLIS 702. Information Sources and Service: General.**

**GLIS 703. Introduction to Technical Services.**

# Linguistics & Communication Disorders

**Chair:** Robert M. Vago

**Associate Chair:** Arlene Kraat

**Director, Graduate Program in Speech-Language Pathology:** Arlene Kraat

**Director, Graduate Programs in Linguistics:** Robert M. Vago

**Department Office:** Kissena 349, 718-997-2870; Fax: 718-997-2873

**Professors:** Fiengo, Gelfand, Halpern, Vago;

**Associate Professors:** Gerber, Klein, Kraat, Martohardjono, Newman; **Assistant Professors:** Fernández, Walters, Wankoff; **Lecturers:** McCaul, Toueg; **Clinical Instructor:** Borgen; **Department Secretary:** Mahadeo; **Professors Emeriti:** Cairns, C., Seliger, Stark, Stevens; **Professor Emerita:** Cairns, H.; **Associate Professor Emeritus:** Schneider

## Queens College Speech-Language-Hearing Center

Gertz Building, 718-997-2930

**Director:** Kraat; **Associate Director:** McCaul; **Speech, Language, and Hearing Staff:** Borgen, Gerber, Kraat, McCaul, Stark, Toueg, Wankoff; **Center Secretary:** Kroll

**Majors Offered:** Communication Sciences and Disorders (State Education Code 77457), Linguistics: TESOL (State Education Code 26443), Linguistics (State Education Code 02768)

Human language is the primary and unifying theme of the Linguistics & Communication Department. It brings to students an opportunity to explore the richness and diversity of this unique phenomenon. Students are provided with a solid background in linguistics, speech, hearing, and language science—disciplines thoroughly grounded in the liberal arts. They are also able to study first, second, and atypical language acquisition and use, examining similarities and differences in these varied processes. Through the exploration of human speech and language, we hope to impart to the students a deep appreciation and understanding of human nature.

The department houses programs in linguistics and in communication sciences and disorders. The communication sciences program is designed to provide the necessary preparation for students interested in careers in speech-language pathology, audiology, and related scholarly and professional disciplines. One undergraduate track in linguistics prepares students to be teachers of English to speakers of other languages (TESOL); the other is in general linguistics.

## Department Awards

The Linguistics and Communication Disorders Department presents: the **Cairns Award**, to a student with an excellent academic record in both areas of the department (linguistics and communication sciences and disorders); the **Elaine Goran Newman and R.M.R. Hall Memorial Awards**, to outstanding students in the discipline of linguistics; the **Outstanding Scholar Award**, to an undergraduate major who has made outstanding scholarly contributions to the discipline of communication sciences and disorders; and the **Outstanding Service Award**, in the discipline of communication.

## THE MAJORS

The department offers majors in Communication Sciences and Disorders, General Linguistics, and Applied Linguistics: Teaching English to Speakers of Other Languages (TESOL). Students interested in becoming a Communication Sciences and Disorders major must formally apply for competitive admission to the major. Further information and application materials are available in the department office or via the Web at [www.qc.cuny.edu/LCD](http://www.qc.cuny.edu/LCD). See the box on page 180 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, language, and hearing science in preparation for graduate study in such areas as acoustic phonetics, psychological and physical acoustics, and psycholinguistics.

## General Linguistics

In this program students study the phonological, semantic, syntactic, and morphological aspects of language. They learn the linguistic, psycholinguistic, and sociolinguistic principles underlying language acquisition, especially the acquisition of languages beyond those learned in infancy and early childhood. They analyze the complexities in the structure and social use of language both in monolingual and multilingual populations.

### Applied Linguistics: Teaching English to Speakers of Other Languages (TESOL)

This program prepares students for New York State certification to teach English to speakers of other languages in school settings (all grades). The curriculum is grounded in the study of the structure of human language in general and English in particular, and addresses issues of language acquisition, literacy, educational technology, sociolinguistics, and psycholinguistics. The program emphasizes involvement with both elementary and secondary schools: it provides a student teaching course and field experiences in two methods courses at both levels.

### THE MINOR

Minors are available that are particularly relevant to students who are majoring in English, computer science, philosophy, psychology, and foreign languages. Students interested in designing a minor should see the department chair.

### Advisement

Students who are interested in majoring or minoring in the Linguistics and Communication Disorders Department should see the department secretary. There are faculty available to give information about the department and its programs; students who major or minor in LCD are assigned permanent faculty advisors to guide them through their undergraduate programs.

### Certification in Speech-Language Pathology

Preparation for professional work in communication disorders requires completion of a master's degree. Satisfying the requirements for the American Speech, Language, and Hearing Association's (ASHA) Certificate of Clinical Competence in Speech-Language Pathology or Audiology provides the strongest preparation for professional work in this area and the widest flexibility for future employment. Certification by the ASHA requires a master's degree, a specified number of clock hours of supervised clinical practice, a year of employment experience, and the passing of a national examination. Other certifications available with a master's degree include New York State license in Speech-Language Pathology and provisional certification as a Teacher of Children with Speech-Language Handicaps (TCSLH). Students should consult advisors in order to plan programs of study that will lead toward eventual certification by the national professional association.

## Requirements for the Majors in Linguistics & Communication Disorders

### Communication Sciences and Disorders (Major code 100)

**Required:** First Level: LCD 105, 106, and 110. (These three courses must be completed with a GPA of 2.6 (*B-*), before the student can enroll in LCD 207, 208, or 216). Students may retake at most one 100-level course, one time.

**Required:** Second Level: LCD 207, 208, 216 (each with a grade of *B-* or better), and LCD 283. Students may retake at most one 200-level course, one time, if they received a grade below *B-*.

**Required:** Third Level: LCD 309, 316, 322, 323, and 330 (no more than three of these courses should be taken in a semester). Students may retake at most one 300-level course, if they received a grade of *C-* or below; PSYCH 214.

**Electives:** One of the following: LCD 120, 130, 205, 206, 209, 392; PSYCH 221, 359; SOC 211.

**Note:** No course will count toward this major with a grade lower than *C-*.

### General Linguistics (Major code 072)

**Required:** First Level: LCD 101/ANTH 108, 110, 116, 120, and 130; Second Level: LCD 205/ANTH 285, 209, and 220; Third Level: LCD 306 and 360.

**Electives:** Three courses, all of which must be approved by a departmental advisor.

**Note:** No course will count toward this major with a grade lower than *C-*.

### Applied Linguistics: Teaching English to Speakers of Other Languages

(Major code 073)

**Required:** First Level: LCD 101/ANTH 108, 120, and 130; Second Level: LCD 205/ANTH 285, 206, 220, 240, and 241; Third Level: LCD 307, 312, 340, 341, and 342; EECE 310; SEYS 201W and 221.

**Electives:** LCD 116 or 360; 209 or 306.

**Note:** No course will count toward this major with a grade lower than *C-*.

### Speech and Language Sciences

**Required:** LCD \*101/ANTH 108, \*105, \*110, 120, 207, 216, 220, and 309.

**Electives:** 9 credits selected from the following courses; one must be a 300-level course: LCD 205/ANTH 285, 206, 208, 209, 283, 306, 315, 316, and 360.

It is recommended that students take a course in child psychology.

**Note:** \*These courses must be passed with a GPA of 2.7 (*B-*) before students may continue in the 200-level courses.

### General Requirements

**Maintenance Requirement:** Successful completion of the English Language 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: AFST 232; AMST 110; ANTH 104/LCD 104; CMAL 101W; CLAS 120, \*\*140; CMLIT 225, 240, 337, 340; ENGL 265, 290, 382, 386, 387, 388; HIST 001, 002, 125, 126, 302; LCD 101/ANTH 108; MES 160/HIST 117; ORST 140W, 220, 221; PHIL 101, 106, 111, 118, 140; WLDST 101, 104; Physical & Biological Sciences: Two courses as follows: Either BIOL 011 and one of CHEM 016 + 017, ENSCI 111, GEOL 100, PHYS 001, or PHYS 001 and one of ANTH 102, BIOL 011, FNES 163; Scientific Methodology & Quantitative Reasoning: One course from the following list: ANTH 238; MATH 114; PSYCH 107; SOC 205; Social Sciences: Two of the following courses from different departments: AFST 101, 102; ANTH \*\*101, \*\*103; ECON 100, 101; LCD 205/ANTH 285, 206; PHIL 104, 123, 221, 222, 226; PSCI 100-105; SOC 101, 103; URBST 101, 102, 105, 106; Pre-Industrial and/or Non-Western Civilization: One course from the following list: ANTH \*\*101, \*\*103; CHIN 240; CLAS \*\*140, \*\*150; HIST 101, 113, 201, 203; KOR 150; RLGST 102; \*\*MES 255; SOC 239; WLDST 102.

**Note:** \*\*Cannot be used to fulfill more than one requirement.

**Additional Course Requirements:** HIST 103 and 104; one of CSCI 012, 086, or 111; MATH 113 or 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.

## COURSES

**LCD 101/ANTH 108. Introduction to Language.** 3 hr.; 3 cr. A survey of the study of language: Structure, language and society, first and second language acquisition, and other related topics. (H3) Fall, Spring

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

**LCD 105. Introduction to Psycholinguistics.** 3 hr.; 3 cr. Linguistic and psychological processes underlying communication. Fall

**LCD 106. Introduction to Communication Disorders.** 3 hr.; 3 cr. The study of speech, language, hearing, and communication disorders in children and adults. Spring

**LCD 110. Phonetics.** 3 hr.; 3 cr. The nature of speech production; phonetic properties of language; practice in hearing, producing, and transcribing speech sounds. Fall, Spring

**LCD 116. The Structure of English Words.** 3 hr.; 3 cr. The structure of English vocabulary; how words are formed; rules for determining the meaning, spelling, and pronunciation of English words. ‡

**LCD 120. The Syntactic Structure of English I.** 3 hr.; 3 cr. The study of the structure of sentences in English, with implications for Teaching English to Speakers of Other Languages, Part I. Fall

**LCD 130. The Sound Structure of English.** 3 hr.; 3 cr. The study of the articulation and patterning of sounds in English, with implications for TESOL. ‡

**LCD 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a writing tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**LCD 135W. Linguistics & Communication Disorders Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**LCD 191. Special Problems.** LCD 191.1, 1 hr.; 1 cr. LCD 191.2, 2 hr.; 2 cr. LCD 191.3, 3 hr.; 3 cr. Prereq.: Permission of the department. Topics to be announced. May be repeated once for credit provided the topic is different. ††

**LCD 203. Languages of the World.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108. A survey of selected aspects of several languages, drawn from different families. There are several writing assignments in this course. ††

**LCD 204. Writing Systems.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108. A survey of the histories and structures of writing systems employed by human languages. There are several writing assignments in this course. ††

**LCD 205/ANTH 285. Sociolinguistics.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108, or LCD 105, or LCD104/ANTH 104. Introduction to the study of the relationship between language and society. Sociocultural factors that influence language form, use, and history. (SS) Spring

**LCD 206. Bilingualism.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 or LCD 105. Psychological, social, and educational aspects of bilingualism. There are several writing assignments in this course. (SS) Spring

**LCD 207. Anatomy and Physiology for Speech and Language.** 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6. Study of respiratory, phonatory, articulatory, and nervous systems as they relate to speech production and language systems. Course must be completed with a grade of *B-* or better to satisfy the major requirement. Fall, Spring

**LCD 208. Hearing Science.** 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6. Principles of acoustics, anatomy, and physiology of the ear and auditory system, and psychoacoustics. Course must be completed with a grade of *B-* or better to satisfy the major requirement. Fall, Spring

**LCD 209. Language and Mind.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 or LCD 105. Influential views in the acquisition of language; the relationship between language and thought; the relation between language and culture/world view. ‡‡

**LCD 216. Language Acquisition.** 3 hr.; 3 cr. Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6. The acquisition of language in children with special attention to linguistic, cognitive, and social development. Course must be completed with a grade of *B-* or better to satisfy the major requirement. Fall, Spring

**LCD 220. The Syntactic Structure of English II.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 and LCD 120. The study of the structure of sentences in English, with implications for TESOL, Part II. Continuation of LCD 120. Spring

**LCD 240. Second Language Acquisition and Teaching.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108 and satisfactory performance on the department's English Language Proficiency Test. The application of linguistic science to teaching in language-related areas. Includes a survey of research in the linguistic, psychological, and sociolinguistic aspects of second language acquisition. There is a substantial writing commitment in this course. Spring

**LCD 241. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.** 3 hr. plus 50 hr. of fieldwork; 4 cr. Prereq.: LCD 120 and 130; prereq. or coreq.: LCD 240; SEYS 201W, 220; and EECE 310. This course is an introduction to the methods and materials used in TESOL/English as a Second Language courses. We will focus on applying these methods to the teaching of the four skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement in a variety of school settings in conformity with New York State Certification requirements. Classes may sometimes be held at these locations. Spring

**LCD 280/ANTH 280. Language and Social Identity.** 3 hr.; 3 cr. Prereq.: 6 credits in social science, in courses in the Department of Linguistics and Communication Disorders, or by permission of the instructor.

**LCD 283. Quantitative Methods in Communication Sciences and Disorders.** 3 hr.; 3 cr. An introduction to the quantitative analysis of data. Topics include probability, descriptive statistics, basic measurement, hypothesis testing, confidence intervals, simple analysis of variance, and simple correlation. (SQ) Spring

**LCD 291. Special Problems.** LCD 291.1, 1 hr.; 1 cr. LCD 291.2, 2 hr.; 2 cr. LCD 291.3, 3 hr.; 3 cr. Prereq.: Permission of the department. Topics to be announced. May be repeated once for credit provided the topic is different. ††

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

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

‡ LCD 116 and 130 are offered in the Fall of odd-numbered years.

‡‡ LCD 209 and 306 are offered in the Spring of alternating years.

**LCD 306. Semantics and Pragmatics.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 220. A survey of properties of meaning in language (semantics) and communication strategies people use when they talk to each other (pragmatics). There is a substantial writing commitment in this course. ‡‡

**LCD 307. Assessment in TESOL.** 3 hr.; 3 cr. Prereq. or coreq.: LCD 340. An introduction to the field of language assessment, with particular emphasis on TESOL. Basic concepts in measurement and statistics, standardized and classroom-based language test development and evaluation, standards-based assessment—with particular reference to New York State ESL and content-area standards—and assessment of specific language skills. How to design classroom-based language tests (objectives- and standards-referenced), to articulate the rationale for a self-designed test, and to become informed users of tests taken by New York State English language learners. Spring

**LCD 309. Speech Science.** 3 hr.; 3 cr. Prereq.: A grade of B– or better in LCD 207 and 208. The acoustical components of speech and their physiological correlates: information-bearing elements in the speech signal and their perceptual processing. Fall, Spring

**LCD 312. Literacy and Language Arts in Multicultural Populations.** 3 hr.; 3 cr. Prereq.: LCD 241. This course provides a theoretical and practical background in the issues related to the development of reading and writing for second language, bilingual children, and adolescents. Among the units are the relationships between oral and written language, the role of oral language acquisition and phonemic awareness, the influence of sociocultural factors, developing advanced literacy through the language arts and literature, and the effect of specific language disabilities. The course will include assessment, methods, and materials development. Fall

**LCD 315. Advanced Psycholinguistics.** 3 hr.; 3 cr. Prereq.: LCD 105, or permission of the department. Current research in selected areas of psycholinguistics. ††

**LCD 316. Language and Communication in the School-Aged Child.** 3 hr.; 3 cr. Prereq.: A grade of B– or better in LCD 216. Linguistic, cognitive, and communicative development in children with a view toward application in educational settings. Fall, Spring

**LCD 322. Disorders of Speech.** 3 hr. lec, 1 hr. clinical lab.; 4 cr. Prereq.: A grade of B– or better in LCD 207. The symptoms, etiology, diagnosis, and treatment of various speech disorders, such as stuttering, disorders of voice and articulation, and speech

impairments associated with cleft palate, dysarthria, and motor disorders. Fall, Spring

**LCD 323. Disorders of Language.** 3 hr. lec, 1 hr. clinical lab.; 4 cr. Prereq.: A grade of B– or better in LCD 207 and 216. The symptoms, etiology, diagnosis, and treatment of language disorders in children and adults, such as aphasia, autism, language-learning disabilities, and language disorders associated with cognitive disorders. Fall, Spring

**LCD 330. Audiology I.** 3 hr.; 3 cr. Prereq.: A grade of B– or better in LCD 207 and 208. An introduction to the measurement and evaluation of hearing loss, stressing pure tone audiometry, basic speech audiometry, basic impedance tests, and clinical aspects of masking. An introduction to hearing aids and aural rehabilitation. Fall, Spring

**LCD 331. Audiology II.** 3 hr.; 3 cr. Prereq.: LCD 330. Diagnostic aspects of audiology, stressing site of lesion testing, basic evaluation of vestibular function, advanced speech audiometry, basic central auditory testing, and non-organic hearing loss. ††

**LCD 332. Historical Linguistics.** 3 hr.; 3 cr. Prereq.: LCD 210 or 220. Principles of language change. There are several writing assignments in this course. ††

**LCD 340. Methods and Materials of TESOL: The Content Areas.** 3 hr.; 3 cr. Prereq.: LCD 241; coreq.: LCD 341. Introduction to the theory and practice of language teaching approaches used in TESOL/ESL courses that focus on thematic units and subject areas, i.e., mathematics, science, social studies, and language arts. With particular attention to the development of language and literacy skills, the course will include adaptation of methods and materials to suit non-native speakers of English as well as special education students at the elementary and secondary levels. Fall

**LCD 341. Student Teaching Internship in TESOL I.** 3 hr. plus 20 hr. per week of student teaching; 5 cr. Coreq.: LCD 340. Supervised student teaching in ESL classes at either the elementary or secondary level, plus a weekly seminar at the college. Fall

**LCD 342. Student Teaching Internship in TESOL II.** 3 hr. plus 20 hr. per week of student teaching; 5 cr. Prereq.: LCD 340 and 341. Supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 341, plus a weekly seminar at the college. Spring

**LCD 360. Issues in Linguistic Research.** 3 hr.; 3 cr. Prereq.: LCD 101/ANTH 108. This course focuses on contemporary issues in any of the major branches of linguistics. May be repeated for credit when topics vary sufficiently. There is a substantial writing

commitment in this course. ‡‡‡

**LCD 391. Special Problems.** LCD 391.1, 1 hr.; 1 cr. LCD 391.2, 2 hr.; 2 cr. Prereq.: Permission of the department. May be repeated once for credit provided the topic is different. ††

**LCD 392. Tutorial.** LCD 392.1, 1 hr.; 1 cr. LCD 392.3, 3 hr.; 3 cr. Prereq.: Junior or senior standing. Student research under the direction of a faculty member or members. May be repeated with permission of the department. Fall, Spring

## Mathematics

**Chair:** Wallace Goldberg

**Assistant Chair for Evening Studies and Graduate Advisor:** Nick Metas

**Assistant to the Chair:** Steven Kahan

**Dept. Office:** Kiely 237, 718-997-5800

**Professors:** Braun, Cowen, Dodziuk, Emerson, Goldberg, Itzkowitz, Jiang, Kahane, Kramer, Kulkarni, Maller, Ralescu, Sultan, Weiss; **Associate Professors:** Roskes, Rothenberg, Sisser; **Assistant Professors:** Metas, Miller, Mitra, Saric, Terilla, Zakeri; **Lecturers:** Chen, Eisen, Hoffman, Kahan, Schwartz, Sims; **Laboratory Supervisor:** End; **Administrative Assistant:** Green; **Department Secretary:** Patto

**Major Offered:** Mathematics (State Education Code 26452)

The Department of Mathematics offers a program for those students who have any of the following interests or objectives: the teaching of mathematics in elementary or secondary schools, the study of computer science or the natural sciences, study in the areas of statistics, actuarial work and other applied areas, and college teaching and research in mathematics.

See page 39 for information on basic skills requirements in mathematics.

### Department Awards

The Mathematics Department offers the **Thomas A. Budne Memorial Award**, for special talent and creativity in mathematics; the **Banesh Hoffman Memorial Award**, the **Claire and Samuel Jacobs Award**, and the **Arthur Sard Memorial Award**, all presented to graduating seniors for excellence in mathematics; and the **Eva and Jacob**

‡‡‡ LCD 360 is offered in the Spring of odd-numbered years.

**Paulson Memorial Award**, presented to a graduating senior for outstanding work in mathematics. To be eligible for these awards, a student must have a high GPA in mathematics and must have taken courses beyond the minimum requirement for a major.

## THE MAJORS

Students majoring in mathematics may choose either the pure mathematics option, the applied mathematics option, the secondary education option, or the elementary education option. All students must have completed MATH 151 and 152 or the equivalents.

All majors must file an approved concentration form by the end of the upper sophomore semester. The six additional courses required for the major must be part of this concentration form.

### The Pure Mathematics Option

See the box on this page for the specific requirements for this major.

### The Applied Mathematics Option

See the boxes on this page and page 184 for the specific requirements for this major.

Each student taking the applied mathematics option must visit the department office by the end of the upper sophomore year in order to be assigned a faculty advisor, who will meet with the student at least once a year to coordinate the student's program. **With the approval of this faculty advisor**, a student may: (1) substitute one mathematics course numbered above 300 for one of the courses in Group I, and (2) replace one of the required courses in Group I with an additional course from Group II (in the same area) or with one of the following additional courses:

## Requirements for the Majors in Mathematics (Major code 074)

All students must have completed MATH 151 and 152 or the equivalent.

### The Pure Mathematics Option (Concentration code 06A)

**Required:** MATH 201 and 202 (or MATH 207), MATH 310 (or MATH 208 or 320), and either MATH 231 or 237; PHYS 121 and 122, or PHYS 103 and 204, or PHYS 145 and 146, or ECON 205 and 206, or ECON 225 and 226. Six courses must be taken from those listed in Groups A and B, at least four of which must be from Group A and include either MATH 317, 333, 613, or 617.

**Group A:** MATH 232, 317, 320, 333, 337, 395, 396, and all 600-level mathematics courses, except MATH 601. MATH 320 may not be counted as a Group A course if it has been used to satisfy the requirement above.

**Group B:** MATH 213W, 220, 223, 224, 241, 242, 245, 247, 248, 328, 503, 505, 509, 518, 524.

With the permission of the chair or the assistant chair for Evening Studies, courses in physics may be substituted for some of the courses in mathematics listed in Group A or B.

For majors centering on a specific career objective, it is recommended, but not required, that elective courses be chosen from those listed below:

**High School Teaching:** MATH 317 (or 617) and MATH 618 and 241, plus courses chosen from MATH 310, 333 (or 613), 518, 524, 619, 621, 626, 636. Courses in computer science and physics are strongly recommended.

**College Teaching:** MATH 310, 320, 337 (or 333 or 613), 609, 612, 614, 618, 619, 621, 624, 625, 626, 628, 631, 634, 636.

**Mathematical Physics:** MATH 220, 223, 224, 328, 333 (or 613), 614, 624, 628, and a number of physics courses beyond PHYS 146.

**Computer Science:** MATH 220, 223, 224, 232, 241, 242, 245, 247, 248, 310, 328, 333 (or 613), 614, 621, 623, 624, 625, 626, 628, 633, 634, 636.

**Statistics:** MATH 241, 242, 614, 621, 624, 633, and 635.

**Actuarial Work:** MATH 116, 241, 242, 271, 272, 621, 633 (particularly important); BUS 241. These courses will provide preparation for the first two actuarial examinations.

### The Applied Mathematics Option (Concentration code 06B)

All students electing the applied mathematics option must take MATH 201 and 202 (or 207); either MATH 231 or 237; either MATH 241 or 611; and CSCI 012, 080, 086 or 111 They must also take six courses from Group I, at least two of which must be numbered 300 or higher, and must follow one of the areas in Group II below:

**Group I:** MATH 208, 213W, 220, 223, 224, 232, 242, 245, 247, 248, 310, 328, 333, 503, 505, 509, 613, 614, 619, 621, 623, 624, 625, 628, 633, 634, 635, 636. Except for students in the Operations Research area, students cannot use all three of the courses MATH 247, 248, 249 in fulfilling the Group I requirement. *(continued on page 184)*

**Biology area:** BIOL 285

**Economics area:** ECON 382.

### The Secondary Education Option

See the box on page 184 for the specific requirements for this major

Each student taking this option should consult the Secondary Education and Youth Services Department about requirements for professional education courses leading to teacher certification (718-997-5150). In addition, the student must visit Prof. Alan Sultan (718-997-5845) of the Mathematics Department by the end of the upper sophomore year. Prof. Sultan will meet with the student at least once a year to coordinate the student's program.

### The Elementary Education Option

This option is available only to students enrolled in the Elementary and Early Childhood Education program (718-997-5300). See the box on page 184 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 184 for the specific requirements for the minor.

The student's program must be approved by the department; a concentration form must be filed with and approved by the department by the end of the student's lower junior semester. An overall GPA of at least 2.0 in courses numbered 171 or higher is required, and no course in which a grade below *C-* is obtained will be recognized as fulfilling the requirements for a minor.

### Actuarial Examinations

Those intending to take the Society of Actuaries examinations should take calculus through MATH 201 and MATH 241 or 611. In addition, the following courses will be helpful:

For Exam P on Probability: MATH 242, 271, 272, 621, and 633. (MATH 633 is particularly important.)

For Exam FM on Financial Mathematics: MATH 116 and BUS 241. Also recommended is self-study of the Actex Publications text *Mathematics of Investment and Credit* by S. Broverman.

## COURSES

All students planning to take a course in calculus should follow the results of the mathematics placement examination. MATH 113 and 114 do *not* prepare students for calculus; they are designed for nonmathematics and nonscience students who want

to take a course in mathematics appreciation or in probability and statistics.

In order to register for MATH 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 122.

**MATH 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 applications covered. Extensive use will also be made of today's sophisticated graphing calculators. Successful completion of the course satisfies the Basic Skills Requirement in Mathematics and prepares students for MATH 113, 114, 116, and 119.

**MATH 113. Ideas in Mathematics.** 3 hr.; 3 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra. A liberal arts mathematics course for nonmathematics, nonscience majors. Will explore several areas of mathematics to give the student an appreciation of the significance of mathematics, both in terms of its applications and of its place in the history of civilization. Subject matter drawn from virtually the entire spectrum of modern mathematics, including such areas as calculus, probability, game theory, number theory, set theory, logic, non-Euclidean geometry, topology, and group theory. Not open to students who have received credit for MATH 201 (unless permission of the chair is obtained). (SQ) Fall, Spring

**MATH 114. Elementary Probability and Statistics.** 3 hr.; 3 cr. Prereq.: Two and one-half years of high school mathematics including intermediate algebra. An introduction to mathematical probability and statistics for the general student. Not open to mathematics, physics, or chemistry majors, or to students receiving credit for MATH 241, 611, 621, or 633. (SQ) Fall, Spring

**MATH 115. College Algebra for Precalculus.** 3 hr.; 3 cr. Prereq.: Knowledge of elementary algebra. Topics include: linear, polynomial, rational, and radical expressions as mathematical models; solving equations and systems of equations that arise through the application of these models.

**MATH 116. Mathematics of Finance.** 3 hr.; 3 cr. Prereq.: Knowledge of intermediate algebra. Topics include simple interest, compound interest, mortgages, bonds, depreciation, annuities, and life insurance. (SQ) Fall, Spring

## Requirements for the Majors in Mathematics (continued)

**Group II:** Consult your advisor for an updated list.

**Biology area:** BIOL 107, 108, and CHEM 113, 114 (or equivalent).

**Computer Science area:** CSCI 111 plus any three computer science courses numbered CSCI 211 or higher which carry 3 or more credits.

**Economics area:** ECON 101, 102, and ECON 205, 206 or 225, 226.

**Physics area:** PHYS 145, 146 and any two physics courses numbered PHYS 221 or higher which carry 3 or more credits.

**Psychology area:** PSYCH 101, 107, 213W, and any two psychology courses numbered PSYCH 214 or higher. Students should include either MATH 242 or 633 among the courses chosen from Group I.

**Operations Research area:** Three additional courses from Group I, to make a total of nine; the nine courses must include MATH 247 (or 248), 623, and 633.

**Custom area:** A series of courses making up a meaningful program in an area in which mathematics has significant application. This series must be approved by the student's faculty advisor.

All students must have completed MATH 151 and 152 or the equivalent(s).

### The Secondary Education Option (Concentration code 06C)

**Required:** MATH 231 or 237; 201, 505; MATH 241 or 611; MATH 518; MATH 220; 333, or 613; MATH 385; CSCI 111 and 211; SEYS 201, 221, 340, 350, 361, 371, 381. Three or four additional courses as follows: Three additional courses chosen from Lists X and Y below, of which at least two must be from List X, OR four additional courses chosen from Lists X and Y below, of which at least one must be from List X.

**List X:** MATH 310, 317 (or 617), 609, 612, 618, 619, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 317 (or 617), 618, and 619.

**LIST Y:** MATH 202, 213W, 223, 232, 242, 245, 247, 248, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 202 is usually required for entry into master's degree programs in mathematics.

A year of college physics is recommended.

### The Elementary Education Option (Concentration code 06D)

**Required:** MATH 119, 141–143 (or 151–152), 220, 231, 241, 509, 518 (or 618), and CSCI 080 or higher. One additional math course will be chosen with the advice and approval of the student's department advisor. Each student must obtain a department advisor by the beginning of the junior year.

### Requirements for the Minor in Mathematics (Minor code 70)

**Required:** MATH 201 and at least four other courses numbered MATH 171 or higher, with the following exceptions: MATH 120 may be included as part of the minor; MATH 271, 272, and 385 may not be included as part of the minor; no more than one of MATH 120, 220, or 601 may be included as part of the minor. (Elementary education students should consult that department for their special requirements for a minor in mathematics.)

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

**MATH 119. Mathematics for Elementary School Teachers.** 3 hr.; 3 cr. This course is designed to make prospective elementary schoolteachers aware of the beauty, meaning, and relevance of mathematics. Topics are taken from those areas of mathematics that are related to the elementary school curriculum, and emphasis is placed on clearing up common misunderstandings of mathematical concepts and results. (SQ) Fall, Spring

**MATH 120. Discrete Mathematics for Computer Science.** 3 hr.; 3 cr. Prereq.: MATH 122 or the equivalent. This course lays the groundwork for further courses in discrete mathematics and theoretical computer science. Topics include sets, functions, relations, formal logic (propositional and predicate calculus); elementary number theory; elementary combinatorics and discrete probability; introductory abstract algebra, monoids, and groups. Not open to students who have received credit for MATH 220. Fall, Spring

**MATH 122. Precalculus.** 4 hr.; 4 cr. Prereq.: Three years of high school math. This course offers a thorough introduction to the topics required for calculus. Topics 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.

**MATH 131. Calculus with Applications to the Social Sciences I.** 3 hr.; 3 cr. Prereq.: MATH 122, or placement by departmental exam, or permission of the department. The first part of a two-semester sequence (MATH 131 and 132) intended to introduce the fundamental ideas and techniques of calculus to nonscience students. Special emphasis is given to applications. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Topics include functions and graphs; derivatives and differentiation techniques; the marginal concept in economics; optimization methods; compound interest; exponential and logarithmic functions. Not open to students who are taking or who have passed MATH 141 or 151. (SQ) Fall, Spring

**MATH 132. Calculus with Applications to the Social Sciences II.** 3 hr.; 3 cr. Prereq.: MATH 131. A continuation of MATH 131. Topics include integrals and integration techniques; applications of integrals to statistics via probability densities; consumer's and producer's surplus; elementary differential equations; functions of several vari-

ables; optimization methods; Lagrange multipliers; multiple integrals. (SQ)††

**MATH 141. Calculus/Differentiation.** 3 hr.; 3 cr. Prereq.: MATH 122, or placement by departmental exam, or permission of the department. The first part of a three-semester sequence (MATH 141, 142, 143), covering the same material as MATH 151 and 152. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Not open to students who are taking or who have passed MATH 131 or 151. (SQ) Fall, Spring

**MATH 142. Calculus/Integration.** 3 hr.; 3 cr. Prereq.: MATH 141. A continuation of MATH 141. Not open to students who are taking or who have passed MATH 151. (SQ) Fall, Spring

**MATH 143. Calculus/Infinite Series.** 3 hr.; 3 cr. Prereq.: MATH 142. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. Not open to students who are taking or who have passed MATH 152. (SQ) Fall, Spring

**MATH 151. Calculus/Differentiation & Integration.** 4 hr.; 4 cr. Prereq.: MATH 122, or placement by departmental exam, or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics, physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, antiderivatives. Not open to students who are taking or who have passed MATH 131 or 141. (SQ) Fall, Spring

**MATH 152. Calculus/Integration & Infinite Series.** 4 hr.; 4 cr. Prereq.: MATH 151. Deals with several aspects of differential and integral calculus. Among the topics studied are the definite integral, applications of the definite integral, the differentiation of logarithmic, exponential, and inverse trigonometric functions, integration, indeterminate forms, improper integrals, infinite series, and expansions of functions. Applications to problems of geometry and physics. Not open to students who are taking or who have passed MATH 142. (SQ) Fall, Spring

**MATH 157, 158. Honors Calculus I, II.** 4 hr.; 4 cr. each semester. Prereq.: Permission of the chair. Intensive courses that are the first year of a two-year sequence (MATH

157, 158, 207, 208) that will cover elementary and advanced calculus. A rigorous treatment of calculus from a modern point of view is given. The best mathematics students are urged to take this course. Students taking this course can receive advanced placement credit for calculus courses taken in high school. Not open, without permission of the department chair, to students who have passed MATH 141 or 151. (SQ) 157–Fall; 158–Spring

**MATH 171. Computer Solutions of Mathematical Problems.** 2 hr.; 2 cr. Prereq. or coreq.: MATH 143 or 152. Solution of problems arising in calculus, using BASIC or another suitable programming language. No prior computer experience or knowledge of a computer language is necessary. Not open to students who are taking or who have received credit for MATH 624 or CSCI 361. Fall, Spring

**MATH 190. Studies in Mathematics.** MATH 190.1–190.6, 1–6 hr.; 1–6 cr. Prereq.: Permission of the chair. Topic announced in advance. May be repeated for credit if topic is different.††

**MATH 201. Calculus.** 4 hr.; 4 cr. Prereq.: MATH 143 or 152. A continuation of the work of MATH 143 or 152. The topics include polar coordinates, vectors, solid analytic geometry, vector-valued functions, double and triple integrals, functions of several variables, partial derivatives. Wherever possible, applications are made to problems of geometry and physics. Not open to students who are taking or who have passed MATH 132 (unless permission of the chair is obtained). (SQ) Fall, Spring

**MATH 202. Advanced Calculus.** 4 hr.; 4 cr. Prereq.: MATH 201 and either MATH 231 or 237, or permission of the chair. Vector-valued functions, higher-order derivatives, maxima and minima of functions of several variables, integrals over paths and surfaces, vector analysis. (SQ) Fall, Spring

**MATH 207, 208. Honors Calculus III, IV.** 4 lec. hr., 1 conf. hr. and independent work; 5 cr. each sem. Prereq.: MATH 158 or 201 and permission of the chair. Continuation of Honors Calculus I and II (MATH 157, 158), including topics of advanced calculus. (SQ) 207–Fall; 208–Spring

**MATH 213W. Discovering Mathematics with Mathematica.** 4 hr.; 4 cr.; Prereq.: One semester of calculus. Students will learn to program in Mathematica, a high-level programming language, and use this capability to explore a number of interesting problems taken from number theory, combinatorics, probability, game theory, and calculus. They will learn how to conduct research in mathematics, using Mathematica, and also how to write up their

research effort in a final project. No prior experience in programming is necessary. (Students may not receive credit for both this course and MATH 503).

