of thought as mercantilism, the physiocratic school, the classical school, the socialist school, the historical school, and the neoclassical school. Prominent thinkers such as Aristotle, Aquinas, Mun, Hume, Quesnay, Adam Smith, Ricardo, Malthus, Mill, Cournot, von Thunen, Marx, Menger, Jevons, Walras, Marshall, Keynes, Samuelson, Schumpeter, and von Hayek will be discussed, as will the periodic resurgence of various themes and the links between economic thought and economic history.

Prerequisites: ECO 210 and ECO 212, or permission of the instructor

ECO 395 Foundations of Modern Capitalism
4 hours; 4 credits
An examination of the historical and intellectual origins of capitalist society; the role of capitalism in the growth and development of modern industrial society; an evaluation of the future of capitalism.
Prerequisites: ECO 101 and at least two other courses in the social sciences

ECO 410 Seminar in Economic Analysis
4 hours; 4 credits
Selected topics in economic theory including production theory, capital theory, welfare economics, growth theory, and investment in human capital. Students prepare detailed presentations and analyses of classic works for discussion and evaluation.
Prerequisites: ECO 210 and 212, or permission of the instructor

ECO 490 Senior Seminar in Political Science, Economics, and Philosophy
(Also POL 490 and PHL 490)
4 hours; 4 credits
Selected topics in which ideas and approaches from economics, political science, and philosophy either mesh or collide will be explored. Required of all students expecting to graduate with honors in political science, economics, or philosophy, but not limited to these students.
Prerequisites: Senior standing and completion of at least 16 credits in intermediate and advanced social science courses and permission of the instructor.

Education

Department of Education
Chair, Associate Professor Susan Sullivan, Education Building (3S), Room 208.
(See the Graduate Catalog for information on master's degree programs.)

The College of Staten Island offers a full selection of programs to prepare students for certification as teachers at all levels. Students at the College do not major in education; they major in academic subjects and complete a sequence of courses in teacher education that provides the academic work necessary for a recommendation for initial certification by the State of New York. Students seeking initial certification from the State Education Department of New York must pass the appropriate teacher certification examinations.

In 2000-2001, 93% of the College of Staten Island students taking the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination received a passing score. On the Assessment of Teaching Skills-Written Test (ATS-WT), 88% passed.

Education courses are identified and the descriptions arranged alphabetically according to the following designations:
EDA - Supervision and Administration
EDC - Early Childhood
EDD - General Education
EDE - Elementary Education (Childhood Education)
EDP - Special Education
EDS - Secondary Education (Adolescence Education)
(Graduate courses are described in the Graduate Catalog.)

Fieldwork
A fieldwork component is required of every undergraduate education course. Fieldwork hours are determined based upon the needs of each course.

Academic Major
Students in the Early Childhood Education program and in the Childhood Education program must complete the requirements for the major in Science, Letters, and Society (SLS) leading to the B.A. degree. Completion of all degree requirements for the Science, Letters, and Society major with the Early Childhood Education sequence may require at least 121 credits.

Criteria for entry into the Education Sequences:
Students must have a GPA of 2.75 or above to enroll in education courses. Students whose GPAs are below 2.75 but above 2.6 may appeal for special permission to enroll. Instructions for the appeal process are available in the department office, Room 208 of the Education Building (3S).

Language Requirement
Beginning September 1993, all applicants for initial teacher education certification in early childhood, childhood, and adolescence education must demonstrate proficiency in a language other than English in one of two ways: by passing a CSI modern language course at the 114 level or by passing the Department of Modern Languages proficiency examination at that same level. For information on the department proficiency examination, please contact the coordinator of the Modern Languages Media Center.

Liberal Arts and Sciences Requirement
Because most required education courses are non-liberal arts and sciences, students in education usually do not have room for non-liberal arts and sciences courses beyond those required for the education sequence. Students who take other non-liberal arts and sciences courses may find that they need to take more than 120 credits to complete their degree. Education courses that fulfill the Liberal Arts and Sciences requirement are marked (LA&S).

Teacher certification is governed by the New York State Board of Regents and the New York State Education Departments. These requirements are subject to change. Students are advised to contact the Department of Education for the latest degree requirements.

Early Childhood Education
This program is designed for students wishing to specialize in the education of children from birth to second grade. It provides the academic course content necessary for New York State certification at the early childhood level.

Academic Major: 34-36 credits

Education Sequence: 30 credits
Students wishing to be recommended by the College for initial certification must successfully complete the following sequence of education courses, as well as the Science, Letters, and Society major. Students are encouraged to begin the early childhood sequence in the sophomore year. To complete the sequence in two years, it must be started by the beginning of the junior year. Students must have a minimum cumulative average of 2.75 to be admitted to all early childhood courses.

EDC 215 Psychological Foundations of Early Childhood Education 3 credits
EDC 216 Social Foundations of Early Childhood Education 3 credits
EDC 217 Affective Development of the Child 3 credits
EDC 218 Language Development in Young Children and the Educativie Process 3 credits
EDC 310 The Teaching of Reading and Writing 3 credits
EDC 332 Music in Early Childhood 3 credits
EDC 340 Workshop in Mathematics and Science for Early Childhood 3 credits
EDC 350 Fieldwork in Preschool Classrooms 2 credits
EDC 360 Workshop in Social Studies 3 credits
EDC 440 Student Teaching in Kindergarten and Early Primary Classrooms 4 credits

Childhood Education
This program provides the academic course content necessary for New York State certification as a childhood teacher at the first-through sixth-grade level (1-6).

**Academic Major:** 34-36 credits

**Education Sequence:** 32 credits

Students wishing to be recommended by the College for certification must successfully complete the following sequence of childhood education courses, as well as the Science, Letters, and Society major. The sequence in childhood education may be begun in the sophomore year. To complete the sequence in two years, it must be begun by the beginning of the junior year. Students must have a minimum cumulative average of 2.75 to be admitted to all childhood education courses.

- EDE 200 Social Foundations of Education 4 credits
- EDE 260 Psychological Foundations of Education 4 credits
- EDE 301 Literacy Development and Language Acquisition in Elementary Education 4 credits
- EDE 302 Social Studies, Art, Reading, and Language Arts in Elementary Education 6 credits
- EDE 303 Mathematics, Science, and Music in Elementary Education 6 credits
- EDE 400 Student Teaching in Elementary Education 6 credits
- EDE 402 Reflection and Analysis in Student Teaching in Elementary Education 2 credits

**Adolescence Education**

This program provides the academic course content necessary for certification as a teacher at the adolescence level in the fields of English, foreign languages, mathematics, science, and social studies.

**Academic Major**

Students must complete the requirements of a major in the field in which they plan to teach. These include English, Spanish, mathematics, biology, chemistry, and social studies disciplines.

Students planning to teach social studies major in history, and they complete at least 50 credits in the social sciences, including at least four credits in geography, at least four credits in U.S. history, and at least four credits in non-U.S. history.

**Adolescence Education Sequence:** 24 credits

Students wishing to be recommended by the College for certification must successfully complete the following sequence of education courses, as well as their academic major. The sequence may be begun in the sophomore year. To complete the sequence in two years it must be begun by the beginning of the junior year. Students must have a minimum cumulative average of 2.75 to be admitted to all adolescence education courses.

- EDS 201 Social Foundations of Secondary Education 4 credits
- EDS 202 Psychological Foundations of Secondary Education 4 credits

One of the following four credit courses:

- EDS 301 The Teaching of Secondary School Curriculum in Social Studies
- EDS 302 The Teaching of Secondary School Curriculum in English
- EDS 303 The Teaching of Secondary School Curriculum in Mathematics
- EDS 304 The Teaching of Secondary School Curriculum in Science
- EDS 305 The Teaching of Secondary School
Curriculum in Foreign Language

EDS 307 Discovery Learning and Interdisciplinary Instruction 4 credits

EDS 400 Student Teaching in Secondary Education 6 credits

EDS 401 Reflection and Analysis in Student Teaching in Secondary Education 2 credits

Special Education

The College of Staten Island does not offer an undergraduate program in special education. Students seeking certification in special education are advised to pursue the undergraduate sequence in childhood education and the master's program in special education.

Courses

For graduate courses in education see the Graduate Catalog.

Note: Student teaching courses are graded P or F.