**MATH 220. Discrete Mathematics.** 3 hr.; 3 cr. Prereq.: One semester of calculus, or permission of the instructor. Topics taken from the subjects of logic and switching circuits, set theory, combinatorics, graph theory, and their applications. Not open to students who have received credit for MATH 120. (SQ) Fall

**MATH 223. Differential Equations with Numerical Methods I.** 3 hr.; 3 cr. Prereq.: MATH 201 and 231. First order linear, separable, and exact equations; second order linear equations; series solutions; existence and uniqueness theorem; numerical solutions; applications. Students receiving credit for this course may not receive credit for MATH 217. (SQ) Fall, Spring

**MATH 224. Differential Equations with Numerical Methods II.** 3 hr.; 3 cr. Prereq.: MATH 223, and either MATH 231 or 237. Linear systems of equations; stability of linear systems, orbits, phase portraits, periodic solutions, stability; boundary value problems; applications. (SQ) Fall

**MATH 231. Linear Algebra I.** 4 hr.; 4 cr. Prereq.: One semester of calculus. An introduction to linear algebra with emphasis on techniques and applications. Topics to be covered include solutions of systems of linear equations, vector spaces, bases and dimension, linear transformations, matrix algebra, determinants, eigenvalues, and inner products. Not open to students who are enrolled in or who have completed MATH 237. (SQ) Fall, Spring

**MATH 232. Linear Algebra II.** 3 hr.; 3 cr. Prereq.: MATH 231. A second course in linear algebra. Topics include a continuation of matrices and linear transformations, canonical forms, invariants, equivalence relations, similarity of matrices, eigenvalues and eigenvectors, orthogonal transformations and rigid motions, quadratic forms, bilinear maps, symmetric matrices, reduction of a real quadratic form and applications to conic sections and quadric surfaces. Not open except by permission of the chair to students who are enrolled in or who have completed MATH 237. (SQ) Fall

**MATH 237. Honors Linear Algebra.** 4 hr.; 4 cr. Prereq.: Permission of the chair. An intensive course in linear algebra for superior mathematics students. Not open to students who are enrolled in or who have completed MATH 231. (SQ)††

**MATH 241. Introduction to Probability and Mathematical Statistics.** 3 hr.; 3 cr. Prereq. or coreq.: MATH 132 or 143 or 152. An

introduction to the basic concepts and techniques of probability and statistics with an emphasis on applications. Topics to be covered include the axioms of probability, combinatorial methods, conditional probability, discrete and continuous random variables and distributions, expectations, confidence interval estimations, and tests of hypotheses using the normal,  $t$ -, and chi-square distributions. Students taking this course may not receive credit for MATH 114, except by permission of the chair. Not open to students who are taking or who have received credit for MATH 611. (SQ) Fall, Spring

**MATH 242. Methods of Mathematical Statistics.** 3 hr.; 3 cr. Prereq.: MATH 241. A study of those methods of mathematical statistics that are most frequently used in the natural and social sciences, as well as actuarial science. Topics include estimation testing of statistical hypotheses, nonparametric tests, analysis of variance, correlation and regression analysis, and other methods of statistical analysis. (SQ) Fall

**MATH 245. Mathematical Models.** 3 hr.; 3 cr. Prereq.: MATH 132 or 142 or 152, and permission of the instructor. Construction, analysis, and assessment of mathematical models as they arise in the physical, biological, and social sciences. Specific topics to be announced in advance. May be repeated for credit with permission of the chair. (SQ) Spring

**MATH 247. Linear Programming and Game Theory.** 3 hr.; 3 cr. Prereq.: MATH 231 or 237. Methods for handling optimization problems that arise in management, engineering, physical sciences, and social sciences. Topics include convex geometry, the simplex algorithm, duality theory, and the Von Neumann minimax theorem of game theory. (SQ) Fall

**MATH 248. Nonlinear Programming.** 3 hr.; 3 cr. Prereq.: MATH 201 and either MATH 231 or 237. Iterative methods for solving nonlinear optimization problems; techniques for handling problems with and without constraints; termination criteria and convergence analysis. (SQ) Spring

**MATH 271. Actuarial Mathematics I: Calculus and Probability.** 1 hr.; 1 cr. Prereq.: MATH 201; coreq.: MATH 241 or 611. This course covers material in calculus and some probability required for the Course 1 Examination of the Society of Actuaries. Fall

**MATH 272. Actuarial Mathematics II: Probability and Risk Management.** 1 hr.; 1 cr. Prereq.: MATH 201 and 241 (or 611); coreq.: at least one of MATH 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

**MATH 290. Studies in Mathematics.** MATH 290.1–290.6, 1–6 hr.; 1–6 cr. Prereq.: Permission of the chair. Topic announced in advance. May be repeated for credit if topic is different.††

**MATH 310. Elementary Real Analysis.** 3 hr.; 3 cr. Prereq.: MATH 201. Rigorous introduction to functions of a real variable. Topics include real numbers and the completeness property; limits of sequences; elementary topological concepts; continuity and uniform continuity; sequences and series of functions, derivatives; Taylor's theorem; the Riemann integral. (SQ) Fall

**MATH 317. Foundations of Analysis.** 3 hr.; 3 cr. Prereq.: MATH 201. Language of logic and set theory; relations and functions; Peano systems; iterative processes; the natural numbers; integers and integral domains; rational numbers and fields; completeness and the real numbers; alternative characterizations of the real numbers; Archimedean order. Undergraduate students may elect MATH 617 in place of MATH 317. Students may not take both courses. (SQ) Spring

**MATH 320. Introduction to Point Set Topology.** 3 hr.; 3 cr. Prereq. or coreq.: MATH 201. Presents the basic concepts and some of the fundamental results of point-set topology. (SQ) Spring

**MATH 328. Introduction to Partial Differential Equations.** 3 hr.; 3 cr. Prereq.: MATH 223. Topics covered include partial differential equations, Fourier series, and boundary value problems. (SQ) Spring

**MATH 333. Introduction to Algebraic Structures.** 3 hr.; 3 cr. Prereq.: MATH 231. Theory of groups, including cyclic and permutation groups, homomorphisms, normal and factor groups. Theory of rings, integral domains, field of quotients, maximal and prime ideals, rings of polynomials, field extensions. Students may not take both MATH 333 and 613. (SQ) Fall

**MATH 337. Honors Abstract Algebra I.** 3 hr.; 3 cr. Prereq.: Permission of the 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 MATH 337 without completing MATH 338. Credit may not be received for both MATH 337 and either MATH 333 or 613. It is suggested that students needing a slower presentation of abstract algebra register for MATH 333 or 613 instead.) (SQ)††

**MATH 385, 385W. Mathematical Foundations of the Secondary School Curriculum.** 3 hr.; 3 cr. Prereq.: MATH 201, or permis-



sion of the instructor. Designed to give prospective secondary school mathematics teachers an understanding of the mathematics they will be teaching as well as the history of mathematics. An examination will be made of the thought underlying the secondary curriculum, from a consideration of the nature of mathematics and mathematical thought to the construction of simple mathematical models drawn from secondary school topics. Spring

**MATH 390. Studies in Mathematics.** MATH 390.1–390.6, 1–6 hr.; 1–6 cr. Prereq.: Permission of the chair. Topics announced in advance. May be repeated for credit if topic is different.††

**MATH 391, 392. Special Problems.** MATH 391.1–391.5, 1–5 hr.; 1–5 cr., MATH 392.1–392.5, 1–5 hr.; 1–5 cr. each sem. Prereq.: Junior or senior standing and permission of the chair. Each student works on a minor research problem under the supervision of a member of the department. Only students of exceptional mathematical ability and promise are admitted to the course.††

**MATH 395. Honors Seminar I.** MATH 395.3–395.6, 3–6 hr.; 3–6 cr. Prereq.: Permission of the instructor. A specific area of current research interest will be studied. As the specific material covered may vary from year to year, this course may be taken for credit more than once if the subject matter changes.††

**MATH 396. Honors Seminar II.** MATH 396.3–396.6, 3–6 hr.; 3–6 cr. Prereq.: MATH 395. Continuation of MATH 395.††

The following graduate courses are open to qualified undergraduate students. Consult the *Graduate Bulletin* for course descriptions and information.

**MATH 503. Mathematics from an Algorithmic Standpoint.**

**MATH 505. Mathematical Problem-Solving.**

**MATH 509. Set Theory and Logic.**

**MATH 518. College Geometry.**

**MATH 524. History of Mathematics.**

**MATH 525. History of Modern Mathematics.**

**MATH 550. Studies in Mathematics.**

**MATH 555. Mathematics of Games and Puzzles.**

**MATH 601. Discrete Mathematics for Computer Science.**

**MATH 609. Introduction to Set Theory.**

**MATH 611. Introduction to Mathematical Probability.**

**MATH 612. Projective Geometry.**

**MATH 613. Algebraic Structures.**

**MATH 614. Functions of Real Variables.**

**MATH 616. Ordinary Differential Equations.**

**MATH 617. Number Systems.**

**MATH 618. Foundations of Geometry.**

**MATH 619. Theory of Numbers.**

**MATH 621. Probability.**

**MATH 623. Operations Research (Probability Methods).**

**MATH 624. Numerical Analysis I.**

**MATH 625. Numerical Analysis II.**

**MATH 626. Mathematics and Logic.**

**MATH 628. Functions of a Complex Variable.**

**MATH 630. Differential Topology.**

**MATH 631. Differential Geometry.**

**MATH 632. Differential Forms.**

**MATH 633. Statistical Inference.**

**MATH 634. Theory of Graphs.**

**MATH 635. Stochastic Processes.**

**MATH 636. Combinatorial Theory.**

**MATH 650. Studies in Mathematics.**

# Media Studies

**Chair:** Richard M. Maxwell

**Chair, Undergraduate Studies Committee:** Heather Hendershot

**Coordinator, Graduate Program in Media Studies:** Jonathan Buchsbaum

**Dept. Office:** G Building 100, 718-997-2950

**Professors:** Buchsbaum, Liebman, Maxwell;

**Associate Professor:** Hendershot; **Assistant**

**Professors:** Beloff, Einstein, Gates, Herzog,

Lyon, Mukherjee, Ouellette; **Lecturer:**

Macmillan; **College Laboratory Technicians:**

Ruiz, Sun; **Department Secretary:** Pilate

**Major Offered:** Media Studies (State Educa-

tion Code 02702)

Courses in the department provide students with a better understanding of self and society through a comprehensive overview of media institutions, forms, contents, creative processes, and social effects. They assist in preparing the student for professions that require historical, theoretical, and creative knowledge of the media, such as education, the law, government service, the ministry, advertising and public relations, social services, industrial communications, and the arts and humanities. A major in the department encourages the student to view the media, both in the United States and around the world, as a unified field of study, while allowing a concentration in subjects and areas of special personal interest.

## Department Award

The department annually presents the **Special Achievement in Multicultural Communication Studies Award** to a student with a grade-point average of 3.6 or above who has made outstanding contributions to the study of women and/or minorities from a media perspective. Awards for the best essay in media studies and best creative project are also offered.

## Areas of Study

The department offers work in several major areas of study, including film and television studies, advertising and marketing, international communications, and the media arts. Each area is designed to provide a comprehensive understanding of the substance and form of message variables in a variety of media systems, including speech, film, radio, television, narrowcast broadcasts, the Internet, and the World Wide Web. Students are introduced to research-oriented, rhetorical, and aesthetic approaches. Theory and research courses are complemented by basic and upper-level courses in film and television production. Students may also elect a limited number

of credits in internship programs at major corporate and public institutions in the greater New York area. They may also create special courses of study (see below).

### Major Standing

Students should file for major standing no earlier than the latter half of the second semester in residence. To become a major, the student must file an Application for Major Standing, available in the department office. Applications may be filed at any time during the semester. To maintain major standing after filing, the student should pursue the elected major program with approval of his or her major advisor, who will be assigned when the Application for Major Standing is filed. The major program must receive formal approval for graduation during the student's final semester in residence. Freshmen who intend to be media studies majors are advised to select department core courses or other courses at the 100 level (see below) during the freshman year. Close attention should always be paid to appropriate prerequisites, which will be enforced.

### THE MAJOR

A major in media studies consists of not fewer than 36 nor more than 42 credits. See the box below for the specific requirements for this major.

Appropriate prerequisites will always be enforced. **Note:** A minimum grade of *C* is required in order for a course to be counted toward the major.

### THE MINOR

The minor consists of 21 credits forming a coherent course of study. The minor requires careful planning, and consultation with departmental faculty is advisable. See the box below for the specific requirements for the minor.

### FILM STUDIES

Queens College offers an interdisciplinary major in film studies (see page 156), many of whose courses are offered through the Media Studies Department. Students interested in post-graduate training or careers in

film making, film criticism, and television studies should consider this option. Film students may consult with the director of the Film Studies program for counseling about professional schools and careers.

### COURSES\*

**MEDST 100. Media Technologies from Gutenberg to the Internet.** 3 hr.; 3 cr. Broad historical survey of media technologies and their social implications. Fall, Spring

**MEDST 101. The Contemporary Media.** 3 hr.; 3 cr. Survey of contemporary media institutions and their economic, social, political, and cultural implications. Fall, Spring

**MEDST 103. Interpersonal Communication.** 3 hr.; 3 cr. Basic concepts and processes of human communication with special emphasis on the role of individual factors in group interaction. Theoretical and experiential consideration of such topics as communication models, verbal and nonverbal codes, perception, and self-concept. Fall, Spring

**MEDST 104. The Role of Rhetoric in American Society.** 3 hr.; 3 cr. Analysis of the role of rhetoric in creating and resolving public problems through various media.

**MEDST 110. Political Communication.** 3 hr.; 3 cr. A survey of the major approaches to American, comparative, and international political communication. Covers such topics as the language of politics, communication in political decision-making, the rhetoric of politics, mass communication, and political behavior. (SS) Fall, Spring

**MEDST 143. History of the Cinema I: 1880 to 1930.** 4 hr.; 3 cr. Survey of the motion picture from the pre-cinematic origins of motion picture technology through the rise of the silent film industry and the transition to sound. Significant films are viewed and discussed.

**MEDST 144. History of the Cinema II: 1930 to 1970.** 4 hr.; 3 cr. Development of the cinema from the institutional changes and aesthetic values of world cinema after the rise of the sound film, through the emergence of the New Waves in European,

Japanese, and American cinema in the 1960s.

**MEDST 145. History of Broadcasting.** 3 hr.; 3 cr. The history of radio and television broadcasting from the 1920s to the present. Using an interdisciplinary approach, the course focuses on broadcasting institutions, issues, research trends, and program format analysis. Fall, Spring

**MEDST 146. History of the Cinema III: 1970 to the Present.** 4 hr.; 3 cr. Development of the cinema from 1970 to the present. Covers economic, institutional, and aesthetic changes in cinema from the rise of the blockbuster to the emergence of new national cinemas around the world.

**MEDST 151. Public Speaking.** 3 hr.; 3 cr. Application of principles of speech preparation to major types of public address; study of selected speeches to illustrate major types; presentation of speeches; policy-forming, professional, social, and ceremonial.

**MEDST 165. Oral Communication in the Workplace.** 3 hr.; 3 cr. Study of the role of communication as a variable defining, organizing, mediating, and affecting the outcomes of interactions within organization environments. Introduction to and mastery of basic oral formats and nonverbal communication techniques likely to be useful as a participant in corporate organizations. Some sections of this course will be limited to students enrolled in the Business and Liberal Arts minor and some sections of this course will be limited to students admitted to the major in business administration.

**MEDST 200. Principles of Sound and Image.** 4 hr.; 3 cr. An examination of the formal conventions of media and their critical analysis, with examples drawn from television, film, and advertisements. Students will be introduced to basic principles of composition, editing, and camera movement. They will apply these principles in short writing and production assignments. Fall, Spring

**MEDST 220. Television Theory and Criticism.** 3 hr.; 3 cr. Prereq.: MEDST 145. Explores key concepts in television theory and teaches students strategies of television analysis.

**MEDST 225. Ethnicity in American Media.** 3 hr.; 3 cr. Prereq.: MEDST 100 or 101. Examines ethnic and/or foreign language media in the United States, emphasizing issues of regulation, content, and foreign ownership. May also address representation

#### Requirements for the Major in Media Studies (Major code 022)

**Required:** MEDST 100, 101, 200, and 300W, and three courses at the 300 level, at least two of which must be designated as writing intensive (W).

**Electives:** Five additional elective courses, possibly including three credits of MEDST 392 Internship.

#### Requirements for the Minor in Media Studies (Minor code 71)

**Required:** MEDST 100, 101, 200, and 300W.

**Electives:** Three courses of the student's choice from departmental offerings. At least two of the three must be at the 200 level or above.

\*MAT charges are possible.

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

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

of different ethnic groups in mainstream English language media.

**MEDST 240. Styles of Cinema.** 4 hr.; 3 cr. Prereq.: MEDST 200 or 143 or 144. Intensive introduction to film analysis through an exploration of selected cinematic styles such as Realism, Expressionism, and Surrealism. (H2)

**MEDST 241. Multimedia.** 3 hr.; 3 cr. Prereq.: MEDST 200. Exploration and analysis of the emerging technology of interactive computer-based multimedia as a contemporary communications 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.

**MEDST 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

**MEDST 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.

**MEDST 244. 16mm Film Production.** 4 hr.; 3 cr. Prereq.: MEDST 200 and 143 or 144. Students will storyboard, shoot, and edit a series of 16mm film assignments.

**MEDST 245. Screenwriting.** 3 hr. plus conf.; 3 cr. Prereq.: MEDST 143 or 144 or 145 or 200, or permission of the department. Principles and practice of writing for radio, television, and film. Fall, Spring

**MEDST 249. Media Performance.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: MEDST 200, or permission of the department. The development of the performer in radio, television, and film.

**MEDST 250. Freedom of Speech.** 3 hr.; 3 cr. Prereq.: MEDST 110 or 145, or permission of the department. Regulation and control of communication through legal restriction, censorship, and self-regulation.

**MEDST 251. Argumentation.** 3 hr.; 3 cr. Prereq.: MEDST 104 or 110, or permission of the department. Analysis of public propositions, accumulation and testing of evidence, formulation and critical evaluation of reasoning, structuring of argument, processes of attack and defense, and effective communication of argument, with an emphasis upon legal and political communication.

**MEDST 252. Small Group Communication.** 3 hr.; 3 cr. Prereq.: MEDST 103. Study and illustration of small group communication.

**MEDST 254. Communication in Intergroup Conflict and Conflict Resolution.** 3 hr.; 3 cr. Prereq.: MEDST 103 or 110. Study of the theory of conflict and the theories of conflict resolution, with emphasis on communication as the significant variable in conflicts among groups.

**MEDST 255. New Technologies.** 3 hr.; 3 cr. Prereq.: MEDST 100. Detailed examination of the regulation and social impact of emerging technologies such as the Internet and new telephonic and audiovisual media.

**256. Media Censorship.** 3 hr.; 3 cr. Prereq.: MEDST 100 or 110 or 145, or permission of the department. Overview of film, television, radio, and arts censorship in the United States from World War I to present.

**MEDST 257. Nonverbal Communication.** 3 hr.; 3 cr. Prereq.: MEDST 103, or permission of the department. Non-linguistic behavior and message systems with emphasis on communication by means of spatial relationships (proxemics) and body movement (kinesics) and with attention to communication by means of touch, vocal cues, personal adornment, and objects.

**MEDST 259. Cultural Factors in Communication.** 3 hr.; 3 cr. Prereq.: MEDST 103 and sophomore standing. An examination of cultural factors influencing messages and interpersonal behavior, such as roles, stereotypes, prejudices, verbal and nonverbal languages, use and organization of time and space, social structures.

**MEDST 260. Advertising and Marketing.** 3 hr.; 3 cr. Prereq.: MEDST 101. Study of the development, production, placement, and evaluation of advertising as a form of business communication which also reflects and influences consumer and popular culture in the United States.

**MEDST 261. National Identity and Media.** 3 hr.; 3 cr. Prereq.: MEDST 100 or 101 or 110. Examines the role media play in shaping concepts and experiences of nation, nationalism, and national identity.

**MEDST 262. Political Economy of Media.** 3 hr.; 3 cr. Prereq.: MEDST 101 or 110 or 145. Examines the economic underpinnings of the communication industries and their impact on the production, consumption, form, and content of cultural goods.

**MEDST 263. The American Film Industry.** 4 hr.; 3 cr. Prereq.: MEDST 143 or 144 or 146. Surveys the rise and fall of the studio system; the star system; financing and marketing of mainstream films; the economics of independent cinema; and globalization. Also focuses on directors who have worked outside of the system or who have straddled the independent and the mainstream film worlds.

**MEDST 264. Media Management.** 3 hr.; 3 cr. Prereq.: MEDST 101. Introduction to management of the broadcast and cable television industries. Explores techniques and skills needed to manage modern television organizations. Subjects studied include programming, production, advertising, regulation, and the effects of new technologies.

**MEDST 265. Producing Independent Movies and Media.** 3 hr.; 3 cr. Introduction to the production of independent movies, programs, series, and other media within the current media business environment. Students will learn about researching and writing compelling treatments, budgeting, and the actual presentation and "pitching" of projects in a professional manner. Additionally, students will study legal issues in filmmaking, resume writing techniques, and the basic practices of fund-raising. Students come out of the course with one project, ready for development, funding, and pre-production.

**MEDST 281. Intermediate Studies in Media.** 3 hr.; 3 cr. Prereq.: Permission of the department. Study in a specialized area in the field. Exams or papers involving research will be assigned. May be repeated once for credit providing the topic is different.

**MEDST 300W. Media Criticism.** 3 hr.; 3 cr. Prereq.: MEDST 200 or 220. Survey of a variety of critical approaches to the study of media texts. This is a writing-intensive course. Fall, Spring

**MEDST 310. Television Field Production.** 4 hr.; 3 cr. Prereq.: MEDST 243, or permission of the department. Specific principles and techniques of on-location video production including concept and design, elements of television scriptwriting, camera techniques, lighting, sound, and editing.

**MEDST 311. Media Practicum I.** 3 hr.; 1 cr. Prereq.: The student must have production skills appropriate to the selected project. Students applying for the course must have a faculty sponsor. The student must complete a media production project in film, video, or sound under faculty supervision and sponsorship. MEDST 311 and 312 may be repeated for up to 3 credits in any combination.

**MEDST 312. Media Practicum II.** 3 hr.; 1 cr. Prereq.: Upper junior or senior standing. Appropriate media skills required. Admission by permission of the instructor only. The student will apply media production skills in assisting the teaching of media production courses. MEDST 311 and 312 may be repeated for up to 3 credits in any combination.

**MEDST 313. Creative Sound Production.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: MEDST 200.

A study of sound as a creative medium in theory and practice: motion picture soundtracks, sound art works, radio broadcasts, historical recordings, as well as sound recording and editing using new computer technologies.

**MEDST 314. Television Direction.** 4 hr.; 3 cr. Prereq.: MEDST 242, or permission of the department. Theory and practice of television direction.

**MEDST 316. Commercial Production.** 4 hr.; 3 cr. Prereq.: MEDST 242 and 243, or permission of the 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.

**MEDST 317. Advanced Digital Editing.** 4 hr.; 3 cr. Prereq.: One course from MEDST 241, 243, 244, 310, 313, or 316. Nonlinear editing as a creative discipline using Final Cut Pro HD, LiveType, and DVD Studio Pro. The class will cover shot-by-shot analysis of scenes from feature films, shot construction from storyboard to finished film, sound editing, as well as special effects. Each student will make one short narrative video during the course of the semester.

**MEDST 320, 320W. Gender and Media.** 3 hr.; 3 cr. Prereq.: MEDST 220 or 300W. Focuses on spectatorship and representation of femininity and masculinity in both mainstream and alternative media.

**MEDST 321, 321W. News Analysis.** 3 hr.; 3 cr. Prereq.: MEDST 101 and 110 or 262. Analysis of information and news transmitted by print and electronic media.

**MEDST 322, 322W. Children's Television.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 145 or 220. Examines history, aesthetics, economics, and ideology of children's television programming in the United States from the late 1940s to the present. Also addresses regulatory and ethical issues.

**MEDST 325, 325W. Radical Critiques of Mass Communication.** 3 hr.; 3 cr. Prereq.: MEDST 200. Critical examination of radical analyses of mass media, products, and institutions.

**MEDST 326, 326W. Media and Activism.** 3 hr.; 3 cr. Prereq.: MEDST 101. Critical examination of the role of various media in social activism and protest movements from the 1960s to the present.

**MEDST 330, 330W. The Music Industry.** 3 hr.; 3 cr. Prereq.: MEDST 101. Overview of the history of the music industry in the United States. The course examines music technology, economics, industry structures,

marketing, audiences, and artistic innovations and trends.

**MEDST 341, 341W. Theory of Film.** 3 hr.; 3 cr. Prereq.: MEDST 143 or 144, or permission of the department. Explores key concepts in film theory as well as writings of critics and directors. (H2)

**MEDST 342, 342W. VT: Special Topics in Genre.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 143 or 144 or 145. Historical and theoretical study of selected genres in film and television. Normally, one genre, such as comedy, melodrama, film noir, or the western, will be selected for intensive examination. May be repeated once for credit provided the topic is different.

**MEDST 343W. Nonfiction Forms.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 143 or 144 or 145. Study of strategies of nonfiction film, television, and video. Includes examination of important theories of documentary production.

**MEDST 344, 344W. VT: Special Topics in National Cinemas.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 143 or 144. Examination of film production in various countries or geographic/linguistic communities, such as Italy, France, Russia, or Latin America. The course will usually focus on production in a single country or community. May be repeated once for credit provided the topic is different.

**MEDST 345, 345W. VT: Great Directors.** 4 hr.; 3 cr. Prereq.: MEDST 240 or 263. Intensive examination of one or more directors, such as Alfred Hitchcock, Chantal Ackerman, John Woo, Abbas Kiarostami, Márta Mészáros, or Martin Scorsese, will be selected for intensive examination. May be repeated once for credit provided the topic is different.

**MEDST 346, 346W. African-Americans in American Film and Television.** 3 hr.; 3 cr. Prereq.: MEDST 200, and 143 or 144 or 145. An historical and critical consideration of the diverse ways African-Americans have participated in American cinema and television. Course will examine prominent actors, directors, and other industry workers as well as critical discourses about the subject.

**MEDST 350, 350W. Propaganda.** 3 hr.; 3 cr. Prereq.: MEDST 100 and 110. Use of media to influence public opinion in political and social campaigns. Media audiences and theories of attitude change.

**MEDST 351. Communication and the Legal System.** 3 hr.; 3 cr. Prereq.: MEDST 110 and 250 or 256. Examination of communication and the legal system, with attention to legal counseling and interviewing, negotiating, advocacy, and use of media.

**MEDST 352W, 353W. Historical Studies of Public Discourse.** 3 hr.; 3 cr. Prereq.: Junior standing and MEDST 101 or 110. Studies of the role of public discourse in political, social, and intellectual life.

**MEDST 352, 352W. Discourse of the Classical Period.** (H3, PN)

**MEDST 353, 353W. American and British Discourse to 1900.** (H3)

**MEDST 355, 355W. The Aesthetics of Communication.** 3 hr.; 3 cr. Prereq.: MEDST 200 and 300W. Aesthetic aspects of events in communication—visual, aural, written, and gestural—are explored. (H3)

**MEDST 357, 357W. Media, Law, and Ethics.** 3 hr.; 3 cr. Prereq.: MEDST 250 or 256. This course is an advanced study of issues and problems arising from legal regulation and ethical considerations of media activities. Such areas as defamation, informational privacy, reporters' rights, shield laws, copyright laws, and the covering of terrorist activities will be explored.

**MEDST 359, 359W. International Telecommunications Policy.** 3 hr.; 3 cr. Prereq.: MEDST 262. Examines the history, issues, and institutions that have shaped international telecommunication policy.

**MEDST 360, 360W. Global Media.** 3 hr.; 3 cr. Prereq.: MEDST 262. Comparisons of media industries around the world, with reference to the impact of globalization on print and electronic media in local, regional, and national contexts.

**MEDST 381, 381W. Advanced Studies in Media.** 3 hr.; 3 cr. Prereq.: Permission of the department. Intensive study in an area of the department; each semester a special subject will be selected; papers involving research will be assigned. May be repeated once for credit provided the topic is different.

**MEDST 391. Special Problems.** 1 conf. and 9 hr.; 3 cr. Prereq.: Media Studies major of upper junior or senior standing with a minimum 3.0 grade-point average and written permission of the instructor before registration, plus written permission of the chair. Students with less than a 3.0 grade-point average must petition the department's Undergraduate Studies Committee for the privilege of taking the course. Individual research under the direction of a member or members of the department; weekly reports to the research advisor and presentation of such paper or papers as the advisor may require. Credit toward major determined by topic. Fall, Spring

**MEDST 392. Internship.** MEDST 392.3, 135 hr.; 3 cr., MEDST 392.6, 270 hr.; 6 cr. Prereq.: Media studies major of upper jun-

ior or senior standing with a minimum 3.0 grade-point average, permission of the department, and evidence of sufficient preparation through relevant prior coursework. Students with less than a 3.0 grade-point average must petition the department's Undergraduate Studies Committee for the privilege of taking the course. Supervision by a faculty advisor of the student's choice. An internship will usually involve unpaid off-campus work with a media organization in the New York area. Requirements: An initial prospectus (including a description of the student's duties by a representative of the sponsoring organization); a final research report; and whatever other relevant assignments the advisor may ask for. Students may take up to 9 credits towards the college degree, no more than 6 per term. No more than 3 credits may be applied toward fulfillment of the major.

**Note:** MEDST 392 course(s) will not fulfill 300-level requirements of the major.

# The Aaron Copland School of Music

**Director:** Edward Smaldone

**Assistant Director:** Henry Burnett

**Assistant to the Director:** Jonathan Irving

**Graduate Advisor for Academic Programs:** William Rothstein

**Graduate Advisor for Classical Performances:** Marcy Rosen

**Graduate Advisor for Jazz:** Michael Mossman

**Office:** Music Building 203,  
718-997-3800; Fax 718-997-3849

**Professors:** Burnett, Erickson, Howe, Jolley, Mossman, Orenstein, Peress, Phillips, Ritt, Rothstein, Saylor, Smaldone; **Associate Professors:** Gagné, Neidich, Nichols, Rosen, Sang, Stone; **Assistant Professors:** Anson-Cartwright, Bell, Hart, John, Lipsey, Schober, Smith; **Substitute Assistant Professor:** Rosenthal; **Senior College Lab Technicians:** Jawdoszyn, Saderman; **College Lab Technician:** Krahn; **Emeritus Distinguished Professors:** Musgrave, Schachter; **Emeritus Professors:** Berkowitz, Brings, Burkhart, Eisman, Heath, Kouguell, Kraft, Lerner, Mandelbaum, Weinberg, White; **Administrative Assistant:** Dimino

## Classical Performance Faculty (Full-time faculty in bold)

**Violin:** **Daniel Phillips**, Arik Braude, Burton Kaplan, Todd Phillips, Linda Sinanian

**Viola:** **Daniel Phillips**, Irene Breslau, Dan Panner

**Cello:** **Marcy Rosen**, Alexander Kouguell

**Double Bass:** Joseph Bongiorno, Marji Danilow

**Flute:** Robert Dick, Judith Mendenhall, Tara Helen O'Connor, Susan Rotholz, Keith Underwood

**Oboe:** Bert Lucarelli, Randall Wolfgang

**Clarinet:** **Charles Neidich**

**Bassoon:** Marc Goldberg, Laura Koepke, Jane Taylor

**French Horn:** **David Jolley**

**Trumpet:** Mary Hastings, David Krauss, Vincent Penzarella

**Trombone:** **Michael Mossman**, Haim Avitsur

**Percussion:** **Michael Lipsey**, Carlos Gomez, Joseph Gramley, Ganesh Kumar

**Harp:** Susan Jolles

**Piano:** **Morey Ritt**, Edna Golansky, Donald Pirone, Gerald Robbins

**Harpichord:** **Raymond Erickson**

**Organ:** Stephen Hamilton, Jan-Piet Knijff

**Voice:** Andrew Andrade, Maria Argyros, RoseMarie Crouse, Bruce Norris, Sherry Overholt

**Majors Offered:** Music (BA, State Education Code. 02732; BA/MA State Education Code 02733; BMus, State Education Code 02729; BA, K-12 Teacher, State Education Code 26469)

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 Queens College a finer appreciation of music by broadening their experience in listening and participating. Courses in appreciation and the rudiments of music are available for the general student without previous training in music; other courses and performing ensembles are open to qualified nonmajors.

Each semester the school presents over 200 public concerts and recitals by ensembles, students, and faculty, artists-in-residence, and guest artists; lectures by faculty members or guests; and occasional workshops by performance faculty or guest artists. College ensembles include a sym-

phony orchestra, wind ensemble, opera studio, various chamber groups and ensembles (including early and contemporary music groups), and choirs. There is also a college-community choir, the QC Choral Society. Opera productions and musicals are occasionally produced in cooperation with the Drama, Theatre, and Dance Department. Most of these events are free, and all are open to the public.

Since 1991 the School of Music has occupied an award-winning building, which contains the LeFrak Concert Hall (including the Maynard/Walker Memorial Organ, a tracker organ), a smaller recital hall, classrooms surrounding a central enclosed atrium, practice rooms and rehearsal studios, a library, an electronic music studio, music education facilities, and a recording studio. Classrooms and rehearsal studios are equipped with grand pianos, practice rooms, and faculty offices with studio upright pianos. There are currently two "smart" classrooms with state-of-the-art electronic and computer capabilities.

## Department Awards

The Aaron Copland School of Music awards the following annual prizes to graduating seniors: the **Choral Society Award**, to a non-music major who has contributed to the musical life of the college; the **Allen Michael Cohen Memorial Award**; the **Claire and Samuel Jacobs Award**, to outstanding graduating students; the **Adele Lerner Prize in Chamber Music**; the **Karol Rathaus Memorial Award**, for excellence in composition, scholarship, or performance; the **Michal Joan Ress Memorial Award**, to an instrumental major; and the **Marie and Raffaele Salerno Memorial Award**, to a student intending to continue musical education toward a professional career. The following annual awards are not restricted to graduating seniors: the **Claire Bartels Freshman Award**, given to a promising music student at the end of the freshman year; the **Choral Society Award in Music Education**, to a student showing great promise in teaching; the **Mark Kyrkostas Award**, for distinguished work in piano or composition; the **Rathaus Family Memorial Award**; the **George and Violet Zatkin Scholarship Award**, for excellence in opera; and the **Discimus ut Serviamus Awards**, for contributing to the musical life of the college. The school also awards the **John Castellini Silver Jubilee Award** annually to a distinguished alumnus of the music program.

## Scholarships

The following scholarships are awarded by the School of Music on the basis of merit and need. Both undergraduate and graduate

students are eligible. (Awards with asterisks (\*) are limited to master's degree students in jazz.)

Albert Burnett Scholarship  
AWA Scholarship  
John Castellini Scholarship  
Edward Downes Scholarship  
\*Michael Feinstein Scholarship  
Martha Feldman Piano Scholarship  
\*Marvin Hamlisch Scholarship  
\*Sir Roland Hanna Memorial Scholarship  
\*Jimmy Heath Scholarship  
Donald Joyce Organ Scholarship  
Maurice Kagen Scholarship  
Cantor Sam Katz Scholarship  
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 online. 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.

### The Performance Major

The Bachelor of Music program is for advanced students in instrumental or vocal performance. Admission is by competitive audition in the student's major instrument (or voice). Performance students are reminded that the Bachelor of Music is not a conservatory diploma program, and they must concentrate as seriously on their other courses as on their private lessons. In particular, note that the theory courses may not lag behind the lessons. See the box on 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 office.

## Requirements for the Majors in Music (Major code 075)

### I. The Standard Music Major (BA in Music)

**Required:** MUSIC 246, 247, 346, 347, 171, 173; 172, 174; 271, 273; 272, 274; 373, 374, 270, 276, 277, 377, 378. Students are advised to elect additional courses in music literature and history, composition, and conducting, according to their needs. BA students are expected to continue the study of their primary instrument. Reduced fee/subsidized lessons are available and students may be eligible for credit via independent study (MUSIC 150).

**Academic Requirements for BA Students:** All college-wide BA 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 sciences requirement must include one course (3 cr.) in the history of western civilization from the Middle Ages to the present from among the following: HIST 001, 002, 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.

### II. The Performance Major (BMus) (Major code 077)

The Bachelor of Music program is planned for the student advanced in instrumental or vocal performance and is comparable to conservatory training. Admission is by competitive audition in the major instrument. Students accepted receive up to eight semesters of private instruction in the major instrument from an instructor assigned by the School of Music. They will also take the music curriculum described above, but need take only one course from MUSIC 270 (Conducting), MUSIC 276 (Instrumentation), and MUSIC 378 (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. There may not be more than one year's difference (2 semesters) between the theory level and the semester of lessons. Lessons may be at level 4 while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. Should the theory level fall further behind, a student will be suspended from lessons until the theory requirement is fulfilled. Piano majors will take MUSIC 283 (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 BMus 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 BMus voice majors remains as in the preceding paragraph. In addition, for all BMus 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.

### III. The Music Major with the Music Education Sequence

(Major code 078; concentration code 07A, instrumental; concentration code 07B, choral)  
Students who intend to teach music in public schools or other institutions requiring State certification must take all of the courses listed under the Standard Music major above, plus SEYS 201, 221, EECE 310, and either EECE 340 or SEYS 340, and MUSIC 166, 267, 268 or 269, 367, 369, and 370. Music education majors are required to take Group Instruction in Voice (MUSIC 166) within the first 60 credits of their degree. MUSIC 267 (Introduction to Music Education) is a prerequisite to all other music education courses. Students must pass this course with a minimum grade of B– in order to continue the music education sequence. Students must select a concentration in either instrumental or choral music education. The required instrumental sequence includes MUSIC 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 Minors in Music (Minor codes 74 and 75)

A detailed description of the minor programs and the name of the faculty advisor are available in the School of Music Office.

### 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: MUSIC 171–174, 271–274, 373–374, 246, 247, 270, 276, 277, 346, 347, 377, and 378;

(3) A minimum grade-point average of 3.0 in the following music education courses: MUSIC 266–269, and 161–168; and

(4) A minimum grade of 3.0 (*B*) in MUSIC 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*).

### THE MINOR

The School of Music 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 advisor are available in the school's office.

#### 4½ Year BA/MA Degree (Major code 076)

Advanced students with superior grades interested in the 4½ year BA/MA combined program should consult the graduate advisor. Qualified students may apply for this program in their late sophomore or early junior year and, if accepted, would start graduate courses at the beginning of their senior year (see page 13).

### Undergraduate Composition Concentration

MUSIC 329 (Composer's Workshop) and MUSIC 330 (Undergraduate Composition Tutorial) are the basis for the undergraduate composition concentration. These courses are designed to serve undergraduate students who have already demonstrated a commitment to and a skill in musical composition. Students may take MUSIC 329 without MUSIC 330, but may not take MUSIC 330 without MUSIC 329.

Duly enrolled Queens College music majors may be admitted to the composition

concentration by permission of the School of Music on the basis of compositions submitted for approval. A committee of faculty members who are active composers shall determine the admissibility of each applicant after examining the submitted compositions. Admissibility **does not** assume advanced standing in the theory sequence. Interested students may apply by submitting compositions at any time.

### Requirements

1. After admission to this course sequence, all requirements of the straight or education music major in either the BA or the BMus 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 occasion, prepare a composition for performance at a regularly scheduled student composer's concert.

4. Students in the composition concentration may take MUSIC 374 concurrently with MUSIC 373. It is recommended that they take MUSIC 374 with an instructor other than their composition teacher.

5. Students who complete at least one semester of MUSIC 330 are exempted from MUSIC 378 (the regular undergraduate composition course).

6. Students must receive grades of *B* or better in both MUSIC 329 and 330 to remain in the composition concentration.

7. Students in the undergraduate composition concentration may apply for admission to MUSIC 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 advisor. 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 tests in rudiments of theory, dictation, sight singing, general knowledge of music, keyboard ability, playing a musical instrument (or singing), and harmony and counterpoint for advanced placement (optional). It is intended to ascertain how much skill, if any, students may have already acquired from previous training, and to place those who qualify in the course and section best suited to their needs.

Students who intend to major in music and who are placed in a section of MUSIC 071 or 073 as a result of the examination are advised to elect MUSIC 001 concurrently.

The examination is given in May, August, and January during registration. Contact the School of Music office for details on the place and date, and how to register.

2. **Scholastic Requirements:** Students enrolled in any academic music course (i.e., music history, theory, sight singing, analysis, orchestration, composition, and conducting) must earn a grade of *C*– or higher for the course to be credited toward the major requirements. Students enrolled in MUSIC 071 and 073 must receive a grade of *B*– or higher to be admitted to theory MUSIC 171 and 173. A required course may not be repeated more than twice (credit toward the degree will be given only once). Students may not register in more advanced sight singing courses than in the parallel theory courses without the permission of the theory coordinator.

3. **Performance Activities:** All music majors are required to perform each semester of enrollment in at least one large ensemble. Depending upon their major instrument and proficiency, students **will be assigned** (as part of the qualifying exam) to participate in one of the following: Orchestra, Wind Ensemble, Choir, or Chorus. Membership in these groups will form a part of the student's permanent School of Music record. This experience is an essential part of the music major's training and background.

4. **Progress Evaluation:** Freshman, sophomore, junior, and senior conferences will be held to evaluate students' progress in performance on their major instrument.

5. Music majors must have an **approved concentration on file** with the school in order to be permitted to register for MUSIC 274. This is a form available in the music office. Students must fill out the form with their area advisor. In addition, student must file a Declaration of Major form with the Registrar. Come to the School of Music office for details.

6. **Music Listening Examination:** A comprehensive listening examination on music literature, based on a selected list of works, is divided into four parts. These parts are to be taken in order, successively at the end of each year of study. Copies of the literature list are available in the School of Music office. Passing the freshman and sophomore listening examinations is prerequisite for registration in MUSIC 373 or any subsequent music course. iPods are available in the music library to aid students in preparing for these exams.

7. **Senior Concentration Examination:** To be a candidate for graduation, one must receive passing grades in all parts of the

Senior Concentration Examination. In order to be eligible to take the examination, one must have completed all required music courses or be currently enrolled in the last semester of these courses. A minimum of three parts of the music listening examination must be completed before a student may take the Senior Concentration Examination.

## COURSES

### Courses without Prerequisite

**MUSIC 001. 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 001 is prerequisite for all elective courses in Music Literature (MUSIC 012 and MUSIC 111 through 241). (H2)

**MUSIC 005. Music of Black People in Africa and America.** 3 hr.; 3 cr. Survey of principal genres of black and black-derived tribal, folk, popular, and art music in African and Afro-American traditions. Emphasis on musical aesthetics, forms, instruments, the function of music in its cultural context. ††

**MUSIC 008. Studies in the Literature of Music.** 3 hr.; 3 cr. Topics will vary. (H2)

**MUSIC 060. 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 School of Music office or see the listing at registration.