EDC - Early Childhood

EDC 215 Psychological Foundations of Early Childhood Education
3 hours; 3 credits
An examination of the developing child, focusing on the period from birth through age eight, with an introduction to children with special needs. Major developmental theories are critically examined and are illuminated through students’ field experiences with children in diverse and inclusive settings. Recent research on child abuse and abduction is examined within the context of the teacher’s responsibilities. This course includes ten hours of fieldwork prior to student teaching. (LA&S)
Prerequisites: ENG 111 and ENG 151, and a GPA of 2.75

EDC 216 Social Foundations of Early Childhood Education
3 hours; 3 credits
A required multidisciplinary course for prospective early childhood teachers. Perspectives from such academic disciplines as philosophy, history, sociology, anthropology, political science, and economics are brought to bear on early childhood education in its relationships with contemporary society and with later education. The major purpose of this course is to bring the student to an initial understanding of how values, attitudes, and structures in society as a whole influence the education of young children. (LA&S)
Prerequisites: ENG 111 and ENG 151, and a GPA of 2.75

EDC 217 Affective Development of the Child
3 hours; 3 credits
An examination of the emotional development of young children especially as it is connected to curriculum development. The symbolic imagery of myth, fairy tale, and poetry is studied for the rich possibilities it offers for children’s emotional and moral development. Students learn to use a variety of observational approaches and recording techniques to increase their understanding of children who are developing normally and children with disturbances in development. Diverse infant programs are examined through 20 hours of fieldwork in order to see how they provide for children’s emotional development.
Prerequisites: EDC 215, EDC 216, and a GPA of 2.75 or above.

EDC 218 Language Development in Young Children and the Educative Process
3 hours; 3 credits
Theory and research in language development and the processes of language acquisition to inform program planning and development in inclusive educational settings. Students learn how to create, manage, and develop preschool curriculum areas such as dramatic play, block building, expressive arts, puzzles and manipulatives, nature study, and outdoor play to facilitate language acquisition and development. The course provides students with a range of alternative teaching strategies to meet the needs of linguistically diverse children.
Prerequisites: EDC 215 and EDC 216, or EDE 200 and EDE 260, and a GPA of 2.75 or above.

EDC 310 The Teaching of Reading and Writing
3 hours; 3 credits
An examination of the teaching of reading and writing within a developmental framework and introduction to programs, practices, and materials of reading/writing instruction in diverse and inclusive settings. The course provides students with a range of alternative teaching strategies for children with reading and writing delays. The course also examines software in reading and writing for its usefulness in assessment and instruction.
Prerequisites: EDC 215, EDC 216, and a GPA of 2.75 or above.

EDC 332 Music in Early Childhood
3 hours; 3 credits
Learn to develop basic musical understanding and skills and music appreciation in young children through participation in singing, ear training, rhythmic movement, and playing musical instruments. Students learn to select materials and develop activities that are developmentally appropriate for the needs of young children with an emphasis on creativity and helping students to develop a culturally diverse musical repertoire. A variety of media and computer technologies are explored to determine how they can enhance musical experience.
Prerequisite: EDC 215, EDC 216, and a GPA of 2.75 or above.

EDC 340 Workshop in Mathematics and Science for Early Childhood
3 hours; 3 credits
Techniques in building the child’s knowledge of properties of objects in the environment, concepts of class inclusion, seriation, and numbering, and the structuring of space and time. Students learn a range of strategies used by children with special needs. Informal and formal assessment tools are presented as well as classroom management strategies for whole class and small group instruction. Examination of software in early childhood mathematics and science instruction for its usefulness and developmental flexibility.
Prerequisites: EDC 215, EDC 216, MTH/SLS 217, and a GPA of 2.75 or above.

EDC 350 Fieldwork in Preschool Classrooms
2 credits
This field-based course introduces students to preschool classrooms in diverse and inclusive settings. This course connects practice with prior education coursework and is especially related to the content of EDC 218 Language Development of Young Children and the Educative Process. In addition, students are given opportunities both to observe and to practice long- and short-term curriculum planning that reflects specific provisioning for children with special needs and linguistically diverse children. Students also practice a variety of observational approaches and recording techniques in order to assess the development of individual children. Alcohol, tobacco and drug abuse, and other dangers to children are discussed within the context of pre-natal and infant development with specific attention paid to the teachers’ role and responsibilities. Students will be in attendance at the assigned school two mornings a week for a full semester, which accounts for 100 hours of fieldwork prior to student teaching. Graded Pass (P) or Fail (F).
Prerequisites: EDC 215, EDC 216, and pre- or corequisite EDC 218

EDC 360 Workshop in Social Studies
3 hours; 3 credits
An investigation of how multicultural imaginative historic narratives can be used as an ongoing structure within early primary grades to foster students’ intellectual development in diverse and inclusive educational settings. To create these instructional materials, students will use the Internet and other media for educational applications. Formal and informal assessment tools are presented as well as classroom management strategies for whole class and small group interaction. The course will offer students opportunities to develop the skills of history storytelling and facilitating discussion. Opportunities will also be given to develop history storytelling units that offer young children multiple media to represent thought.
Prerequisites: EDC 215, EDC 216, and a GPA of 2.75 or above.

EDC 412 Reading in Primary and Upper Elementary Classroom II
3 hours; 3 credits
The objective of this course is to enable students to apply principles of reading instruction to the actual field situation for individual children. Conferences and field supervision.
Prerequisites: EDC 215, EDC 216, EDC 310, and a GPA of 2.75 or above.

EDC 440 Student Teaching in Kindergarten and Early Primary Classrooms
4 credits
Practice and problem solving in primary and upper elementary classrooms. Designed for public schools. Students will be in attendance at the assigned school four mornings a week and one full day for a complete semester for a minimum of 280 hours. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Graded Pass (P) or Fail (F).

Prerequisites: EDC 310, EDC 240, and EDC 340; SLS 218 and SLS 261. In addition, students must meet each of the following criteria:
1. An overall grade point average of 2.75.
2. A grade point average of 2.75 in all education courses.
3. A minimal grade of C in all education courses.

EDC 441 Student Teaching in Preschool and Kindergarten Classrooms
6 credits
Practice and problem solving in preschool and kindergarten classrooms. Designed for preschool and daycare. Students will be in attendance at the assigned school three days a week for a full semester. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Graded Pass (P) or Fail (F).

Prerequisites: EDC 320, EDC 330, and EDC 440; SLS 218 and SLS 261. In addition, students must meet each of the following criteria:
1. An overall grade point average of 2.75.
2. A grade point average of 2.75 in all education courses.
3. A minimal grade of C in all education courses.

EDD - General Education
EDD 252 History of Education in the United States
(Also HST 252)
4 hours; 4 credits
The history and social foundation of American education. Topics include: the historical development of American public schools, the schools and race, the social function of compulsory schooling, the expansion of higher education in the post-World War II period, and the conceptual differentiation between schooling as socialization and education for personal growth. (social science) (P&D)

Prerequisites: ENG 111, COR 100, or college-level history course

EDE - Elementary Education
EDE 200 Social Foundations of Education
4 hours; 4 credits
The social, political, and economic forces that influence the work of educators and the lives of children and their families and an historic overview of the philosophies and goals of elementary education. Students analyze the legal and judicial landmarks, social policies, and technological advances that affect the schools and address the needs of our diverse population. Students spend ten (10) hours in varied education environments examining the relationship between theory and practice. (LA&S)

Prerequisites: Sophomore standing or six credits in the social sciences and/or philosophy, ENG 111, ENG 151, and a GPA of 2.75

EDE 260 Psychological Foundations of Education
4 hours; 4 credits
An examination of the developing child from preschool through early adolescence. Major theories of development and the interaction between cognitive, social, emotional, and physical development are emphasized. Children with different abilities and with special needs are discussed, as are cultural, gender, and socioeconomic factors. Ten (10) hours of fieldwork in varied educational settings will increase students’ awareness of individual differences and their implications for classroom learning. (LA&S)

Prerequisites: Sophomore standing including three credits in psychology, ENG 111, ENG 151, and a GPA of 2.75

EDE 301 Literacy Development and Language Acquisition in Elementary Education
4 hours; 4 credits
An examination of major theories in literacy and language acquisition from early to later childhood and of various strategies for creating literature-based reading/writing programs to encourage literacy at all levels and to provide for differences in motivation, learning needs, cultural heritage, and background experience. Students evaluate published materials and technological aids designed to facilitate literacy and language acquisition. The course provides students with a variety of methods to assist children with diverse language, reading, and writing competencies. Ten (10) hours of field experience provide an opportunity to observe in varied and inclusive settings to evaluate diagnostic assessment techniques and interventions. Cannot be taken concurrently with EDE 302.

Pre- or corequisites: Junior standing and either EDE 200 and EDE 260, or EDC 215 and EDC 216, or EDS 200, and a GPA of 2.75 or above.

EDE 302 Social Studies, Art, and Reading and Language Arts in Elementary Education
3 lecture hours, 6 field hours; 6 credits
An examination of the structures and concepts of social studies, art, and reading and language arts for the elementary school. Appropriate connections among the disciplines are noted, relevant research on child development and learning is incorporated, and strategies to provide for students’ special needs are explored. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of thirty-six (36) hours provides opportunities to plan instruction, enhance communication skills in the disciplines, and connect theory to practice. Cannot be taken with EDE 303.
Prerequisite: EDE 301 and a GPA of 2.75 or above

EDE 303 Mathematics, Science, and Music in Elementary Education
3 lecture hours, 6 field hours; 6 credits
An examination of the structures and concepts of mathematics, science, and music for the elementary school. Appropriate connections among the disciplines are noted, relevant research on child development and learning is incorporated, and strategies to provide for differing student needs are explored. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of thirty-six (36) hours provides opportunities to plan instruction, enhance communication skills in the disciplines, and connect theory to practice. Cannot be taken with EDE 302.
Pre- or corequisites: MTH 217/SLS 217, EDE 200, EDE 260, junior standing, and a GPA of 2.75 or above.

EDE 400 Student Teaching in Elementary Education
6 credits
Practice and problem solving in student teaching in elementary schools. Students are required to be in attendance at an assigned school full-time (8:30 a.m.-3:00 p.m.) five days per week. Students will teach in grades 1-3 for part of the semester and in grades 4-6 for part of the semester. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. To be taken concurrently with EDE 402. Graded Pass (P) or Fail (F).
Prerequisites: EDE 302 and EDE 303; SLS 218 and SLS 261. In addition, students must meet each of the following criteria:
1. An overall grade point average of 2.75.
2. A grade point average of 2.75 in all education courses.
3. A minimal grade of C in all education courses.

EDE 402 Reflection and Analysis in Student Teaching in Elementary Education
2 hours; 2 credits
Student teachers reflect upon the educational philosophies they have studied and the methodologies they are implementing as they develop their own philosophical approaches to teaching and learning. The teacher’s role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined. Hazards to children, including child abuse and substance abuse, will be discussed. To be taken concurrently with EDE 400. Prerequisite: a GPA of 2.75 or above

EDP - Special Education

EDP 220 Special Educational Needs of the Developmentally Disabled
4 hours: 4 credits
This course examines current trends in providing special education services to individuals (preschool, school-age, adult) with developmental disabilities. The approach of the course will be to follow the process of assessment, instructional planning, instruction, and evaluation of instruction in each of four areas of developmental disabilities: sensory disabilities, physical disabilities, communication disabilities, and behavioral disabilities. While the emphasis of the course will be on understanding instructional techniques, stress will be placed on thorough record keeping to evaluate and validate instructional approaches.

EDP 310  Survey of Exceptional Children I
4 hours; 4 credits

EDP 311  Survey of Exceptional Children II
4 hours; 4 credits

The first half of this course provides an orientation to the physical, social, and psychological aspects and educational needs of students with physical handicaps and emotional disturbances, while the second half considers these aspects as they apply to students with learning disabilities and mental retardation. Survey includes philosophy, history, classification, characteristics, etiology, and special educational provisions as well as psychological and educational assessment procedures in special education. Active fieldwork experiences are required.

EDS - Secondary Education

EDS 201  Social Foundations of Secondary Education
4 hours; 4 credits

This course examines the historical, philosophical, and cultural roots of contemporary education. The issues of race, class, gender, ability, immigration, and language acquisition are examined for their impact on the learning of adolescents. The course deepens students' understanding of the power that social, political, and economic forces have on the work of teachers and on the lives of adolescents, families, and communities. Students spend fifteen (15) hours in diverse and inclusive educational environments examining the relationship between theory and practice. (LA&S)
Prerequisites: Sophomore standing and a GPA of 2.75 or above.

EDS 202  Psychological Foundations of Secondary Education
4 hours; 4 credits

This course examines major theories of preadolescent and adolescent development, with emphasis on implications for education. Major theories of development and the interaction between cognitive, emotional, and physical development are emphasized. Adolescents will be considered in the context of the larger community, with attention to language, culture, gender, and socioeconomic factors. Fifteen (15) hours of fieldwork in diverse and inclusive secondary educational settings increase the student’s awareness of children with special needs and the implications for classroom learning. (LA&S)
Prerequisites: Sophomore standing including three credits of psychology and a GPA of 2.75 or above.

EDS 301-305
Methods of teaching a content area. Students must complete one of the following methods courses. The methods course must coincide with the student's declared major.

EDS 301  The Teaching of Secondary School Curriculum in Social Studies
4 hours; 4 credits

The history, content, methods, and functions of social studies. Structures and concepts of the social studies disciplines are examined, particularly geography, economics, and political science. Issues of language and literacy acquisition related to the social studies are discussed. Students explore a range of alternative strategies and technologies used to address the linguistically diverse and adolescents with special needs. Students work on individual and group assignments to create specific curricula in social studies for children in grades 7-9 and 10-12. A fieldwork component of thirty-five (35) hours is included.
Prerequisites: EDS 201, EDS 202, and a GPA of 2.75 or above

EDS 302  The Teaching of Secondary School Curriculum in English
4 hours; 4 credits
Examination of language acquisition and development. Exploration in the teaching of reading and adolescent literature provides a basis for evaluating reading and learning activities appropriate for the linguistically diverse and for students’ special needs. Students are exposed to a wide range of technologies and literature depicting multiple cultural settings. Students develop criteria useful for selecting books, programs, and Websites for the classroom. Students work on individual and group assignments to create specific curricula in English for children at the 7-9 and 10-12 levels. A fieldwork component of thirty-five (35) hours is included.
Prerequisites: EDS 201, EDS 202, and a GPA of 2.75 or above

EDS 303 The Teaching of Secondary School Curriculum in Mathematics
4 hours; 4 credits
Issues of teaching and learning mathematics are examined including curriculum, resources and materials, management, standards, assessment, and the educational application of technology. Mathematical concepts, structures, and language are explored in relation to developing strategies for instruction and providing for students’ differing special needs. A fieldwork component of thirty-five (35) hours is included.
Prerequisites: EDS 201, EDS 202, and a GPA of 2.75 or above

EDS 304 The Teaching of Secondary School Curriculum in Science
4 hours; 4 credits
Issues of teaching and learning science are examined including curriculum, resources and materials, management, standards, assessment, and the educational application of technology. Scientific concepts, structures, and language are explored in relation to developing strategies for instruction and providing for students’ differing special needs. A fieldwork component of thirty-five (35) hours is included.
Prerequisites: EDS 201, EDS 202, and a GPA of 2.75 or above

EDS 305 The Teaching of Secondary School Curriculum in Foreign Language
4 hours; 4 credits
Issues of teaching and learning a foreign language are examined including curriculum, resources and materials, management, standards, assessment, and the educational application of technology. Issues of language acquisition, written and oral communication, and grammar are explored in relation to developing strategies for instruction and providing for students’ differing special needs. A fieldwork component of thirty-five (35) hours is included.
Prerequisites: EDS 201, EDS 202, and a GPA of 2.75 or above

EDS 307 Discovery Learning and Interdisciplinary Instruction
4 hours; 4 credits
Development of a conceptual understanding of teaching of transcending content defined by its subject areas. Discovery learning is explored and used to bridge the school disciplines and to address the different strengths and needs of adolescents. Students in mathematics, English, history, Spanish, biology, and chemistry majors work together to create integrated curricula as relevant research on child development and learning is discussed. A thirty-five- (35) hour fieldwork component is included.
Prerequisites: EDS 201, EDS 202, and a GPA of 2.75 or above.

EDS 400 Student Teaching in Secondary Education
6 credits
Practice and problem solving in student teaching in secondary schools. Students are required to be in attendance at an assigned school full-time (8:30 a.m.- 3:00 p.m.) five days per week for one full semester. Students will have a grades 7-9 and a grades 10-12 placement. Application for a student teaching assignment must be filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. To be taken concurrently with EDS 401. Graded Pass (P) or Fail (F).
Prerequisite: EDS 201 and 202 and 301 or 302 or 303 or 304 or 305. In addition, students must meet each of the following criteria:
1. An overall grade point average of 2.75.
2. A grade point average of 2.75 in all education courses.
3. A minimal grade of C in all education courses.