**MUSIC 011. Topical Course in Music Literature.** MUSIC 011.2, 2 hr.; 2 cr., MUSIC 011.3, 3 hr.; 3 cr. ††

**MUSIC 012. Studies in the Literature of Music.** MUSIC 012.2, 2 hr.; 2 cr., MUSIC 012.3, 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Topic announced in advance. May be repeated for credit if topic is different.

**MUSIC 111. Music of Diverse Genres and Style Periods.** 3 hr.; 3 cr. Prereq.: MUSIC 001. An elective continuation of MUSIC 001 to expand contact with the repertory and understanding of musical forms and procedures. ††

**MUSIC 204. The Symphony Up to and Including Beethoven.** 3 hr.; 3 cr. Prereq.:

MUSIC 001 or 101 (or its equivalent). The origins and development of the symphony with emphasis on the symphonies of Haydn, Mozart, and Beethoven. ††

**MUSIC 205. The Symphony from Schubert to the Present.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent).

**MUSIC 206. The Concerto.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). From the Baroque era to the present. ††

**MUSIC 207. Chamber Music.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Comprehensive study of outstanding examples of duo sonata, trio, quartet, quintet, sextet, and larger chamber music groups from the time of Bach. ††

**MUSIC 208. The String Quartet in History and Performance.** 2 hr.; 2 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). A lecture-recital course surveying the history and repertory of the string quartet from Haydn and his predecessors to the present. ††

**MUSIC 209. The String Quartets of Beethoven.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Lecture-recital course presenting all the quartets of Beethoven. ††

**MUSIC 210. The Violin: Its History and Literature.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Lecture-recital course focusing on selected works from Bach to the present. ††

**MUSIC 211. Piano Literature of the Romantic Period (1800–1900).** 2 hr.; 2 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Lecture-recital course: great composers from Beethoven through Brahms and Liszt. ††

**MUSIC 213. The Art Song.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Detailed study of songs and songwriters from the Troubadours and Minnesingers to the present. Songs of the major composers of various countries. Frequent live performances. ††

**MUSIC 214. Masterpieces of Choral Music.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Choral music from the Middle Ages to the present, including works by Machaut, Josquin des Prez, Palestrina, Schütz, Bach, Handel, Mozart, Beethoven, Verdi, and Stravinsky. ††

**MUSIC 215. Introduction to Opera.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). An examination of the major components of opera: plot, libretto, character, voice-types, musical forms, compositional techniques, orchestration, and production design. Examples include works from 1600 to the present by major composers representing various national styles. Extensive use is

made of videotaped and live performances. ††

**MUSIC 216. Twentieth-Century Opera.** 2 hr.; 2 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). The leading composers of opera from 1890 to the present. ††

**MUSIC 221. Twentieth-Century Music I (1900–1950).** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Study of significant works of the first half of the twentieth century. ††

**MUSIC 222. Twentieth-Century Music II (1945 to the Present).** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). The study of significant works composed since the end of World War II. ††

**MUSIC 223. Electronic Music.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). A survey of electronic music illustrated through selected examples of a variety of styles and procedures. ††

**MUSIC 225. Bach.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Bach's work in its relation to his life and times. Emphasis on the analysis of his style and its evolution. ††

**MUSIC 226. Mozart.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Mozart's work in its relation to his life and times. Emphasis on the analysis of his style and its evolution. ††

**MUSIC 227. Beethoven.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). An intensive study of Beethoven's life and work; an analysis of his style in its various phases, his creative process as revealed in his sketchbooks, and his impact on the Romantic period. ††

**MUSIC 228. The Music Dramas of Richard Wagner.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). ††

**MUSIC 232. Jewish Music.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). The development of Jewish music. Emphasis on Biblical cantillation and the liturgy of the synagogue. Other topics include Yiddish art songs and folk songs, Hebrew folk music, Hebraic elements in western art music, and contemporary trends.

**MUSIC 234. Music of Asia.** 3 hr.; 3 cr. Prereq.: MUSIC 001 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)

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



**MUSIC 236. Music in American Civilization.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). The character and types of music used or created in North America from about 1600 to the present. Historical, social, and cultural backgrounds as well as foreign influences are studied.

**MUSIC 237. American Folk Music: Its History and Literature.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). The two mainstreams of American folk music, the Anglo-American and the Afro-American, are examined from a scholarly point of view. Reference is made to the great collections and field recordings. Student performance of examples from the established literature of vocal and instrumental folk music is encouraged.††

**MUSIC 238. The American Musical Theatre.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). Survey of major American theatrical stage works, with an emphasis on the Broadway musical.††

**MUSIC 239. Jazz: Its History and Literature.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). The sociological and folkloristic roots of jazz; its history and widespread influence on twentieth-century music.††

**MUSIC 240. Jazz History II: The Great Improvisors.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). The music and lives of the major contributors of improvised jazz music from 1917 to the present.††

**MUSIC 241. Contemporary Popular Music.** 3 hr.; 3 cr. Prereq.: MUSIC 001 or 101 (or its equivalent). A survey of popular music in the United States from the beginning of the twentieth century to the present.

### Courses Primarily for Music Majors

**MUSIC 101. Introduction to the Academic Study of Music.** 3 hr.; 3 cr. Prereq.: Permission of the School of Music; qualifying examination; coreq.: MUSIC 173, or permission of the School of Music. (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 ENGL 110 or its equivalent for admission to MUSIC 246, 247, 346, or 347.

**MUSIC 246, 246W. Music History I: Music from 1200 to 1650.** 3 hr.; 3 cr. Prereq.: A

passing score in the School of Music qualifying examination or a minimum grade of C– in MUSIC 101; prereq. or coreq.: MUSIC 273. (PN) Fall, Spring

**MUSIC 247, 247W. Music History II: Music from 1650 to 1800.** 3 hr.; 3 cr. Prereq.: Minimum grade of C– required in MUSIC 246, or permission of the School of Music; prereq. or coreq.: MUSIC 274. Fall, Spring

**MUSIC 346, 346W. Music History III: Music from 1800 to 1890.** 3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 247, or permission of the School of Music; prereq. or coreq.: MUSIC 274. Fall, Spring

**MUSIC 347, 347W. Music History IV: Music from 1890 to the Present.** 3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 346, or permission of the School of Music; prereq. or coreq.: MUSIC 373. Fall, Spring

### Courses in Music Theory and Musicianship

May be repeated once only, subject to exemption made by the School of Music.

**MUSIC 071–075. Basic Musicianship.** 2 hr.; 1 cr. each course. Prereq.: Permission of the School of Music; qualifying examination. Designed to develop basic skills in music. Music majors who are placed in a section of MUSIC 071 or 073 as a result of the qualifying examination are advised to elect MUSIC 001.

**MUSIC 071. Basic Musicianship: Sight Singing and Dictation.** An intensive course in sight singing and melodic dictation. Satisfactory work in MUSIC 071 (with a minimum grade of B–\*) or the equivalent will constitute the prerequisite for MUSIC 171. Fall, Spring

**MUSIC 073. 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

**MUSIC 074. Basic Musicianship: Keyboard Techniques.** An intensive course in musicianship at the keyboard. Satisfactory completion (with a minimum grade of C–\*) will constitute the keyboard prerequisite for MUSIC 173. Fall, Spring

**MUSIC 075. Piano Skills.** 2 hr.; 1 cr. Prereq.: Permission of the School of Music; qualifying examination; coreq.: MUSIC 173 and/or 174. Primarily for music majors with little previous training in piano playing. May be required of students whose keyboard skills are deficient. May be repeated for credit with permission of the School of Music.

**MUSIC 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 071 (with a minimum grade of C–\*) or the equivalent will constitute the prerequisite for MUSIC 171; coreq.: MUSIC 173. Fall, Spring

**MUSIC 172. Sight Singing and Dictation II.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Minimum grade of C– and passing work in both sight singing and dictation in MUSIC 171. Normally taken in the same semester as MUSIC 174. Fall, Spring

**MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I.** 3 hr.; 3 cr. Prereq.: A passing score in all phases of the School of Music qualifying examination (students who do not qualify in all parts of this exam will be placed in appropriate sections of elementary courses, and must receive the following *minimum* grades in those courses in order to be permitted to continue to MUSIC 173 and 171: MUSIC 071, C–\*; MUSIC 073, B–; MUSIC 074, C–\*); coreq.: MUSIC 171. Fall, Spring

**MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II.** 3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 173 and passing work in both written work and keyboard skills. Fall, Spring

**MUSIC 175. Theory Survey.** 3 hr.; 3 cr. Prereq.: Permission of the School of Music. Review of species counterpoint, harmony, and keyboard skills. Primarily for transfer students and freshmen entering with advanced standing. Fall

**MUSIC 270. Conducting I.** 3 hr.; 2 cr. Prereq.: MUSIC 273, or permission of the School of Music. Baton technique, score reading, and rehearsal techniques applied to choral and instrumental music. Fall, Spring

**MUSIC 271. Sight Singing and Dictation III.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Minimum grade of C– and passing work in both sight singing and dictation in MUSIC 172. Normally taken in the same semester as MUSIC 274. Fall, Spring

**MUSIC 272. Sight Singing and Dictation IV.** 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Minimum grade of C– and passing work in both sight singing and dictation in MUSIC 271. Normally taken in the same semester as MUSIC 274. Fall, Spring

**MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.** 3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 174 and passing work in both written work and keyboard skills. Fall, Spring

**MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.** 3 hr.; 3 cr. Prereq.: Min-

\*A proposal to change the minimum grade for advancement to a B– is under review.

imum grade of C– in MUSIC 273 and passing work in both written work and keyboard skills. Introduces the study of chromaticism. Fall, Spring

**MUSIC 276. Principles of Instrumentation.** 3 hr.; 3 cr. Prereq.: MUSIC 274, or permission of the School of Music. Fall, Spring

**MUSIC 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

**MUSIC 329. Composer's Workshop.** 2 hr. every other week; 1 cr. Prereq.: Permission of the School of Music or admission to the concentration program in composition. A course for students active in musical composition. There will be performances and critiques of student works and examination of other works of importance to contemporary composers. This course is also open to advanced performers seeking experience in the coached performance of new music.

**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. Course includes weekly private lessons given by a faculty composer. Students may select their instructors from among faculty members who are active composers, subject to approval by the School of Music. Students seeking guidance in this regard should see the program coordinator.

**MUSIC 370. Conducting II.** 3 hr.; 2 cr. Prereq.: MUSIC 270. Includes consideration of repertoire, problems of interpretation, organization of choral and instrumental groups. Required for music education majors.

**MUSIC 371. Intensive Sight Singing and Dictation I.** 2 hr.; 2 cr. Prereq.: Permission of the School of Music. An accelerated and intensive course in sight singing, dictation, and score reading for highly qualified students. Fall

**MUSIC 372. Intensive Sight Singing and Dictation II.** 2 hr.; 2 cr. Prereq.: MUSIC 371, or permission of the School of Music. A continuation of MUSIC 371. Completes curricular requirements in sight singing and dictation. Spring

**MUSIC 373. Harmony, Counterpoint, and Keyboard Skills V.** 3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 274 and pass-

ing work in both written work and keyboard skills. Music majors must have an approved concentration on file and must have passed the freshman and sophomore listening examinations to be permitted to register for MUSIC 373. A continuation of MUSIC 274. May include further study of advanced tonal chromaticism, imitative tonal counterpoint, and further work in tonal composition. Fall, Spring

**MUSIC 374. Musical Techniques of the Twentieth Century (1900–1945).** 3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 373. Fall, Spring

**MUSIC 375. Musical Techniques of the Twentieth Century (1945 to the Present).** 3 hr.; 3 cr. Prereq.: MUSIC 374. Compositional techniques in the post-war era are studied through the works of leading composers. Topics include serialism, aleatory music, electronic music, and other recent developments. Designed for students who plan to study theory and/or composition on an advanced level.††

**MUSIC 376. Scoring for Orchestra and Band.** 2 hr.; 2 cr. Prereq.: MUSIC 276, or permission of the School of Music. Required only of instrumental music education majors; recommended for students interested in advanced work in theory, composition, and conducting.†

**MUSIC 378. Composition I.** 3 hr.; 3 cr. Prereq.: MUSIC 374, or permission of the instructor. Fall, Spring

**MUSIC 379. Composition II.** 3 hr.; 3 cr. Prereq.: MUSIC 378. May be taken more than once for credit.†

**MUSIC 380. Topical Course in Music Theory and Musicianship.** MUSIC 380.2, 2 hr.; 2 cr. MUSIC 380.3, 3 hr.; 3 cr.††

### Courses in Music Education

**MUSIC 260. Elementary Classroom Instruments.** 3 hr.; 2 cr. Prereq.: Permission of the School of Music. Designed for early childhood and elementary education majors; practical experience with instruments used in classroom music.††

**MUSIC 261. Music for Children (Elementary Education).** 3 hr.; 3 cr. Prereq.: Permission of the School of Music. A requirement for students majoring in elementary education. Students who receive credit for MUSIC 261 may not also receive credit for MUSIC 262. Fall, Spring

**MUSIC 262. Music for Children (Early Childhood Education).** 3 hr.; 3 cr. Prereq.: Permission of the School of Music. A requirement for students majoring in early childhood education. Students who receive credit for MUSIC 262 may not also receive credit for MUSIC 261. Fall, Spring

**MUSIC 263. Music Literature for Children.** 3 hr.; 2 cr. Prereq.: MUSIC 261 or 262. Designed for students majoring in early childhood or elementary education. A study of music literature and methods that provides an enrichment of the basic classroom music program.††

**MUSIC 265. Applied Keyboard Skills.** 2 hr.; 1 cr. Prereq.: MUSIC 267 and 373. The use of the piano for classroom and rehearsal purposes.††

**MUSIC 266. Vocal Pedagogy.** 3 hr.; 2 cr. Prereq.: MUSIC 166 and 267, or permission of the School of Music. For vocal/general majors only. The physiology of the vocal mechanism and techniques for teaching voice production. The development of individual skill in singing is stressed. Spring

**MUSIC 267. Introduction to Music Education.** 3 hr. plus fieldwork; 3 cr. Open to music majors only. Prereq.: Sophomore standing and MUSIC 174 (Theory II) or above. An introduction to the 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.

**MUSIC 268. The School Choral Program.** 3 hr.; 3 cr. Prereq.: Completion of MUSIC 166, 267, and 270. For vocal/general majors only. Objectives, methods, and materials for school (K–12) choruses, glee clubs, ensembles, and vocal classes including multicultural musics, dealing with the special learner and new technologies. Field experiences (45 hr.) required.

**MUSIC 269. The School Instrumental Program.** 3 hr.; 3 cr. Prereq.: Completion of MUSIC 267, 270, and at least three of the five group instruction courses in the instruments (i.e., MUSIC 161, 162, 163, 167, and 168). For instrumental majors only. Objectives, methods, and materials for school (K–12) bands, orchestras, ensembles, and instrumental classes including multicultural musics, dealing with the special learner and new technologies. Field experiences (45 hr.) required.

**\*\*MUSIC 365. Seminar in the Teaching of Music: Elementary.** 3 hr.; 3 cr. Prereq.: MUSIC 267 and SEYS 201 and 221; coreq.: EECE 310. In this course students will focus on curriculum, instruction, and assessment for teaching elementary classroom music. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies and technologies for supporting student learning as defined by city, state, and national stan-

\*\*Pending approval by the CUNY Board of Trustees.

dards for music education. Strategies for adapting instruction to students with specific types of exceptionalities will be explored. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Biweekly observations are also required. Students must pass this course with a grade of *B* or higher to continue on to MUSIC 366.

**\*\*MUSIC 366. Seminar in the Teaching of Music: Secondary.** 3 hr.; 3 cr. Prereq.: MUSIC 365 with a minimum grade of *B*; coreq.: EECE 340 or SEYS 340. In this course students will focus on curriculum, instruction, and assessment for teaching secondary general music, including music in middle schools. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies for supporting student learning as defined by city, state, and national standards for music education. Students will learn and practice strategies for teaching music from a multicultural perspective. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Weekly observations are also required. Students must pass this course with a grade of *B* or higher to be allowed to student teach.

**MUSIC 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 will be divided between elementary and secondary). Prereq.: EECE 310, SEYS 221 and MUSIC 267. Content will focus on curriculum and instruction, technology, students with disabilities, and assessment.

**MUSIC 368. Special Topics in Music Education.** 3 hr.; 3 cr. Prereq.: MUSIC 267, 268, 269, or permission of the School of Music. The topic changes each time this course is given. For an announcement of the current topic, consult the School of Music office or the *Class Schedule*.

**\*\*MUSIC 369. Student Teaching in Music.** 16 hr.; 6 cr. Prereq.: MUSIC 267; a minimum 2.7 GPA in music major courses exclusive of electives and major ensembles; a minimum grade of *B* in MUSIC 366; and both junior-level listening and piano exams passed. Students will be assigned the equivalent of 20 six-hour days (120 hours) at the elementary (pre-K–6) level, and 20 six-hour days (120 hours) at the secondary (7–12) level. Students will, to the extent possible, be assigned to both urban and non-urban settings. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

## Group Instruction in Instruments and Voice

**MUSIC 161. Group Instruction in Upper Strings.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for (but not limited to) violin.

**MUSIC 162. Group Instruction in Lower Strings.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for (but not limited to) cello.

**MUSIC 163. Group Instruction in Woodwinds.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for the woodwind family.

**MUSIC 166. Group Instruction in Voice.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267, or permission of the School of Music. For all majors. Development of skill in use of the voice for music teaching.

**MUSIC 167. Group Instruction in Brass.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for the brass family.

**MUSIC 168. Group Instruction in Percussion.** 3 hr.; 1 cr. Prereq.: MUSIC 171, 173, and 267. For instrumental majors only. Development of skill in performing and pedagogical techniques for the percussion family.

## Performance Activities

**Note:** These courses are designed for the entire student body as well as for the music major, and may be taken with or without credit. A student in the Bachelor of Arts program may accumulate a maximum of 12 credits for participating in performance groups; a student in the Bachelor of Music program may accumulate a maximum of 18 credits.

**MUSIC 058. Glee Club.** MUSIC 058.0, 3 hr.; 0 cr., MUSIC 058.1, 3 hr.; 1 cr. A 4-part chorus for all who enjoy singing. No previous musical training required.††

**MUSIC 059. Concert Band.** MUSIC 059.0, 2 hr.; 0 cr., MUSIC 059.1, 2 hr.; 1 cr. Prereq.: Permission of the instructor.††

**MUSIC 156. Queens College Choral Society.** (See also page 10.) MUSIC 156.0, 3 hr.; 0 cr., MUSIC 156.1, 3 hr.; 1 cr. A mixed college-community chorus devoted to the study and performance of large choral masterpieces such as *Messiah*, *Creation*, and *Elijah*. Fall, Spring

**MUSIC 158. Queens College Chorus.** MUSIC 158.0, 3 hr.; 0 cr., MUSIC 158.1, 3 hr.; 1 cr. Prereq.: Permission of the instructor. 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

**MUSIC 245. Chamber Orchestra.** MUSIC 245.0, 2 hr.; 0 cr., MUSIC 245.1, 2 hr.; 1 cr. Prereq.: Admission is by audition, and permission of the instructor. The Chamber Orchestra is designed to teach students the skills of playing in an ensemble (balance, intonation, listening to each other, etc.). Students also learn to play in different style periods as applied to modern orchestral instruments. The course involves the in-depth study of a few works, mostly from the classical and modern periods with two scheduled performances each semester.

**MUSIC 253. Symphonic Wind Ensemble.** MUSIC 253.0, 3 hr.; 0 cr., MUSIC 253.1, 3 hr.; 1 cr. Prereq.: Permission of the 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.

**MUSIC 256. Opera Studio.** MUSIC 256.0, 2 hr.; 0 cr., MUSIC 256.2, 2 hr.; 2 cr., MUSIC 256.3, 3 hr.; 3 cr., MUSIC 256.4, 4 hr.; 4 cr., MUSIC 256.5, 5 hr.; 5 cr., MUSIC 256.6, 6 hr.; 6 cr. Prereq.: Admission to course and number of credits and hours by permission of the instructor. A participation course. Students are coached individually and introduced to a wide variety of operatic literature, including solos and ensembles. Fall, Spring

**MUSIC 258. Concert Choir.** MUSIC 258.0, 3 hr.; 0 cr., MUSIC 258.1, 3 hr.; 1 cr. Prereq.: Admission is by audition. A mixed chorus devoted to the study and performance of music from the Renaissance to the present. Fall, Spring

**MUSIC 259. Orchestra.** MUSIC 259.0, 5 hr.; 0 cr., MUSIC 259.1, 5 hr.; 1 cr. MUSIC 259.2, 5 hr.; 2 cr. (only by permission of instructor). Prereq.: Audition, and permission of the instructor. Fall, Spring

**MUSIC 291. Jazz Band and Ensembles.** MUSIC 291.0, 3 hr.; 0 cr., MUSIC 291.1, 3 hr.; 1 cr. Prereq.: Permission of the instructor. Groups of various sizes devoted to the study and performance of appropriate literature, both published and special arrangements, including original student work. Fall, Spring

**MUSIC 356. Vocal Ensemble.** MUSIC 356.0, 2 hr.; 0 cr., MUSIC 356.1, 2 hr.; 1 cr. Prereq.: Permission of the instructor. A small, select chamber choir that performs music from the Middle Ages to the present day. Fall, Spring

**MUSIC 357. Renaissance Band.** MUSIC 357.0, 2 hr.; 0 cr., MUSIC 357.1, 2 hr.; 1 cr. Prereq.: Permission of the instructor. Specializes in the performance of instrumental music of the Middle Ages, Renaissance, and early Baroque on modern copies of old instruments. ††

### Instruction in Musical Performance

**Note:** MUSIC 151 to 452 are only for students in the Bachelor of Music program. Each course is a continuation of the preceding one. All are offered each semester.

**MUSIC 151. Major Study in Performance I.** Private studio instruction 1 hr. weekly; 3 cr. Prereq.: Permission of the School of Music through audition of the student. Study in musical performance with regard to both technique and interpretation of appropriate music literature.

**MUSIC 152. Major Study in Performance II.** One hr. weekly; 3 cr. Prereq.: MUSIC 151.

**MUSIC 251. Major Study in Performance III.** One hr. weekly; 3 cr. Prereq.: MUSIC 152.

**MUSIC 252. Major Study in Performance IV.** One hr. weekly; 3 cr. Prereq.: MUSIC 251.

**MUSIC 351. Major Study in Performance V.** One hr. weekly; 3 cr. Prereq.: MUSIC 252.

**MUSIC 352. Major Study in Performance VI.** One hr. weekly; 3 cr. Prereq.: MUSIC 351.

**MUSIC 451. Major Study in Performance VII.** One hr. weekly; 3 cr. Prereq.: MUSIC 352.

**MUSIC 452. Major Study in Performance VIII.** One hr. weekly; 3 cr. Prereq.: MUSIC 451.

**MUSIC 255. Chamber Music.** MUSIC 255.0, 1 hr.; 0 cr., MUSIC 255.1, 1 hr.; 1 cr., MUSIC 255.2, 2 hr.; 2 cr. Prereq.: Permission of the School of Music. At least 4 semesters of chamber music are required of Bachelor of Music students. May be repeated for credit. Fall, Spring

**MUSIC 257. Ensemble of Related Instruments.** MUSIC 257.0, 1 hr.; 0 cr., MUSIC 257.1, 1 hr.; 1 cr., 257.2, 2 hr.; 2 cr. Prereq.: Permission of the instructor. Presently available ensembles include those for brass, percussion, and guitar. May be required instead of or in addition to MUSIC 255, for BMUS

students playing appropriate instruments. May be repeated for credit.

**MUSIC 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. ††

**MUSIC 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 a space-available basis. ††

**MUSIC 282. Survey of Repertory for Major Instruments and Voice.** 2 hr.; 1 cr. Prereq.: MUSIC 273. ††

**MUSIC 283. The Art of Keyboard Accompaniment.** 2 hr.; 2 cr. Prereq.: Permission of the instructor. Introduction to techniques and art of accompaniment through intensive study of selected examples of vocal and instrumental literature. Emphasis on the skills of sight-reading. Should be taken before the beginning of the senior year. ††

**MUSIC 284. Introduction to Continuo Playing.** 2 hr.; 2 cr. Prereq.: MUSIC 273 and permission of the instructor. Introduction to the techniques of realizing a figured bass at the harpsichord. Intended for advanced players of other keyboard instruments. May be taken by Bachelor of Music piano majors to satisfy one semester of MUSIC 286. ††

**MUSIC 285. Topical Course in Performance.** MUSIC 285.2, 2 hr.; 2 cr., MUSIC 285.3, 3 hr.; 3 cr. Prereq.: Permission of the instructor. ††

**MUSIC 286. Practical Accompanying.** MUSIC 286.2, 2 hr.; 2 cr., MUSIC 286.3, 3 hr.; 2 cr. Prereq.: MUSIC 283, and permission of the 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)

**MUSIC 292. Improvisation.** 3 hr.; 3 cr. Prereq.: MUSIC 274. A study of the theory, practice, and styles of jazz improvisation designed to develop the techniques and skills of the performer. ††

**MUSIC 293. Arranging.** 3 hr.; 3 cr. Prereq.: MUSIC 274. Planned to develop knowledge and skill in arranging and orchestrating for the jazz band, the theatre orchestra, the television orchestra, and other performing groups. A study of recording techniques with special electronic equipment. ††

**MUSIC 294. Analysis of Jazz.** 3 hr.; 3 cr. Prereq.: MUSIC 274. Detailed analysis of selected jazz idioms and other related popular forms. Consideration of such aspects as melody, harmony, rhythm, forms, orchestration, and style.

**MUSIC 295. Jazz Composition.** 3 hr.; 3 cr. Prereq.: MUSIC 274. The development of skills and techniques in the use of various jazz idioms and their application to individual creative expression. ††

**MUSIC 296. Composing for the Musical Theatre.** 3 hr.; 3 cr. Prereq.: MUSIC 274. The study of composition as applied to the musical theatre. The aesthetics and idioms of recent trends. ††

### Special Problems

**MUSIC 150. Independent Study in Instrument or Voice.** Hr. to be arranged; 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

**MUSIC 250. Independent Study of Japanese Instruments.** Hr. to be arranged; 2 cr. Prereq.: Audition and interview. May be repeated for credit, up to a maximum of 8 credits: (a) Koto; (b) Shakuhachi; and (c) Shamisen.

**MUSIC 390. Music Bibliography.** 2 hr.; 2 cr. Prereq.: Senior standing and permission of the School of Music. ††

**MUSIC 391, 392. Special Problems.** MUSIC 391.1–391.3, 1–3 hr.; 1–3 cr., MUSIC 392.1–392.3, 1–3 hr.; 1–3 cr. Prereq.: Senior standing; scholastic record that indicates capacity for independent work; permission of the School of Music. Interested students should apply before the end of the sixth week of the preceding semester. Intensive study and a definite project in a field chosen by the student under the direction of a member of the School of Music. May be taken more than once provided the topic is different. Fall, Spring

# Neuroscience

**Director:** Susan D. Croll

**Assistant Director:** Pokay Ma

**Director's contact information:**

Razran 227, 718-997-3551,  
susan.croll@qc.cuny.edu

**Neuroscience Steering Committee:** Bodnar, Brumberg, Croll, Farrell, Johnson, Li, Ma, Munding, Ranaldi, Zakari

**Approved Research Faculty** (refer to individual departments for more information):

**Anthropology:** Plummer, Swedell; **Biology:**

Baker, M., Boissinot, Fath, Ma, Michels, Munding, Savage-Dunn, Seeling, Toner, Zakari; **Chemistry & Biochemistry:**

Baker, A., Bittman, Rotenberg, Saffran,

Strekas; **Family, Nutrition, and Exercise**

**Sciences:** Toner; **Psychology:** Bodnar, Borod,

Brumberg, Croll, Ehrlichman, Farrell, Foldi,

Halperin, Johnson, Li, Ranaldi

*Note:* Faculty not on the above list may be approved if the Neuroscience Steering Committee deems their research appropriate. Students should inquire if interested in research with faculty members not listed above.

**Majors Offered:** Neuroscience & Biology (State Education Code 30040), Neuroscience & Psychology (State Education Code 30041)

## Program Award

Neuroscience offers an annual award for best research thesis submitted by a graduating senior.

## THE MAJORS

Neuroscience is an honors research-oriented program for students interested in pursuing neuroscience-related research or medical

careers. The program prepares students for graduate or professional studies in neuroscience, neurology, neurosurgery, psychiatry, behavioral neuroscience, neuropsychology, or related fields. A bachelor's degree in neuroscience offers opportunities to work as a research assistant or associate in a variety of settings, including pharmaceutical, medical, or academic environments; a master's degree can lead to similar employment in research settings, but with greater seniority and responsibility than with a bachelor's degree. Individuals who earn a PhD or MD degree in these fields can either conduct research as principal investigators or enter clinical practice treating or diagnosing patients with neurological or psychiatric diseases.

Students who wish to major in neuroscience must apply for admission. Application deadlines are October 1 and March 1 of each year. Admission requirements include a minimum overall GPA of 3.0, sophomore or junior standing, and completion of some of the Queens College courses counting toward the major averaging at least a 3.0 GPA (a minimum of 7 credits completed is recommended). Students not meeting these criteria may submit a written request for consideration to the program director, assistant director, or admissions committee.

Students accepted into the major are requested to meet with the program director or assistant director once each semester to ensure adherence to major requirements. In order to maintain their status as neuroscience majors, students must:

1. maintain at least a 3.0 overall GPA;
2. maintain at least a 3.0 GPA in courses within the major; and

3. find an approved research placement no later than the beginning of their senior year.

In order to graduate with a neuroscience major, students must:

1. have a final overall GPA of at least 3.0;
2. have a final GPA of at least 3.0 in neuroscience major coursework;
3. complete an approved honors thesis based on a minimum of one year of research; and
4. complete a public presentation of their research.

In addition, they must complete the neuroscience curriculum, which consists of the course requirements shown in the box below.

# Philosophy

**Chair:** Steven V. Hicks

**Assistant Chair:** Harvey Burstein

**Graduate Advisor:** Alberto Cordero-Lecca

**Dept. Office:** Powdermaker 350, 718-997-5270; Fax 718-997-5249

**Professors:** Cordero-Lecca, Gildin, Hicks, Jordan, Lange, Leites, Muyskens, Orenstein, Rosenberg; **Associate Professors:** Grover, O'Connor; **Adjunct Associate Professors:**

Lermond, Mohan; **Lecturer:** Burstein;

**Adjunct Lecturers:** Gallegos, Marcus, Maturri, Miceli, Puglisi, Shippee, Taha, Tsay;

**Department Secretaries:** Doherty, Gerken

**Majors Offered:** Philosophy (State Education Code 02775; BA/MA State Education Code 02772)

## The Content and Point of Philosophy

To study philosophy is to strive after defensible views on the basic issues of knowledge and value. Philosophy challenges one to develop consistent and reasonable positions, mindful of the work of great philosophers, on such matters as the nature and scope of human knowledge, the grounds for moral and political principles, the character of religious belief, and the methods employed by both practical and theoretical sciences. This study encourages responsible, independent thought and action; it widens one's experience by disclosing surprising alternatives to settled opinions and habitual beliefs; it champions the view that free, critical inquiry, among persons of candor and good will, is a necessary condition of a genuinely full and worthwhile life.

## Requirements for the Majors in Neuroscience (Major codes 144 and 145)

A total of 55 credits is required.

**Required courses:** PSYCH 101, General Psychology; BIOL 107, General Biology: Life Forms, Evolution, and Ecosystems; BIOL 108, General Biology: Physiology and Cell Biology; CHEM 113 and 114, General Chemistry I and II; PSYCH 107, Statistical Methods (*or* BIOL 230, Introductory Biometrics); PSYCH 213W, Experimental Psychology (*or* BIOL 330, Design of Experiments); BIOL 286, Principles of Cell Biology; BIOL 373, Neurobiology; *plus* 3 independent research credits chosen from the courses available in Biology, Honors in the Mathematical and Natural Sciences, or Psychology.

**Electives (12 credits)** chosen from the following courses: PSYCH 281, Problems in Psychology\*; BIOL 280, Special Topics\*; BIOL 285, Principles of Genetics; PSYCH 311, Advanced Experimental Psychology: Learning; PSYCH 313, Advanced Experimental Psychology: Cognition; PSYCH 319, Advanced Experimental Psychology: Human Memory; PSYCH 345, Cognitive Neuroscience; PSYCH 346, Neuroscience of Memory; PSYCH 352, Psychopharmacology; BIOL 345, Animal Behavior; BIOL 365, Developmental Biology; BIOL 372, Vertebrate Physiology.

Additional courses may be approved by the Neuroscience Steering Committee, as required.

Course descriptions can be found within the *Bulletin* listing for the department offering the course (Biology, Chemistry & Biochemistry, and Psychology).

\* Some topics (check with program director).

A major or minor in philosophy represents the finest tradition of liberal arts studies and will be of value in any vocation that prizes this tradition—for example, law, teaching, publishing, journalism, the ministry; the special sciences such as psychology, economics, history, physics, and mathematics; and such arts as language, literature, drama, and music. Students interested in these or similar fields are invited to consider a minor in philosophy, or a second major in philosophy, as a natural complement to their main specialization. From the wide variety of philosophy offerings each semester, students may select courses of particular relevance to their other work.

### Types of Philosophy Courses

PHIL 101, while not a prerequisite to the other courses, is the basic introduction to the subject. It is designed to give beginners a grasp of the various chief issues that philosophy investigates. PHIL 120, also at the introductory level, applies philosophical methods of investigation to problems arising from current developments in politics, medicine, urban affairs, popular culture, technology, law, and the like.

PHIL 109 is an introductory course in modern formal logic, focusing on symbolic techniques for analyzing arguments and for building logical systems.

Courses PHIL 101 through 118 and PHIL 212 through 226 are field courses in the several divisions of philosophy. Each of them goes into a cluster of vital issues that arise in connection with a specific field of study represented elsewhere in the college. Look among these for courses that closely support and amplify your other work.

Courses PHIL 140 through 148 are historical. Each of them takes up selected writings of the major figures in an important period of philosophy, not simply with an eye to their historical interest, but as containing formidable arguments that philosophers of various persuasions still explore and debate today. These courses also locate the intellectual origins of notable artistic, scientific, and social developments. Modern

times have presented very few totally novel philosophical issues; most have roots deep in the past, and in getting a fix on these, one gets one's bearings on the issues in their modern shapes.

Courses PHIL 260 through 272 are advanced. Each of them investigates in depth either a particular system of philosophy or a group of closely related classical or contemporary problems of special significance.

Courses PHIL 383, 393, and 394 are seminars and tutorials that provide directed research for advanced students.

**Note:** Detailed course descriptions, with instructors' names, are obtainable from the department several weeks prior to each registration period.

### Department Awards

The department annually offers the **Morris K. Balsam Memorial Award**, to an outstanding graduating major who plans to attend graduate school; the **Anna K. Edelman Award**, to an outstanding student in the department; the **Fanny Gold Memorial Award**, to a student who has done distinguished work in the area of philosophy of religion; the **Nathan Gold Memorial Award**, to an outstanding graduating major who plans to attend law school; and the **Service Award**.

### THE MAJOR

The major in philosophy normally consists of 36 credits in philosophy, plus recommended courses in related fields. See the box below for the specific requirements for the major.

### THE MINOR

The minor in philosophy consists of 18 credits. See the box below for the specific requirements for the minor.

### Combined BA/MA Program (Major code 081)

This program allows the student to finish all work for both the BA and MA degrees in four years. For information and applications, contact the department's graduate advisor.

### Requirements for the Major in Philosophy (Major code 080)

**Required (36 credits):** PHIL 109, 140, 141 or 142 or 144, 143, and 383W. In PHIL 383W the student prepares a senior thesis, which will be graded by a supervisor chosen in consultation with the chair. The entire plan of the major is subject to the approval of the department concentration advisor and should be worked out in conference with the advisor and with the advice and help of the various members of the department.

### Requirements for the Minor in Philosophy (Minor code 78)

**Required (18 credits):** No more than two courses from PHIL 101, 103 (currently on reserve), and 120 may be counted. Two courses must be taken from the history of philosophy series, PHIL 140 through 148. Specific courses for the minor should be selected in consultation with the department's concentration advisor.

### COURSES\*

**PHIL 101, 101W. Introduction to Philosophy.** 3 hr.; 3 cr. Basic problems such as knowledge, reality, meaning, value, the nature of persons and their political and cultural environment are introduced through selected readings of great philosophers. Designed for beginners in philosophy. (H3)

**PHIL 104, 104W. Introduction to Ethics.** 3 hr.; 3 cr. An investigation of rival theories concerning moral goodness, rightness, happiness, freedom, and responsibility. Selected readings from classical and contemporary sources. (SS)

**PHIL 105. Film/Philosophy/Politics.** 3 or 4 hr.; 3 cr. Philosophical and cinematic analysis of significant films. Special stress given to ideological and mythic functions, narrative and visual styles, and the interaction of political, aesthetic, and semiological elements. Various specific topics such as American depression-era films; imagination and insurrection; revolutionary cinema; films of the fifties; the politics of everyday life; film aesthetics. Consult the department for current offerings. May be repeated for credit provided the topic is different.

**PHIL 106. Ideas in Literature.** 3 hr.; 3 cr. A consideration of both the relation of philosophical writings to the critical study of works of literature and the use of philosophical concepts of literature. Readings will be selected from a wide range of periods and styles. (H3)

**PHIL 109. Modern Logic.** 3 hr.; 3 cr. An introduction to logic and logical techniques. The powerful method of symbolism is extensively employed. (SQ)

**PHIL 111. Introduction to Aesthetics.** 3 hr.; 3 cr. Survey of some fundamental issues in philosophical aesthetics from the Greeks to the present. Possible topics include theories of the beautiful; the standard of taste, art, and emotion; representation and form; aesthetic descriptions and judgments; art and society. (H3)††

**PHIL 116, 116W. Introduction to Philosophy of Religion.** 3 hr.; 3 cr. A philosophical examination of basic concepts in religion such as God, religious meaning, faith, and religious experience. Readings will be selected from classical and contemporary sources. (H3)

**PHIL 118. Introduction to Oriental Philosophy.** 3 hr.; 3 cr. An examination of major trends in the philosophical and religious traditions of India, China, and Japan, including such topics as the Upanishads, Vedanta,

\*MAT charges are possible.

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

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

Mahayana and Theravada Buddhism, and Zen. (H3, PN)

**PHIL 120. Contemporary Issues in Philosophical Perspective.** 3 hr.; 3 cr. Philosophical analysis of issues of current importance and interest. Possible topics include man and nature; philosophy and the environmental crisis; the nature of the person; law, ethics, and medicine; film and politics. If offered in multiple sections, each section may be concerned with different materials. Consult the department for current offerings. May be repeated for credit provided the topic is different.

**PHIL 121. Law, Ethics, and Medicine.** 3 hr.; 3 cr. An examination of problems currently arising at the juncture of law, ethics, and medicine, for example: abortion, euthanasia, experimentation on "human subjects," mental health services in schools, and problems regarding law and psychiatry (prison psychiatry and the insanity defense, among others).