EDS 401 Reflection and Analysis in Student Teaching in Secondary Education
Student teachers reflect upon the educational philosophies they have studied and the methodologies they are implementing as they develop their own philosophical approaches to teaching and learning. The teacher's role in developing environments that are safe and nurturing as well as intellectually stimulating and challenging for all students is examined. Hazards to children, including child abuse and substance abuse, will be discussed. To be taken concurrently with EDS 400.
Prerequisite: a GPA of 2.75 or above

Electrical Engineering Technology

(Associate in Applied Science)
Interdisciplinary Coordinating Committee Chair: Professor Elliot Rothkopf, Engineering Technologies East Building (5N), Room 207

A two-year career program, accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET, 111 Market Street, Suite 1050, Baltimore, MD 21202; telephone 410-347-7700), this program is designed to provide a theoretical and practical course of study in the basic principles and applications of electrical and electronics technology. Graduates are prepared for employment in a number of positions including engineering aide, laboratory technician, junior engineer, sales representative, technical writer, electrical cost estimator, customer engineer, and production technician. Graduates of the program may continue in the B.S. degree programs in Computer Science, Engineering Science, or Economics at CSI.

Electrical Engineering Technology (A.A.S.)

General Education Requirements
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.
Core Requirements (52 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 126</td>
<td>Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>ENT 110</td>
<td>Engineering Graphics</td>
<td>2</td>
</tr>
<tr>
<td>ELT 224</td>
<td>Electrical Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ELT 225</td>
<td>Electrical Circuit Analysis Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ELT 213</td>
<td>Introduction to Electronics</td>
<td>1</td>
</tr>
<tr>
<td>ENS 220</td>
<td>Engineering Electronics</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 346</td>
<td>Switching and Automata Theory</td>
<td>4</td>
</tr>
<tr>
<td>ENS 221</td>
<td>Digital Electronics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 347</td>
<td>Computer Circuits Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ELT 331</td>
<td>Electronics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ELT 334</td>
<td>Electronics</td>
<td>3</td>
</tr>
<tr>
<td>ELT 344</td>
<td>Microprocessors: Theory and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ELT 345</td>
<td>Microprocessor Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENS 362/CSC 462</td>
<td>Microprocessors</td>
<td>4</td>
</tr>
<tr>
<td>ELT 442</td>
<td>Computer Hardware Technology</td>
<td>4</td>
</tr>
<tr>
<td>PHY 110</td>
<td>College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 111</td>
<td>College Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 116</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 153</td>
<td>Waves, Optics, and Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 156</td>
<td>Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>
A sequence of at least eight credits of mathematics

(1) One of the following:
   - MTH 223 Technical Calculus 4 credits
   - MTH 230 Calculus 1 with Pre-Calculus 6 credits
   - MTH 229 Calculus Computer Laboratory 1 credit
   - MTH 231 Analytic Geometry and Calculus 3 credits
   - MTH 229 Calculus Computer Laboratory 1 credit

(2) One of the following:
   - MTH 123 College Algebra and Trigonometry 4 credits
   - MTH 228 Discrete Mathematical Structures 4 credits

Technical Elective: 200 or above CSC, ELT, or ENS 6 credits
courses to be chosen in consultation with an advisor

Total Credits Required: 64

Liberal Arts and Sciences Requirement:
All courses designated ELT and ENT are non-liberal arts and sciences.

Electrical Engineering Technology Courses

ELT 102 Introduction to Electrical and Electronic Technology
3 class hours, 2 laboratory hours; 4 credits
Introduction to the nature, measurement, generation, and utilization of electricity in our modern world including industrial and consumer electronics, computers, robots, communications.
Prerequisite: MTH 020 or successful completion of the CUNY Mathematics Assessment Test

ELT 213 Introduction to Electronics
3 laboratory hours; 1 credit
Introduction to the study of electronics. Diode and transistor characteristics are discussed and used in the construction of an electronic device. Students design, photo-etch, and assemble a printed circuit. Characteristics of the device and component voltages are measured.
Pre- or corequisite: MTH 030 or equivalent or higher

ELT 224 Electrical Circuit Analysis
4 hours; 4 credits
This course begins with physical electrical concepts and continues through the analysis of various specific circuit configurations with dc and ac sources. Topics include resistance capacitance, and inductance in series, parallel, and series-parallel connection, transient circuit analysis, ac analysis using phasors, single and polyphase power concepts, resonance and filters, network theorems, and transformer theory. Applications for the various circuits will also be discussed.
Pre- or corequisites: MTH 123, or MTH 025 or MTH 030; and ENT 101.

ELT 225 Electrical Circuit Analysis Laboratory
3 hours; 1 credit
Laboratory experiments will be performed using various instruments from analog meters to the digitizing oscilloscope. Experiments will be based upon validating the theory of ELT 224 Electrical Circuit Analysis as well as demonstrating the applications of the various circuit configurations. A detailed laboratory report will be written and/or oral presentation will be required for the experiments.
Pre- or corequisite: ELT 224

ELT 331 Electronics Laboratory
3 laboratory hours; 1 credit
Semiconductor circuitry and electronics laboratory instrumentation. Transistor amplification, biasing, and frequency response. Transistor power amplifiers. Power supplies. Negative feedback and linear integrated circuit amplifiers. Introduction to computer-aided circuit analysis using the personal computer.
Pre- or corequisites: MTH 123, ELT 224, ELT 213, ELT 334
ELT 334  Electronics  
3 hours; 3 credits  
Physics and characteristics of semiconductor solid state devices. Analysis and application of transistor circuits. Time varying signal behavior of solid device circuits and systems including power applications and frequency response. Introduction to modulation and communications.  
Pre- or corequisites: MTH 123, ELT 224, ELT 213  
ELT 344  Microprocessors: Theory and Applications  
3 hours; 3 credits  
Microprocessor architecture and memory. The instruction set. Programming in machine and assembly language. Input/output techniques, the stack and stack pointer, interrupts, timing, microprocessor design criteria. Logic circuit analysis and fault diagnosis; applications and development systems; waveform creation.  
Prerequisites: ELT 240 and ELT 241  
ELT 345  Microprocessor Laboratory  
3 laboratory hours; 1 credit  
Experiments including register, memory, and stack operation. Data and address bus structure, signature analysis and other fault location techniques. Commercial microprocessor trainers based on 8085 and 2920 and logic analyzers will be used.  
Pre- or corequisite: ELT 344  
ELT 442  Computer Hardware Technology  
3 class hours, 3 laboratory hours; 4 credits  
Study of the electrical and mechanical function of computer systems such as the advanced personal computer. Hardware and software principles are explored. Topics include memory, video, communication, disk drives, printer, keyboard, assembler software, and debugging tools. Includes hands-on work with computer hardware and peripherals.  
Prerequisite: ENS 221 or CSC 347  
ELT 484  Telecommunications I  
3 hours; 3 credits  
Study of analog and digital carrier systems.  
Prerequisite: ENS 221 or CSC 347  
ELT 485  Telecommunications II  
3 hours; 3 credits  
Study of analog and digital carrier systems.  
Prerequisite: ELT 484
Engineering Technology Courses

ENT 101  Introduction to Measurements and Instrumentation
4 hours laboratory; 2 credits
Measurements of basic civil, electrical, and mechanical quantities using appropriate instrumentation. Students will report on their measurements in a written report and orally for some measurement experiments.
Pre- or corequisite: MTH 020

ENT 110  Engineering Graphics
5 hours; 2 credits
CAD (computer-aided drafting) is used throughout the course. Orthographic projections, and drawings, dimensioning, working drawings, graphs, laboratory sketches, vectors, 3D space, spatial analysis, isometric drawings.

Engineering Science

(Bachelor of Science, Associate in Science)
Department of Engineering Science and Physics
Chair and Program Coordinator: Professor Alfred M. Levine, Computer Science/Engineering Science and Physics Building (1N), Room 226

The Engineering Science program seeks to guarantee that every student is prepared for a lifetime of creative engineering design work. There are many correct solutions to engineering design problems—they differ in their simplicity, elegance, cost, and social and environmental impacts. Every student learns how to formulate problems, find correct solutions, and choose among these solutions for an efficient design. For most students, the first design experience is in the course ENS 220 Introduction to Computer Engineering. Next, in the laboratory ENS 221 students take the paper designs worked out in ENS 220 and build, test, and evaluate their own designs. In ENS 362 Microprocessors, the design, building, testing, and evaluation of more complicated engineering systems is performed. In this fashion, students are prepared to handle real-world design projects including related issues of economics, aesthetics, environmental problems, reliability analysis, and safety.

In the courses ENS 310, ENS 336, ENS 370, ENS 380, ENS 440, ENS 450, and in all the electives there is a formal design component incorporated with design credits calculated as a percentage of the student's effort. In these courses, the designs are tested and evaluated using computer simulation or calculation. The actual construction, testing, and evaluation of student designs occurs in the laboratory courses. The most important design experience for all students is the capstone course ENS 480 Advance Engineering Design. This is a project-oriented course in which students are asked to participate in the design of a major real-world system.

The B.S. degree program offers three specializations: Computer Engineering, Electrical Engineering, and Mechanical Engineering. The specialization in Computer Engineering has been developed in collaboration with the Department of Computer Science.

The Engineering Science Bachelor's degree program is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology, Inc. (ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012).

Engineering Science (A.S.)
The Associate in Science in Engineering Science program prepares students for continuation in the B.S. program in Engineering Science at the College of Staten Island or in engineering programs at other institutions.

General Education Requirements for the A.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.
ECO 285 Economics for Engineers 4 credits

Core Requirements: 42 credits

MTH 229  Calculus Computer Laboratory
MTH 230 Calculus I with Pre-Calculus
MTH 229 Calculus Computer Laboratory
MTH 230 Calculus I with Pre-Calculus
or
MTH 231 Analytic Geometry and Calculus I
MTH 232 Analytic Geometry and Calculus II
MTH 233 Analytic Geometry and Calculus III
or
MTH 235 Accelerated Calculus I
MTH 236 Accelerated Calculus II 10-13 credits
PHY 120 General Physics I 3 credits
PHY 121 General Physics I Laboratory 1 credit
PHY 160 General Physics II 3 credits
PHY 161 General Physics II Laboratory 1 credit
PHY 240 Waves and Modern Physics 3 credits
ENT 110 Engineering Graphics 2 credits
CHM 141 General Chemistry I 3 credits
CHM 121 General Chemistry I Laboratory 1 credit
ENS 220 Introduction to Computer Engineering 4 credits
CSC 270 Introduction to Scientific Computing 4 credits
MTH 330 Applied Mathematical Analysis I 4 credits
ENS 250 Engineering Mechanics 3 credits

Electives: 2 credits
Total Credits Required: 60

Engineering Science (B.S.)

General Education Requirements for the B.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (3-4 credits)
   ECO 285 Economics for Engineers
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 38 credits
Students beginning the Engineering Science program as freshmen should complete the following requirements:
MTH 229 Calculus Computer Laboratory
MTH 230 Calculus I with Pre-Calculus
or
MTH 231 Analytic Geometry and Calculus I
MTH 232 Analytic Geometry and Calculus II
MTH 233 Analytic Geometry and Calculus III
or
MTH 235 Accelerated Calculus I
MTH 236 Accelerated Calculus II 10-13 credits
PHY 120 General Physics I 3 credits
PHY 121 General Physics I Laboratory 1 credit
PHY 160 General Physics II 3 credits
PHY 161 General Physics II Laboratory 1 credit
PHY 240 Waves and Modern Physics 3 credits
CHM 141 General Chemistry I 3 credits
CHM 121 General Chemistry I Laboratory 1 credit
ENS 220 Introduction to Computer Engineering4 credits
ENT 110 Engineering Graphics 2 credits
CSC 126 Introduction to Computer Science
or
CSC 270 Introduction to Scientific Computing4 credits
ENS 250 Engineering Mechanics 3 credits

Major Requirements: 63 credits
MTH 330 Applied Mathematical Analysis I 4 credits
CSC 326 Information Structures
or
MTH 331 Applied Mathematical Analysis II 4 credits
ENS 221 Digital Electronics Laboratory 2 credits
ENS 310 Thermodynamics 4 credits
ENS 362 Microprocessors 4 credits
ENS 336 Computer-Aided Engineering 4 credits
ENS 340 Circuits and Systems 4 credits
ENS 370 Control Systems 4 credits
ENS 383 Electrical Properties of Materials
or
ENS 384 Mechanical Properties of Materials 3 credits
ENS 430 Digital Signal Processing
or
ENS 450 Fluid Mechanics 4 credits
CSC 332 Operating Systems I
or
ENS 356 Theory of Electromagnetic Radiation
or
ENS 316 Dynamics 4 credits
CSC 330 Object-Oriented Software Design
or
ENS 440 Network Theory
or
ENS 380 Mechanics of Solids 4 credits
ENS 480 Advanced Engineering Design 4 credits

At least two of the following laboratories:
ENS 309 Basic Measurements Laboratory
or
ENS 359 Mechanical Materials Laboratory 2 credits
ENS 439 Systems Laboratory
or
ENS 459 Applied Mechanics Laboratory 2 credits

Four credits of technical electives approved by an engineering science adviser 4 credits
At least six credits of advanced ENS electives 6 credits

The total number of ENS credits must be at least 58 as approved by an engineering science adviser.
Computer Engineering Specialization:
Courses fulfilling the pre-major and major requirements should include:
   CSC 326, ENS 362, ENS 430, CSC 330, ENS 309, CSC 332, ENS 439, ENS 383; and courses fulfilling the technical electives chosen from among: CSC 430, CSC 435, CSC 480, CSC 482, CSC 490; ENS 420, ENS 422, ENS 432, ENS 446.

Electrical Engineering Specialization:
Courses fulfilling the pre-major and major requirements should include:
   MTH 331, ENS 430, ENS 356, ENS 309, ENS 362, ENS 440, ENS 439, ENS 383; and courses fulfilling the technical electives chosen from among: ENS 420, ENS 422, ENS 432, ENS 446, ENS 434, ENS 436, ENS 438, ENS 359, ENS 459.

Mechanical Engineering Specialization:
Courses fulfilling the pre-major and major requirements should include:
   ENS 316, MTH 331, ENS 380, ENS 362, ENS 450, ENS 359, ENS 384, ENS 459; and courses fulfilling the technical electives chosen from among: ENS 350, ENS 410, ENS 416, ENS 422, ENS 434, ENS 436, ENS 438, ENS 470, ENS 309, ENS 439.

Electives: 0-7 credits
Total Credits Required: 133

The Engineering Science program offers a number of senior-level electives for students interested in further work in a particular area of engineering and for students interested in graduate work in engineering. Students should consult an adviser in the program for details. Concentrations are available in the following areas:

Computer Engineering - Communications and Networking
Computer Engineering - Operating Systems
Computer Engineering - Architecture and Organization
Computer Engineering - Artificial Intelligence
Electrical Engineering - Electronics
Electrical Engineering - Control Systems
Electrical Engineering - Communication Systems
Electrical Engineering - Energy Systems
Mechanical Engineering - Heat Transfer
Mechanical Engineering - Fluids and Aerodynamics
Mechanical Engineering - Biomedical Applications
Mechanical Engineering - Environmental Control

Liberal Arts and Sciences Requirement
Of the 133 credits required for the B.S. in Engineering Science, at least 66 must be in liberal arts and sciences courses. Most courses designated ENS are non-liberal arts and sciences; those ENS courses that are double listed in mathematics (MTH) or physics (PHY) are liberal arts and sciences.

Engineering Science
Transfer Program
Students who have graduated with a two-year Associate in Applied Science (A.A.S.) degree in one of the engineering technologies can be admitted to the B.S. degree program. Their previous courses are evaluated, and they are usually required to take such bridging courses as PHY 230 Physics for Engineers and CSC 126 Introduction to Computer Science or CSC 270 Introduction to Scientific Computing, as well as additional mathematics courses.

The requirements for the transfer program are identical to those given above for the B.S. in Engineering Science.

Pre-Major Requirements:
Same as B.S. Engineering Science

Major Requirements:
Same as B.S. in Engineering Science

Total Credits Required: 133

Courses
ENS 220  Introduction to Computer Engineering  
4 hours; 4 credits  
Number systems and codes. Logic functions, gates and assertion levels. Combinational circuit design and minimization. MSI and LSI circuits and their applications. Sequential machine fundamentals, analysis, and design.  
Pre- or corequisites: CSC 126 or CSC 270  

ENS 221  Digital Electronics Laboratory  
4 laboratory hours; 2 credits  
Design, construction, testing, and evaluation of digital systems. Counters, registers, and multiplexers are used to build combinational circuits and sequential machines, including programmable system controllers.  
Prerequisite: ENS 220  

ENS 250  Engineering Mechanics  
3 hours; 3 credits  
Prerequisites: PHY 120 and PHY 121 or PHY 230  
Pre- or corequisite: MTH 233 or MTH 236  

ENS 309  Basic Measurements Laboratory  
(Also PHY 309)  
4 laboratory hours; 2 credits  
Basic instrumentation and precise measurements in engineering applications. Design, construction, testing, and analysis of simple analog systems using the circuit design tools and simulation software. Comparison of measured data to simulated data and reconciliation of discrepancies is emphasized.  
Prerequisite: ENS 340  

ENS 310  Thermodynamics  
(Also PHY 310)  
4 hours; 4 credits  
Prerequisites: PHY 160 or PHY 230  
Pre- or corequisite: MTH 233 or MTH 236  

ENS 316  Dynamics  
(Also PHY 316)  
4 hours; 4 credits  
Prerequisites: ENS 250 and CSC 270 or CSC 126  
Pre-or corequisite: MTH 330  