**PHIL 122. Philosophy and the Challenge of the Future.** 3 hr.; 3 cr. Analysis of philosophical problems raised by radical change in society and the sciences. Issues concerning such topics as personal identity, the nature of the human, and moral agency are examined with reference to recent developments in culture and technology.

**PHIL 123. Freedom and Responsibility.** 3 hr.; 3 cr. An examination of issues concerning human freedom and responsibility in their political, legal, and religious dimensions; the problems of moral decision in general and in situations of crisis; attention to writings of such figures as Plato, Berkeley, Bettelheim, and Bonhoeffer. (SS)

**PHIL 124. Philosophy and the Holocaust.** 3 hr.; 3 cr. An investigation of radical evil as exhibited in the Holocaust and of the philosophical issues encountered in attempts to understand or explain it. Relevance of the Holocaust to views of human nature, moral choice, and resistance.

**PHIL 125. Philosophy of the Environment.** 3 hr.; 3 cr. A philosophical analysis of issues relating to the natural environment. Possible topics include the relationship of humankind to nature; responsibility to future generations; the nature and origin of rights; ownership and land use; intrinsic and instrumental values; and the concept of citizenship. Readings from traditional and contemporary sources in ethics and political philosophy will be combined with analysis of specific areas of environmental concern, such as population growth, preservation of endangered species, distribution of natural resources, pollution, and the value of wilderness.

**PHIL 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular sub-

ject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. 'Corequisite' means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**PHIL 140. History of Ancient Philosophy.** 3 hr.; 3 cr. A study of the major thinkers of the ancient period as well as the general philosophical trends in which their views arose. Special attention is given to such thinkers as the pre-Socratics, Plato, Aristotle, and Lucretius. (H3, PN)

**PHIL 141. History of Medieval Philosophy.** 3 hr.; 3 cr. A study of the transmission of the classical philosophical heritage to the Latin, Islamic, and Jewish cultures during the Middle Ages. Selected readings from Augustine, Anselm, Eriugena, Abelard, Avicenna, Averroës, Maimonides, Aquinas, Scotus, and Ockham. (PN)

**PHIL 142. History of Renaissance Philosophy.** 3 hr.; 3 cr. A study of the major philosophical movements in Western Europe from 1350–1600. Topics to be investigated include Humanism, Renaissance Platonism, and Aristotelianism, the philosophical implications of the Protestant Reformation, the new philosophies of nature, and the rise of modern science. (PN)

**PHIL 143. History of Modern Philosophy I: Descartes to Hume.** 3 hr.; 3 cr. An analysis of European philosophy in the seventeenth and eighteenth centuries. Selected readings from Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume.

**PHIL 144. History of Modern Philosophy II: Kant to Nietzsche.** 3 hr.; 3 cr. A critical survey of nineteenth-century philosophy and its immediate background in Kant; examination of German idealists, their opponents and successors. Selected readings from Hegel, Schopenhauer, Marx, Mill, Kierkegaard, and Nietzsche.

**PHIL 145. History of Contemporary Philosophy I: Phenomenology and Existentialism.** 3 hr.; 3 cr. A study of the background, central problems, and representative figures of phenomenology, existentialism, and structuralism. Selected readings from Husserl, Heidegger, Merleau-Ponty, Sartre, and Derrida. ††

**PHIL 146. History of Contemporary Philosophy II: The Analytic Tradition.** 3 hr.; 3 cr. Logical empiricism and contemporary varieties of analytic philosophy are examined through a study of such writers as G.E. Moore, B. Russell, L. Wittgenstein, R. Carnap, G. Ryle, and P. Strawson. ††

**PHIL 148. History of American Philosophy.** 3 hr.; 3 cr. A survey of major American thinkers from colonial times to the present. Figures such as Emerson, Thoreau, Peirce, James, and Dewey will be considered.

**PHIL 150. Philosophy and Feminism.** 3 hr.; 3 cr. An examination of feminist perspectives on topics such as knowledge, metaphysics, aesthetics, ethics, political philosophy, and the nature and history of philosophy. Attention will be paid to the nature of gender and to the question of its role in the framing of philosophical issues, methods, and paradigms of investigation.

**PHIL 212. Philosophy of Knowledge.** 3 hr.; 3 cr. A consideration of philosophical problems relating to the foundation, nature, and justification of knowledge.

**PHIL 213. Metaphysics.** 3 hr.; 3 cr. An analytical and critical examination of the nature, scope, and method of metaphysics, and of the fundamental distinctions and categories employed in the study of existence and existents. ††

**PHIL 219. 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. ††

**PHIL 221. Philosophy of History.** 3 hr.; 3 cr. Consideration of both speculative and critical philosophies of history with emphasis on the relation of history to the sciences, historical explanation, and the principle of historical selection. Selected readings from Vico, Hegel, Marx, Collingwood, Beard, Sartre, Foucault. (SS) ††

**PHIL 222. Political Philosophy.** 3 hr.; 3 cr. An analysis of the major political philosophers from Plato to the early twentieth century. (SS)

**PHIL 223. Philosophy of Law.** 3 hr.; 3 cr. An introduction to those basic concepts of law and jurisprudence that have been influential in the formation of legal systems. Emphasis will be given to contemporary theory and criticism. ††

**PHIL 224. Philosophy of Mind.** 3 hr.; 3 cr. Selected problems in philosophical psychology: concepts of mind; existential psychology; the mind-body problem; the nature of imagination; belief, emotion, intention, and introspection. †

**PHIL 225. Philosophy of the Natural Sciences.** 3 hr.; 3 cr. An analysis of the meaning, structure, and implications of modern natural sciences, and an examination of some fundamental philosophical problems concerning scientific inquiry and scientific knowledge. †

**PHIL 226. Philosophy of the Social Sciences.** 3 hr.; 3 cr. Prereq.: Junior standing or permission of the instructor. A philosophical critique of the fundamental assumptions, methodologies, and controversies in current social science. Possible topics include behaviorism and its alternatives; mainstream economics versus Marxism and quantitative sociology; functionalism and alternative conceptions in sociology and anthropology. (SS)†

**PHIL 250. Plato and the Bible.** 3 hr.; 3 cr. A comparative examination of philosophical themes in the Bible and in Greek philosophy, focusing upon conceptions of God, creation, human nature, physical and moral evil, the meaning of history, and the nature of society. (PN)

**PHIL 251. Aristotle and Maimonides.** 3 hr.; 3 cr. An inquiry into the impact of Aristotle's philosophy upon medieval Jewish thought and experience as represented by Maimonides. Primary attention to the relation between religion and philosophy and to problems of knowledge, mind, ethics, and society. (PN)

**PHIL 252. Existentialism and Modern Jewish Philosophy.** 3 hr.; 3 cr. An examination of the philosophies of Mendelssohn, Hermann Cohen, Martin Buber, and Franz Rosenzweig as responses to challenges presented by Kant, Hegel, Nietzsche, Sartre, and Camus. Emphasis on themes of religion and ethics, the individual and the state, freedom and responsibility, alienation, and the meaning of Jewish existence.

**PHIL 260. 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.††

**PHIL 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 include the existence of God; the nature of faith; mysticism; the problem of evil; philosophical aspects of eschatology; the impact of science on religion.††

**PHIL 262. Recent Continental Philosophy.** 3 hr.; 3 cr. Possible topics include the philosophy of language; the human body; theories of consciousness; Husserl's logical studies. Consult the department for current offerings and suggested prerequisites.††

**PHIL 264. The Philosophy of Plato.** 3 hr.; 3 cr. A critical examination of the major dialogues of Plato. Though the main emphasis will be placed on the content of the dia-

logues, 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)††

**PHIL 265. Philosophy of Language.** 3 hr.; 3 cr. A consideration of philosophical problems relating to language. Problems concerning meaning and reference, signs and symbols, verifiability and literal and non-literal meaning are treated mainly in terms of contemporary thinkers.††

**PHIL 267. Contemporary Metaphysics.** 3 hr.; 3 cr. Selected advanced problems from twentieth-century sources. Possible topics include theories of being and reality; the status of individuals; identity and reference; universals; relations; qualities; matter; space and time.††

**PHIL 270, 270W. Major Philosophical Thinkers.** 3 hr.; 3 cr. An extensive study of one great philosophical author or movement. The subject of the course will vary with the instructor and year. Current information may be obtained from the department. May be repeated for credit provided the topic is different.

**PHIL 271. Nietzsche: Nihilism and Beyond.** 3 hr.; 3 cr. An examination of the philosophy of Nietzsche with particular reference to these key themes: the critique of western civilization; the loss of absolutes; the will to power; the role of creativity; the transvaluation of values; the encounter with "Nothingness"; the "new" human; the critique of traditional morality and religion.

**PHIL 272, 272W. Problems in Philosophy.** 3 hr.; 3 cr. A detailed examination of a significant philosophical problem. The content of this course varies with the instructor and year. Current information may be obtained from the department. May be repeated for credit provided the topic is different.††

**PHIL 383W. Research Paper.** 3 hr.; 3 cr. Prereq.: Senior standing and an approved undergraduate major in philosophy. Intensive research leading to the writing of a paper on a topic approved by the department; the final examination will consist of an oral defense of the paper.

**PHIL 393, 394. Honors Seminar.** 3 hr.; 3 cr. each sem. Prereq.: Permission of the department. Gives students of advanced standing an opportunity to engage in the detailed examination of the work of a major thinker or group of thinkers. The topic of the seminar varies from semester to semester and is chosen in consideration of the student's needs and interests. The following list is representative of the seminar: Aristotle, Augustine, Aquinas, Scotus, Spinoza, Kant, Hegel, the British Empiricists, the Continental Rationalists, the American Pragma-

tists, 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.** Consult the *Graduate Bulletin* for course descriptions and information.

**PHIL 620. Advanced Logic.**

**PHIL 621. Logic and Language.**

**PHIL 651. Philosophy of Law.**

**PHIL 652. Philosophy of History.**

**PHIL 653. Philosophy of the State.**

**PHIL 654. Philosophy of Religion.**

## Physics

**Chair:** Alexander A. Lisyansky

**Master's Advisor:** J. Marion Dickey

**PhD Advisor:** I. L. Kuskovsky, SB B206, 718-997-3167

**Pre-Engineering Advisor:** Vinod Menon, SB B204, 718-997-3147

**Physics Major Advisor:** Lev I. Deych

**Physics/Science Education Advisor:** Mark G. Miksic

**Dept. Office:** SB B334, 718-997-3350

**Distinguished Professor:** Genack; **Professors:** Cadieu, Dickey, Lisyansky, Schwarz; **Professors Emeriti:** Fischer, Neuberger, Rafanelli; **Associate Professors:** Klarfeld, Miksic; **Assistant Professors:** Deych, Kuskovsky, Menon; **Adjunct Assistant Professors:** Dehipawalage, Qian; **Adjunct Lecturers:** Chen, Gangji, Glass, Gruszecki, Hao, Kunzler; **Chief College Laboratory Technician:** German; **Senior College Laboratory Technicians:** Bunch, Ozimkowski, Radomyelskiy, Rose; **Administrative Assistant:** Hernandez

**Majors Offered:** Physics (State Education Code 02789); BA/MA (State Education Code 02787); BS (State Education Code 28701).

### THE MAJOR

The BA degree in physics prepares students for careers in a wide variety of technical disciplines, for graduate school in physics or engineering, or for a science teaching career. The physics curriculum provides students with superior analytical skills and a thorough grounding in the underpinnings of



the various sciences. Courses cover the topics of mechanics, thermodynamics, electromagnetism, optics, relativity, quantum mechanics, and specialized topics in classical and modern physics. Experimental skills are developed in several laboratory courses. Electives address topics such as electronics, telecommunications, astronomy, and applied optics. Qualified undergraduates may take graduate level courses, and may participate in internationally respected experimental and theoretical research efforts within the department. The BA degree may be obtained by taking evening courses.

The department also offers a BS degree, a minor, a major in physics education, and a pre-engineering program, as described below.

A student who has started as a non-physics major and taken PHYS 121 and 122, or PHYS 103 and 204, is requested to see the chair before starting intermediate courses in physics.

See the box below for the specific requirements for each major.

## THE MINOR

The minor program is designed to give an understanding of both modern and classical physics to interested students. See the box below for the specific requirements for the minor.

## BA/MA Program (Major code 085)

Truly outstanding majors are able to participate in the BA/MA program upon recommendation of the department chair.

## Physics Education

In conjunction with the Secondary Education and Youth Services Department, the Physics Department offers a physics education major. The education courses are specified by the Secondary Education Department and the physics requirements are similar to those for the minor, with the addition of ASTR 001. **Please note:** State certification requires a minimum of 36 total credits in science.

## Department Awards

The department offers the **Narciso Garcia Memorial Scholarship**, the **Paul Klapper Physics Prize**, the **Physics Prize**, and the **Ferdinand J. Shore Physics Award** to outstanding students graduating with honors in physics. In addition, department honors are awarded each Spring semester to students who have excelled in either experimental or theoretical physics. The awards are based on faculty recommendations to the chair.

## Pre-Engineering Program

The pre-engineering program is organized by the Physics Department, which gives advice to pre-engineering students. Students in this program spend three years at Queens College, and then gain automatic acceptance to the Columbia University engineering program. For more details, refer to the section on the Pre-Engineering Program on pages 17-18.

## COURSES

**PHYS 001. Conceptual Physics.** 2 lec., 2 rec., 2 lab. hr.; 4 cr. Prereq.: 11th-year mathemat-

ics or equivalent. 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 PHYS 103, 121, or 145. (PBGA)

**PHYS 007. 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. (PBGB) Fall, Spring

**PHYS 103. Physics for Computer Science I.** 3 lec., 1 rec., 2 lab. hr.; 4 cr.; coreq.: MATH 142 or 152. Basic concepts of classical physics: Newtonian mechanics, thermodynamics, and electromagnetic theory. (PBGA) Fall, Spring

**PHYS 121. General Physics I.** 4 lec. and rec., 2 lab. hr.; 4 cr. Prereq.: Trigonometry and algebra. 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)

**PHYS 122. General Physics II.** 4 lec. and rec., 2 lab. hr.; 4 cr. Prereq.: PHYS 121. Electricity and magnetism, geometrical and physical optics, and an introduction to modern physics. (PBGA)

**PHYS 145. Principles of Physics I.** 4 lec. and rec., 2 lab. hr.; 4 cr. Prereq.: MATH 141 or 151. A calculus-based course intended for students who plan to study the physical sciences or engineering. Fundamental principles and laws of mechanics, thermodynamics, kinetic-molecular theory, and sound. (PBGA)

**PHYS 146. Principles of Physics II.** 4 lec. and rec., 2 lab. hr.; 4 cr. Prereq.: PHYS 121 or 145 and either MATH 142 or 152. Electricity, magnetism, and optics. (PBGA)

**PHYS 204. Physics for Computer Science II.** 3 lec., 1 rec., 2 lab. hr. (every other week); 4 cr. Prereq.: Either PHYS 103, 122, or 146. Introduction to the principles and methods of quantum physics with application to

## Requirements for the Majors in Physics (Major code 084)

**The Physics Option–Bachelor of Arts Degree** (Concentration code 08A)

**Core Requirements:** PHYS 145, 146, 233, 234, 235, 237, 242, 260, 310, 322, 365, and 377.

**Elective Requirements:** Two 3- or 4-credit physics courses at the 200 level or above (excluding PHYS 204 and 207).

**Math Requirements:** The calculus sequence through MATH 201.

**The Applied Physics Option–Bachelor of Arts Degree** (Concentration code 08B)

**Core Requirements:** PHYS 145, 146, 221, 227, 233, 235, 237, 242, 260, 265, 310, and 377.

**Elective Requirements:** One 3- or 4-credit physics course at the 200 level or above (excluding PHYS 204 and 207) and one 3- or 4-credit science/mathematics course approved by the department.

**Math Requirements:** The calculus sequence through MATH 201.

**Bachelor of Science in Physics Degree** (Major code 083)

**Core Requirements:** PHYS 145, 146, 233, 234, 235, 237, 243, 260, 310, 322, 345, 365, 377.

**Elective Requirements:** At least one 3- or 4-credit physics course at the 200 level or above (except PHYS 204 and 207) and two science/mathematics courses approved by the department.

**Math Requirements:** The calculus sequence through MATH 201.

## Requirements for the Minor in Physics (Minor code 80)

**Required:** A minimum of 20 credits in physics and astronomy courses, including at least 12 credits at the 200 level or above.

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

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

atoms and solids in general and semiconductors in particular. Analysis of the characteristics of semiconductor devices in computer logic circuitry. (PBGA)

**PHYS 207. Introduction to Modern Physics for Engineers.** 3 hr.; 3 cr. Prereq.: PHYS 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. ††

**PHYS 220W. Current Issues in Physics.** 2 hr.; 2 cr. Prereq.: Six credits in physics at the 200 level. Students will explore the current literature in physics while developing skills in the preparation of abstracts, publications, proposals, and oral presentations. They will become familiar with library research tools, Microsoft Office applications, professional resources in physics, and publication ethics. PHYS 220W may not be used as an elective in the physics major.

**PHYS 221. Optoelectronics.** 3 hr.; 3 cr. Prereq.: PHYS 146. An investigation of the fundamental principles and applications of light transmission in solids, light emitting diodes, optical fiber systems, and semiconductor lasers.

**PHYS 225. Introduction to Solid State Electronics.** 3 rec., 3 lab. hr.; 4 cr. Prereq.: PHYS 122, or 146, or 204. An introduction to the physical properties of thermionic and solid state electronic devices. Fall, Spring

**PHYS 227. Physical Principles of Telecommunications.** 3 hr.; 3 cr. Prereq.: PHYS 103, or 122, 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.

**PHYS 233, 234. Intermediate Methods of Mathematical Physics.** 3 hr.; 3 cr. each sem. Prereq.: PHYS 122 or 146, and MATH 201. Specific mathematical methods used in advanced courses in physics. PHYS 233, differential equations, vector differential, and integral calculus; PHYS 234, Laplace transforms, Fourier analysis, and complex analysis.

**PHYS 235. Classical Physics Laboratory I.** 4 hr.; 2 cr. Prereq. or coreq.: PHYS 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

**PHYS 237. Mechanics.** 4 hr.; 4 cr. Prereq.: PHYS 146, 233, and MATH 201. Development of classical mechanics covering New-

ton's laws, conservation theorems, oscillations, Lagrange and Hamilton formulations, central force motion, non-inertial systems, and rigid body motion.

**PHYS 242. Thermodynamics.** 3 hr.; 3 cr. Prereq.: PHYS 146 and MATH 201. Thermodynamic systems in equilibrium, entropy, thermodynamic potentials, phase transitions, and kinetic theory.

**PHYS 243. Thermodynamics and Statistical Mechanics.** 4 hr.; 4 cr. Prereq.: PHYS 146 and MATH 201. This course covers the thermodynamic laws and potentials, entropy, phase transitions, and classical and quantum statistical physics with application to physical systems.

**PHYS 260. Introduction to Modern Physics.** 4 hr.; 4 cr. Prereq.: PHYS 237. An introduction to quantum and nuclear physics and the principles of special relativity. The objective is to explain the experimental basis for the transition from classical to modern physics. †

**PHYS 265. Electrical Circuits.** 3 hr.; 3 cr. Prereq.: PHYS 146. 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

**PHYS 310. Electromagnetism.** 4 hr.; 4 cr. Prereq.: PHYS 122 or 146, and 233. Electrostatics; boundary value problems; electric fields in matter; magnetostatics; Maxwell's equations; electromagnetic waves; radiation.

**PHYS 322. Optics.** 3 hr.; 3 cr. Prereq.: PHYS 310. Advanced geometric optics and theory of optical instruments; interference and its applications; Fresnel and Fraunhofer diffraction, diffraction gratings; theory of polarization of light; interaction of light with matter: dispersion, absorption, reflection, and birefringence.

**PHYS 345. Solid State Physics.** 4 hr.; 4 cr. Prereq.: PHYS 243 and 260. Students will be exposed to basic ideas of the modern physics of solids. Crystal symmetry and reciprocal lattice will be covered in conjunction with experimental methods designed to study the structure of solids. Vibrational, electrical, magnetic, and optical properties of solids will be considered on the basis of the quantum mechanical description.

**PHYS 365. Principles of Quantum Mechanics.** 3 hr.; 3 cr. Prereq.: PHYS 234 and 360. Review of early quantum theory; solution of Schrodinger's equation for the free particle, particle in a box, harmonic oscillator, and hydrogen atom; The uncertainty and exclu-

sion principles; spin, statistics, and exchange phenomena.

**PHYS 377. Modern Physics Laboratory.** 4 hr.; 2 cr. Prereq.: PHYS 235, or permission of the instructor. Experiments are drawn from atomic, nuclear, solid state physics, modern optics, and electronics. PHYS 377 is required of physics majors.

**PHYS 381, 382. Seminar.** PHYS 381.1, 3 lab. hr.; 1 cr. PHYS 381.2, 2 lec. hr.; 2 cr. PHYS 381.3, 2 lec., 3 lab. hr.; 3 cr. PHYS 382.1, 3 lab. hr.; 1 cr. PHYS 382.2, 2 lec. hr.; 2 cr. PHYS 382.3, 2 lec., 3 lab. hr.; 3 cr. Prereq.: Permission of the department. Selected topics of current interest. ††

**PHYS 383. Special Topics.** 3 hr.; 3 cr. Prereq.: Permission of the department.

**PHYS 390. Internship.** 135 hr.; 3 cr. Prereq.: A letter of acceptance detailing the research project from the program/company to which the student is applying; permission of the physics major advisor. The student's grade will be determined by both the employer's and faculty sponsor's evaluations of the student's performance, based on midterm and final reports.

**PHYS 391, 392, 393. Special Problems.** PHYS 391, 3 hr.; 1 cr. PHYS 392, 6 hr.; 2 cr. PHYS 393, 9 hr.; 3 cr. Prereq.: Permission of the department. Open to a limited number of physics majors. Each student accepted works on a minor research problem under the supervision of a member of the staff. ††

**PHYS 395W. Senior Research Project I.** 6 hr.; 2 cr. Prereq.: 3.0 departmental average; completion of at least 9 credits in physics at the 200 level or above; permission of the department. The first semester of a two-semester sequence (PHYS 395W, 396W). The student will engage in significant research under the supervision of a faculty mentor, and will complete a paper covering background, techniques, and status of the research.

**PHYS 396W. Senior Research Project II.** 9 hr.; 3 cr. Prereq.: Completion of PHYS 395W with a minimum grade of 3.0. A continuation of PHYS 395W, where the student will complete his/her research project, and summarize the results in a research paper and talk. The written and oral presentations will be evaluated by a committee consisting of the faculty mentor and two other faculty members.

**The following graduate courses are open to qualified undergraduate students, with permission of the department.** Consult the *Graduate Bulletin* for course descriptions and information.

**PHYS 601. Introduction to Mathematical Physics.**

**PHYS 611. Analytical Mechanics.**

**PHYS 612. Fluid Dynamics.**

**PHYS 615. Electromagnetic Theory.**

**PHYS 625. Introduction to Quantum Mechanics.**

**PHYS 635. Condensed Matter Physics.**

**PHYS 636. Nuclear & Elementary Particle Physics.**

**PHYS 637. Modern Optics.**

**PHYS 641. Statistical Physics.**

**PHYS 645. Solid State Physics.**

**PHYS 651. Foundations of Physics.**

### Courses in Astronomy

**ASTR 001. General Astronomy.** 3 hr.; 3 cr. Prereq.: Not open to students who have passed ASTR 002. 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

**ASTR 002. General Astronomy with Laboratory.** 3 lec., 3 lab. hr.; 4 cr. Prereq.: Not open to students who have passed ASTR 001. 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

# Political Science

**Chair:** Patricia Rachal

**Graduate Advisor:** Irving Leonard Markovitz

**Dept. Office:** Powdermaker 200, 718-997-5470; Fax: 718-997-5492

**Professors:** Altenstetter, Gerassi, Markovitz, Priestley, Sun; **Associate Professors:** Bowman, Kimerling, Krasner, Liberman, Rachal, Reichl, Rollins; **Assistant Professors:** Cole, George, Lipsitz, Pierre-Louis; **Lecturers:** Agbeyegbe, Flamhaft; Milchman; **Professors Emeriti:** Bailey, Hacker, Ofuately-Kodjoe, Psomiades, Schneider Zwiebach; **Associate Professors Emeriti:** Hevesi, Resnik;

**Department Secretary:** Braun

**Majors Offered:** Political Science and Government (State Education Code 02817)

Courses in the department are designed to give the student, whether major or nonmajor, a basic understanding of forces that shape government policy in both the national and international arenas. These include power relationships, political values and ideologies, the “rules of the game” that shape government institutions, and the strategies of citizens and other social actors. The department’s offerings are divided into the following categories: (A) American Politics, (B) Comparative Politics, (C) International Politics, (D) Political Theory and Methodology, (E) Law and Politics, (F) Internships.

Political science provides the background desired for careers in government service, education, journalism, law, or international agencies; and for staff work with research agencies, political parties, interest groups, business enterprises, trade associations, and labor organizations. Political science is also a liberal art and an appropriate

major for students whose career interests are indefinite.

### Department Awards

The department annually offers **Awards for Academic Excellence** to outstanding students in the department as well as a service award to a student who has made an unusual contribution to the department. Other awards include the **Michael Harrington Scholarship Award**; the **Eugene Hevesi Memorial Award**, for enhancing the political process; the **Michael Harrington Scholarship Award**; the **Mieczyslaw Maneli Scholarship Award**; the **Joel Morrison Scholarship Award**; the **Henry Morton Scholarship Award**; the **Pi Sigma Alpha, Beta Kappa Chapter Award**; and the **Women’s Campaign School at Yale University Award**.

### THE MAJOR

See the box below for the specific requirements for the major.

### Specialized Concentrations in Political Science

#### International Politics

The department offers a special concentration in international politics (concentration code 09A). The requirements for this concentration are (1) PSCI 103, 104, and one other 100-level course; (2) four courses from PSCI 230–246, 250–269, 272, 286; (3) PSCI 383W, 384W; (4) two electives from other political science courses, one or both of which may be internships.

#### Law and Politics

The department offers a special concentration in law and politics (concentration code 09B). The requirements for this concentration are (1) PSCI 100 and two other 100-level political science courses; (2) four

### Requirements for the Major in Political Science (Major code 086)

**Required:** 30 credits in political science, including **three** of the following courses: PSCI 100, 101, 102, 103, 104, and 105; and a seminar plus 18 elective credits in political science courses. The introductory course in each category is, on principle, a prerequisite for the intermediate courses and seminars in each category. Exemptions from this rule may be given by the advisor with the concurrence of the instructor. A minimum of 9 hours must be taken in one or in several of the following departments: anthropology, economics, history, philosophy, psychology, sociology, and urban studies, with the permission of the department.

By the upper sophomore year, majors should have worked out a comprehensive course of study in political science with their faculty advisor before registering for more courses. Transfer students who plan to major in political science must take a minimum of 18 credits in the department regardless of the number of political science credits earned at other institutions.

A maximum of 12 internship credits can count toward the major.

### Requirements for the Minor in Political Science (Minor code 81)

The minor consists of 18 credits, including two of the first six courses (introductory courses) listed under the major, and at least three upper-level courses. Cross-listed courses will not be credited toward the minor. Transfer students must take at least 18 credits on campus. Changes in courses may be made at any time.

courses from PSCI 280–289, 212, 213, 250, 270; (3) PSCI 382W; (4) two electives from other political science courses, one or both of which may be internships.

## THE MINOR

See the box on page 205 for the specific requirements for the minor.

## COURSES

### I. Introductory

The courses listed below are introductions to the major fields of political science and are offered each semester. Majors should complete these courses by the end of their sophomore year.

**PSCI 100. American Politics and Government.** 3 hr.; 3 cr. An analytical study of American national government with special attention to its structure and operation functions of the President, Congress, and the Judiciary; activities of the federal government in promoting the welfare of the people. (SS)

**PSCI 101. Introduction to Political Science.** 3 hr.; 3 cr. An analytical study of the basic concepts of political science including power, conflict, coercion; and the state and the government. Will also include a basic introduction to methodology and research techniques. (SS)

**PSCI 102. Current Political Controversies.** 3 hr.; 3 cr. This course introduces students to the basic analytical and evaluative tools of political science through an examination of particular controversies. Each section will focus on a current controversy such as life and death (abortion, the death penalty, etc.), minority rights (affirmative action, homosexual marriage, etc.), and religion and politics, and then explore the wider and more general issues it entails. (SS)

**PSCI 103. Comparative Politics.** 3 hr.; 3 cr. A comparative analysis of political institutions, processes, and cultures. The political systems of selected countries will be illustrative case studies of the comparative approach. (SS)

**PSCI 104. International Politics.** 3 hr.; 3 cr. An examination of the nature of international society (nationalism, state sovereignty, balance of power) and the sources of conflict and tension among nation states. After a consideration of the elements of power (geopolitical, economic, ideological, demographic, and technological), deals with the role of international organization and law, collective security and regionalism as “controls” on the use of power. Attention to the implications of the transitional aspects of world politics (e.g., the rise of new nations and population expansion). (SS)

**PSCI 105. Political Theory.** 3 hr.; 3 cr. Introduction to the nature, types, and problems of political theory. Core of readings consists of selections from classic works of political theory and philosophy. (SS)

**PSCI 135W. Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college’s writing-intensive course requirements. May be repeated for credit.

### II. Intermediate

**PSCI 209. Special Topics in Political Science.** 3 hr.; 3 cr. Topics to be announced.

#### A. American Politics

**PSCI 210. American State and Local Government.** 3 hr.; 3 cr. Emphasis on development of executive power; legislative process; the role of political parties and interest groups; and the changing character of urban government.

**PSCI 211. Urban Politics.** 3 hr.; 3 cr. A survey of the phenomena of the modern-day metropolis with emphasis on urban needs, government organization and administration, politics; political processes, and the interrelationships between the city and the suburbs.

**PSCI 212. The American Presidency.** 3 hr.; 3 cr. An analytical study of the office and powers of the President as chief of state, head of its executive branch, commander-in-chief of its armed forces, director of its foreign policy, and his role as legislator, party leader, and spokesman of the nation. The concept of the presidency and the achievements of the presidents will be particularly examined.

**PSCI 213. The Legislative Process in America.** 3 hr.; 3 cr. An examination of the structures and functions of legislative bodies with particular emphasis on the United States.

**PSCI 217. Decision-Making in the White House.** 3 hr.; 3 cr. This course examines presidential decision-making and how it has varied among recent presidents.

**PSCI 218. Political Parties and Elections.** 3 hr.; 3 cr. An analysis of the historical development of the American party system; evaluation of the two major parties as a tool for electoral organization and representation; decline of partisan identification and the rise of interest groups.

**PSCI 219. Politics of Bureaucracy.** 3 hr.; 3 cr. An analysis of the organization and

functioning of public and private bureaucracies, including a general survey of the theory and practice of administration. Case studies will compare the functioning of actual agencies with administrative theory.

**PSCI 220. Politics and the Media.** 3 hr.; 3 cr. A study of the relationship between the media and political consciousness (the way we think and feel about politics), focusing on the news: its content, the way people perceive and use that content, and the way politically active people attempt to influence that content.

**PSCI 221. Public Policy in the Political Process.** 3 hr.; 3 cr. Study of one or more public issues. Will focus on both the process of decision-making and evaluation of policy. May be repeated if different fields of public policy are being covered.

**PSCI 222. Power in America.** 3 hr.; 3 cr. An examination of the structure of power of American society and its relation to political ideas and processes.

**PSCI 223/URBST 223. Introduction to Public Administration.** 3 hr.; 3 cr. Analysis of the theoretical basis for administration and philosophies of administration. Description of the tools of administration and the relationship of administrative organization to other institutions in modern society.

**PSCI 224. The Public Service.** 3 hr.; 3 cr. The problems of recruiting, organizing, and providing administrative leadership for the persons required to administer modern government and to plan and carry out an ever-widening range of public programs and services. Will also stress public service as a career.

**PSCI 225. Women in Politics and Government.** 3 hr.; 3 cr. This course explores the role women play in the American political system. It addresses the question of how women choose to participate in politics, how they are recruited for office, how they campaign, what influence they have, and what obstacles to their full and equal participation remain. The course relies on readings and on guest lectures by women who hold elected, appointed, and civil service positions at different levels of government.

**PSCI 226. Capitalism and Democracy.** 3 hr.; 3 cr. This course deals with the interaction between the political and economic institutions of capitalist democracies. Topics covered include the relationship between capitalism and democracy, and between democracy and inequality, as well as the politics of economic policy in advanced capitalist societies.

‡Offered either Fall or Spring; see **Class Schedule**.  
††May be offered; see **Class Schedule**.

**PSCI 228. American Politics and Film.** 3 hr.; 3 cr. This course will focus on selected American films, from the 1920s to the present, to examine the social and cultural ideas and attitudes that underlie American political and economic structures. It will also examine the influence of the media on the American political world.

**PSCI 229. Colloquium in American Politics.** 3 hr.; 3 cr. Topics to be announced.

## B. Comparative Politics

**PSCI 230. Politics of Development.** 3 hr.; 3 cr. Politics and government in the developing areas of Africa, Asia, Latin America, and the Middle East. Stress on the interaction of political, social, and economic forces. Attention is paid to foreign policy problems. (PN)

**PSCI 231. Political Culture and Political Socialization.** 3 hr.; 3 cr. The effect on political systems and behavior of such phenomena as fundamental moral concerns and value systems, class structures, and folk practices; development of the individual's orientation to political action and institutions.

**PSCI 232. Comparative Political Economy.** 3 hr.; 3 cr. Effects of economic structures and practices on the political and social systems.

**PSCI 233. Transitions to Democracy.** 3 hr.; 3 cr. During the past generation, many nations have shifted from authoritarian and military rule to democracy. This course will examine the reasons for this development, the ways it has been accomplished, and the prospects for the future.

**PSCI 234. Contemporary Western Europe.** 3 hr.; 3 cr. Analysis of contemporary European political institutions and processes. Selected countries to be announced.

**PSCI 235. Contemporary Russia.** 3 hr.; 3 cr. A survey of the political processes and governmental institutions of Russia, as well as the states of the former Soviet Union.

**PSCI 238. Contemporary Asia.** 3 hr.; 3 cr. A survey of the political development and government institutions of the states in East Asia, Southeast Asia, South Asia, and to a lesser extent, Central Asia. (PN)

**PSCI 239. Contemporary Latin America.** 3 hr.; 3 cr. A study of the political reality of Latin American countries through their constitutional organization and the actions and attitudes of power blocks within society. The role of political parties, dictatorship, and *caudillismo* constitutional government, and democracy. (PN)

**PSCI 240. Contemporary Middle East.** 3 hr.; 3 cr. A survey of Middle Eastern govern-

ments, political processes, and political group behavior. (PN)

**PSCI 242. The Politics of the Welfare State.** 3 hr.; 3 cr. Welfare states in the modern world vary from "conservative" to "liberal" to "radical." This course will examine the common roots of all welfare states, the ways they vary, and the different interests their policies serve.

**PSCI 244. Comparative Analysis of Revolutions.** 3 hr.; 3 cr. The purpose of this course is to identify, describe, and analyze models of revolution. The object will be to show where and why revolutions are likely, the conditions under which they have succeeded in the past, and the forces that play determinant roles.

**PSCI 246. Social Movements and Political Power.** 3 hr.; 3 cr. This course examines the relation of social movements to political parties, labor unions, and governmental and non-governmental institutions. It will compare "old" class-based movements to "new" identity-based movements, particularly those concerned with race, gender, and ethnicity. Students will deal with case studies taken from developed and less developed societies.

**PSCI 247. Political Leadership.** 3 hr.; 3 cr. This course examines the problem of leadership in political systems, the various ways it can be exercised, and its 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.

**PSCI 248. Business and Politics.** 3 hr.; 3 cr. Examination of business firms as political actors, providing a political perspective on the legislative and economic environment in which business operates. Specific topics include the way in which business firms and organizations participate in the political process; the place of business power in democratic theory; the politics of economic policy, regulatory policy, corporate governance, and labor market.

**PSCI 249. Colloquium in Comparative Politics.** 3 hr.; 3 cr. Topics to be announced.

## C. International Politics

**PSCI 250. International Law.** 3 hr.; 3 cr. An examination of the traditional and prevailing rules of international law governing relations among states and other international persons; special emphasis on recognition, succession, international treaties, and state jurisdiction over land, water, and aerial space.

**PSCI 251. International Organization.** 3 hr.; 3 cr. After a brief treatment of the historical

background of international organization and attempts to maintain peace, attention is given to the organizational, structural, and functional aspects of the United Nations and its related agencies. An evaluation of the contributions of these organizations to the maintenance of peace and to world economic, social, and political development is made.

**PSCI 252. Contemporary Issues in International Relations.** 3 hr.; 3 cr. This course introduces students to some of the major issues that confront the world and provides them with basic analytical tools to help them understand these issues. Each section will focus on a particular issue, such as the control of weapons, women and war, international drug traffic, and the international trading system. The course will feature guest speakers from journalism, the UN, and various diplomatic missions. Topics to be announced. Course may be repeated with permission of the instructor if the topic is different.

**PSCI 253. Administration of International Law.** 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.

**PSCI 254. The Politics of the International Economy.** 3 hr.; 3 cr. This course deals with the relationship between international politics and international economics. It pays particular attention to the increasing political significance of international trade, global competition, and the international division of labor. Students will examine such issues as the role of states in the world economy, the activities of inter-governmental organizations such as the IMF and the World Bank, and the problems of inequality and unequal development.

**PSCI 255. Comparative Foreign Policy.** 3 hr.; 3 cr. An analysis of patterns in the orientation of various nation-states toward their world environment, and of structures and processes by which various nation-states formulate foreign policies. Spring

**PSCI 257. Western Europe in World Politics.** 3 hr.; 3 cr. The role of the European states in world politics. Cohesion and conflict within the regions: the politics of European integration, Atlantic cooperation, and East-West relations.

**PSCI 258. Asia in World Politics.** 3 hr.; 3 cr. Examination of the international relations

and foreign policies of major states in East Asia, Southeast Asia, South Asia, and to a lesser extent, Central Asia.

**PSCI 259. Latin America in World Politics.** 3 hr.; 3 cr. The relations of the Latin American countries with the United States, the European powers, and with each other; Pan-Americanism and the participation of Latin America in international organizations; and inter-American public international law.

**PSCI 260. The Middle East in World Politics.** 3 hr.; 3 cr. The expansion of the European State system into the Middle East and the regional adjustments. The changing patterns of regional and international politics in the Middle East, contrasting the League of Nations and the United Nations systems.

**PSCI 261. Russia in World Politics.** 3 hr.; 3 cr. An examination of the foreign policy of Russia; continuing conflicts with the west; the politics of economic integration.

**PSCI 262. United States Foreign Policy.** 3 hr.; 3 cr. Examination of the historical, material, and ideological forces that shape current American foreign policy operations, followed by an analysis of policy formulation and stress on the executive, the legislative, and public opinion. Military, economic, and intelligence policies also examined.

**PSCI 263. Politics of Terrorism.** 3 hr.; 3 cr. A study of terrorism as practiced by governments, political parties, and small groups or individuals, including rationales, methods, justifications, and effects of terrorism by different agencies. Terrorism on an international scale will be studied in the context of global political and economic rivalries.