ENS 336  Computer-Aided Engineering  
4 hours; 4 credits  
Application of numerical analysis and computer simulation to the solution of engineering design problems. Topics include optimization and error analysis, solution of nonlinear equations, systems of algebraic equations, data analysis, regression and interpolation, numerical differentiation and integration, solution of ordinary and partial differential equations, finite difference and finite element methods. Theory will be implemented with several projects emphasizing design applications.  
Prerequisites: CSC 126 or CSC 270  
Pre- or corequisite: MTH 330  

ENS 340  Circuits and Systems  
4 hours; 4 credits  
Prerequisites: CSC 126 or CSC 270, and PHY 160 or PHY 230
Pre- or corequisite: MTH 330

ENS 350 Transport Processes
(Also PHY 350)
4 hours; 4 credits
Introduction to momentum, heat, and mass transfer. Introduction to continuous media, control volume formulation of conservation laws, momentum and energy consideration of fluid flow, heat transfer by conduction and radiation, mass diffusion, analogies and breakdown of analogies among momentum, heat, and mass transfer.
Prerequisites: ENS 310 and CSC 270 or CSC 126
Pre- or corequisite: MTH 330

ENS 356 Theory of Electromagnetic Radiation
(Also PHY 356)
4 hours; 4 credits
Prerequisite: PHY 160 and CSC 270 or CSC 126
Pre- or corequisite: MTH 331

ENS 359 Mechanical Materials Laboratory
4 hours; 2 credits
Pre- or corequisite: ENS 380

ENS 362 Microprocessors
(Also CSC 462)
2 class hours, 4 laboratory hours; 4 credits
Introduction to 8086 architecture using the SDK-86 single board computer. Interfacing of programmable chips including the 8255 PIO, 8259 Interrupt controller, 8254 counter/timer, 8279 keyboard/display controller and ADC 0804 analog to digital converter. Testing and debugging of assembly language programs to exercise the interface. Troubleshoot with oscilloscope and Debug.
Prerequisites: ENS 220 and ENS 221, or CSC 346 and CSC 347

ENS 370 Control Systems
4 hours; 4 credits
Prerequisite: ENS 340

ENS 380 Mechanics of Solids
4 hours; 4 credits
Prerequisites: CSC 126 or CSC 270 and ENS 250
Pre- or corequisite: MTH 330

ENS 383 Electrical Properties of Materials
(Also PHY 383)
3 hours; 3 credits
Electrons in atoms, electrons in crystals, contacts between materials and p-n junctions, bipolar transistors, optoelectronic devices, field-effect transistors, charge transfer devices, integrated circuits, solid state lasers. Photo cells and LEDs.
Prerequisites: PHY 240, and CSC 126 or CSC 270

ENS 384 Mechanical Properties of Materials
(Also PHY 384)
3 hours; 3 credits
Prerequisites: ENS 310 and CSC 270

ENS 385 Properties of Materials
(Also PHY 385)
4 hours; 4 credits
Prerequisite: Physics 240 or permission of the instructor

ENS 410 Heat Transfer
4 hours; 4 credits
Pre- or corequisite: ENS 450

ENS 416 Applied Elasticity
4 hours; 4 credits
Introduction to the theory of elasticity, and application of advanced strength of materials concepts to the design of elements of machines and structures.
Prerequisite: ENS 380
Pre- or corequisite: MTH 331 and ENS 336

ENS 420 Electronic Circuits
4 hours; 4 credits
Prerequisite: ENS 220 or equivalent

ENS 422 Signals and Noise
4 hours; 4 credits
Application of probability theory to engineering problems. Topics include random signal models and their uses, linear prediction and signal modeling, filtering of stationary random signals, parameter identification by the maximum likelihood methods, noise reduction and signal enhancement filters, quantization noise, linear estimation and detection of signals.
Prerequisite: ENS 340

ENS 430 Digital Signal Processing
4 hours; 4 credits
Prerequisites: CSC 346 or ENS 220

ENS 432 Digital and Analog Communication Systems
4 hours; 4 credits
Prerequisite: ENS 340

ENS 434 Energy Conversion
4 hours; 4 credits
Fundamental principles of conversion of such prime energy sources as chemical, nuclear, and solar into thermal, electrical, mechanical, and other forms of energy. Applications of thermochemical, electrochemical, and electromagnetic devices. Power plants and energy transmission. Direct energy conversion.
Prerequisite: ENS 310

ENS 436  Electric Energy Systems
4 hours; 4 credits
Prerequisite: ENS 340

ENS 438  Power Plant Design and Analysis
4 hours; 4 credits
Prerequisite: ENS 310

ENS 439  Systems Laboratory
4 laboratory hours; 2 credits
Students will undertake projects illustrating the principles, operation, and characteristics of electrical and electromechanical systems, operational amplifiers, digital filters, and transducers. Additional projects will involve modulation, transmission, and detection in analog and digital communication systems, and signal and image processing techniques. Projects will be designed and simulated, using the appropriate hardware and software tools. Measured data will be compared to simulated results. These projects fulfill the course objective of translation of systems theory into operating circuitry and systems.
Prerequisite: ENS 340

ENS 440  Network Theory
4 hours; 4 credits
Prerequisite: ENS 340

ENS 446  Computer Architecture
(Also CSC 446)
4 hours: 4 credits
Instruction formats and addressing schemes. Arithmetic and logic unit design. Control unit design: hardwired and microprogrammed. Main memory technology. Virtual, high speed, associative and read-only memories. Programmable logic arrays. Computer organizations including stack, parallel and pipeline. System structures: time sharing, multiprocessing, and networking. Digital communications. Input/output systems; direct memory access.
Prerequisite: CSC 346 or ENS 220

ENS 450  Fluid Mechanics
(Also PHY 450)
4 hours; 4 credits
Fluid properties, fluid statics, buoyancy and stability, fluids in rigid-body motion. Basic fluid equations in differential and integral form, Navier-Stokes equation. Euler equation, Bernoulli equation and engineering applications. Dimensional analysis and similitude. Internal incompressible viscous flow and flow measurement.
Prerequisite: ENS 310
Pre- or corequisite: MTH 330

ENS 459  Applied Mechanics Laboratory
4 hours; 4 credits
Pre- or co-requisite: ENS 450

ENS 470  Introduction to Environmental Engineering
4 hours; 4 credits
Principles of systems analysis as applied to environmental problems. Topics to be chosen from air and water pollution, energy utilization, thermal pollution, transportation systems, solid and liquid waste disposal, etc.
Prerequisite: ENS 310 or permission of the instructor

ENS 480 Advanced Engineering Design
2 lecture hours, 4 laboratory hours; 4 credits
An integration of the analytical techniques of engineering science and mathematics, and their application to engineering design. Overall design process; figures of merit, empiricism, and mathematical modeling; quantitative techniques for optimization; computer-aided design. Students are required to complete a major design project.
Prerequisite: Completion of 36 credits of Engineering Science core program including ENS 336.

English

(Bachelor of Arts, Minor, Concentration in Dramatic Literature; Master of Arts, see Graduate Catalog)
Department of English, Speech, and World Literature
Chair: Professor Arnold Kantrowitz, English, Speech, and World Literature/Modern Languages Building (2S), Room 218

The Department of English, Speech, and World Literature offers a major and a minor in English with options in literature, writing, and linguistics, and a minor in speech. A concentration in dramatic literature is offered in cooperation with the Department of Performing and Creative Arts. (See also section on Dramatic Arts.)

English (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
      Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Major Requirements: 36-37 credits

Literature Option
Students majoring in English with an option in literature must complete 36 credits of courses in English beyond the general education requirements. Up to eight credits (of nine courses) may be in ENL writing courses and/or linguistics courses. With the permission of the chairperson, four credits may be an ENH 200-level course. The remaining courses must be ENL courses. Students must satisfy the following requirements within the 36 credits:
A. Literary Approaches
One course from each of the following:
   1. A literary period or movement prior to 1800 or Shakespeare
   2. A literary period or movement after 1800
   3. A specific literary genre
   4. A major figure
B. Coverage Areas

One course from each of the following:

1. English literature
2. American literature
3. Literature translated into English
4. Literature written by women, American minorities, or Third World authors

C. At least two (of the nine) courses (eight credits) must deal primarily with material written before 1800. The same course may be used to satisfy more than one of these requirements.

Writing Option

Students majoring in English with an option in writing must complete 36 credits of courses in English beyond the general education requirements. These courses must be at the 300 or 400 level except up to eight credits may be in 200-level ENL writing courses. The 36 credits must include 20 credits in such writing courses and 16 credits in literature, of which at least 12 must be ENL courses. Literature courses must be from at least two of the Coverage Areas listed above under Literature Option.