**PSCI 269. Colloquium in International Politics.** 3 hr.; 3 cr. Topics to be announced.

## D. Political Theory and Methodology

**PSCI 270. Democracy.** 3 hr.; 3 cr. An examination of democratic theory in the light of the developments of the late twentieth century. The course will particularly address the challenges to democracy posed by factors such as the rise of great corporations and state bureaucracies, and the decline in participation by ordinary citizens.

**PSCI 271. 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.

**PSCI 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.

**PSCI 273. American Political Thought.** 3 hr.; 3 cr. Discussion of the political concepts that have influenced the development of an American democratic tradition; concepts will be related to specific political institutions and processes.††

**PSCI 274. Contemporary Political Theory.** 3 hr.; 3 cr. Examination of the theoretical and methodological problems underlying twentieth-century political thought. Utilization of psychological findings, development of scientific procedure, problems of concept-formation. Attention is given to fundamental ideological issues in twentieth-century politics.

**PSCI 275. Applied Political Research.** 3 hr.; 3 cr. This course will provide students with the basic skills needed to carry out political science research, including the formulation of research problems, the collection of evidence, and elementary statistical analysis.

**PSCI 276. Feminist Political Theory.** 3 hr.; 3 cr. This course introduces students to feminist perspectives on politics and political thought, and to the current debates and issues in contemporary feminism, through a study of political writing by and about women.

**PSCI 277. Black Political and Social Thought 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.

**PSCI 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.).

**PSCI 279. Colloquium in Political Theory.** 3 hr.; 3 cr. Topics to be announced.††

## E. Law and Politics

**PSCI 280. The Judicial Process.** 3 hr.; 3 cr. An examination of courts as political and

governmental institutions. Rules of law, procedure, court decisions, and concepts of jurisprudence discussed only when directly relevant. Emphasis on judicial recruitment, politics of judicial settlements, legal values and judicial decisions, political and social attributes and attitudes in judicial decision-making, and the impact of judicial decisions.

**PSCI 281. Constitutional Law I: The American Federal Scheme.** 3 hr.; 3 cr. An examination of basic issues of federalism, national and state power, and the separation and distribution of national power involved in the American scheme of checks and balances.

**PSCI 282. Constitutional Law II: Civil Liberties and Civil Rights.** 3 hr.; 3 cr. An exploration of the safeguards to the liberty and property of persons involved in the American concept of inalienable rights.

**PSCI 283. Politics of Crime.** 3 hr.; 3 cr. An examination of the causes of crime in America in the economics, social, political, racial, and ideological context, the controversies it generates, and consideration of significant reforms.

**PSCI 284. Justice and Law.** 3 hr.; 3 cr. The relation of leading theories of law to contemporary concepts of justice and to important issues in constitutional law and current politics, such as equality, crime, and privacy.

**PSCI 285. Race, Class, Gender, and Law.** 3 hr.; 3 cr. This class will focus on three of the most important factors in contemporary American law and politics. Particular attention will be given to changing theories of law and justice with regard to employment discrimination, health, welfare, and education, and to the continuing debate over affirmative action.

**PSCI 286. Theories of Law and Human Rights.** 3 hr.; 3 cr. This course examines the argument that human beings have rights simply because they are human. It seeks to understand what should count as a right, how rights can be defended against persistent violation, and whether human rights activism can be an effective agent for political change.

**PSCI 287. Law, Politics, and the Environment.** 3 hr.; 3 cr. This course examines major issues in contemporary American and international environmental law and policy. Through a series of case studies, students study the activities of state and non-state factors and explore a variety of approaches to environmental law and policy. Guest lecturers include lawyers, scientists, and environmental activists.

**PSCI 289. Colloquium in Law and Politics.** 3 hr.; 3 cr. Topics to be announced.

## F. Internships

**PSCI 291. Special Problems.** PSCI 291.1, 1 hr.; 1 cr., PSCI 291.2, 2 hr.; 2 cr., PSCI 291.3, 3 hr.; 3 cr. Prereq.: Open to majors who receive permission of the department to register. A student or group of students will undertake and complete an individual research project in the field of their special interest under the direction of an instructor and with the approval of the department chair.

**PSCI 292W. Internship in Urban Politics.** PSCI 292.4, 2 hr./wk. plus 120 semester hours of intern work; 4 cr., PSCI 292.5, 2 hr./wk. plus 150 semester hours of intern work; 5 cr., PSCI 292.9, 2 hr./wk. plus 280 semester hours of intern work; 9 cr. Prereq.: Permission of the instructor. A work-study program, offered by the department, giving firsthand 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 are available through the department.

**PSCI 293. Fieldwork in Political Science.** 3 hr.; 3 cr. Individual or group field projects or internships with prior approval of the department.

**PSCI 294. Internship in Legislative Politics.** 12 cr. A one-semester, full-time internship with a state legislator or administrative agency in Albany. Details, requirements, and permission for the program must be obtained from the faculty coordinator. Stipends are provided.

**PSCI 295W. Internship in Law and Advocacy.** PSCI 295.4, 2 hr./wk. plus 120 semester hours of intern work; 4 cr., PSCI 295.5, 2 hr./wk. plus 150 semester hours of intern work; 5 cr., PSCI 295.9, 2 hr./wk. plus 280 semester hours of intern work; 9 cr. Prereq.: Permission of the instructor. Students will work with lawyers or with legal advocacy or judicial institutions. Application for the program is made a minimum of one month prior to registration. Applications are available through the department.

**PSCI 296W. Internship in International Politics.** PSCI 296.4, 2 hr./wk. plus 120 semester hours of intern work; 4 cr., PSCI 296.5, 2 hr./wk. plus 150 semester hours of intern work; 5 cr., PSCI 296.9, 2 hr./wk. plus 280 semester hours of intern work; 9 cr. Prereq.: Permission of the instructor. Students will work with public and private institutions in the field of international relations. Application for the program is made a minimum of one month prior to registration. Applications are available through the department.

**PSCI 297. Model United Nations.** 3 hr.; 3 cr. A simulation of the United Nations as an agent for peace in the contemporary world, including participation in a week-long Model UN event in New York City with general assembly meetings at the UN headquarters. Students will research issues before the UN in such areas as regional and world peace, economic development, education, human rights, and non-proliferation of nuclear weapons, and will prepare to participate in simulated debates and negotiations. A fee of \$75 is required to register as a delegate, in addition to room and board expenses.

## III. Seminars

**PSCI 381W. Seminar in American Politics.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

**PSCI 382W. Seminar in Law and Politics.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

**PSCI 383W. Seminar in Comparative Politics.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

**PSCI 384W. Seminar in International Politics.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

**PSCI 386W. Seminar in Political Theory.** 3 hr. plus conf.; 4 cr. Prereq.: Permission of the instructor. Topics to be announced. No student may enroll in more than one seminar a semester.

**PSCI 387W. Seminar in Political Analysis and Research Methods.** 3 hr.; 3 cr. Prereq.: Permission of the instructor. No student may enroll in more than one seminar a semester.

**The following graduate courses are open to qualified undergraduate students with permission of the department.**

**PSCI 610. Western Political Thought.**

**PSCI 630. Contemporary Comparative Government.**

**PSCI 640. Public Administration.**

**PSCI 651. Government of the City of New York.**

**PSCI 660. International Politics.**

# Psychology

**Chair:** Richard J. Bodnar

**Deputy Chair:** Robert N. Lanson

**Assistant Chair for Evening Studies:** Nancy S. Hemmes

**Graduate Advisor:** Philip Ramsey

**Dept. Office:** SB E318, 718-997-3203

**Distinguished Professor:** Halperin; **Professors:** Baker, Bodnar, Borod, Brown, Ehrlichman, Fields, Halperin, Hemmes, Johnson, Poulson, Ramsey, Sturme; **Associate Professors:** Berman, Croll-Kalish, Fleischer, Foldi, Lanson, Moreau; **Assistant Professors:** Alvero, Brumberg, Hollander, Ranaldi; **Substitute Assistant Professor:** Varelas; **College Laboratory Technicians:** Gottesman, Lehman, Ramroop, Zhu; **HEO Assistant:** Volono; **Department Administration:** Barash, Cinquemani, Schimat, Stern

**Major Offered:** Psychology (State Education Code 02805)

The department offers a wide variety of courses, some of which lay the foundation for a career in psychology, all of which are aimed at providing students with an understanding of behavior, both normal and abnormal.

## Department Awards

The department offers the **Mitchell L. Kietzman Award**, for outstanding undergraduate research; the **Raphell Sims Lakowitz Scholarship**, to an undergraduate psychology major who has demonstrated both academic excellence and the ability to work in the clinical setting, and is intending to pursue a career in clinical psychology; the **Gregory Razran Award**, to the graduating student with the highest grade-point average in psychology; the **William N. Schoenfeld Award**, to the graduating student with the second highest grade-point average in psychology; the **Harold Schuckman Memorial Award**, to an overall outstanding undergraduate who will attend graduate school; the **Max and Edith Weiner Award**, to a graduating student who has demonstrated distinguished scholarship; and the **Arthur A. Witkin Award for Excellence in Industrial-Consumer Psychology**, to a graduating student who has shown special scholarship, research, and internship achievement in this area.

## THE MAJOR

The major in psychology prepares students for employment in such settings as residential and treatment programs for handicapped individuals, and in drug rehabilitation facilities, although a master's degree is the minimal educational requirement for many professional positions. A doctorate is

required for clinical, counseling, or industrial practice, and for New York State certification as a psychologist. See the box below 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.

Courses required for the major are offered every semester. Elective courses are offered either every semester or at least once a year.

Students majoring in psychology are urged to avail themselves of the many advisory resources provided by the department. These include:

1. Day-student majors receive advisement from the chair and/or deputy chair. Evening session majors receive advisement from the assistant chair for evening students.
2. Peer advisors. Peer advisors are available in the psychology office, according to a schedule posted in the office.
3. The psychology Web page provides detailed materials concerning course selection, graduate school preparation, and career specialization.
4. Attendance at meetings with the chair during free hours prior to preregistration each semester.

### Senior Research Thesis

The Psychology Department offers outstanding students the opportunity to conduct a senior research thesis. Qualified students

who successfully complete an empirical study (including a formal research report) will be eligible to be awarded their degree with distinction in empirical research.

Students who have completed PSYCH 213W (or 213), and have a psychology grade-point average of 3.7 (or the strong recommendations of two department faculty members) are eligible to apply for permission to conduct a senior research study. The department will provide a list of faculty members who may be able to serve as research advisors. The thesis will be based on empirical research under the supervision of a departmental faculty member. A research proposal must be approved by the chair prior to undertaking the study. The final thesis must be approved by a faculty review committee, which may grant the "distinction in empirical research" honor.

It is anticipated that students choosing this option will spend at least two semesters conducting the research and preparing the thesis. Credit may be earned by enrolling in PSYCH 391 (or 392) for 1 to 3 credits during the first and second semesters, respectively.

### THE MINOR

See the box below for the specific requirements for the minor.

### Prerequisite

All psychology courses other than PSYCH 107 require PSYCH 101 as a prerequisite.

### COURSES\*

**PSYCH 101. General Psychology.** 4 hr.; 4 cr. An introduction to the chief facts, principles, methods, and theories of psychology. Topics discussed include the history of psychology, sensory and perceptual processes, motivation and emotion, behavior development, learning and cognition, psychometrics, personality, psychopathology, and social behavior. Not open to students who have taken PSYCH 102 (currently on reserve). This course requires a research experience of up to 5 hours. This experience can consist of participation in research studies or short written reports of published psychological research. (PBGB)

**PSYCH 107. Statistical Methods.** 4 lec./lab. hr.; 4 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 110 or 122 (or their equivalents). Data reduction, analysis, and reporting of frequency distributions, curve fitting, correlation, estimation, and hypothesis testing on evidence from one, two, and three or more samples and from factorial designs including interaction. (SQ)

**PSYCH 213W. Experimental Psychology.** 2 lec., 4 lab. hr.; 4 cr. Prereq.: PSYCH 101 and 107. Recommended: Grade of C or better in PSYCH 107. A laboratory course designed to acquaint the student with the application of experimental methods to psychological problems. Experiments are conducted in a variety of areas chosen to give the student an appreciation of the range of current psychological research. Particular emphasis is given to the areas of experimental methodology, psychophysics, and learning. (PBGA)

**PSYCH 214. Developmental Psychology: Infancy and Childhood.** 3 hr.; 3 cr. Prereq.: PSYCH 101. Not open to students who have taken the former PSYCH 224 or 229. A review of the theories, research methods, and empirical findings in the area of behavioral development, focusing on the human infant and child.

**PSYCH 215. Developmental Psychology: Adolescence.** 3 hr.; 3 cr. Prereq.: PSYCH 101. This course will address the theories of adolescent development and will provide a critical review of the relevant empirical data. Adolescence will be discussed from the

### Requirements for the Major in Psychology (Major code 090)

**Required:** A minimum of 36 credits in psychology, including PSYCH 101, 107, 213W (or 213), and one advanced research course from among PSYCH 311–321. PSYCH 101 is a prerequisite for all courses in psychology, with the single exception of PSYCH 107, Statistical Methods. PSYCH 107 is prerequisite for PSYCH 213W, Experimental Psychology, which in turn is prerequisite for any advanced experimental course. Thus, it is important that students who are majoring in psychology take PSYCH 107 and 213W as early in their college career as is feasible. 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.

There is a limit of 8 credits of the following courses: PSYCH 325, 326, 327, 391, and 392 with the added restriction that no more than 6 credits be taken with the same instructor.

Psychology majors are strongly advised to provide themselves with a diversified academic background by taking courses in a wide range of departments. In particular, they are advised to take: (1) a minimum of one semester of college-level mathematics; (2) a minimum of one year of natural science, of which one semester should be biology; (3) a minimum of one year of social science, of which one semester should be either sociology or anthropology; (4) a minimum of one semester of philosophy. Blanket credits given to transfer students as PSYCH 499 may not be counted toward the major in psychology.

### Requirements for the Minor in Psychology (Minor code 82)

**Required:** A minimum of 18 credits in psychology. Half 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.

\*MAT charges are possible.

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

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



multiple perspectives of biology, past and present environmental factors, emotional and social development, and cognitive development.

**PSYCH 216. Developmental Psychology: Adulthood and Aging.** 3 hr.; 3 cr. Prereq.: PSYCH 101. Not open to students who have taken the former PSYCH 218. A review of the theories, research methods, and empirical findings relative to the aging process, beginning in young adulthood, through the middle years, into old age. Topics covered include physical, cognitive, emotional, and social development, as well as death and dying.†

**PSYCH 217. Life-span Developmental Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 101. An introduction to contemporary views on the behavioral, cognitive, and emotional changes associated with age and developmental status throughout the life span; theories of development, particularly those that deal with lifetime processes, rather than only with early development.

**PSYCH 221. Psychopathology (Abnormal Psychology).** 3 hr.; 3 cr. Prereq.: PSYCH 101. A critical survey and analysis of the field of psychopathology—symptoms, causes, and treatments—with special emphasis upon the interrelationships between physiological, psychological, and sociological factors.

**PSYCH 223. Psychometrics.** 2 lec., 2 lab. hr.; 3 cr. Prereq.: PSYCH 101 and 107. Application and evaluation of psychometric methods for estimating the validity and reliability of psychological measures and for establishing norms. Areas sampled include creativity and special abilities, attitudes and values, intelligence and achievement, vocational interests, and personality traits.†

**PSYCH 226. Psychology in Business and Industry.** 3 hr.; 3 cr. Prereq.: PSYCH 101. The psychological principles that can be applied to employee-employer relationships are considered. Such problems as personnel selection, promotion, motivation, training, measurement of job satisfaction, increasing worker efficiency, and merit ratings are reviewed from the standpoint of the psychologist in industry. How the satisfaction of the worker can be furthered while serving the profit-seeking motive of business is the basic problem of the course. This course is prerequisite to PSYCH 246.†

**PSYCH 232. The Psychology of Personality.** 3 hr.; 3 cr. Prereq.: PSYCH 101. An introduction to the contemporary study of personality processes and individual differences. The course examines research growing out of various perspectives on personality, including psychoanalytic, trait, biological, humanistic, learning, and cognitive approaches.†

**PSYCH 243. Introduction to Behavioral Neuroscience.** 3 hr.; 3 cr. Prereq.: PSYCH 101 or BIOL 108 or equivalent. A survey of the physiological basis of behavior with special emphasis on the underlying anatomy, physiology, and chemistry of the central nervous system, sensory, perceptual, and motor systems, physiological development, and circadian rhythms and sleep. Topics relating to learning, memory, motivation, and emotion are also introduced.

**PSYCH 245. Consumer Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 226, and permission of the 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.†

**PSYCH 246. Organizational Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 226, a course in statistics, and permission of the instructor. It is preferable that PSYCH 226 and 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 PSYCH 226 and have a further interest in industrial/organizational psychology as a profession or who may hope to enter the field of personnel management or industrial relations. When supplemented with PSYCH 325 (Fieldwork in Personnel Psychology), it enables many students to better confront the problem of entering the business world in a psychology-related occupation.†

**PSYCH 251. Introduction to Learning and Behavioral Analysis.** 3 hr.; 3 cr. Prereq.: PSYCH 101. Introduction to principles of behavioral analysis, classical and operant conditioning.

### Advanced Topics

**PSYCH 281, 282. Problems in Psychology.** 3 hr.; 3 cr. each sem. Prereq.: PSYCH 101, and permission of the 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.†

**PSYCH 311–321 Series. Advanced Experimental and Research Psychology.** 2 rec., 4 lab. hr.; 4 cr. Prereq.: PSYCH 213W (or 213). Any one of these courses fulfills the requirement for an advanced research course in psychology.

**PSYCH 311. Advanced Experimental Psychology: Learning.** 6 hr.; 4 cr. Prereq.: PSYCH 213W (or 213). A laboratory course emphasizing application of experimental techniques to the study of learning in animal and human subjects. Topics covered include classical conditioning, instrumental (operant) learning, verbal learning, and a critical analysis of current controversial issues in learning.†

**PSYCH 312. Advanced Experimental Psychology: Sensation/Perception.** 6 hr.; 4 cr. Prereq.: PSYCH 213W (or 213). A laboratory course emphasizing application of experimental techniques to the study of perceptual processes. Included are an examination of the sensory basis of perception, psychophysics, scaling methods, and discussion of current theoretical issues in perception.†

**PSYCH 313. Advanced Experimental Psychology: Cognition.** 6 hr.; 4 cr. Prereq.: PSYCH 213W (or 213). A laboratory course emphasizing the application of experimental techniques to the study of cognition in human subjects. Among the topics covered are attention, recognition of patterns (such as speech and visual forms), imagery, storage and retrieval of information from short-term and long-term memory, and the organization of thought and language. A central theme of the course is a focus on structure and organization in these various cognitive processes.†

**PSYCH 314. Advanced Experimental Psychology: Social Personality.** 6 hr.; 4 cr. Prereq.: PSYCH 101, 107, 213W (or 213), and 232 or 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.

**PSYCH 317. Advanced Experimental Psychology: Behavior Modification.** 6 hr.; 4 cr. Prereq.: PSYCH 213W (or 213) and 221, or permission of the instructor. Consideration of principles of learning as they apply to the acquisition, maintenance, and modification of human behavior, as exemplified by the work of Bandura, Eysenck, Skinner, and Wolpe. An application of reinforcement theories to behavior in educational, therapeutic, and cultural environments is included.†

**PSYCH 319. Advanced Experimental Psychology: Human Memory.** 6 hr.; 4 cr. Prereq.: PSYCH 101, 107, and 213W (or 213). This course will introduce the topics and methods treated in current research on human memory. The course will begin with a sampling of traditional experiments, with emphasis on the theoretical and method-

ological problems raised, followed by more up-to-date cognitively oriented experiments.

**PSYCH 320. Advanced Experimental Psychology: Special Topics.** 6 hr.; 4 cr. Prereq.: PSYCH 213W (or 213). Advanced study on topics to be announced, which are not covered by the regular course offerings. May be taken more than once provided there is no duplication of topics.†

**PSYCH 321. Advanced Experimental Psychology: Clinical.** 6 hr.; 4 cr. Prereq.: PSYCH 101, 107, 213W (or 213), and 221. A review of the research principles used to conduct experiments in clinical psychology, including group designs, ABA single-subject designs for self or other modification projects, and the recording and evaluation of tapes of clinical interviews and treatment. Students will be trained in hypothesis-testing, experimental procedures, data analysis, and the writing of laboratory reports.

**PSYCH 325. Fieldwork in Personnel Psychology.** PSYCH 325.1, 45 hr.; 1 cr., PSYCH 325.2, 90 hr.; 2 cr., PSYCH 325.3, 135 hr.; 3 cr. Prereq.: PSYCH 226, and permission of the instructor. Students are assigned for 45 or 90 or 135 hours a semester to a business or organization applying some aspects of personnel psychology. Included are personnel departments, psychological consultants, governmental agencies. Activities such as personnel testing, employment interviewing, personnel research, and employee relations functions are observed and, when feasible, participated in by the student.†

**PSYCH 326. Fieldwork in Consumer Psychology.** PSYCH 326.1, 45 hr.; 1 cr., PSYCH 326.2, 90 hr.; 2 cr., PSYCH 326.3, 135 hr.; 3 cr. Prereq.: PSYCH 226, and permission of the instructor. Students are assigned for 45 or 90 or 135 hours a semester to a business or organization applying some aspects of consumer psychology. Included are market research consultants, consultants, advertising agency research departments, manufacturers' marketing departments, and communications media research sections. Activities such as questionnaire coding and development, statistical analysis of consumer data, advertising effectiveness research, and consumer sampling and interviewing problems are observed and, when feasible, participated in by the student. May be repeated once for additional credit.†

**PSYCH 327. Fieldwork in Mental Health Settings.** PSYCH 327.1, 45 hr.; 1 cr., 327.2, 90 hr.; 2 cr., 327.3, 135 hr.; 3 cr. Prereq.: PSYCH 221, and permission of the instructor. Students serve as volunteers in a mental health setting for 45 or 90 or 135 hours a semester. Such settings include psychiatric hospitals, psychiatric units of general hospitals, community agencies dealing with such

special populations as autistic children, developmentally disabled children and adults, clinics serving patients with phobias, agencies serving children facing life-threatening diseases, etc. Activities such as interacting with patients, observing ward meetings, helping to desensitize a phobic patient, reading case records, interacting with professional mental health workers, attending case conferences, etc. are possible, depending upon the policies of the particular agency at which the student is volunteering. A term paper is required which involves library research and which focuses on some topic relevant to the particular student's fieldwork.

**PSYCH 331. Psychology of Human Motivation.** 3 hr.; 3 cr. Prereq.: PSYCH 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.†

**PSYCH 334. The Development of Perception and Cognition.** 3 hr.; 3 cr. Prereq.: PSYCH 214. A critical review of the theoretical and empirical literature on the development of cognitive-intellective functions and abilities in humans and animals. Topics include associative learning, problem-solving, reasoning, concept formation, abstract thinking, symbolization, and language acquisition.†

**PSYCH 338. Social Behavior.** 3 hr.; 3 cr. Prereq.: PSYCH 101 and upper junior standing, or permission of the department. A critical analysis of basic psychological principles involved in the behavior of individuals in social situations, with emphasis on social perception and interaction and the psychology of attitudes and of communication. Designed for students concentrating in psychology.†

**PSYCH 341. Introduction to Psychoanalytic Theory.** 3 hr.; 3 cr. Prereq.: PSYCH 221 and 232. A survey of the development of classical (Freudian) psychoanalytic theory and technique. Also considered are the cultural and scientific influences on Freud's thinking, how current research findings support (and fail to support) classical theory, and Freud's influence on contemporary psychoanalytic theory and practice.†

**PSYCH 345. Cognitive Neuroscience.** 3 hr.; 3 cr. Prereq.: PSYCH 243. A survey of the

behavioral models of human cognitive processes combined with recent neuropsychological and brain-imaging data on the neural mechanisms that underlie these cognitive processes. Topics include an introduction to brain-imaging methods, object and face recognition, visual imagery, attention, speech and language, spatial behavior, calculation and planning/problem-solving.

**PSYCH 346. Neuroscience of Memory.** 3 hr.; 3 cr. Prereq.: PSYCH 243. A survey of the behavioral models of memory, as well as recent neuropsychological and brain-imaging data on the neural mechanisms underlying memory processes. The course covers all aspects of short- and long-term memory including working memory, unconscious (implicit) memory, episodic and autobiographical memory, memory for source, false memories, and the organization and representation of knowledge in the brain.

**PSYCH 347. Introduction to Clinical Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 221. A general introduction to the field of clinical psychology. The etiology, differential diagnosis, and methods of psychological treatment of various kinds of personality and conduct problems, emotional and social maladjustments, and problems of exceptional mentalities are considered. This course is especially recommended to students planning to do graduate work in clinical psychology.†

**PSYCH 348. History and Systems of Psychology.** 3 hr.; 3 cr. Prereq.: PSYCH 101. A historical introduction to modern psychology and a critical survey of its chief systems—structuralism, functionalism, psychoanalysis, behaviorism, Gestalt, and others. (SS)†

**PSYCH 349. Psychological Disorders of Childhood and Adolescence.** 3 hr.; 3 cr. Prereq.: PSYCH 221, and 214 or 215. A survey of the major psychopathological disorders in childhood and adolescence; particular emphasis on etiological, biological, and social factors. These disorders include mental retardation, learning disabilities, conduct disorders, and neuroses and psychoses.†

**PSYCH 352. Psychopharmacology.** 3 hr.; 3 cr. Prereq.: PSYCH 243. Relevant for psychology and biology students. Considers mechanisms of drug action and applications of biologically active agents as a basis for conceptual evaluation of behavioral functions.†

**PSYCH 353. Psychology of Sex Roles.** 3 hr.; 3 cr. Prereq.: One course from the developmental sequence (PSYCH 214, 215, 216, or 217) and either PSYCH 221 or 232. A survey and critical analysis of research and theory regarding similarities and differences in behavior between males and females, both human and animal. Included are con-

siderations of biological, social, psychological, and cultural determinants of gender role development. †

**PSYCH 354. Sexual Behavior.** Prereq.: One course from the developmental sequence (PSYCH 214, 215, 216, or 217) and either PSYCH 221 or 232. A survey of research and theory about sexual behavior in humans and animals. Among the topics covered are neural and hormonal correlates of sexual behavior, the role of early experience and learning, survey and laboratory studies of human sexuality, cross-cultural studies of sexual practices, and sexual dysfunctions and their treatment. †

**PSYCH 355. Practicum in Academic Advisement of the Psychology Major.** 1 hr.; 1 cr. Prereq.: A minimum of four courses in psychology at Queens College, junior standing, and STPER 200 (Introduction to Counseling and Advisement). This course, which is open to psychology majors only, may be taken concurrently with STPER 300 (Practicum in Counseling and Advisement) or as a third-semester peer advisor. For the first half of the semester students are required to meet with the faculty advisor one hour weekly to discuss issues such as the department's requirements and facilities, careers in psychology, and graduate training. In the second half of the semester students spend two hours per week interviewing psychology student clients. †

**PSYCH 356. Advanced Practicum in Academic Advisement of the Psychology Major.** 1 hr.; 1 cr. Prereq.: PSYCH 355. During the second semester students continue interviewing clients two hours per week and participate in various projects related to advising psychology students, such as polling faculty about research opportunities, collecting information about volunteer opportunities, and contacting graduate programs for information. †

**PSYCH 357. Mental Retardation.** 3 hr.; 3 cr. Prereq.: PSYCH 101, 214, and either 221 or 251. Mental retardation is described in relation to its etiology. Emphasis is placed on environmental procedures designed to help integrate the person with mental retardation into the mainstream of society. The impact of the person with mental retardation on the family, as well as the roles that family members can play in helping a family member with mental retardation achieve his or her potential are discussed. †

**PSYCH 358. Autism.** 3 hr.; 3 cr. Prereq.: PSYCH 101, 214 and either 221 or 251. This is an advanced course discussing autism and related disorders. The course is in three parts: (1) nature (2) educational programming and (3) present and future contexts. In the first part, we will discuss the characteristics of

autism and related disorders, a history of the concept, medical aspects and etiology, and theories. In the second part, we will discuss promoting behavioral competence, communication, social skills, and education for teaching children with autism. In the last part, we will discuss the role of parents, a continuum of services, and putting it all together. †

**PSYCH 359. Developmental Disabilities.** 3 hr.; 3 cr. Prereq.: PSYCH 214. Developmental disabilities, such as autism, mental retardation, deafness, and blindness, are described in relation to the etiology of these conditions. Emphasis is placed on environmental procedures designed to help integrate the person with developmental disabilities into the mainstream of society. The impact of the person with developmental disabilities on the family, as well as the roles family members can play in helping that family member achieve his or her potential are discussed. †

**PSYCH 360. Contemporary Psychotherapies.** 3 hr.; 3 cr. Prereq.: PSYCH 221 and any of the following: PSYCH 232, 317, 341, or 347. A review of the current status of psychotherapy by a comparison of the views of personality and psychopathology implied by the psychoanalytic and behavioral models. Diverse samples of current psychotherapies are studied and compared. These may include rational-emotive therapy, Japanese therapies, and meditative therapies; Milton Erickson's approach to short-term treatment (including use of hypnotherapy); several forms of family therapy, behavioral medicine, and biofeedback; and some novel approaches such as ethnotherapy. †

**PSYCH 363. Sex Roles and Psychopathology.** 3 hr.; 3 cr. Prereq.: PSYCH 221. This course involves a critical examination of the relationship of gender to personality development and mental disorders. Theories and research concerning gender differences in personality and psychopathology (e.g., depression, eating disorders, and substance abuse) are presented. †

**PSYCH 371. Practicum in Psychopathology.** 2 hr. plus 5 hr. fieldwork to be arranged; 3 cr. Prereq.: PSYCH 221, 232, senior standing, and permission of the instructor. Provides for supervised clinical observation of patients at selected psychiatric hospitals and clinics. Students observe patients, audit staff conferences, and may assist in research conducted by hospital staff or college faculty. The academic component of this course includes an in-depth study by each student of one of the major approaches to psychopathology (such as psychoanalysis or behavior therapy) and the application of that approach to a set of case protocols. †

**PSYCH 372. Practicum in Applied Behavior Analysis.** 2 lec., 5 fieldwork hr.; 3 cr. Prereq.: PSYCH 251 or 317. Introduction to field applications of basic theory and methodology of applied behavior analysis, including: (1) the technical language; (2) operational definition; (3) direct observation of behavior; (4) sampling procedures; (5) assessment of reliability and generality; (6) graphing and evaluation of data; (7) research design in natural settings. Students are required to attend a practicum setting for a minimum of 6 hours per week for the semester. Class hours will be devoted to study of principles and procedures of behavior analysis and to a review of each student's progress in his/her fieldwork. †

**PSYCH 391, 392. Special Problems.** PSYCH 391.1, 3 hr. per week; 1 cr. PSYCH 391.2, 6 hr. per week; 2 cr. PSYCH 391.3, 9 hr. per week; 3 cr. PSYCH 392.1, 3 hr. per week; 1 cr. PSYCH 392.2, 6 hr. per week; 2 cr. PSYCH 392.3, 9 hr. per week; 3 cr. Prereq.: Written proposal submitted to and approved by the department. Open only to specially qualified upper juniors and seniors of exceptional promise and ability who are majoring in psychology. †

## Puerto Rican Studies

See Latin American and Latino Studies, page 176.

# Religious Studies

**Director:** Stephen Grover

**Advisory Committee:** Bird, Goldsmith, Lawson, Zadoian

**Office:** Powdermaker 350G, 718-997-5279

**Majors Offered:** Religious Studies (State Education Code 92256)

Religious studies is an exciting part of the offerings in the humanities at the college. Its resources in faculty, library, courses, lecture series, and special events provide a strong background in the area, particularly attractive to students in the humanities or social sciences.

The program's academic orientation is derived from the disciplines of history, sociology, psychology, and philosophy. These fields attempt to treat religious phenomena from a nonpartisan and scholarly standpoint. The broad scope of faculty specialization permits a comprehensive investigation of the pervasive religious concerns of the world's cultures.

Students interested in a religious studies major/minor should consult with the director as soon as possible after having recognized their interest in the discipline.

## THE MAJOR

Because planning a sound curriculum is an important part of the major and minor, selecting courses to meet the distribution requirements will be done in consultation with the program director. Students must secure approval for a program plan, and any later substitutions must also receive approval from the director. See the box on this page for specific requirements for the major.

## Distribution Groups

The list of approved courses in each distribution group is available in the program office. Interested students may obtain the list from the director. Students are reminded that their program plans must be approved, and a copy filed with the Registrar before they embark on the major/minor.

The four distribution groups are Comparative Religion; Religion, Literature, and the Arts; Religion and Culture; and Religion and Philosophy. This group of courses will study the relationship between religion and philosophy using individual and collective philosophical viewpoints. See appropriate department listings for scheduling information.

## THE MINOR

See the box below for specific requirements for the minor.

## COURSES

**RLGST 101. Introduction to Western Religions.** 3 hr.; 3 cr. A brief survey of the persistent problems in western religious thought, comparing representative thinkers in the traditions of Judaism, Christianity, and Islam. (H3) Spring

**RLGST 102. Introduction to Eastern Religions.** 3 hr.; 3 cr. A brief survey of religious thought in India, China, and Japan. Developmental analysis of fundamental religious concepts and their impact upon culture. (H3, PN) Fall

**RLGST 103. Introduction to Judaism.** 3 hr.; 3 cr. History of the development of Judaic beliefs, practices, and interpretive traditions. Representative selections from Mishnah, Talmud, Kabbalah, and later thinkers. Fall, Spring

**RLGST 211. Essentials of Buddhism.** 3 hr.; 3 cr. A study of Buddhist thought, devotional practice, and literary traditions in several selected Buddhist sects. Spring

**RLGST 212. Religion, Myth, and Language.** 3 hr.; 3 cr. A study of the interaction between categorical schemes and constructs used in the study of religion, including psychoanalytic, phenomenological, and structuralist approaches. (H3)††

**RLGST 213. Religious Meaning.** 3 hr.; 3 cr. A systematic study of images of man in contemporary thought and their relation to modern religion.††

**RLGST 260. Studies in Religion.** 3 hr.; 3 cr. Selected topics in religious studies.††

**RLGST 390. Research Paper.** 3 hr.; 3 cr. Open only to religious studies majors in the senior year by special permission of the program director. Intensive research under the direction of a faculty member in a selected aspect of the field, leading to the writing of a paper. This course is required for the completion of the religious studies major.

## Requirements for the Major in Religious Studies (Major code 091)

The major consists of 36 credits.

**Core Curriculum** (18 credits): RLGST 101, 102, and 390, and ENGL 381; either SOC 221 or PHIL 116, and either HIST 130, ARAB 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 program office):

**Comparative Religion.** Students must select courses in at least two but no more than three religious traditions. Traditions include Christian, East Asian, Islamic, Jewish, and polytheistic.

**Religion, Literature, and the Arts.** Students must select 6 credits in literature and 6 credits in the Art Department and Music Department. Courses in this group will study religious and cultural history through art, literature, and music with religious content.

**Religion and Culture.** This group of courses in the social sciences will study the relationships between culture, ethnicity, religion, and society.

**Religion and Philosophy.** This group of courses will study the relationship between religion and philosophy using individual and collective philosophical viewpoints.

The remaining 6 credits may be selected from any of the approved courses. At least 12 credits must be at the intermediate or advanced level (numbered 200 or above). Courses in religious studies (RLGST 211, 212, 213, and 260) may be used to fulfill requirements for any of the four distribution groups.

## Requirements for the Minor in Religious Studies (Minor code 91)

**Required** (21 credits): All minors must take RLGST 101 and 102, and either SOC 221 or PHIL 116. Out of the four distribution groups listed above, students must take 6 credits from one and 6 from another for a total of 12 credits, 9 of which should be at the intermediate or advanced level (courses numbered 200 or above).

# Science

## DIVISION OF MATHEMATICS & THE NATURAL SCIENCES

**Dean:** Thomas C. Streckas

**Office:** Remsen 125, 718-997-4105

The following are interdisciplinary science courses not belonging to any one of the science departments.

### COURSES

**MNSCI 113. Contemporary Issues in the Sciences.** 3 lec. hr.; 3 cr. Prereq.: Three years of high school mathematics. This course is taught by three faculty from different departments in the Division of Mathematics and the Natural Sciences. Students will be introduced to quantitative methods used in science. The faculty leader will choose a topic from current events that students will explore from the vantage point of the three sciences represented in the course. Students will write a paper and prepare oral reports. Not open to students who have received credit for MNSCI 114. (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. (PBGA)

# Social Sciences Seminar

## DIVISION OF SOCIAL SCIENCES

**Dean:** Elizabeth Field Hendrey

**Office:** Powdermaker 335, 718-997-5210; Fax 718-997-5535

**Chair of the Divisional Honors Seminars:** Robin Rogers-Dillon

### COURSE

**SSSCI 381, 382. General Seminar in the Social Sciences.** Hr. to be arranged; 3 cr. each sem. Prereq.: Advanced standing in departments of the social sciences. Recommended for all students who intend to qualify for honors in any department in the Social Sciences Division.

# Sociology

**Chair:** Andrew A. Beveridge

**Deputy Chairs:** Carmenza Gallo, Robin Rogers-Dillon

**Graduate Advisor:** Andrew A. Beveridge

**Dept. Office:** Powdermaker 252, 718-997-2800

**Distinguished Professor:** Heilman; **Professors:** Beveridge, Clough, Cohen, Eisenstein, Font, Heilman, Kapsis, Levine, Miller, Min, Savage, Seiler, Smith, Turner; **Associate Professors:** Catsambis, Gallo, Gorman, Mankoff, Pitts, Rogers-Dillon, Tang; **Assistant Professors:** Browne, Habtu, Torche, Weinberg; **Department Secretaries:** Lindroth, Pisano **Major Offered:** Sociology (State Education Code 26460)

For those who major in sociology, the purposes of the department are to introduce students to the sociological perspective in

order to enhance their understanding of and participation in society; to prepare students for graduate study in sociology and other social and behavioral sciences, or for graduate and professional studies in social work, law, urban planning, journalism, and related fields; to equip students for junior-level positions in health, education, and welfare, public opinion and market research, or research and administration in large-scale public and private organizations (social science positions beyond the junior level in these areas usually require graduate training); to give students a basic understanding of sociology for teaching in the social sciences.

### Department Awards

The department offers the following scholarships: the **Carmine Avena Memorial Scholarship**; the **Joseph Gubernikoff Memorial Scholarship**, awarded to a graduating sociology major who has attained an exceptionally high grade-point average while taking varied and challenging courses; the **Sherman Krupp Memorial Award**, awarded to a student with exceptional academic achievement who plans an academic career; the **Patricia Kendall Lazarsfeld Undergraduate Scholarship in Sociology**, awarded to an undergraduate sociology major, before he/she is eligible for graduation, who has achieved a high academic average; the **Paul F. Lazarsfeld Scholarship in Sociology**, awarded to a graduating student who satisfies one or more of the following requirements: (1) a sociology major who will be accepted for admission by Columbia University's Graduate Sociology Department; (2) a social science major who will be accepted for admission by one of Columbia University's Graduate Social Science Departments; (3) a sociology major who will be accepted by a graduate social science department at a major university and who will acquire a graduate education following the intellectual traditions established by Paul F. Lazarsfeld; the **Paul Neurath Graduate Scholarship**; the **Erich Rosenthal Memorial Graduate Scholarship**; the **Lester H. Seiler Memorial Award**, and a **Service Award**.

### Requirements for the Major in Sociology (Major code 096)

**Note:** Students may not use the Pass/No Credit (*P/NC*) option for any required major and/or minor course.

**Required (30 credits):** SOC 101 (or 1144), 205, 212, 331, 334, and at least five additional courses in sociology, one of which must be a SOC 381W seminar or other approved 300-level course.

### Requirements for the Minor in Sociology (Minor code 92)

**Required (18 credits):** SOC 101, 212, and either SOC 331 or 334, and at least three additional courses in sociology.

Two scholarships for Latino sociology majors are awarded: The **New York Times Company Foundation Endowed Scholarship for Latino Students**, presented to a Latino sociology major who is not yet a graduating senior; and the **Graduating Senior Latino Endowed Scholarship**, presented annually to an undergraduate sociology major at the time of graduation. In both cases, recipients must have academic records consistent with students who receive honors in sociology.

Along with the program in labor studies, the department presents the **Dubois Scholarship Award** and the **Sylvia Newman Scholarship Award**. Contact either office for eligibility requirements.

### Department Honors

Department honors at commencement are awarded to majors on the basis of their academic average within the college and within sociology. For details, inquire in the department office.

### THE MAJOR AND THE MINOR

See the box on page 215 for the specific requirements for the major and the minor.

Majors are encouraged to complete SOC 205 and 212 as early as possible in their college careers. SOC 331 and 334 should be taken after SOC 212. Students should take their 300-level course elective as juniors or seniors after having completed all other major requirements.

Students are urged to consult informally with faculty members as soon as they feel they might be interested in a sociology major. Further, each major must submit for approval to a department advisor a tentative plan of study before completing nine semester hours in sociology.

### COURSES\*

**SOC 101. General Introduction to Sociology.** 3 hr.; 3 cr. An introduction to the basic concepts, theories, methods, and findings of sociology that help describe and explain the sociopolitical, socioeconomic, cultural, and organizational structures of society. (SS)

**SOC 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)

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

Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**SOC 205. Social Statistics I.** 4 hr.; 3 cr. Prereq.: SOC 101. Descriptive and inferential statistics, emphasizing analysis and interpretation of sociological data: distributions, correlations, and statistical significance. Not open to students with credit for ECON 249 or PSYCH 107. (SQ)

**SOC 208. Social Problems.** 3 hr.; 3 cr. Prereq.: SOC 101. Analysis of such contemporary social problems as poverty, homelessness, racism, violence, drugs, family breakdown, alienation, and environmental degradation.

**SOC 209. Criminal Justice.** 3 hr.; 3 cr. Prereq.: SOC 101. This course will introduce students to criminal substantive and procedural law and the dilemmas of crime control in a democratic society. Students will learn about the institutional components of the criminal justice system (police, courts, and corrections). Topics will include plea bargaining, capital punishment, the insanity defense, the exclusionary rule, and racial disparities.

**SOC 210. The Modern Urban Community.** 3 hr.; 3 cr. Prereq.: SOC 101. The social geography of the modern city and urban environment with a focus on city spaces and urban lifestyle and culture, and how they are influenced by the development of neighborhoods, residential distribution, and regional change.

**SOC 211. Ethnic and Racial Relations.** 3 hr.; 3 cr. Prereq.: SOC 101. Major ethnic and racial groups, ethnic contact, and ethnic relations in American society and in other cultures.

**SOC 212. Sociological Analysis.** 3 hr.; 3 cr. Prereq.: SOC 101. The relationship between sociological theory and data through analysis of important sociological problems. (SQ)

**SOC 213. Deviance and Social Pathology.** 3 hr.; 3 cr. Prereq.: SOC 101. Different conceptualizations of "deviance" and the social processes through which people are labeled as "deviant." Representative categories of deviance such as drug abuse are examined.

**SOC 214. The Family.** 3 hr.; 3 cr. Prereq.: SOC 101. Historical and contemporary factors that shape families, with special emphasis on the American family. Topics include changes over time, cultures and social classes, and interpersonal issues of family life.

**SOC 215. Sociology of Education.** 3 hr.;

3 cr. Prereq.: SOC 101. An examination of the broad social, economic, and political characteristics of educational institutions, policies and practices and their ramifications.

**SOC 216. Social Psychology.** 3 hr.; 3 cr. Prereq.: SOC 101. An introduction to social psychology from a sociological perspective. This course examines the many ways in which individuals influence and are influenced by society. Topics include socialization, the self, social interaction, identity, conversation, and the management of emotions.

**SOC 217. Crime and Juvenile Delinquency.** 3 hr.; 3 cr. Prereq.: SOC 101. The major theories on crime and delinquency, methods of studying the offender, and crime statistics. Emphasis is on the criminal justice system, including the police, courts, and corrections.

**SOC 218. Mass Communication and Popular Culture.** 3 hr.; 3 cr. Prereq.: SOC 101. This course focuses on mass communications, such as the popular press, radio, television, and motion pictures, as institutions that both reflect and influence society. New technologies and video-computer technologies will be examined.

**SOC 219. Social Class in American Society.** 3 hr.; 3 cr. Prereq.: SOC 101. A comparative sociohistorical analysis of economic and political stratification and inequality with special emphasis on the U.S. Topics include social class and a "classless" society, social mobility and the American dream, social-class profiles, trends in inequality, and the relationship of social class to political power.

**SOC 220. Interpersonal Behavior and Group Processes.** 3 hr.; 3 cr. Prereq.: SOC 101. This course focuses on interpersonal and group processes. Topics include interpersonal communications and influence, intimate relationships, and small group processes.

**SOC 221. Sociology of Religion.** 3 hr.; 3 cr. Prereq.: SOC 101. The nature of religion, its relationship to other institutions, and its changing role and function in modern society.

**SOC 222. Social Welfare as a Social Institution.** 3 hr.; 3 cr. Prereq.: SOC 101. Social welfare as an institution, with emphasis on its structure and development, and sociological analysis of problems of aging, divorce, and adoption, etc.

**SOC 223. Introduction to Social Work Method.** 3 rec., 5 field hr.; 4 cr. Prereq.:

\*MAT charges are possible.

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

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

SOC 101 and 222. The basic theory and practice of social work. Students are required to serve in supervised field placement one half day each week.

**SOC 224. Complex Organizations.** 3 hr.; 3 cr. Prereq.: SOC 101. The social and historical development of complex organizations. Topics include managerial decision-making, conflicts, power, careers, and evaluation processes as they affect business, political, and charitable organizations. Also discussed is the social history of how organizations have succeeded or failed.

**SOC 225. Sociology of Drugs.** 3 hr.; 3 cr. Prereq.: SOC 101. This course examines the changing scientific and popular understandings of the effects, harms, benefits, and patterns of drug use as well as the historical and ongoing debates about drug policy. Most of the major recreational drugs (opiates, cocaine, cannabis, psychedelics, alcohol, tobacco, and caffeine) will be discussed in comparative and historical perspective.

**SOC 226. Political Sociology.** 3 hr.; 3 cr. Prereq.: SOC 101. The operation of power in comparative perspective. Emphasis is given to the social and historical conditions that shape power relations in the political system, social structures, the economy, and culture.

**SOC 227. Sociology of Medicine.** 3 hr.; 3 cr. Prereq.: SOC 101. An examination of the relevance of sociology and its perspectives with regard to the profession of medicine, its interpersonal dimensions, the training of medical personnel, and epidemiology. Emphasis is placed on the social as well as the biological and healing dimensions of medicine.

**SOC 228. Work, Industry, and Society.** 3 hr.; 3 cr. Prereq.: SOC 101. The social and historical development of work in the modern world, including the link between the workplace and structural and social developments in areas such as the economy, the labor movement, class, and gender.

**SOC 229. The Sociology of Health and Illness.** 3 hr.; 3 cr. Health and illness from a sociological perspective. An overview of the causes and meaning of health and illness from ancient Greece to contemporary America. Introduction to topics in epidemiology, health policy, and the social determinants of health.

**SOC 235. Computers and Society.** 3 hr.; 3 cr. Prereq.: SOC 101 and 212. A scientific examination of the relationships of digital technology to the individual and society. Topics include issues of privacy, human-machine interaction, interpersonal communication, law and crime, effects on American and global social structure, national security, and the scientific community.

**SOC 236. Population Problems.** 3 hr.; 3 cr. Prereq.: SOC 101. Social factors influencing fertility and contraceptive use, mortality and migration, consequences of population growth, and population policies and programs in various societies.

**SOC 237. Sociology of Selected Countries.** 3 hr.; 3 cr. Prereq.: SOC 101. A sociological analysis of the development of various societies, their institutions, sources of stability and change, and major social issues. Selected areas for analysis might include individual countries, larger regions, or types of societies. Course may be taken repeatedly as the area analyzed changes.

**SOC 238. Social Change and Social Movements.** 3 hr.; 3 cr. Prereq.: SOC 101. Social change and major social movements in past and contemporary societies, with special focus on important theories of social change.

**SOC 239. Sociology of Developing Countries.** 3 hr.; 3 cr. Prereq.: SOC 101. Origin and nature of problems and processes in developing areas: interrelationships between institutions, social change, and poverty. (PN)

**SOC 240. Selected Topics in Sociology.** 3 hr.; 3 cr. Prereq.: SOC 101. Topics to be announced.

**SOC 241. The American Jewish Community.** 3 hr.; 3 cr. Prereq.: SOC 101. Demographic and social characteristics, communal and political organizations, and problems of identity and assimilation within the American Jewish community.

**SOC 242. Modern Israel: Sociological Aspects.** 3 hr.; 3 cr. Prereq.: SOC 101. This course will detail, analyze, and observe modern Israeli society, its social organization, development, and various ethnic groups. Included are the north Africans, eastern and western Europeans, Arabs, Armenians, and Americans who make up the texture of modern Israeli society. Specialists on each of these groups will be invited to address the class, and material artifacts will also be examined.

**SOC 243. Sex and Gender in Comparative Perspective.** 3 hr.; 3 cr. Prereq.: SOC 101. This course explores the social construction of gender in a comparative-historical perspective. Emphasis is given to the ways in which particular social and historical conditions shape gender relations in the economy, the political system, the family, and the ideology and practice of sexuality.

**SOC 244. Sociology of Women.** 3 hr.; 3 cr. Prereq.: SOC 101. This course explores the changing position of women as a social group, focusing on the contemporary United States. The sexual division of labor in the paid labor market and in the household, the relationship of women to family

change and "family crisis," the changing role of women in politics, and the changing social construction of female sexuality will be studied.

**SOC 245. Women and Work.** 3 hr.; 3 cr. Prereq.: SOC 101. An exploration of the changing situation of women in the U.S. workforce. Included is a study of the causes and consequences of job segregation by sex, and sex differentials in pay. The relationship between women's paid work and their role in the family and society will also be explored.

**SOC 246. The Sociology of Human Sexuality.** 3 hr.; 3 cr. Prereq.: SOC 101. This course explores the social sources of patterns of human sexuality. Among the topics examined are why sexuality has been regulated in all known societies, the sociology of heterosexual and homosexual behavior and identity throughout the life cycle, gender-based sexual socialization, sexual politics (e.g., rape) and commercial sex (e.g., prostitution and pornography).

**SOC 247. Sociology of Law.** 3 hr.; 3 cr. Prereq.: SOC 101. This course examines the role of law in society and the development of legal institutions in the United States from colonial times to the present.

**SOC 249. Sociology of Cinema.** 4 hr.; 3 cr. Prereq.: SOC 101 or MEDST 143 or 144. Film as both a reflection and refraction of society will be explored primarily through comparing American films from different time periods. The course will concentrate on the relationship between films and the industrial system that produces them—an area neglected by most film scholars and cultural sociologists.

**SOC 250. Sociology of Friendship.** 3 hr.; 3 cr. Prereq.: SOC 101. This course examines friendship and other primary relationships from a sociological perspective. Social psychological and sociological theory are used to understand friendship as a social phenomenon. The course focuses on friendship as a type of social relationship, and how it reflects and affects social structures is discussed. All students are encouraged to pursue individually, or as a member of a group, original social research.

**SOC 271. The Black Family.** 3 hr.; 3 cr. Prereq.: SOC 101, or permission of the instructor. Sociological theories regarding the black family. Topics include changes in the family, relations with public and social institutions, the nature of male/female relationships, the present state of the extended family, and the black family as an agent in the social development of children.

**SOC 272. Blacks in American Society.** 3 hr.; 3 cr. Prereq.: SOC 101, or permission of the

instructor. Topics include rural-urban migration, blacks in the urban setting, position of blacks in the changing structure of the American economy, the question of the declining significance of race, and the relations among native and immigrant blacks.

**SOC 273. Social Change in Africa.** 3 hr.; 3 cr. Prereq.: SOC 101, or permission of the instructor. Problems and processes of social change in Africa. Theories of social change are evaluated in the context of Africa. Topics include ethnicity, nationalism, rural and traditional social structures, urbanization and urban problems, class relations, state structures, state and civil society, and social development.

**SOC 274. Social Change in Latin America and the Caribbean.** 3 hr.; 3 cr. Prereq.: SOC 101, or permission of the instructor. Problems and processes of social change in Latin America and the Caribbean. Various theories of social change are evaluated in the context of Latin America and the Caribbean. Topics include ethnic and race relations, migration (internal and external), state structures, state and civil society, interstate relations, and problems of social development.

**SOC 275. Sociology of Asian Americans.** 3 hr.; 3 cr. Prereq.: SOC 101. This course takes a sociological approach to Asian Americans in general and six major Asian ethnic groups in particular. Topics include the history of Asian immigration, historical cases of discrimination against Asian Americans, settlement patterns, occupational and economic adjustment, community organization and ethnicity, intergroup relations, and marriage and family life.

**SOC 277. Sociology of Gambling.** 3 hr.; 3 cr. Prereq.: SOC 101. This course approaches gambling as a social construction, as a thriving business, as an interpersonal and familial problem, and as a public policy issue. Issues include legalization, management and industry control, problem and compulsive gambling, the meaning of and generational perception of gambling, and the future of gambling.

**SOC 278. Social Geography of Contemporary Cultures.** 3 hr.; 3 cr. Prereq.: SOC 101. The course reexamines the relationship of geography and social life, focusing on the ways place and space matter both in everyday cultural practices and in contemporary political issues, such as environmentalism, homelessness, and migration. Special attention is paid to globalization and new technologies for the way these are changing work, leisure, family, identity, and embodiment. New social spaces will be treated such as those created within urban/suburban multicultures, mass media, and cybercultures.

**SOC 279. Globalization: Social and Geographic Perspectives.** 3 hr.; 3 cr. Prereq.: SOC 101. The components, causes, consequences, and implications of the process of globalization; structural, social, and cultural aspects of globalization; emergent patterns, historical context, and social geography of international inequality, poverty, social change, development, and regional integration; political, social movement, and policy responses; international cooperation and the role of the nonprofit sector.

**SOC 289. Sociology of Death and Dying.** 3 hr.; 3 cr. Prereq.: SOC 101. This course focuses on attitudes toward death, funeral practices in various cultures, the cultural components of mourning, and the social organization of death and dying in bureaucratic settings such as the hospital and nursing home.

**SOC 306. Social Statistics II.** 3 hr.; 3 cr. Prereq.: SOC 101 and 205. Additional and more advanced statistical methods applied to the analysis of sociological data; multiple and partial correlation, analysis of variance, etc.

**SOC 325. Fieldwork.** SOC 325.1, 3 hr.; 1 cr., SOC 325.2, 6 hr.; 2 cr., SOC 325.3, 9 hr.; 3 cr. Prereq.: SOC 101. Each student will serve as an intern in a public or private agency and complete an individual research project under the direction of the instructor.

**SOC 331. Foundations of Sociological Theory.** 3 hr.; 3 cr. Prereq.: SOC 101. Problems in sociological theory with special emphasis on contemporary approaches and general processes of theory construction.

**SOC 332. Sociology of Knowledge.** 3 hr.; 3 cr. Prereq.: SOC 101. Concerns the relationship between ideas and the social structure. Theories proposed by Marxists, phenomenologists, and functionalists to explain the relationship are examined.

**SOC 333. Social Science Research Using Computers.** 3 hr.; 3 cr. Prereq.: SOC 101 and 205 or equivalent, or permission of the instructor. Introduction to the computer-assisted conduct of social science research; data gathering, processing, analysis, interpretation and report writing. (SQ)

**SOC 334. Methods of Social Research.** 3 hr.; 3 cr. Prereq.: SOC 205 and 212. A study of various methods of social research, combined with practical experience in their application.

**SOC 348. Orthodox Jews in America.** 3 hr.; 3 cr. Prereq.: SOC 101; SOC 241 is recommended. This course sociologically examines the contemporary condition of American orthodoxy. Particular emphasis is placed on the persistence of traditional Judaism in modern America and the social tensions this engenders. Comparisons

between orthodox and other Jewish sects will be made, as well as between other traditional faiths.

**SOC 351. Social Ecology: Field Study of a City.** 3 hr.; 3 cr. Prereq.: SOC 101. This course, each time using a particular city itself as a field setting, will enable students, under the supervision of the instructor, to examine the social ecology of neighborhoods, community life, urban development, and change on site. Lectures and tours through various sections of the city will focus on continuity and change, revitalization and change.

**SOC 353. Ethnography.** 3 hr.; 3 cr. Prereq.: SOC 101. Strategies of sociological field research and techniques of observation, documentation and analysis of groups, cultures, and communities.

**SOC 355. Practicum in Academic Advisement of the Sociology Major.** 1 hr. plus conf.; 1 cr. Prereq.: A minimum of three courses in sociology at Queens College, junior standing, and STPER 200 (Introduction to Counseling and Advisement). This course, which is open to sociology majors only, may be taken concurrently with STPER 300 (Practicum in Counseling and Advisement) or as a third-semester peer advisor. Students will be required to spend two hours a week interviewing students at the Sociology Department, participate in various projects (e.g., developing a tutoring service, obtaining career and graduate training information) for 1 to 2 hours per week, and attend semi-monthly meetings with a department supervisor, which will involve discussions of interview techniques, role playing, and recent developments in sociology. Course may be taken twice for credit.

**SOC 381, 381W; 382. Senior Seminars.** 3 hr.; 3 cr. Prereq.: Advanced standing in sociology. Topics to be announced. (No student is permitted to enroll in more than one seminar per semester.)

**SOC 391, 392. Special Problems.** 3 hr.; 3 cr., 2 hr.; 2 cr., 1 hr.; 1 cr. Prereq.: Open to seniors of advanced standing (approx. A average in the department) majoring in sociology who receive permission of the department to register. The student undertakes an individual research problem and pursues it under the direction of a member of the department.



# Special Programs (SEEK)

**Director:** Frank Franklin

**Assistant Director:** Diane Forté

**Dept. Office:** Delany 128, 718-997-3100

**Tutoring Coordinator:** Thomas Gibson

**Administrative Assistant:** DiDomenick

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 *SEEK Freshman Handbook*, available from the office of the director of the SEEK program.

Several faculty members from departments throughout the college are assigned to the program.

**Professors:** Harris, Rosenberg; **Associate Professor:** Rosenblum, Simpson; **Assistant Professors:** Habtu, Rodway; **Lecturers:** Agbeyegbe, Chen, Chiremba, Hoffman, Joseph, Mair-Bucknor, Milchman, Modeste, Romero, Schwartz, Townsend, Whitted

The SEEK program provides students with special instructional and counseling services to enhance their college experience. An advisor is assigned to each student to continually monitor academic progress.

## Program Awards

The **Samuel Clemens Floyd III Scholarship** is offered to a graduating senior who has excelled in his/her major, given outstanding service to the SEEK program, and who is going on to an advanced degree in English or an English-related field of study. The **Phyllis Althea McCoy Annual Award** is presented to a QC SEEK pre-law student 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. The **SEEK Graduate Incentive Award**, a monetary award, is given to a SEEK student accepted to graduate school.

## Course

**SEEK 195. Student Life Workshop.** 1 hr. plus required individual counseling sessions and two 2 hr. library laboratories; 1 cr. *P/N/C*.

The purpose of the Student Life Workshop is to provide incoming program students with an orientation to SEEK and Queens College requirements and procedures; the program 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

The Student Personnel Department is concerned with all students and their campus life. The College Counseling and Resource Center, Peer Services, Minority Affairs, Office of Student Life, Office of Career Development and Internships, Health Service Center, Child Development Center, Office of Special Services for Disabled Students, International Students and Scholars, Student Union, and Upward Bound are under the jurisdiction of the Vice President for Student Affairs.

The activities and services of the department and other units are described in the section of this *Bulletin* entitled *Student Life* (pages 22–27).

## Department Awards

The department presents the **Student Activities Award**, to a student who has made an unusual and outstanding contribution in the area of student activities at the college; and the **Student Affairs Award**, presented annually for academic achievement and contribution of services to the student body.

## The Minor in Student Services and Counseling

The minor is designed for those students who are interested in pursuing graduate work or employment in the area of counseling, psychology, counselor education, teaching, communications, and social work. The emphasis in many of the courses is to develop communication, listening, and counseling and advisement skills in an environment that provides, in most cases, for small classes and hands-on experience.

Only a limited number of students can be admitted to the program each semester since we must work within existing faculty resources while maintaining our commitment to small class size. Entrance is competitive and selective; students must be in

# Student Personnel

**Vice President for Student Affairs, Dean of Students, and Chair:** Joseph Bertolino

**Dept. Office:** Frese 102, 718-997-5500

**Associate Professors:** Frisz, Simpson; **Assistant Professor:** Moore; **Lecturers:** Mair-Bucknor, Modeste, Whitted; **Vice President for Student Affairs Staff:** **HEO:** Asfaw, McCaffrey; **HEO Associates:** Aiello, Hayes, Hickey, Jarvis, Pierce-Anyan, Proctor, Urevich; **HEO Assistants:** Caporossi, O'Connell, E., O'Connell, P., Rockman; **Assistants to HEO:** Girod, Juliano, Lewis, Monfredo, Schwartz, Uri; **Staff Nurse:** Capobianco; **Health & Wellness Advisor:** Shen; **Special Services Counselors:** Kiefer, Reischer-Formato; **Upward Bound:** Anderson, Cruz-Atwell, Martin, Walsh; **Child Development Center's Teachers:** Bergen, Muga, Sinclair; **Administrative Staff:** Bishop-Jones; Coppi, Liebowitz, Lilienthal, Lynch, Nicholson, Raff, Schade, Sooroojdaye, Soulama

## Requirements for the Minor in Student Services & Counseling

(Minor code 93)

**Required** (6 credits): STPER 200, Introduction to Counseling & Advisement and STPER 300, Practicum in Counseling & Advisement

**Electives** (9 credits): To be chosen from among the following (all courses are 3 credits except where noted):

AMST 220, Gender, Race, Ethnicity, and Class in the United States

ANTH 203, Human Sexuality; ANTH 222, Sex, Gender, and Culture

FNES 147, Family Relations; FNES 248, Problems in Marriage and the Family

MEDST 103, Interpersonal Communication; MEDST 259, Cultural Factors in Communication

PSYCH 232, The Psychology of Personality; PSYCH 338, Social Behavior; PSYCH 355,

Practicum in Academic Advisement of the Psychology Major (1 credit); PSYCH 356,

Advanced Practicum in Academic Advisement of the Psychology Major (1 credit)

SOC 214, The Family; SOC 216, Social Psychology; SOC 220, Interpersonal Behavior and

Group Process; SOC 222, Social Welfare as a Social Institution

STPER 302, Advanced Practicum in Counseling and Advisement

URBST 113, Urban Subcultures and Lifestyles

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 219 for the specific requirements for the minor.

## COURSES

**Note:** Students interested in broadening their background in the concepts presented in the following courses and in pursuing graduate studies in student personnel work are advised to take courses in related areas of psychology and the social sciences.

### Screening

Admission to student personnel courses is by permission of the instructor. Prior to acceptance into counseling and advisement courses, all students are required to go through a two-part screening process.

Applicants are screened and selected by experienced peer advisors and the coordinator of the Peer Advisement Program. Applications are available in the Counseling and Advisement Center on the first floor of Frese Hall.

**STPER 200. Introduction to Counseling and Advisement.** 3 lec., 1 practicum hr.; 3 cr. Prereq.: Upper sophomore standing and/or permission of the instructor. Screening interviews will take place during the semester preceding enrollment. This course combines counseling and advisement theory and practice aimed at giving an understanding of interpersonal interactions, communication skills development, decision-making and problem-solving, and interviewing and counseling techniques. It is designed to train students who have been specially screened and selected in the skills necessary to advise other students regarding academic concerns. Fall, Spring

**STPER 300. Practicum in Counseling and Advisement.** 2 lec., 4 practicum hr.; 3 cr. Prereq.: STPER 200, and permission of the instructor. This course includes individual and group supervision in a practicum setting. Emphasis will be placed on further exploration of theoretical and practical issues in the advisement and counseling process, along with continued development in interviewing skills and techniques. Four hours a week of advising students plus participation throughout the academic year, including advisement days and freshman registration periods, are required. Fall, Spring

**STPER 302. Advanced Practicum in Counseling and Advisement.** 2 lec., 4 practicum hr.; 3 cr. Prereq.: STPER 300, and permission of

the instructor. Continued supervision in a practicum setting. The experiences are parallel to those in STPER 300. Students will initiate and complete individual projects in the area of counseling and advising (theory, training, or research). There will be an opportunity to integrate counseling and advising skills previously acquired with supervisory and training functions. Participation and service throughout the academic year, including advisement days and freshman registration periods, are required. Fall, Spring

## Urban Studies

**Chair:** Leonard S. Rodberg

**Dept. Office:** Powdermaker 250, 718-997-5130; Fax: 718-997-5133

**Professors:** Lawson, Muraskin, Sardell, Seley, Steinberg; **Adjunct Professor:** Gallent; **Associate Professors:** Bayne-Smith, Hanlon, Hum, Ioannides, Khandelwal, Rodberg; **Assistant Professor:** Maskovsky; **Adjunct Assistant Professors:** Eisenberg, Fortuna, Friedman, Koch, Skiles; **Adjunct Lecturers:** Benson, Gaska, Howard, Musuraca, Rosa; **Department Secretary:** Sanders; **Director of Community Studies Office:** Manning

**Major Offered:** Urban Studies (State Education Code 26463)

Urban studies is concerned with urban issues in terms of social and economic problems, community organization and development, administration, and public policy. The social science disciplines are drawn upon to develop an understanding of, and solution to, the problems that characterize modern urban societies.

The undergraduate program provides a background for students who intend to work in city or state government, planning, community organization, law, or related fields.

### Departmental Awards

The department awards the **Herbert Bienstock Award**, to a student who has performed outstanding research on urban and labor economics issues; the **Paul Davidoff Award**, for outstanding public and community service to a graduating major; and the **Matthew Edel Award**, for outstanding scholarship to a graduating major.

### THE MAJOR AND THE MINOR

See the box on page 221 for the specific requirements for the major and the minor.

## COURSES

**URBST 014. Urban Aesthetics.** 3 hr.; 3 cr. The city as an aesthetic environment and its effects on aspects of urban life.††

**URBST 101. Urban Issues: Poverty and Affluence.** 3 hr.; 3 cr. Introduction to the field of urban studies investigating why cities are places of economic and political opportunity for some and of deprivation, discrimination, violence, and impoverishment for others. Exploration of different theories of urban poverty and inequality and examination of the impact of immigration, racial segregation, suburbanization, public policies, and social movements on U.S. cities and their inhabitants. Special attention is paid to the existence of inequalities based on race, class, gender, and sexuality, and analyzing proposals to reduce these inequalities. (SS) Fall, Spring

**URBST 102. Urban Issues: Services and Institutions.** 3 hr.; 3 cr. Survey of urban public programs. Analysis of selected examples (taken from health, transport, housing, education, welfare, protective, and other services). Comparison of analytical approaches to the analysis of institutions. Role of private, voluntary, and labor organizations in service delivery. (SS) Fall, Spring

**URBST 105. Socioeconomic and Political Power in the City.** 3 hr.; 3 cr. Examination of the historical development of local government structures, political parties, machine politics, and reform movements. The current forms of government in U.S. cities, especially New York City, and their relationship to states and the federal government will be analyzed. Theories of power in the urban setting, and the role of advocacy groups, ethnic organizations, business, labor, and other interest groups will be discussed. (SS)

**URBST 106. Cultural and Historical Development of Cities.** 3 hr.; 3 cr. The anthropological and historical analysis of the development of cities throughout the world and over the past five millennia. The course will present various theories of the emergence of different types of cities. (SS)†

**URBST 113, 113W. Urban Subcultures and Lifestyles.** 3 hr.; 3 cr. The study of different subcultural lifestyles found in the modern city including those based on economic position, ethnic background, age, and social or sexual preference. Also studied are the effects of different urban conditions on individual lifestyles; attitudes toward life in the city, suburbia, and the country; images of city life.

**URBST 114. Sexual Variance in the City.** 3 hr.; 3 cr. This course studies the diverse

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

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

sexual subcultures which flourish in urban areas. Special attention is paid to the interaction of urban cultures with these sexual subcultures, and to the unique influence of the urban environment on sexual diversity and innovation.

**URBST 117./EECE 104. Introduction to Urban Education.** 3 hr.; 3 cr. This course is designed primarily for non-education majors. The focus is on the structure and history of education in the United States, especially the urban areas. It will explore questions involved in such areas as desegregation, financing, socioeconomic class, multicultural populations, and teaching as a profession.

**URBST 131. Urban Health Issues.** 3 rec. hr., fieldwork; 4 cr. A review of health problems affecting the urban population. Emphasis on overpopulation, pollution, housing, and accidents.

**URBST 132. Health Services and Policy.** 3 hr.; 3 cr. An introduction to the structure and functions of institutions that provide personal and public health service. The course analyzes public policy issues, including educational licensing and the financing and regulation of health-care services.

**URBST 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and an urban studies writing tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**URBST 135W. Urban Studies Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and an urban studies writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**URBST 141. Introduction to Urban Planning.** 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.

**URBST 151. Neighborhoods in the City and Suburbs.** 3 hr.; 3 cr. Analysis of the structural and functional properties of neighborhoods and their relation to the larger city and to urban problems.†

**URBST 200. Methods in Urban Research.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. Introduction to the range of methodological approaches used in urban-related research. These include macroscopic analysis, demography, survey research, historical research, institutional analysis, participant observation, community studies, policy analysis, and evaluation research. Emphasis is placed on the development of critical skills at reading, interpreting, and analyzing social science research, whether this research is encountered in textbooks and lectures, in professional journals, or in the popular media. (Not open to students who have taken SOC 212 and 334. For urban studies majors who have taken these two courses, the requirement of URBST 200 will be waived.) (SQ)

**URBST 201. Computer Methods for Urban Policy Analysis.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. This course introduces the student to a variety of methods for performing urban policy analysis using microcomputers, including the use of spreadsheets, database systems, graphics programs, mapping systems, and statistical packages. Students will be introduced to essential file management functions and will learn to use these computer-based tools to analyze, interpret, and display demographic, economic, and geographic data. Students will carry out and present projects using their own data or data provided by the instructor. (SQ)

**URBST 202. Racial and Ethnic Minorities in Urban America.** 3 hr.; 3 cr. Prereq.: Any 6

credits in anthropology, economics, political science, sociology, or urban studies. 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.

**URBST 203. Case Studies of Race and Ethnicity in Urban America.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. Each semester a different racial or ethnic minority will be selected for intensive study, with emphasis on how its community and culture have changed through time. Students will be encouraged to participate in field research within the racial or ethnic community under examination. May be repeated once if topic varies.

**URBST 204. Women in the City.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, history, political science, sociology, or urban studies. This course studies the special influence of the urban environment on the lives of women. Topics include differences in women's roles between urban and rural societies; "women's work" in urban societies; the effects of urban habitation and the physical environment (the "built" environment) on women; women as consumers and providers of municipal services.

**URBST 205, 205W. Urban Cultural Diversity.** 3 hr.; 3 cr. Exploration of the rich and diverse subcultures and communities that dot the urban landscape. In recent years new patterns of cultural belonging and new forms of identity have displaced earlier forms of community organization and neighborhood life. This course traces the emergence of urban subcultures from "Hippies to HipHop." It will expose students to a number of studies by professional ethnographers and prepare them to undertake an original field study on a topic of their choice.

**URBST 206. Cities of the World.** (formerly URBST 225) 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. Studies development of foreign cities and attempts to solve problems that also face American cities. Comparative analysis of urban ecology and urban service institutions.

**URBST 207. Development of the American City.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course emphasizes the changing structure and function of American cities from their early history to the present day. Emphasis will be placed on the changing economic, political, and social impact of cities on the United States as a whole, and on major public service problems with which cities have had to

### Requirements for the Major in Urban Studies (Major code 104)

**Required** (36 credits): URBST 101 (or 2434), 105, 200 (or BASS 1211, or equivalent), URBST 221, 330; either URBST 360 or 370 (may be waived for students holding a full-time job in an urban-related field); 18 credits of courses in urban studies that will be arranged with, and approved by, an advisor.

### Requirements for the Minor in Urban Studies (Minor code 94)

**Required** (18 credits): URBST 101 (or 2434), 200 (or BASS 1211, or equivalent), either URBST 105, 221, or 330, and at least three additional courses in urban studies. At least three courses must be at the 200 or 300 level.

deal. The various models for administration of housing, employment, transportation, public health, education, and crime will be studied in historical context, with the special goal of finding relevant messages for contemporary public administration and urban planning.

**URBST 210. Urban Protest Movements.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course analyzes movements for change in urban policies and institutions, especially mobilizations by groups without ready access to power through normal political channels.

**URBST 211, 211W. Protest Movements in Film.**

3 hr.; 3 cr. Examination of the dynamics of urban-centered protest movements in the U.S., such as the labor movement, the African-American, feminist, gay and lesbian civil rights movements, the anti-Vietnam war, and pro-life and pro-choice movements through a combination of reading books about such movements and watching film footage featuring the activities of movements.

**URBST 212. Religion and Politics in Urban Society.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, religious studies, sociology, or urban studies. This course considers examples of both left-leaning and right-leaning religiously motivated political action, abroad and in New York City. Guest speakers whose political actions are rooted in their religious communities and faith will present their views in class.

**URBST 214. Urban Religious Movements.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, religious studies, sociology, or urban studies. Most new religious movements today are centered in urban areas, and these are the cutting edge of the segment of the population that is becoming more religious while many of the long-established religious groups are experiencing loss in seminarians and in attendance. This course examines the dynamics of these religious movements and their impact on urban society.

**URBST 216. Immigrants in Queens.**

3 hr.; 3 cr. The borough of Queens has become a major receiving area for immigrants from all over the world, making it the most diverse county nationwide. This course discusses immigration patterns, old and new, in the context of New York City, with special focus on the borough of Queens. The main trends in historical and contemporary and local/global migration; how and why immigrants arrive here and begin to create new communities; the state of intergroup relations between immigrants and established

Americans; the factors that assist or inhibit immigrants from being integrated into American society are addressed through class discussions, readings, neighborhood visits, and student projects.

**URBST 217. Introduction to Social Work.**

3 hr.; 3 cr. The values, knowledge, and skills of the social work profession, focusing on the historical and contemporary roles and relationships of the social work profession to community problems, fields of practice, vulnerable populations, and social welfare history and policy.

**URBST 220. VT: Studies of Selected Urban Service Institutions.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. Analysis in depth of a public or private institution or system of institutions providing services to urban residents. Different institutions will be analyzed each semester. (May be repeated for credit provided the institution studied is different.)

**URBST 221. Making Public Policy.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, economics, political science, sociology, or urban studies. Analysis of policymaking in the U.S. using a variety of frameworks. The roles of public and private participants in the policy process, the historical development of national political institutions, and the ways in which the structures of policymaking institutions and cultural values influence that process, will be discussed. Case studies will be used to illustrate the policy process in such areas as health, education, housing, taxes, and employment. A major objective is to provide students with the knowledge and skills to participate actively in the policy-making process.

**URBST 223./PSCI 223. Introduction to Public Administration.**

3 hr.; 3 cr. Analysis of the theoretical basis for administration and philosophies of administration. Description of the tools of administration and the relationship of administrative organization to other institutions in modern society.

**URBST 225. Urban Criminal Justice System.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course will deal with the modern criminal justice system as it has developed through time in cities. Special attention will be given to the urban problems that led to the creation and evolution of the professional police, criminal courts, and penal institutions. Emphasis will be placed upon the specifically urban influences (demographic, geographic, political, economic, and social) that originally shaped and continue to mold the criminal justice system.

**URBST 226. Drugs and Criminal Justice.**

3 hr.; 3 cr. Analysis of how the U.S. criminal justice system has affected the use of drugs and treatment for drug abuse, and examination of how the federal, state, and local police organizations plan, implement, and coordinate policies and procedures for combating the use of illegal drugs, in particular on the "War on Drugs." The New York State Penal Laws (Rockefeller Drug) laws will be discussed in depth.

**URBST 227. Law and Urban Society.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course examines the role of law in relation to a variety of urban issues. It begins with an overview of legal processes within the American constitutional system. It then proceeds to address the relationship of law to issues of welfare, housing, racial discrimination, education, and urban crime.

**URBST 228. Domestic Violence and Criminal Justice.**

3 hr.; 3 cr. The operation of the criminal justice system in situations of domestic and family violence. Theories dealing with the sources of domestic violence will be reviewed. The focus will be on the operation of those parts of the criminal justice system having principal responsibility for arresting, prosecuting, and adjudicating domestic and family violence cases—the police, prosecution, and courts. The role and effectiveness of contemporary public programs and community remedies for domestic violence will also be analyzed.

**URBST 232. Health Policy-Making.**

3 hr.; 3 cr. An examination of the process of health policy-making at the city, state, and federal levels of government, from agenda-building through policy formulation, adoption, implementation, and evaluation of health policies. The nature of the relationships among executives, legislators, bureaucrats, judges, and other participants will be analyzed.

**URBST 233. AIDS and Public Policy.**

3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, health education, history, political science, sociology, or urban studies. This interdisciplinary course addresses the medical, epidemiological, and psychosocial issues surrounding the AIDS epidemic. It places the epidemic within a social, political, and policy context, examining the impact of the AIDS epidemic upon the U.S. urban setting, including a specific analysis of the medical, public health, legal, and housing institutions.

**URBST 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.

**URBST 236. Emerging Diseases in the City.** 3 hr.; 3 cr. Prereq.: Six credits in the social sciences. This course will examine the threat posed to America's population by the emergence of new or recently discovered infectious diseases. It will explore the causes of their recent appearance and the necessary public policy changes that could prevent their spread to urban populations.

**URBST 237. Social Welfare Policy.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. This course examines our government's efforts to address social-economic problems relating to poverty. After an historical overview of the development of welfare programs in this country, the course focuses on measures taken to combat poverty in the contemporary context. Issues such as the relation of welfare to work, teen pregnancy, single-parent households, and immigration are addressed. While the course primarily emphasizes basic income maintenance, it provides a survey of the network of social welfare policies and programs that have been developed in recent years.

**URBST 238. Women and Health.** 3 hr.; 3 cr. Examination of the broad range of health issues confronting women. The focus of this course is on how health status of women is influenced by gender, race, and class. Careful attention is paid to political and economic factors influencing the health of women in our society and to the impact of health policy and social policy on health status. Models of care including the western medical model as well as some of the new and emerging models are explored, as well as the latest thinking on specific health issues women face including reproductive health, mental health, peri- to post-menopause, sexually transmitted diseases, and aging.