Linguistics Option

Students majoring in English with an option in linguistics must complete 36 credits of courses in English beyond the general education requirements. The 36 credits must include at least 16 credits in linguistics and at least 12 credits in ENL literature courses drawn from at least two of the Coverage Areas listed above. Up to eight credits in ENL writing courses or in speech courses may be taken.

Students who take more than 12 credits in literature may count one ENH or ENL 300 course toward the degree.

Linguistics courses may be selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 222</td>
<td>English Pronunciation</td>
<td>3</td>
</tr>
<tr>
<td>ENL 422</td>
<td>Introduction to Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>ENL 423</td>
<td>Modern English Grammar</td>
<td>4</td>
</tr>
<tr>
<td>ENL 424</td>
<td>Historical Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>ENL 425</td>
<td>History of the English Language</td>
<td>4</td>
</tr>
<tr>
<td>ENL 426</td>
<td>Language Acquisition and Psycholinguistics</td>
<td>4</td>
</tr>
<tr>
<td>ENL 427</td>
<td>Sociology of Language</td>
<td>4</td>
</tr>
</tbody>
</table>

Dramatic Literature Concentration

At least 24 credits of courses in dramatic literature (DRA 260, 261, 460; and DRA/ENG, DRA/ENL, DRA/FRN, or DRA/SPN courses) including at least eight credits of courses at the 300 or 400 level. The 24 credits must include at least one course in dramatic literature before 1800 and at least one course in dramatic literature after 1800. At least 12 credits in dramatic literature courses including at least three credits at the 300 or 400 level. The 12 credits must include courses in at least two areas of dramatic arts (production, acting, directing, set design, lighting and costume design, or technical theater).

Electives: 24-44 credits

Total Credits Required: 120

Honors

Graduating English majors may apply for graduation with Honors in English. Candidates must have a grade point average of 3.5 or better and be recommended for Honors by the English Department Honors Committee after submitting a paper for its consideration.

The paper submitted need not be new work; it may be a revision or extension of a paper previously submitted in a course. Research papers, critical papers, and original works of prose or poetry are acceptable. Candidates should ask an English Department faculty member of their choosing to supervise the preparation of the paper; papers submitted to the Honors Committee must have the signature of this faculty member on the title page.

Honors projects should demonstrate superior originality, depth, and research, and critical or creative intelligence. Papers must be technically correct and research papers must have accurate MLA citations.

Students planning to apply for graduation with Honors in English are strongly urged to begin preparation of their honors projects before the semester of their graduation. Papers for majors graduating in January must be submitted to the
Minors

Minor in Linguistics
At least 12 credits of courses in linguistics.

Minor in Literature
At least 12 credits in ENL literature courses, one course in literature before 1800, courses from two of the LITERARY APPROACHES groupings, and courses from two COVERAGE AREAS.

Minor in Speech
At least 10 credits of courses in speech.

Minor in Writing
At least 12 credits in writing (ENL), at least one at or above the 300 level.

Courses

CUNY/ACT Reading Skills and Writing Sample Tests
Students who fail the CUNY/ACT Reading Skills Test (C/ARST) on entrance are required to take the appropriate 0-level reading course in their first semester.

Students who score 6 on the CUNY/ACT Writing Sample Test (C/AWST) on entrance are required to take the appropriate 0-level writing course within their first 12 equated credits.

Students who score 5 or below on the C/AWST on entrance are required to take the appropriate 0-level writing course within their first eight equated credits.

Students admitted to both baccalaureate and associate's degree programs are expected to complete the remedial courses that qualify them to enter college-level writing courses in one year, which may include, in addition to two semesters, a pre-freshman and a post-freshman summer immersion course and a winter intersession. Students for whom English is a second language (ESL students) have two academic years to pass the basic skills tests. The tests are administered at the end of every academic intervention that students complete (remedial or ESL courses, Summer Immersion, January Inter session, or Tutorial Workshops).

0-Level Courses in Reading and Writing
The following courses are designed for native speakers of English who fail the CUNY/ACT Reading Skills Test (C/ARST) and/or the CUNY/ACT Writing Sample Test (C/AWST).

ENG 001 Developmental Writing I
4 hours; 0 credit; 4 equated credits
Intensive work in writing with fluency and correctness in a variety of modes, both informal and formal.
Prerequisite: Score of 2-6 on CUNY/ACT Writing Sample Test

ENG 002 Basic Reading
4 hours; 0 credit; 4 equated credits
Intensive work on reading, both fiction and nonfiction. Emphasis on decoding, fluency, and accuracy. Frequent writing.
Prerequisite: Failing CUNY/ACT Reading Skills Test, interview and placement by English Department Reading Coordinator or designee

ENG 003 Developmental Writing II
4 hours; 0 credit; 4 equated credits
Intensive work in revising, proofreading, and editing.
Prerequisite: Score of 2-6 on CUNY/ACT Writing Sample Test and passing grade in ENG 001

ENG 004 Developmental Reading
4 hours; 0 credit; 4 equated credits
Introduction to college-level reading and techniques for improving comprehension. Frequent writing.
Prerequisite: Failing CUNY/ACT Reading Skills Test and either interview and placement by English Department Reading Coordinator or designee or passing grade in ENG 002

ENG 014 Reading for College
4 hours; 0 credit, 4 equated credits
Intensive work in college-level reading and techniques for improving comprehension. Frequent writing. An additional hour each week will be scheduled in the English Department Skills Center for instruction and practice in test-taking.
Prerequisite: Failing CUNY/ACT Reading Skills Test and either passing grade in ENG 004 or placement by English Department Reading Coordinator or designee

The following courses are designed for those students who are not native speakers of English who fail the CUNY/ACT Reading Skills Test (C/ARST) and/or the CUNY/ACT Writing Sample Test (C/AWST).

ENG 007 Developmental English for Non-Native Speakers
4 hours; 0 credit; 4 equated credits
Intensive work in oral and written expression.
Prerequisites: Failing CUNY/ACT Writing Sample Test, interview and placement by English Department ESL Coordinator or designee

ENG 008 Developmental Writing for Non-Native Speakers of English
4 hours; 0 credit; 4 equated credits
Intensive work in writing.
Prerequisites: Failing CUNY/ACT Writing Sample Test, interview and placement by English Department ESL Coordinator or designee

ENG 009 Basic Reading for Non-Native Speakers of English
4 hours; 0 credit; 4 equated credits
Intensive study of the sounds and spellings of English.
Prerequisites: Failing CUNY/ACT Reading Skills Test, interview and placement by English Department Reading Coordinator or designee

ENG 010 Developmental Reading for Non-Native Speakers of English
4 hours; 0 credit; 4 equated credits
Introduction to college-level reading. Techniques for vocabulary expansion will be stressed.
Prerequisites: Failing CUNY/ACT Reading Skills Test, interview and placement by English Department Reading Coordinator or designee

ENG 037 Writing for Non-Native Speakers of English
4 hours; 0 credit; 4 equated credits
Practice in writing the complete essay with review of necessary basic skills.
Prerequisites: Failing CUNY/ACT Writing Sample Test, interview and placement by English Department ESL Coordinator or designee

ENG 039 Reading for Non-Native Speakers of English
4 hours; 0 credit; 4 equated credits
Emphasis on comprehension of longer fictional and textbook material.
Prerequisites: Failing CUNY/ACT Reading Skills Test, interview and placement by English Department ESL Coordinator or designee

Writing Courses
All students in the College are required to complete ENG 111 Communications Workshop and ENG 151 College Writing.