**URBST 240. Labor Unions and Industrial Relations.** 3 hr.; 3 cr. Examination of labor-management relations in the contemporary U.S., considering both the internal dynamics of management, and the structure, governance, and goals of labor unions. Particular emphasis will be given to comparing and contrasting labor relations in unionized and non-unionized workplaces and in different sectors of the economy (manufacturing, services, and government). Topics to be covered

include the development of management's industrial relations policies, the impact of the changing international economy on labor, the dynamics of collective bargaining, decision-making processes within unions, and problems of union democracy.

**URBST 241. Metropolitan Real Estate Markets.** 3 hr.; 3 cr. Prereq.: URBST 101 or ECON 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.

**URBST 242. Landlord-Tenant Politics in New York.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies. Dynamics of the landlord-tenant relationship and its political impact. The evolution of this relationship since the mid-nineteenth century is considered, with special attention to issues such as rent regulations, conversions, gentrification, abandonment, and homelessness.

**URBST 243. Public Management.** 3 hr.; 3 cr. The study of management in local and state government and the nonprofit sector, definition of the unique characteristics of public management, and understanding of what government and nonprofit managers actually do. Development of skills that are essential to effective public management, relying heavily on the case method approach, which is intended to simulate the world of actual managers and the processes of management decision-making.

**URBST 244. Human Resource Management.** 3 hr.; 3 cr. Examination of personnel management, including the legal issues associated with the day-to-day employment-related decisions and actions of managers. The human resources function is divided into major areas of personnel, labor relations, equal employment opportunity, and discipline. Students will discuss topics associated with problems that most typically arise in the workplace. The framework for studying the topics will be reading federal, state, and local laws, along with reviewing the government policies and court decisions.

**URBST 246. Human Resources and Law.** 3 hr.; 3 cr. An introduction to the principles of employment law, the principal theories, policies, and literature concerning federal and state regulations in the private and public sectors, in the context of problems that

typically arise in the workplace. Issues, statutes, and case law examined include employment discrimination, New York State employment law, sexual orientation, the Fair Labor Standards Act, the Americans with Disabilities Act, and the Family and Medical Leave Act. This course will also address issues such as termination-at-will, negligent hiring and retention, wrongful discharge, privacy, and the drug-free workplace.

**URBST 247. Race, Ethnicity, and Public Policy.** 3 hr.; 3 cr. Examination of public policy issues involving race and ethnicity in the United States. Assessment of persistent racial disparities in the aftermath of the civil rights revolution and of such anti-racist policies as affirmative action, school desegregation, and racial districting. Analysis of ethnicity, rival conceptions of what it means to be an American, and policy debates regarding immigration, bilingualism, and multicultural education.

**URBST 251./HIST 280. Urban Planning in the American Past.** 3 hr.; 3 cr. How Americans designed and built towns and cities, and an examination of the city-building process, emphasizing landmark urban plans.††

**URBST 252. The Urban Environment.** 3 hr.; 3 cr. Prereq.: Six credits in the social sciences. This course introduces students to the major issues and themes in urban environmentalism. The course integrates urban theory—how we imagine and understand the city—with the contemporary practice of urban environmental design, planning, and policy-making. We will examine, through a series of case studies, how the modern city functions as an ecosystem, a network of infrastructure and technology, a forum for democratic participation, and as spatial design and spectacle.

**URBST 253. Conflicts in Urban Planning.** 3 hr.; 3 cr. Prereq.: Any 6 credits in anthropology, history, political science, sociology, or urban studies, including URBST 141 (or permission of the instructor). Major conflicts in the planning of cities and suburbs, and the social, economic, and political forces which create these conflicts. Issues of land use, group homes, transportation, business development, hazardous wastes, nuclear power, and community development. Preparation of a research project resulting in a professional-quality report. Basics of preparing such reports, including data collection and analysis, research, and presentation.

**URBST 254. Urban Transportation.** 3 hr.; 3 cr. An overview of urban transportation in the United States. Including the historic relationship between transportation innova-

tions and urban development. Topics include the evolution of federal transportation policy; the impact of the interstate highway system on U.S. metropolitan areas; the decline and revival of mass transit in U.S. cities; policies for combating traffic congestion; metropolitan sprawl and air pollution; the impact of current transportation policies on women, the elderly, and the poor; and recent efforts to encourage the development of pedestrian-friendly cities.

**URBST 256. Land-Use Planning.** 3 hr.; 3 cr. All cities exercise some form of control over the use of the land within their borders. As a scarce resource, it is considered a proper function of government to exercise zoning and other authority over the types of uses to which specific parcels of land are put. This course examines the ways in which New York City has historically exercised the zoning authority and has created a variety of institutions to intervene in the zoning process. It examines the role of real estate interests, the general public, and the city government agencies charged with planning functions.

**URBST 257. Public Budgeting.** 3 hr.; 3 cr. The economic, political, and legislative components of public finance, with emphasis on the New York City budget. Knowledge and skills necessary to understand and participate in the budget process. Principles of taxation, revenue, expenditures, debt, balanced budgets, and the economic and political aspects of budget-making.

**URBST 261. Urban Job Markets.** 3 hr.; 3 cr. Prereq.: Any 6 credits in accounting, economics, history, political science, sociology, or urban studies. Changing job structures and labor force patterns and trends are considered in relation to employment and unemployment, education, discrimination, government programs, labor unions, business policy, and economic and social change. Human resource development and policy are studied in the urban setting.

**URBST 262. Public Sector Bargaining.** 3 hr.; 3 cr. Prereq.: URBST 101. This course will examine the unique roles of public sector unions at the federal, state, and local levels. The growth and development of government unions will be studied. What the private sector can learn from the success of collective bargaining in the public sector will be considered. Compensation, dispute resolution, arbitration, and public sector labor legislation are among the topics to be covered.

**URBST 265. Special Topics in Urban Studies.** 3 hr.; 3 cr. Selected topics in urban studies. A lecture course at the intermediate level. (May be repeated for credit provided the topic is different.)

**URBST 307. Organizing the Public.** 3 hr.;

3 cr. This course combines fieldwork in projects sponsored by the New York Public Interest Research Group (NYPIRG) with lectures and workshops on skills related to citizen organizing. The history of student activism and its relationship to urban problems will also be discussed. Seven hours of fieldwork per week are required, with weekly fieldnotes, and a final report which draws on fieldwork, reading, and class discussions.

**URBST 310, 310W. Community Organization.** 3 hr.; 3 cr. Analysis of the structure and organization of urban communities and the ways in which they mobilize community resources to solve social and economic problems.

**URBST 320. VI: Special Problems.** 3 hr.; 3 cr. Prereq.: Junior standing and permission of the department. Selected issues in urban studies, with individual work done by the student. (May be repeated for credit provided the topic is different.)

**URBST 321. Perspectives on the Labor Movement.** 3 hr.; 3 cr. Examination of the theories of industrial relations systems; the philosophy and political perspectives of labor unions; and the current discussion concerning the state and future of the labor movement. Issues examined will include the meaning of work, its changing nature, and the consequent implications for industrial relations and the trade unions.

**URBST 330, 330W. Social Theory and Contemporary Urban Issues.** 3 hr.; 3 cr. Exploration of the principal theoretical perspectives, paradigms, and schools of thought that can help our understanding of such urban phenomena as gentrification, urban poverty, urban activism, neighborhood development, segregation, city politics, suburbanization, economic restructuring, and urban planning. Urban theory encompasses many interdisciplinary points of view, and we will explore the work of geographers, sociologists, economists, historians, political scientists, and anthropologists. The goal of this course is to understand not only how cities have changed in recent decades, but also the theoretical basis for describing these changes. Students will learn to appreciate the importance of theory for making sense of the social world around us and will learn how to think theoretically, a skill that they can bring to bear in their future analyses of urban issues.

**URBST 360. Urban Research Workshop.** 3 hr.; 3 cr. Prereq.: URBST 200, junior standing, and permission of the department. An exploration of several methodological approaches to social research in the urban area. Group research projects utilizing these tech-

niques to explore an urban problem in depth. (May be taken twice if the project is different.)

**URBST 360W. Writing-Intensive Urban Research Workshop.** Hr. to be arranged; 3 cr. Prereq.: URBST 200, junior standing, and permission of the department. Exploration of several methodological approaches to social research in the urban area. Group research projects utilizing these techniques to explore an urban problem in depth. Includes preparation of one or more papers totaling at least 15 pages. Students will receive comments and suggestions on the preparation of their paper and on their writing as it progresses. May not be repeated.

**URBST 370. 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.)

**URBST 390. Tutorial.** Hr. to be arranged; 1–3 cr. per semester. Prereq.: One course in urban studies at the 200 or 300 level, junior standing, and permission of the department. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his/her faculty sponsor. Includes regular conferences with the sponsor and preparation of a paper. (A student may receive credit for no more than two tutorials in urban studies and may take only one tutorial in a semester.)

**URBST 390W. Writing-Intensive Tutorial.** Hr. to be arranged; 3 cr. Prereq.: One course in urban studies at the 200 or 300 level, junior standing, and permission of the department. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and his/her faculty sponsor. Includes regular conferences with the sponsor and preparation of one or more papers totaling at least 15 pages. Students will receive comments and suggestions on the preparation of their paper and on their writing as it progresses. May not be repeated.

# Women's Studies

**Director:** Joyce Warren

**Office:** Klapper 605, 718-997-3098

**Major Offered:** Women's Studies (State Education Code 91059)

Queens College offers an interdisciplinary major and minor in women's studies. The curriculum is designed to provide students with a solid foundation in the issues and methodologies appropriate for the study of women and gender. The major consists of core requirements (12 credits), distribution requirements (a minimum of 9 credits), and elective requirements (a maximum of 15 credits).

## Department Awards

Each Fall a **Women's Studies Scholarship** is awarded to a sophomore or lower junior majoring in women's studies. The **Virginia Frese Palmer Award** is offered each Spring to the graduating women's studies major with the highest average.

## THE MAJOR AND MINOR

See the box below for the specific requirements for the major and minor.

## COURSES

**WOMST 101, 101W. Introduction to Women's Studies.** 3 hr.; 3 cr. Exploration of the core concepts underlying the interdisciplinary field of women's studies, introducing the ways in which the study of women and sex/gender as social categories transforms our understanding of culture, history, and society. Topics include the social construction of gender, the gender division of labor, production and reproduction, intersections of gender, race, class, and ethnicity, and the varieties of sexual experience. (SS)

**WOMST 201W. Theories of Feminism.** 3 hr.; 3 cr. The main theories used in women's studies today will be analyzed from a historical perspective and with respect to the combined effects of gender, race, and class on the status of women in contemporary society. The course will include the study of the problems inherent in establishing full social equality for women.

**WOMST 210. Selected Topics in Women's Studies.** 3 hr.; 3 cr. Topics to be announced. May be taken more than once if the topic is different.

**WOMST 310. Research Seminar in Women's Studies.** 2 hr. plus conf.; 3 cr. Prereq.: Permission of the instructor or director. A seminar stressing original student research on pre-announced topics. May be taken more than once if the topic is different.

**WOMST 320. Fieldwork in Women's Studies.** 1 hr. rec./wk., 90 hr. fieldwork per semester; 3 cr. Prereq.: Permission of the instructor or the director. Students are assigned to work with host organizations such as: women's political organizations, battered women's shelters, welfare rights groups. Students prepare a formal document based on their experiences and readings.

**WOMST 390W. Tutorial in Women's Studies.** WOMST 390.1–390.3, 1–3 hr.; 1–3 cr. Prereq.: Permission of the director of Women's Studies and director of Interdisciplinary and Special Studies. Students undertake and complete an individual research project under the supervision of a member of the women's studies faculty.

## Requirements for the Major in Women's Studies (Major code 106)

The major consists of 36 credits.

**Core requirements** (four courses, 12 credits): WOMST 101, 201W, 310, and 320.

**Distribution Requirements** (minimum 9 credits): Students must take at least one course from each of the three areas listed below. One of these courses must concern questions of race or ethnicity. When WOMST 210 is offered, the director will specify which distribution requirement it satisfies. Distribution courses include:

**Scientific Theories of Gender:** BIOL 051, Sociobiology; FNES 224, Human Sexuality; PSYCH 353, Psychology of Sex Roles; PSYCH 354, Sexual Behavior;

**Women and Cultural Traditions:** ANTH 203, Human Sexuality; ANTH 222, Sex, Gender, and Culture; ENGL 326, Women Writers and Literary Tradition;

**Women and Society:** ECON 230, Women's Issues in Economics; HIST 247, Women in Modern European History; HIST 270, History of Women in the United States, Colonial to 1880; LALS 208, The Puerto Rican and the Latin American Woman; SOC 243, Sex and Gender in Comparative Perspective; SOC 244, Sociology of Women; SOC 245, Women and Work; SOC 246, The Sociology of Human Sexuality; SOC 271, The Black Family.

The following courses may deal with topics concerning women and women's roles, and may satisfy distribution requirements. Consult the director before registering for these courses: WOMST 210, Selected Topics in Women's Studies; CMLIT 225, Literature and Anthropology; PHIL 120, Contemporary Issues in Philosophy; PSCI 381, Seminar in American Politics; SOC 240, Selected Topics in Sociology; ENGL 396, Studies in Language, Literature, and Culture; ECON 383, Seminar in Selected Studies in Economics; GRKST 201, Colloquium on the Greek-American Community.

**Electives** (at least 15 credits): FNES 147, Family Relations; HIST 157, History of Costumes and Furnishings: Ancient Egypt to the French Revolution; HIST 158, History of Costumes and Furnishings: French Revolution to the Present; SOC 214, The Family; WOMST 390, Tutorial in Women's Studies. Students may also use any courses listed under Distribution Requirements that are not used to satisfy the distribution requirements. For courses with varying topics, consult the director.

## Requirements for the Minor in Women's Studies (Minor code 95)

**Required (21 credits):** The core (12 credits) and the distribution requirements (9 credits). Students must have prior approval of the director in order to include courses with varying titles among the distribution requirements.

# Worker Education: LEAP & BASS

This program is offered in conjunction with the Joseph S. Murphy Institute for Worker Education and Labor Studies, CUNY.

**Director:** Gregory Mantsios  
**Associate Directors:** Margarita Colón-Pescador, Olga Martinez

**Center for Worker Education**  
**Associate Director:** Kitty Krupat

**Center for Labor, Community, and Policy Studies**

**Associate Director:** Paula Finn

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Assistant Provost June Bobb, Kiely 1111,  
718-997-5780

The Center for Worker Education at Queens College was established in cooperation with a number of New York City labor unions as part of Queens College's effort to expand educational services to union members and the labor community. The center is part of the Joseph S. Murphy Institute, serving and collaborating with colleges within the City University. The institute's purpose is to provide union-sponsored, working adult students with an opportunity to:

1. gain a better understanding of the world of work, the economy, and society;
2. develop the skills and background necessary for occupational advancement and personal enrichment.

Worker Education @ Queens College assists union members returning to school, including non-degree, matriculated, and graduate students in a variety of programs at Queens College.

It serves students both on campus and at the institute's mid-Manhattan facility. Undergraduate students in Worker Education @ Queens College may choose to pursue their degree requirements through LASAR, the LEAP (Labor Education and Advancement Project) curriculum, or the BASS (BA in Applied Social Sciences, State Education Code 21878) curriculum. Students pursuing a BASS degree may select one of three areas of concentration: human services, labor studies, or public policy. The BASS degree is offered at the mid-Manhattan facility only.

## THE LEAP CURRICULUM

(Student program code LP)

The LEAP curriculum is available to students who are matriculated and 25 years of age or older. Students must be union members and must be recommended for admission by the director or his/her designee.

The LEAP curriculum provides students with a sequence of courses to meet the college's general education requirements for the bachelor of arts and the bachelor of science degrees—i.e., basic skills and the Liberal Arts and Sciences Area Requirements (LASAR; see pages 41–43). 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 001. Writing and the Literature of Work.** 4 hr.; 4 cr. Prereq.: ENGL 095 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.

**LEAP 006. Work, Class, and Culture.** 4 hr.; 4 cr. Prereq.: LEAP 001. 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 007. African-American Literary Traditions.** 4 hr.; 4 cr. Prereq.: LEAP 001. 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 008. Fundamentals of Biology.** 2 lec., 2 lab. hr.; 3 cr. LEAP students are required to take **either** BIOL 008 **or** CHEM 015. 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 BIOL 011.

## Social Sciences and Pre-Industrial/Non-Western Civilization

**LEAP 010. 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:

**SPAN 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 SPAN 111 through SPAN 203, and 204. Completion of the SPAN 101, 010, sequence qualifies students for the SPAN 205, 206 level or for SPAN 224. Students who successfully complete SPAN 101 may not enroll in SPAN 111 or 112.

**SPAN 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.

\*MAT charges are possible.

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

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



**Two of the following courses:**

**LEAP 040. The "Golden Age" of Spanish Culture.** 4 hr.; 4 cr. Prereq.: LEAP 006; SPAN 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 043. 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 046. 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 (page 39).

**THE BASS CURRICULUM**

(Major code 015)

The BASS curriculum provides students with an interdisciplinary course of study leading to a Bachelor 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:

- five foundation courses in writing, communications, research, and computers; at least three of these courses must be selected from among BASS: 1111, 1112, 1113, 1211, and 1212; two of the five may be replaced by non-BASS courses;
- seven core courses in the natural and social sciences; at least four of these courses must be selected from among HIST 1132, BASS 1133, URBST 1134, SOC 1144, and either ECON 1241 or 1242; up to three may be replaced by similar non-BASS courses; two of the seven courses must be in the natural sciences, including ENSCI 111 and either PSYCH 101 or BIO 1007;
- five courses in a concentration, to be selected from among the following three: Human Services, Labor Studies, or Government, Politics, and Public Policy; at least three of these courses must be BASS courses; up to two may be replaced by similar non-BASS courses;
- between 8 and 16 credits in fieldwork (BASS 1281, 1282, 3711, 1381); and
- the remaining credits as electives, up to the total of 120 credits required for the undergraduate degree, and including at least one course relevant to the student's concentration and two courses in the humanities.

**BASS CURRICULUM COURSES****Foundation Courses**

**BASS 1111. Writing for the Social Sciences I.** 4 hr.; 4 cr. Equivalent to ENGL 110. This course will focus on the development of written communication skills appropriate to social science.

**BASS 1112W. Writing for the Social Sciences II.** 4 hr.; 4 cr. Prereq.: BASS 1111. Equivalent to ENGL 120W. 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.: BASS 1111 or 1112W. 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, 1211W. 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. (SQ)

**BASS 1212. Computers and Society.** 4 hr.; 4 cr. Prereq.: BASS 1111 or 1112W. 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. (SQ)

**Core Courses**

**BIOL 1007. Life Sciences.** 4 hr.; 4 cr. Prereq.: BASS 1111 and 1112W. 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 111. Introduction to the Environment.** 3 lec., 1 rec., 3 lab. hr.; 4 cr. The ecosystem; humans in the scheme of natural things, the impact of human activities on health and the environment; institutions and the environment; cultural, ethical, literary, and artistic responses to the environment. Required field trip(s). (PBGA)

**PSYCH 101. General Psychology.** 4 hr.; 4 cr. An introduction to the chief facts, principles, methods, and theories of psychology. Topics discussed include the history of psychology, sensory and perceptual processes, motivation and emotion, behavior development, learning and cognition, psychometrics, personality, psychopathology, and social behavior. Not open to students who have taken PSYCH 102. 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)

**HIST 1132, 1132W. U.S. Labor History (1890 to present).** 4 hr.; 4 cr. Prereq.: BASS 1111 and 1112W. 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.: BASS 1112W. 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, 1134W. 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, 1141W. Introduction to Labor Studies.** 4 hr.; 4 cr. Prereq.: BASS 1112W. 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, 1142W. Introduction to U.S. Social Welfare.** 4 hr.; 4 cr. Prereq.: BASS 1111 and 1112W; and HIST 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 that shape the U.S. social welfare system.

**PSCI 1143W. Introduction to Politics, Government, and Public Policy.** 4 hr.; 4 cr. Prereq.: BASS 1111 and 1112W; and HIST 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. (SS)

**SOC 1144, 1144W. Intergroup Relations.** 4 hr.; 4 cr. Prereq.: BASS 1112W. 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, 1241W. Macroeconomics.** 4 hr.; 4 cr. Prereq.: BASS 1111 and 1112W; and HIST 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. (SS)

**ECON 1242, 1242W. Microeconomics.** 4 hr.; 4 cr. Prereq.: BASS 1111 and 1112W; and HIST 1132; ECON 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.

**Concentration Courses  
Human Services**  
(Concentration H, QC code 01A)

**URBST 1261, 1261W. 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, 1262W. Organizing for the Human Services.** 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses; URBST 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, 1263W. Human Service Administration.** 4 hr.; 4 cr. Prereq.: Foundation courses; all historical and social science core courses; URBST 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 that 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; URBST 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; URBST 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 that consider educational method, learning styles, and task mastery will be analyzed and assessed.

**Labor Studies**  
(Concentration L, QC code 01B)

**LABST 1251, 1251W. 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, 1252W. Labor Economics.** 4 hr.; 4 cr. Prereq.: LABST 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, 1253W. 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.

**Politics, Government, and Public Policy**  
(Concentration P, QC code 01C)

**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, 1272W. Public Administration.** 4 hr.; 4 cr. Prereq.: PSCI 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 admin-

istrative 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 PSCI 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; PSCI 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; PSCI 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.

#### Fieldwork Courses

**BASS 1281. Core Curriculum Lab I.** 2 cr. for each course introducing the concentration. The total required is 4 cr. Prereq.: BASS 1111, 1112W, 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.: BASS 1111, 1112W, 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 that 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.

**BASS 3711, 3711W. Fieldwork in Applied Social Science.** 9 hr.; 4 cr. Prereq.: Permission of the academic advisor. Practical field experience such as the design and execution of a research project requiring data collection in the field, or an active internship with a human services organization, a labor union or worker center, or a political or civic office or institution. Students will develop an appropriate reading list in consultation with supervising faculty, and will meet regularly with the supervising faculty to discuss both the fieldwork and the readings. Students will document their work in a paper and in other forms deemed appropriate by the supervising faculty. If several students are engaged with independent fieldwork, the course may be more closely modeled on a seminar, meeting together to report on fieldwork and to discuss the assigned readings. This course may be repeated once for credit subject to approval by the academic advisor, provided that the project is different; or, subject to permission of supervising faculty, as a second phase of a successful and generative project.

#### Elective Courses

**BASS 2651, 2651W. Special Topics in Applied Social Science.** 4 hr.; 4 cr. Prereq.: BASS 1111. Selected topics in the field of applied social science. A lecture and discussion course at the intermediate level, it may be repeated for credit provided that the topic is different, and subject to approval by the student's academic advisor.

**BASS 3901, 3902, 3903, 3904. Tutorial.** Hr. to be arranged; 1–4 cr. Prereq.: BASS 1111, and permission of the academic advisor. Further specialization and advanced work involving directed readings and research on a topic chosen by the student and the supervising faculty sponsor. Includes regular conferences with the sponsor and preparation of a paper. Elements of the study—a tentative bibliography, a rough outline, drafts—will be submitted according to an agreed-upon schedule.

**ECON 2411. Economics of Class, Race, and Sex.** 4 hr.; 4 cr. Prereq.: Basics skills; historical and social science core courses. 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 and between males and females.

**ECON 3412. Urban Economics.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. The development and structure of cities are examined descriptively and theoretically. Economic and social problems of cities and urban fiscal crisis are discussed. Special attention will be given to New York City, its economic and fiscal problems, and to its present and future well-being.

**ENGL 2497. African-American Literary Traditions.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. 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. (H1T2)

**FREN 2211. 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.

**FREN 2212. Elementary French II.** 4 hr.; 4 cr. Prereq.: FREN 2211 or two years of high school French. This course is a continuation of FREN 2211. 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.

**HIST 3331. Industrial Revolution: The Shaping of the Modern World.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. This course will examine the forces that brought about the Industrial Revolution in the eighteenth century. The focus will be, first, the economic, social, and cultural features of pre-industrial England that promoted the Industrial Revolution and, second, the impact of industrialization on the peasants, artisans, and workers according to gender and age groups. The spread of the Industrial Revolution to other countries—France, Germany, Russia, the United States, etc.—and their different patterns of industrialization will be examined. The ongoing Industrial Revolution in the present, problems of contemporary industrialization and projections to the future will also be investigated.

**LABST 2471. Labor Unions and Working-Class Movements.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. Topics will include the role of culture, religion, and gender in workers' movements. Comparative analyses of labor union movements with other working-class movements in advanced and developing countries.

**LABST 2472. Labor Unions and the City.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. This course examines the relationships between organized labor and the economic and social well-being of cities. It will focus on labor unions and their impact on union members, non-members, and the city-at-large.

**LABST 2492. Workers in Film and Literature During the 1930s.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. This is a course that explores the culture(s) of the 1930s, particularly where literature and politics intersect. It will develop some themes and see how these themes were played out in the 1930s. It will use a great deal of film, both documentary films about the 1930s and films of the 1930s. There will be background lectures.

**LCD 2490. 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. (H3)

**PSCI 2392. Politics, Public Opinion, and Mass Media.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. This course focuses on the development of political attitudes and opinions, how these opinions and attitudes affect a citizen's behavior, and their influence on authorities. Included in the analysis is the role of popular culture with regard to work, family, and community.

**PSCI 2393. The Presidency.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. An analytical study of the office and powers of the president of the United States. The concept of the presidency and the achievements of the presidents will be examined.

**PSCI 2433. Black Political and Social Thought.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. An introduction to the organized and systematic patterns of thought concerning the human conditions of blacks in a white-dom-

inated society, and the black ideological response to this condition. Emphasis is on Afro-American thinkers and publicists but some African and Caribbean writers will be studied.

**SPAN 2111. 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.

**SPAN 2112. Elementary Spanish II.** 4 hr.; 4 cr. Prereq.: SPAN 2111 or two years of high school Spanish. This course is a continuation of SPAN 2111. 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.

**SPAN 2498, 2498W. Latin American Literature.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. 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. (H1T2)

**URBST 2431. Racial and Ethnic Groups in the City.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. Historical and sociological perspectives on race and ethnicity in American society. Topics include differences among ethnic groups in historical experience, patterns of mobility, assimilation vs. pluralism, and current policy issues such as affirmative action, school desegregation, multiculturalism, and immigration restrictions.

**URBST 2434, 2434W. Social Class and Inequality in Urban America.** 4 hr.; 4 cr. Prereq.: Basic skills; BASS 1211 (Statistics and Social Indicators); historical and social science core courses. Economics and social perspectives on class in urban America. Topics include theories of the causes of poverty and unemployment and particular attention to the black poor; the relation between theory and public policy initiatives and changing conditions of classes. (SS)

**URBST 2451. Economic and Social Development.** 4 hr.; 4 cr. Prereq.: Basic skills; historical and social science core courses. The causes of differences in the levels of economic performance among countries;

major theories of economic development; policies for economic development consequences (especially immigration ones) of change in less developed countries.

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, Carravetta, Habtu, Kim, J., Schoenberg, Smith, Zevin

**Office:** Powdermaker 150, 718-997-5164

As the world grows increasingly interconnected, it is necessary to understand forms of human expression in a global frame of reference. The world studies program provides a sequence of four team-taught, interdisciplinary courses that are designed to satisfy that need.

Employing perspectives from the humanities and social sciences, these courses explore various and often conflicting ways of conceptualizing the world, and examine cultures and societies—ancient and modern—from Asia, Africa, the Americas, Europe, and the Middle East. Each course involves the cooperation of a faculty member from the social sciences and one from the humanities. Sections are kept small to permit extensive interchange between students and teachers.

Although the courses form a logical progression, they may be taken in any order, or even simultaneously. Each course is designed to remain within a common framework, but the content of each section may vary somewhat depending upon the composition of the teaching team.

World studies, which was developed with major grants from the Andrew W. Mellon Foundation and the National Endowment for the Humanities, is an innovative program that has been recognized as a national model by the Association of American Colleges. Its curriculum and syllabi are under continual review by an ongoing committee of faculty members from all divisions of the college.

## COURSES

**WLDST 101. Interpreting the World.** 3 hr.; 3 cr. Prereq.: ENGL 095. 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)

**WLDST 102. Ancient Worlds.** 3 hr.; 3 cr. Prereq.: ENGL 095. 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)

**WLDST 103. Encounters between Civilizations, 1500–1900.** (formerly WLDST 201) 3 hr.; 3 cr. Prereq.: ENGL 095. 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)

**WLDST 104. Contemporary Worlds.** (formerly WLDST 202) 3 hr.; 3 cr. Prereq.: ENGL 095. The emergence of new forms of global culture: an interdisciplinary study of societies, economies, cultures, and ideologies in the twentieth century. (H3)

**WLDST 134W. Writing Tutorial.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a coregistration basis. This course works on writing that is relevant to the subject matter of the main course. Coregistration means that all students in the regular course will not necessarily be in the writing tutorial. The combination of a regular course and a writing tutorial satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

**WLDST 135W. World Studies Writing Workshop.** 1 hr.; 1 cr. A one-credit add-on course to a regular subject matter course on a corequisite basis. This course works on writing that is integral to the subject matter of the main course. Corequisite means that all students in the regular course will be in the writing workshop. The combination of a regular course and a writing workshop satisfies one of the college's writing-intensive course requirements. May be repeated for credit.

# Courses in Reserve

Courses are taken out of a department's general listing and placed "in reserve" if they have not been offered at the college for at least five years. They may be offered in the future if a department determines there is a need for the course.

## ACADEMIC SKILLS

ACSKL 026.03. ESL Reading Development.

ACSKL 050. The Learning Process

## ACCOUNTING

ACCT 381. Seminar in Advanced Financial Accounting Theory.

ACCT 383. Seminar in Law and Taxation.

## ACE

ACE 003W. Studies in Literature.

ACE 009. The Physical Sciences.

## AFRICANA STUDIES

AFST 203. The Black Church in America.

## ART STUDIO

ARTS 181. Modeling from Life.

ARTS 251. Graphic Representation I.

ARTS 252. Graphic Representation II.

ARTS 261. Watercolor I.

ARTS 262. Watercolor II.

ARTS 263. Two-Dimensional Design II.

ARTS 280. Procedures in Sculpture.

ARTS 291. Calligraphy I.

ARTS 292. Calligraphy II.

ARTS 296. Advertising Design.

ARTS 297. Applied Design.

ARTS 298. Calligraphy III.

ARTS 354. Calligraphy SP.

ARTS 364. Film-Making.

ARTS 366. Watercolor Painting.

ARTS 382. Sculpture in Metal.

ARTS 383. Sculpture in Wood.

ARTS 384. Constructed Sculpture.

## BIOLOGY

BIOL 012. Field Ecology of New York.

BIOL 022. Introduction to Human Physiology.

BIOL 030. Ecology and Mankind.

BIOL 031. The Plant World.

BIOL 050. Issues in Biomedical Ethics.

BIOL 051. Sociobiology.

BIOL 211. Fungi.

BIOL 225. Vertebrate Natural History.

BIOL 343. Plant Ecology.

BIOL 354. Evolution.

BIOL 380.3. Field Biology Studies.

## CHEMISTRY & BIOCHEMISTRY

CHEM 112. Introductory College Chemistry.

CHEM 115. Introductory College Chemistry.

CHEM 119. Introductory College Chemistry.

## COMPUTER SCIENCE

CSCI 095. Introduction to Programming.

CSCI 100. Practicum in Programming.

CSCI 101. Introduction to Computer Science.

CSCI 195. Intensive Introduction to Computing.

CSCI 200. Programming in C and C++.

## DRAFTING

DRAF 003. Computer-Aided Drafting.

DRAF 004. Descriptive Geometry.

## ECONOMICS

ECON 204. Socialist Economic Thought.

ECON 209. Economic Structure and Behavior in Africa.

ECON 229. The Economics of Health and Income Maintenance Programs.

ECON 325. Economic Dynamics.

ECON 345. Business Cycles and Stabilization Policy.

ECON 349. Statistics as Applied to Economics II.

ECON 380. Seminar in Advanced Macroeconomic Theory.

ECON 381. Seminar in Advanced Microeconomic Theory.

ECON 705. Mathematical Economics.

ECON 726. Introduction to Operations Research.

## ENGLISH

ENGL 360. Southern Literature.

ENGL 392. Selected English Writers.

ENGL 393. Selected American Writers.

ENGL 394. Selected Studies in English Literature.

ENGL 396. Studies in Language, Literature, and Culture.

## EUROPEAN LANGUAGES & LITERATURES

RLANG 041. Romance Literatures.

RLANG 042. Modern Romance Literatures.

RLANG 045. Romance Language Civilization.

## FAMILY, NUTRITION & EXERCISE SCIENCES

FNES 031. Physiological Principles of Physical Conditioning and Weight Control.

FNES 141. Camping.

FNES 144. Sport Skill Analysis: Teaching Individual Sports K-12.

FNES 150. Socio-Historical Aspects of Sport.

FNES 165. Introduction to Statistical Methods in Physical Education.

FNES 251. History of American Physical Education.

FNES 252. Social Perspectives of Sport.

FNES 262. Curriculum Development and Program Organization in Physical Education.

FNES 265. Current Issues and Problems in Physical Education.

FNES 270. Introduction to Outdoor Education.

FNES 271. Outdoor Education and the Marine Environment.

FNES 272. Homesteading and Related Technology.

FNES 273. Outdoor and Conservation Education.

FNES 335. The Media and the Profession.

FNES 344. Measurement and Evaluation in Physical Education.

FNES 381. Special Physical Education.

## GEOGRAPHY

GEOGR 151. Introduction to Geography.

GEOGR 253. Economic Geography.

GEOGR 254. Introduction to Regional Science.

GEOGR 258. Political Geography.

GEOGR 370. Special Problems in Regional Science.

## GEOLOGY

GEOL 010. Rocks, Minerals, and Gems.

GEOL 051. Energy: Sources and Alternatives.

GEOL 052. Water: The Ultimate Resource.  
 GEOL 053. The Coastal Challenge.  
 GEOL 054. Symmetry: Framework of the Earth.  
 GEOL 057. Precious Metals and Metallic Minerals.  
 GEOL 058. Gems and Nonmetallic Minerals.  
 GEOL 110. Physical Geography.  
 GEOL 231W. Elements of Mineralogy.  
 GEOL 232. Mineralogy and Optical Mineralogy.  
 GEOL 233. Principles of Stratigraphy.  
 GEOL 234. Structural Geology.  
 GEOL 248. Geomorphology.  
 GEOL 332. Optical Mineralogy and Petrography.  
 GEOL 336. Igneous and Metamorphic Petrology.  
 GEOL 337. Sedimentary Petrology.  
 GEOL 350. Sedimentation.  
 GEOL 351. Introduction to Geochemistry.  
 GEOL 352. Economic Geology.  
 GEOL 353. Stratigraphy.  
 GEOL 354. A Survey of Geophysics.  
 GEOL 355. Petroleum Geology.  
 GEOL 356. Principles of Oceanography.  
 GEOL 357. Principles and Practice of Oceanographic Research.  
 SEES 359. Introduction to Field Methods.  
 GEOL 360. Field Geology.  
 GEOL 361. Introductory Field Geology.  
 GEOL 362. Advanced Field Geology.  
 GEOL 363. Oceanographic Field Course.  
 GEOL 366. Principles and Techniques of X-Ray Mineralogy.  
 GEOL 370. Environmental Geochemistry.  
 GEOL 375. Techniques of Environmental Analysis.  
 GEOL 376. Environmental Assessment: Methods and Exposition.  
 GEOL 377. Field Methods in Environmental Science.  
 GEOL 380. Advanced Principles of Geology.  
 GEOL 381. Seminar.  
 GERMAN  
 GERM 221. German Phonetics.  
 GERM 257. German Speculative Writers.

GERM 262. German Literature and Music.  
 GERM 264. German Literature and the Visual Arts.  
 GERM 266. German Literature & Religious Thought.  
 GERM 268. German Literature and Society.  
 GERM 331. Structure of Modern German.

#### HISTORY

HIST 119. The Spanish Caribbean in the Twentieth Century.  
 HIST 120. History of Mexico.  
 HIST 226. England under the Hanoverians.  
 HIST 235. Central Europe from 1648 to the Unification of Germany.  
 HIST 250. American Jewish History from 1945 to the Present.  
 HIST 300. Studies in Medieval History.  
 HIST 304. Nazi Germany.  
 HIST 360. History of Medicine.

#### HONORS IN THE HUMANITIES

HTH 396. VT: Honors Project.

#### HONORS IN THE LIBERAL ARTS

HNRS 201. Special Topics.  
 HNRS 222W. Science Concepts and Consequences.  
 HNRS 300.0. Honors Senior Seminar I.  
 HNRS 300.1. Honors Senior Seminar II.  
 HNRS 301. Honors Senior Thesis I.  
 HNRS 302W. Honors Senior Thesis II.

#### LINGUISTICS & COMMUNICATION DISORDERS

LCD 107. Phonetics of the English Language.  
 LCD 302. Linguistic Analysis.  
 LCD 310. Phonological Theory.  
 LCD 320. Syntactic Theory.  
 LCD 339. Seminar in Communication Disorders.

#### MATHEMATICS

MATH 135. Linear Algebra and Geometry I.  
 MATH 217. Engineering Mathematics.  
 MATH 249. Extensions of Linear Programming.  
 MATH 338. Honors Abstract Algebra II.  
 MATH 345. Theoretical Mechanics I.  
 MATH 346. Theoretical Mechanics II.

#### MUSIC

MUSIC 061. Rudiments of Music II.  
 MUSIC 217. Music of the Middle Ages (ca. 600–1450).  
 MUSIC 218. Music of the Renaissance (1450–1600).  
 MUSIC 219. Music of the Baroque (1600–1750).  
 MUSIC 220. Music of the Rococo, Classicism, and Romanticism (1750–1900).  
 MUSIC 231. Russian and Soviet Music from Glinka to the Present.  
 MUSIC 233. Music in Non-European Cultures.  
 MUSIC 235. Latin American Music.  
 MUSIC 359. Queens College Orchestral Society.

#### PHILOSOPHY

PHIL 103. The Uses of Reason.  
 PHIL 108. Classical and Traditional Logic.  
 PHIL 214. Philosophy of Man.  
 PHIL 263. Marx and the Marxists.  
 PHIL 266. Problems in Logical Theory.

#### PHYSICS

PHYS 008. Energy and Electric Power in the Environment.  
 PHYS 009. Physical Science for Non-Science Students.  
 PHYS 010. Introduction to the Physical Sciences.  
 PHYS 011. Physics and the Visual Arts.  
 PHYS 014. Conceptual Content of the Physical Sciences.  
 PHYS 116. General Physics.  
 PHYS 117. General Physics.  
 PHYS 118. General Physics.  
 PHYS 213. Medical Physics.  
 PHYS 238. Mechanics II.  
 PHYS 366. Classical Physics Laboratory II.  
 PHYS 621. Electronics.  
 PHYS 626. Atomic Physics and Quantum Mechanics.  
 PHYS 657. Introduction to Astrophysics.  
 PHYS 661, 662. Computer Simulation of Physical Models.  
 POLITICAL SCIENCE  
 PSCI 227. Revolution, Politics, and Film.  
 PSCI 237. Contemporary Africa.

PSCI 243. Contemporary Central America.

PSCI 256. Africa in World Politics.

#### PORTUGUESE

PORT 045. Portuguese Civilization.

PORT 205. Survey of Portuguese and Brazilian Literature I.

PORT 206. Survey of Portuguese and Brazilian Literature II.

PORT 223. Advanced Conversation, Phonetics, and Diction.

PORT 224. Advanced Grammar, Composition, and Translation.

PORT 235. Commercial and Technical Portuguese.

PORT 310. The Civilization of Portugal.

PORT 312. The Civilization of Brazil.

PORT 381, 382. Seminar.

#### PSYCHOLOGY

PSYCH 102. Introduction to Psychology as a Natural Science.

PSYCH 208. Theory and Analysis of Psychological Measurements.

PSYCH 222. Psychology and the Law.

PSYCH 229. Developmental Psychology.

PSYCH 315. Mathematical Models in Psychology.

PSYCH 316. Advanced Experimental Psychology: Physiological.

PSYCH 318. Advanced Experimental Psychology: Developmental.

PSYCH 333. Personality Assessment.

PSYCH 336. Humanistic Psychology.

PSYCH 340. Phenomenological Psychology.

PSYCH 342. Comparative Psychology.

PSYCH 350. Behavioral Analysis of Child Development.

PSYCH 351. Human Relations: Small Group Interactions.

#### PUERTO RICAN STUDIES

PRST 201. The Puerto Rican and Hispanic Child in the Urban Setting.

#### RUSSIAN

RUSS 010. Elementary Russian for General Reading Purposes I.

RUSS 011. Elementary Russian for General Reading Purposes II.

RUSS 113. Phonetics and Intonation.

RUSS 326. Structure of Contemporary Russian.

RUSS 380. Dostoevsky.

RUSS 381. Tolstoy.

RUSS 382. Chekhov.

RUSS 395, 396. Special Problems.

#### SCIENCE

MNSCI 001. Introduction to Science I.

MNSCI 002. Introduction to Science II.

#### SPANISH

SPAN 042. Spain and the Development of the Modern Novel.

SPAN 043. New Narrative in Latin America.

SPAN 236. Language Workshop.

SPAN 237. Advanced Language for Teachers of Spanish.

#### STUDENT PERSONNEL

STPER 301. Dimensions of Counseling and Psychoanalytic Theory.

STPER 303. Practicum in Dimensions of Counseling and Psychoanalytic Theory.

#### WORLD STUDIES

WLDST 305. Advanced Seminar in World Studies.

#### YIDDISH

YIDD 140. History of the Yiddish Language.

YIDD 154. Yiddish Drama.

YIDD 162. Jews in the Soviet Union, 1917 to the Present.

YIDD 167. The Development of Yiddish Culture in the United States.

YIDD 174. The East Side in American Literature in Yiddish and in English.

YIDD 305. Advanced Yiddish.

YIDD 330. Yiddish Literature from Its Beginnings to Mendele.

YIDD 331. Mendele and His Contemporaries.

YIDD 332. Peretz, Sholom Aleichem, and Their Contemporaries.

YIDD 336. Soviet Yiddish Literature.

YIDD 340. American Yiddish Literature, 1880–1915.

YIDD 341. American Yiddish Literature, 1915 to the Present.

YIDD 356. Yiddish Novel in the Twentieth Century.

YIDD 357. Yiddish Poetry in the Twentieth Century.





# City University of New York

## **CITY UNIVERSITY OF NEW YORK**

consists of ten senior colleges, a technical college, six community colleges, a graduate school, and a law school. It is governed by a Board of Trustees, composed of 15 appointed members, plus the chairs 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 chair and vice chair.

The Chancellor is the University's chief academic and administrative officer and is responsible for executing board policies. The Chancellor is assisted by a Central Office staff and advised by the CUNY Council of Presidents, a University Faculty Senate elected by faculty members from each campus, and a University Student Senate of student representatives designated by the student governments of each college.

## **History**

City University of New York traces its beginnings to 1847 and a municipal public referendum authorized by the State Legislature to determine if the people of New

York City were willing to underwrite the cost of a tuition-free institution of higher education for their children. The Free Academy, created as a consequence of that overwhelmingly affirmative vote, later became City College of New York. In 1870 Hunter College was founded to educate women and became the first free normal school in the country. The State Legislature established a municipal college system in 1926 with the creation of a 21-member New York City Board of Higher Education.

As the demand for higher education grew, other colleges were established within the city's system: Brooklyn College in 1930, Queens College in 1937, New York Community College in 1947, Staten Island Community College in 1955, Bronx Community College in 1957, and Queensborough Community College in 1958. In 1961 the Legislature designated the municipal system as the City University of New York. Rapid expansion and restructuring followed. The Graduate School was organized in 1961 to provide a vehicle for graduate programs that could draw on the faculties of all CUNY colleges. Other colleges were chartered dur-

ing the next decade: Borough of Manhattan Community College (1963), Kingsborough Community College (1963), John Jay College of Criminal Justice (1964), Richmond College (1965), York College (1966), Medgar Evers College (1968), Eugenio Maria de Hostos Community College (1968), and Fiorello H. LaGuardia Community College (1968). Bernard M. Baruch College, which had been the School of Business and Public Administration within City College, became a separate senior college in 1968. Lehman College, which had been a branch of Hunter College in the Bronx, became an autonomous senior college the same year.

Richmond College and Staten Island Community College were joined together as a federated institution named the College of Staten Island in 1976. In 1994 Medgar Evers College was designated a senior college in the CUNY system.

The City University of New York School of Law at Queens College, which is dedicated to training lawyers to practice "Law in the Service of Human Needs," opened in 1983. It received full accreditation from the American Bar Association in 1992.

# University Policies

## **CITY UNIVERSITY OF NEW YORK**

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, workplace violence, drug, alcohol, and tobacco abuse, and AIDS, please refer to the booklet *Your Right to Know*, which is available online at [www.qc.cuny.edu](http://www.qc.cuny.edu). If after reviewing this material you find that you have additional questions, please contact Joe Bertolino, Vice President for Student Affairs (718-997-5500).

## **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.

The college's Affirmative Action Office is in Razran 314 (718-997-5888). 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.

Mirian Detres-Hickey is the college's Section 504/ADA Compliance Coordinator. Her office is in Kiely 171 (718-997-5870).

Jane Denkensohn, Esq., is the college's Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs. Her office is in Kiely 805 (718-997-5725).

## **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 a 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's 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 com-

plainant, 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 chair. The review committee shall be convened by the chair 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, 718-997-5725.

## 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 (revised January 1, 2005).

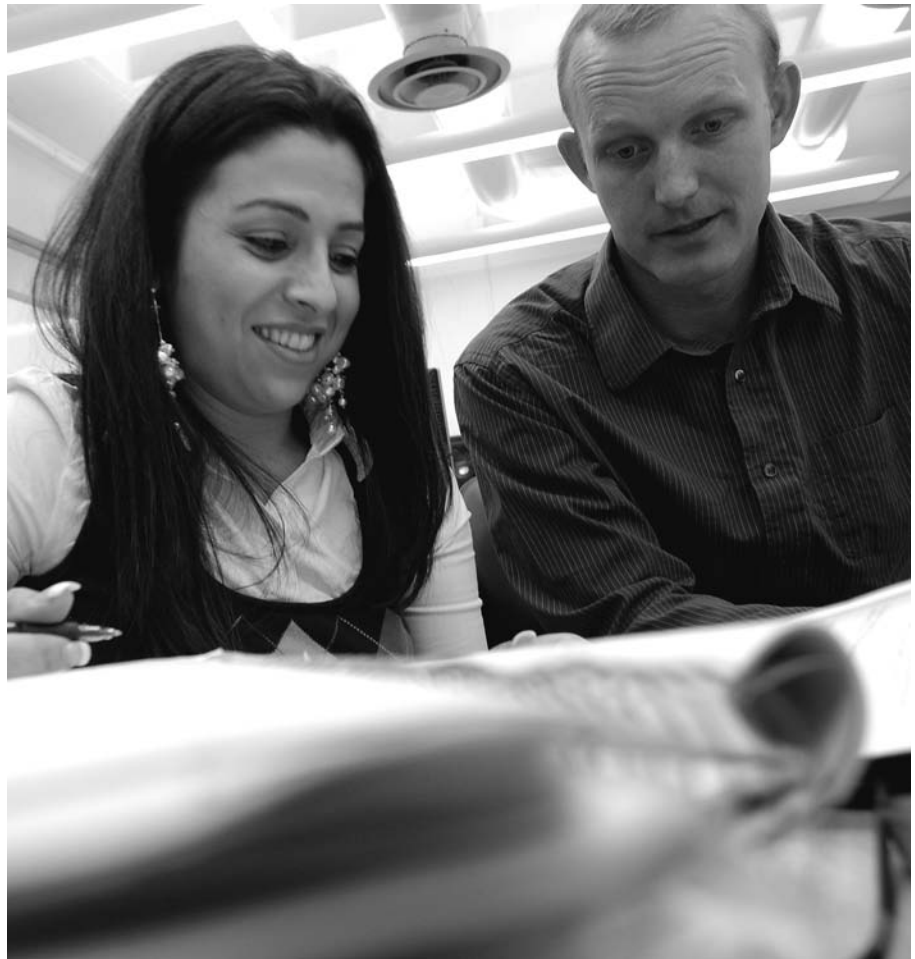
### Policy Statement

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 City University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the City 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 City University.

The City University, through its colleges, will disseminate this policy and take other steps to educate the City University community about sexual harassment. The City 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 City 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 City University policy for any member of the City University community to engage in sexual harassment or to retaliate against any member of the City 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 City University community and any person for whom he/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/her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the City University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he/she is hav-

ing 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 City 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 City 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 City 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 City University shall develop procedures to implement this policy. The president of each constituent college of the City 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/her respective unit of the City University. In addition, each dean, director, department chair, 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 City 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 City 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 City University.

### Sexual Harassment Coordinators

At Queens College, the following persons have been designated as the college's Sexual Harassment Coordinators, responsible for investigating any complaint of sexual harassment:

Ms. Cynthia W. Rountree  
Coordinator  
Affirmative Action Officer  
Razran 314; 718-997-5888

Dr. Elizabeth McCaffrey  
Deputy Coordinator  
College Counseling & Resource Center  
Frese 111; 718-997-5421

Dr. A. David Baker  
Deputy Coordinator  
Chemistry & Biochemistry  
Remsen 117; 718-997-4219

### Sexual Harassment Awareness & Intake Committee

At Queens College, the following persons have been designated to serve on the college's Sexual Harassment Awareness & Intake Committee. Complaints of sexual harassment may be made to any member of the committee:

Ms. Connie Capobianco, RN  
Health Service Center  
Frese 305; 718-997-2763

Ms. Deena Feldman  
Security & Public Safety Office  
Jefferson 201; 718-997-4443

Ms. Tsui Fong-Shen  
Health & Wellness Advisor  
Frese 303; 718-997-2762

Dr. Michael Steffy  
Anthropology  
Powdermaker 314; 718-997-5512

Dr. Joyce Warren  
Women's Studies  
Klapper 609; 718-997-4620

### **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 committee or other City University employee who may be involved in the complaint process.

### **Making a Complaint of Sexual Harassment**

Any member of the City University community may report allegations of sexual harassment to any member of the committee. 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 committee as provided in these procedures. Members of the City 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 may make it more difficult for the college to investigate allegations.

### **Responsibilities of Supervisors**

a. Each dean, director, department chair, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her area of jurisdiction for the implementation of this policy and must report to the committee any complaint of sexual harassment made to him/her and any other incidents of sexual harassment of which he/she becomes aware or reasonably believes to exist. Having reported such complaint or incident to the committee, 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/her area, of the City University policy against sexual harassment; the names, titles, telephone numbers, and office locations of college committee members; and any other materials provided to him/her by the Sexual Harassment Awareness & Intake Committee for posting.

### **Responsibilities of the City University Community-At-Large**

Members of the City 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 committee.

### **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 illegal 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 page 245.

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 247.

A student who is experiencing difficulty with alcohol or chemical dependency may be referred to the Office of the Vice President for Student Affairs or the College Counseling and Resource Center by members of the instructional staff or may seek assistance directly. The Vice President for Student Affairs 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 any other controlled substances and the unauthorized use of alcohol by employees in the workplace are prohibited. Employees of the City 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 assistance on their own. Serious health risks, documented by the medical community, accompany the use and abuse of alcohol and drugs.

Employees found in violation of the Standards of Conduct referred to in this policy may be subject to discipline under the provisions of their union contract and/or applicable college and City 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 City University's policy to discourage violations of federal, state, and city laws. Where appropriate, the City University will refer persons who violate such laws for prosecution to the relevant governmental authorities and will cooperate fully with such authorities.

### **Campus/Community-Based Services**

These services and information centers for alcohol and drug abuse are available to all member of the college community:

College Counseling and Resource Center  
Frese Hall (718-997-5420)

Health Service Center  
Frese Hall, 3rd floor (718-997-2760)

Office of Human Resources  
Kiely Hall 163 (718-997-4455).

### **WORKPLACE VIOLENCE POLICY AND PROCEDURES**

(Approved by the Board of Trustees June 28, 2004.)

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship, and service. All members of the City University community—students, faculty, and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation, or coercion. While these behaviors are not prevalent at the City University, no organization is immune.

The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

#### **Policy**

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior toward people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate

this policy may be removed from City University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with City University policies, rules, and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the City University's Policy Against Sexual Harassment.

The City University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on City University property unless necessary to transact City University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individual(s).

#### **Scope**

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the City University, whether in a City University facility or off-campus location where City University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the City University, such as former employees, former students, and visitors. When students have complaints about other students, they should contact the Office of the Vice President for Student Affairs at their own campus.

#### **Definitions**

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual's legal rights of movement or expression, or disrupts the workplace, the academic environment, or the City University's ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with, or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).
2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.

4. Possessing firearms, imitation firearms, knives, or other dangerous weapons, instruments, or materials. No one within the City University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to City University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

## Reporting of Incidents

### 1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not to be ignored by any member of the City University community. Workplace violence should promptly be reported to the appropriate City University official (see below). Additionally, faculty, staff, and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the City University community take this responsibility seriously to effectively maintain a safe working and learning environment.

### 2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the campus Security and Public Safety Office immediately, or call 911.

### 3. Acts of Violence Not Involving Weapons or Injuries to Persons

Any person who is the subject of a suspected violation of this policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his/her supervisor, or in lieu thereof, to their respective campus Security and Public Safety Office. Students should report such incidents to the Office of the Vice President for Student Affairs at

their campus or in lieu thereof, their campus Security and Public Safety Office. The campus Security and Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of the Vice President for Student Affairs on an appropriate response.

### 4. Commission of a Crime

All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

### 5. False Reports

Members of the City University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

### 6. Incident Reports

The City University will report incidents of workplace violence consistent with the College Policies for Incident Reporting under the Campus Security Policy and Statistical Act (Cleary Act).

## Responsibilities

### 1. Presidents

The president of each constituent college of the City University of New York, the Chief Operating Officer at the Central Office, and the deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (see section #7, on page 244), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

### 2. Campus Security and Public Safety Office

Each campus Security and Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The office

will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. The office will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the president (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. These incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 6450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

Officers will work closely with the Office of Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, the Security and Public Safety Office will maintain a record of any Orders of Protection for faculty, staff, and students. The office will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the campus director of public safety or his/her designee. Only the president, or designee, in his/her absence, can authorize escort service outside of the geographical confines of the college.

### 3. Supervisors

Each dean, director, department chair, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her



area of jurisdiction for the implementation of this policy. Supervisors must report to their respective campus Security and Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the campus director of Security and Public Safety and his/her immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Security and Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

#### 4. Faculty and Staff

Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed must report this to the campus director of Public Safety immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or has been, engaged in by the employee's supervisor should be brought to the attention of the campus director of Public Safety.

Employees who have obtained Orders of Protection are expected to notify their supervisors and the campus Security and Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe that such violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the campus Security and Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY Web site and on the

college's Web site, as appropriate.

#### 5. Office of Human Resources

The Office of Human Resources at each campus is responsible for assisting the campus director of Security and Public Safety and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the campus Security and Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and insuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at each campus, as well as posting the policy throughout the campus and on the college's Web site, as appropriate.

#### 6. Students

Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the campus Security and Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Security and Public Safety Office or Office of the Vice President for Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

#### 7. Workplace Violence Advisory Team

Each college president shall establish a Workplace Violence Advisory Team at his/her college. This team, working with the College Advisory Committee on Campus Security, will assist the president in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college's readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This team will also develop

workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this team include representatives from the offices of Security and Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal, and others, including faculty, staff and students, as deemed appropriate by the president.

In lieu of establishing the Workplace Violence Advisory Team, a president may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

#### 8. University Communications

All communications to the City University community and outside entities regarding incidents of workplace violence will be made through the Office of University Relations after consultation with the respective president or his/her designee.

### Education

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing opportunities for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. In addition, the Office of Faculty & Staff Relations will offer periodic training opportunities to supplement the college's training programs.

### Confidentiality

The City University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The City University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well-being of members of the City University community would be served by such action.

## Retaliation

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action will be subject to discipline up to and including termination.

## 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 City University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the City University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the City University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in

effect at each of our colleges, which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Trustees.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Trustees provide that:

**THE PRESIDENT.** The president, with respect to his/her educational unit, shall:

“a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his/her jurisdiction;

“b. Be the adviser and executive agent to the board and of his/her respective college committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions and policies of the board, the lawful resolutions of any of its committees and the policies, programs, and lawful resolutions of the several faculties;

“c. Exercise general superintendence over the concerns, officers, employees, and students of his/her educational unit.”

### I. Rules

1. Members of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall they interfere with the institution's educational process or facilities or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the City University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of City University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of City University/college equipment and/or supplies.

4. Theft from or damage to City University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Members of the academic community or their invited guests have the right to

advocate a position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the City University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on City University/college-owned or -controlled property is prohibited.

8. No individual shall have in his/her possession a rifle, shotgun, or firearm or knowingly have in his/her possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the City University/college without the written authorization of such educational institution. Nor shall any individual have in his/her possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the City University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by City University employees in the workplace is prohibited. Employees of the City University must also notify the college's Human Resources Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on City University/college premises or as part of any City University/college activities is prohibited.

## II. Penalties

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff, engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the City University, suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, a tenured faculty member, or tenured member of the administrative or custodial staff, engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to ejection and/or arrest by the civil authorities.

4. Any organization that authorizes 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 City University rules.

*B. Warning.* Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

*C. Censure.* Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any City University regulation within a period stated in the letter of reprimand.

*D. Disciplinary Probation.* Exclusion from participation in privileges or extracurricular City University activities as set forth

in the notice of disciplinary probation for a specified period of time.

*E. Restitution.* Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

*F. Suspension.* Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

*G. Expulsion.* Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

*H. Complaint to Civil Authorities.*

*I. Ejection.*

*Resolved.* That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.

*Resolved.* That these rules and regulations be incorporated in each college bulletin.

# College Faculty

This list includes information as of Fall 2006.

- Acker, Jerome, *Lecturer in Classical, Middle Eastern & Asian Languages & Cultures*, MPhil, Columbia University
- Adelberg, Arthur H., *Professor of Accounting & Information Systems*, PhD, City University of New York; CPA
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- Ahmed, Ali Jimale, *Comparative Literature*, PhD, University of California at Los Angeles
- Aiello, Rita, *Associate Professor of Music*, EdD, Teachers College, Columbia University
- Akiba, Daisuke, *Assistant Professor of Elementary & Early Childhood Education*, PhD, Brown University
- Alcalay, Ammiel, *Professor of Classical, Middle Eastern & Asian Languages & Cultures*, PhD, City University of New York
- Alkins, Kimberly, *Assistant Professor of Elementary & Early Childhood Education*, PhD, University of Chicago
- Allen, Jeffery R., *Associate Professor of English*, PhD, University of Illinois at Chicago
- Allen, Joel, *Assistant Professor of History*, PhD, Yale University
- Alsop, David W., *Associate Professor of Biology*, PhD, Cornell University
- Altenstetter, Christa, *Professor of Political Science*, PhD, University of Heidelberg
- Alteras, Isaac, *Professor of History*, PhD, City University of New York
- Alvero, Alicia M., *Assistant Professor of Psychology*, PhD, Western Michigan University
- Anderson, Philip M., *Professor of Secondary Education & Youth Services*, PhD, University of Wisconsin at Madison
- Angione, Marie, *Lecturer in Mathematics*, MS, Queens College, CUNY
- Anson-Cartwright, Mark, *Assistant Professor of Music*, PhD, CUNY Graduate Center
- Armour-Thomas, Eleanor, *Chair and Professor of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
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- Asher, Rikki, *Assistant Professor of Secondary Education & Youth Services*, EdD, Teachers College, Columbia University
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- Baker, Mitchell, *Assistant Professor of Biology*, PhD, University of California at Davis
- Baker, A. Harvey, *Professor of Psychology*, PhD, Clark University
- Barry, Michael A., *Assistant Professor of Biology*, PhD, University of Delaware
- Bassey, Magnus O., *Associate Professor of Secondary Education & Youth Services*, EdD, Rutgers University
- Bayne-Smith, Marcia, *Associate Professor of Urban Studies*, DSW, Columbia University
- Belfield, Clive, *Assistant Professor of Economics*, PhD, University of Exeter
- Bell, Cindy, *Assistant Professor of Music*, EdD, Teachers College, Columbia University
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- Beth, Amy, *Assistant Professor of Library*, MLS, Indiana University
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- Binstock, Benjamin, *Assistant Professor of Art*, PhD, Columbia University
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- Bird, Thomas E., *Associate Professor of European Languages & Literatures*, MA, Princeton University
- Birth, Kevin K., *Associate Professor of Anthropology*, PhD, University of California at San Diego
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- Braun, Martin, *Professor of Mathematics*, PhD, New York University
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- Brown, Fredda A., *Professor of Educational & Community Programs*, PhD, University of Kansas
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- Burstein, Harvey, *Lecturer in Philosophy*, MFA, University of Iowa
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- Cool, Colleen, *Associate Professor of*

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- Freeman, Joshua B., *Professor of History*, PhD, Rutgers University
- Friedman, Carol, *Professor of Computer Science*, PhD, New York University
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- Gersten, Bonnie L., *Assistant Professor of Chemistry & Biochemistry*, PhD, Rutgers University
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- Goodman, Carole, *Assistant Professor of Art*, MFA, Cranbrook Academy of Art
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- Gram, Harvey N., *Professor of Economics*, PhD, University of Wisconsin
- Green, William, *Professor of English*, PhD, Columbia University
- Gross, Ari D., *Associate Professor of Computer Science*, PhD, Columbia University
- Gross, Beverly, *Associate Professor of English*, PhD, University of Chicago
- Grover, Stephen, *Associate Professor of Philosophy*, PhD, University of Oxford
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Kramer, Kenneth B., *Professor of Mathematics*, PhD, Harvard University  
Krasner, Michael A., *Associate Professor of Political Science*, PhD, Columbia University  
Kraut, Benny, *Professor of History*, PhD, Brandeis University  
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Kulkarni, Ravi S., *Professor of Mathematics*, PhD, Harvard University  
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John W. Kneller, *President Emeritus, Brooklyn College*

Vernon E. Lattin, *President Emeritus, Brooklyn College*

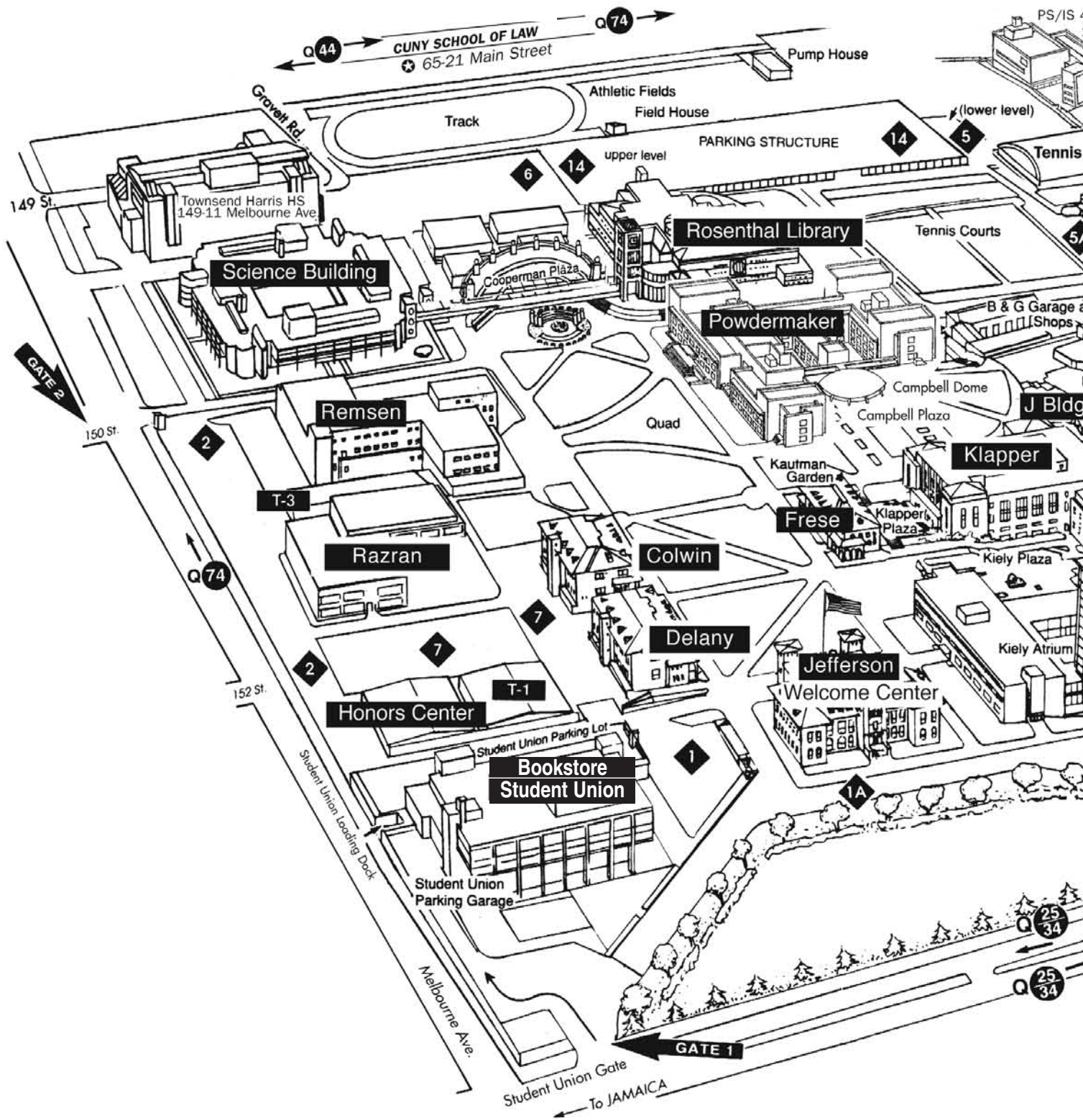
Robert E. Marshak, *President Emeritus, City College*

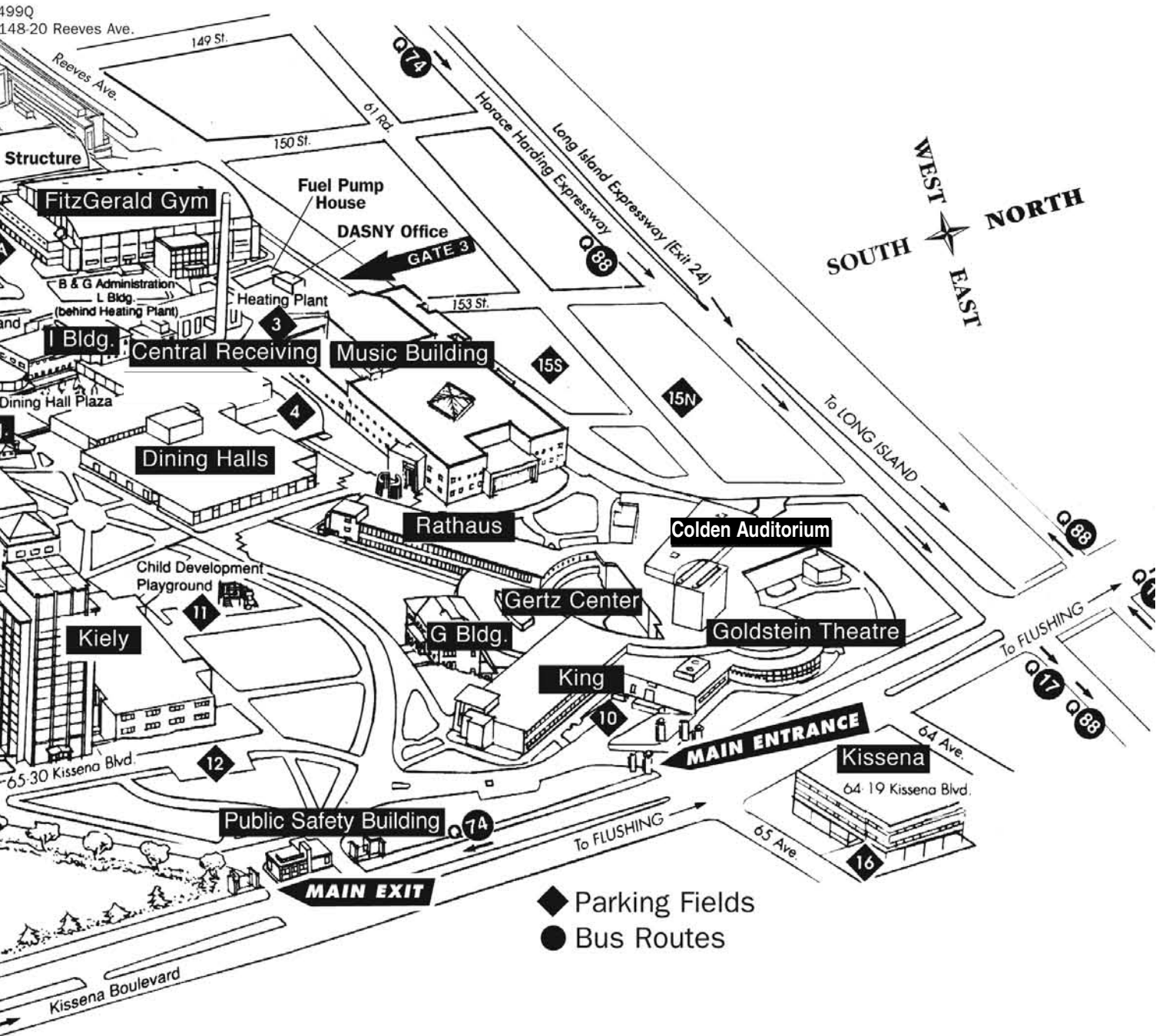
Mina Rees, *President Emerita, Graduate School and University Center*

Donald H. Riddle, *President Emeritus, John Jay College of Criminal Justice*

Jacqueline G. Wexler, *President Emerita, Hunter College*

# Queens College Campus





- ◆ Parking Fields
- Bus Routes



# Directory

## ADMINISTRATIVE OFFICES

### Admissions:

**Graduate** Jefferson Hall, 1st fl.  
**Undergraduate** Jefferson Hall, 1st fl.  
**Affirmative Action** Razran Hall, 3rd fl.  
**Bursar** Jefferson 200  
**Dean of Arts & Humanities** Kiely 904  
**Dean of Education** Powdermaker 100  
**Dean of Mathematics & Natural Sciences** Remsen 125  
**Dean of Social Sciences** Powdermaker 335  
**President** Kiely 1200  
**Provost** Kiely 1104  
**Registrar** Jefferson Hall, 1st fl.  
**Vice President for Student Affairs** Frese 102

## DEPARTMENTAL OFFICES

**Accounting & Information Systems** Powdermaker 215  
**Anthropology** Powdermaker 314  
**Art** Klapper 172  
**Biology** SB D346  
**Chemistry & Biochemistry** Remsen 206  
**Classical, Middle Eastern & Asian Languages & Cultures** King 203  
**Comparative Literature** Kissena 259  
**Computer Science** SB A202  
**Drama, Theatre & Dance** Rathaus 213  
**Earth & Environmental Sciences** SB D216  
**Economics** Powdermaker 300  
**Educational & Community Programs** Powdermaker 033  
**Elementary & Early Childhood Education** Powdermaker 054  
**English** Klapper 607  
**European Languages & Literatures** King 207  
**Family, Nutrition & Exercise Sciences** Remsen 306, FitzGerald 203  
**Hispanic Languages & Literatures** Kiely 243  
**History** Powdermaker 352  
**Library & Information Studies** Rosenthal 254  
**Linguistics & Communication Disorders** Kissena 349  
**Mathematics** Kiely 237  
**Media Studies** G Bldg. 100  
**Music** Music Bldg. 203  
**Philosophy** Powdermaker 350  
**Physics** SB B334  
**Political Science** Powdermaker 200  
**Psychology** SB E318  
**Secondary Education & Youth Services** Powdermaker 150  
**Sociology** Powdermaker 252  
**Special Programs/SEEK** Delany 128  
**Student Personnel** Frese 102  
**Urban Studies** Powdermaker 250

## RESEARCH CENTERS/INSTITUTES

**Asian/American Center** Kissena 315  
**Asian American/Asian Research Institute** 25 West 43rd St., New York City  
**John D. Calandra Italian American Institute** 25 West 43rd St., New York City  
**Center for the Biology of Natural Systems** Horace Harding, 4th fl.  
**Center for Byzantine & Modern Greek Studies** Jefferson 302

**Center for the Improvement of Education** Powdermaker 100  
**Center for Jewish Studies** Jefferson 309  
**Michael Harrington Center for Democratic Values & Social Change** Kissena 207  
**Taft Institute for Government** Powdermaker 150

## GENERAL

**Academic Senate** Kiely 810  
**Academic Support Center** Kiely 227  
**Academic Support Lab** Kiely 131  
**ACE-Adult Collegiate Education** Kiely 134A  
**Advising Center** Kiely 217  
**Africana Studies** Delany 125  
**Alumni Affairs** Kiely 143  
**American Studies** Klapper 345  
**Art Center** Rosenthal, 6th fl.  
**Art Library** Rosenthal, 6th fl.  
**Asian Studies** King 203  
**Athletics** FitzGerald 218  
**Audio-Visual Services** Kiely 183  
**Bookstore** Student Union, lower fl.  
**Business & Liberal Arts** Honors Center 105  
**Business Offices**  
**Accounting** Kiely 265  
**Payroll** Kiely 153  
**Purchasing** Kiely 257  
**Byzantine Studies** Jefferson 301  
**Cafeterias** Dining Hall, Student Union  
**Campus Facilities** Kissena 100  
**Career Development & Internships** Frese 213  
**Child Development Center** Kiely 245  
**CLIQ** Frese 113  
**Colden Center for the Performing Arts**  
**College Assn.** Student Union 320  
**College English as Second Language** Kiely 227  
**College Preparatory Programs** Delany 216  
**College Union Program Board** Student Union B30  
**Commencement Office** Kiely 143  
**Communications Office** Kiely 1310  
**Community Studies** Powdermaker 250  
**Computer Labs** I Bldg., 2nd fl.; SB, 1st fl.  
**Continuing Education** Kiely 111  
**Counseling & Resource Center** Frese, 1st fl.  
**CUNY Honors College** Honors Center 102  
**CUNY School of Law at Queens College** 65-21 Main St., Flushing  
**Data Processing** Dining Hall 151  
**Design Services** Kiely 908  
**Development Office** Kiely 1306  
**Disabled Students Committee** Kiely 175  
**Editorial Services** Kiely 1310  
**Educational Placement** Delany 010  
**Education Computer Labs** Delany 05 & 06  
**English as a Second Language** Kiely 111  
**English Language Institute** Kiely 413  
**Ethnic Materials Information Exchange** Rosenthal 305  
**Field Placement (Student Teaching):**  
**Elementary Education** Powdermaker 054  
**Secondary Education** Klapper 305/306  
**Film Studies** G Bldg. 202B  
**Financial Aid** Jefferson 202  
**Freshman Advising** Kiely 217  
**Freshman Year Initiative** Delany 301  
**Gertz Speech & Hearing Center** Gertz 140  
**Godwin-Ternbach Museum** Klapper, 4th fl.  
**Goldstein Theatre** Kupferberg Center  
**Health Professions Advisory Services** SB B338  
**Health Service Center** Frese Hall, 3rd fl.

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**Honors in Math & Natural Sciences** Remsen 316B  
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**ID Cards** Main Gate  
**Individualized Learning Lab** Kiely 226  
**Information Center** *see* Welcome Center  
**Information Technology Office** I Bldg. 100  
**Institutional Research** Kiely 711  
**Interdisciplinary & Special Studies** Kiely 1107  
**International Students & Scholars** Frese 211  
**Irish Studies** Kissena 247  
**Italian-American Studies** Powdermaker 352YY  
**Jewish Studies** Jefferson 307  
**Journalism** Powdermaker 251  
**Labor Studies** Powdermaker 250  
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**Latin American & Latino Studies** Kissena 310  
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**Library** Rosenthal 318  
**Little Theatre** King 115  
**Lost & Found** Student Union 131; Jefferson 201  
**Louis Armstrong Archives** Rosenthal 332  
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**Mail Room for Student Organizations** Student Union 320  
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**Music Library** Music Bldg. 225  
**Neuroscience** Razran 227  
**News & Information Services** Kiely 1310  
**Parking** Jefferson 201  
**Peer Services** Frese, 1st fl.  
**Pre-Dental/Pre-Medical Advising** SB B338  
**Pre-Engineering Advising** SB B320  
**Pre-Law Advising** Powdermaker 215  
**Public Interest Research Group (PIRG)** Student Union B22  
**Religious Studies** Powdermaker 350G  
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**Graduate** Kiely 139A  
**Undergraduate** Frese 201  
**Security** Jefferson 201; Main Gate  
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**Space Planning & Allocation** Kissena 100C  
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**Summer Session** Kiely 183A  
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**Television Studio** King 104  
**Testing Center** Kiely 232  
**Townsend Harris High School at QC** 149-11 Melbourne Avenue, Flushing  
**Training & Resource Center for Economic Education** Powdermaker 150  
**Upward Bound** J Bldg. 102  
**Weekend College** Kiely 137  
**Welcome Center** Jefferson Hall Lobby  
**Women's Studies** Klapper 605  
**World Studies** Powdermaker 150  
**Writing Center** Kiely 229



# 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 Bridges; and from farther east 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

*(Metropolitan Transportation Authority)*

### Q17

Runs from Main Street, Flushing (IRT and LIRR stations), to 165th Street terminal in Jamaica (passing the IND 179th Street station). Travels along Kissena Boulevard, the LIE service road, 188th Street, and Hillside Avenue. Stops at Kissena Boulevard and the LIE, two blocks from the main gate.

### Q25 & Q34

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

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.

### Q65A

Runs from Continental Avenue, Forest Hills (IND station), along Jewel Avenue to 165th Street. Stops one block from the campus.

### Q74

Runs from Union Turnpike, Kew Gardens (IND station), along Vleigh Place, Main Street, and the LIE service road, and then turns onto Kissena Boulevard. Stops at the main gate.

### Q88

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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