ENG 111 Introduction to College Writing
4 hours; 3 credits
Introduction to and development of critical and analytic writing/reading/thinking skills through class discussion of student work and selected texts. Intensive instruction in techniques for the planning, drafting, revising, and editing of college-level expository essays. Introduction to using the various research options available at the CSI library.
Prerequisite: Successful completion of the CUNY/ACT Writing Sample and Reading Skills Tests.
Students entering the Baccalaureate Division as freshmen are required to enroll in a Baccalaureate Section of ENG 111.
ENG 151  College Writing
4 hours; 4 credits
English 151 builds on the work of English 111. It emphasizes expository and analytic writing and longer papers. Attention to reading, library skills, and research methods. Sections may be focused on particular themes, to be announced in the Schedule of Classes.
Prerequisites: ENG 111 and passing the CUNY/ACT Reading Skills Test

Literature Courses

ENH 201  British Literature to 1800
4 hours; 4 credits
A study of British literature in its cultural context from the early periods through the eighteenth century. (literature)
Prerequisites: ENG 111, ENG 151
ENH 202  British Literature since 1800
4 hours; 4 credits
A study of British literature in its cultural context since the early nineteenth century. Readings may include literature from Ireland, Scotland, and parts of the British Commonwealth in addition to literature from England. (literature)
Prerequisites: ENG 111, ENG 151
ENH 203  Literary History of the United States to 1855
4 hours; 4 credits
American literary expression, ranging from the histories of the Puritans to the poetry of Walt Whitman, studied in the context of the developing American culture. (literature)
Prerequisites: ENG 111, ENG 151
ENH 204  Literary History of the United States since 1855
4 hours; 4 credits
A history of American literary expression, ranging from the poetry of Dickinson to the novels of Hemingway and Faulkner. Special attention will be given to placing the works in the context of the developing American culture. (literature)
Prerequisites: ENG 111, ENG 151
ENH 205  Classics of European Literature
4 hours; 4 credits
A study of the principal forms, themes, and values of older European literature from Greek times to the Renaissance. (literature)
Prerequisites: ENG 111, ENG 151
ENH 206  Classics of Modern World Literature
4 hours; 4 credits
A study of major works and movements in modern and contemporary world literature. (literature)
Prerequisites: ENG 111, ENG 151
ENH 207  Classics of Asian Literature
4 hours; 4 credits
A study of classical and modern works from China, India, Japan, Indo-China, and the Near East. (literature) (P&D)
Prerequisites: ENG 111, ENG 151
ENH 208  Contemporary Literature
4 hours; 4 credits
An examination of important figures and trends in literature since World War II. (literature)
Prerequisites: ENG 111, ENG 151
ENH 210  Modes of Fiction
4 hours; 4 credits
An examination of various types of fiction. Special attention to such elements as plot, character development, setting, theme, point of view, style. (literature)
Prerequisites: ENG 111, ENG 151
ENH 211  Modes of Poetry
4 hours; 4 credits
A critical study of the variety of poetry, focusing on such recurring themes as the artist, the hero, belief and alienation, self and society, fantasy and reality, and love. (literature)
Prerequisites: ENG 111, ENG 151

ENH 212  Modes of Drama
(Also DRA 215)
4 hours; 4 credits
An introduction to the variety of forms and themes of dramatic literature. Major problems treated by dramatists will be examined, as well as genres: tragedy, comedy, farce, melodrama, tragicomedy, and the thesis play. (literature) (art & com.)
Prerequisites: ENG 111, ENG 151

ENH 213  Nonfiction
4 hours; 4 credits
An examination of great works of prose focusing on the ways they have been used to illuminate the self and society. Readings will be drawn from a variety of nonfiction genres such as autobiography, biography, letters and journals, journalism, essays, criticism, historical accounts and analyses, manifestos, theoretical treatises. (literature)
Prerequisites: ENG 111, ENG 151

ENH 214  Trends in Literature and Film
4 hours; 4 credits
An investigation into the ways in which film has become a literary genre and what seem to be the future relationships between literature and film. (literature)
Prerequisites: ENG 111, ENG 151

ENH 215  Literature and Humanities
4 hours; 4 credits
The treatment of major humanistic concerns in literature. The specific focus of each section will be announced in the Schedule of Classes. (literature)
Prerequisites: ENG 111, ENG 151

ENH 216  The Bible and Later Literature
4 hours; 4 credits
A study of the Bible as a literary work and its importance as an influence on later literature. (literature)
Prerequisites: ENG 111, ENG 151

ENH 217  Introduction to Shakespeare
4 hours; 4 credits
Representative works from across the spectrum of Shakespeare's career. The course is designed to introduce students to Shakespeare's language, interests, visions, and styles and to give them a sense of his historical context. (literature)
Prerequisite: ENG 111, ENG 151

ENH 221  African American Literature
(Also AFA 221)
4 hours; 4 credits
A sociological examination of African American literature as it has developed from the dynamic interaction between black and white communities and movements within the black community. Works by African American authors will be analyzed with respect to the dominant social forces of their times and the ideas about the historically persistent polemics of assimilation, separation, or cultural pluralism, and their relevance for Americans of African descent in their struggle for equality. (literature) (P&D)
Prerequisites: ENG 111, ENG 151

ENH 222  Women and Literature
(Also WMS 222)
4 hours; 4 credits
A study of works by and about women drawn from a variety of periods and genres. (literature) (P&D)
Prerequisites: ENG 111, ENG 151

ENH 223  Mythology of Women
(Also WMS 263)
4 hours; 4 credits
An analysis of myths that continue to influence the way men look at women and women look at themselves. (literature) (P&D)
Prerequisites: ENG 111, ENG 151

ENH 224  U.S. Literature: Multicultural Perspectives
4 hours; 4 credits
Literature by and about members of ethnic, racial, religious, sexual, and other minorities in the U.S. (art & com.) (P&D)
Prerequisite: ENG 111, ENG 151

Literature and Writing Courses
These courses, with few exceptions, are at the advanced level and are intended for students who have completed their requirements in English and wish additional electives and for students who are majoring in English. These courses are identified by the ALPHA prefix ENL

ENL 214  Principles of Editorial Style: Integration of Writing and Graphics
(Also COM 214)
4 hours; 3 credits
Editorial style as total concept, including both visual design and written concept. An introduction to professional writing, editorial concepts, and the publication process. Focus on brochure, newsletter, magazine, advertisement, and book structure; their meaning and significance. Writing and editing for such publications and for the marketplace, with special emphasis on audience and purpose and the development of a variety of editorial skills, such as proofreading, reorganizing, rewriting, collaborating, and coauthoring.
Prerequisite: ENG 151 or permission of instructor. (Students who successfully complete COM 211 may not register for COM/ENL 214.)

ENL 230  History of Print Media
(Also COM 230)
4 hours; 4 credits
An introductory survey of the evolution of newspapers, periodicals, and the publishing industry, focusing on technological developments, major innovations, legal and ethical issues, and societal impact.
Prerequisites: ENG 151 and COM 150

ENL 241  Communication Design Workshop: Writing and Design
(Also COM 241)
4 hours; 3 credits
Theoretical and practical approaches to the interrelationship of writing, print, and video graphics. Analysis of the role of subject, voice, and audience in determining appropriate visual and verbal forms. Practical problems of graphic and video reproduction and execution with applications through desktop publishing and small format TV. Each student works through a number of design problems and completes various problems and various projects of his/her choice.
Prerequisite: COM/ENL 214

ENL 265  Journal I
4 hours; 4 credits
During the semester, each student keeps a journal, including fragments of responses to whatever moments and situations (personal, domestic, social, cultural) he/she wishes to write about. Students will be encouraged to develop these fragments and their connections as an understanding of them deepens.
Prerequisite: ENG 151

ENL 267  Workshop in Creative Writing
4 hours; 4 credits
A general introduction to the field in which students work on projects of their own choosing drawn from a variety of genres. Class discussions of students' work and the problems of creative writing. Selected readings.
Prerequisite: ENG 151

ENL 268  Writing Fiction I
4 hours; 4 credits
A study of the techniques of writing fiction. Students will work on short stories and longer works, with a concentration on individual projects.
Prerequisite: ENG 151

ENL 270 Writing Poetry I
4 hours; 4 credits
An introduction to writing poetry. Class discussions of students' work and the problems of creating poetry. Selected readings.
Prerequisite: ENG 151

ENL 272 Playwriting I
4 hours; 4 credits
A course that will start with the writing of short dramatic scenes and will culminate in the writing of a one-act play or a single act of a larger play. Attendance at productions and reading from dramatic literature will be encouraged.
Prerequisite: ENG 151

ENL 274 Introduction to Screen Writing
(Also CIN 274)
4 hours; 4 credits
Writing for television and film. Class discussions of students' work and the problems of creating in this field. Selected readings.
Prerequisite: ENG 151

ENL 277 Introduction to Journalism
(Also COM 277)
4 hours; 4 credits
A general introduction to the principles of journalism. Work on reporting, editing, and layout, and an examination of distribution/feedback systems.
Prerequisite: ENG 151

ENL 280 Introduction to Women's Written Expression
(Also WMS 280)
4 hours; 4 credits
A course to develop skill in both imaginative and critical writing based primarily on the students' personal experiences, with some analysis of poetry and short stories written by selected women authors.
Prerequisite: ENG 151

ENL 281 Writing and Peer Tutoring
4 class hours, 2 laboratory hours; 4 credits
Provides an in-depth knowledge of the skills of exposition and advanced prose style through the writing and criticism of expository essays. The student will work with students in need of help in the college's English Learning Center for two hours per week in addition to the four hours of classroom work.
Prerequisite: ENG 151, letter of recommendation from the student's ENG 151 instructor, and permission of the instructor.

ENL 300 The Western Literary Tradition I
4 hours; 4 credits
An examination of texts by Chaucer, Shakespeare, Milton, and Pope or Swift. Readings in other English and continental authors, designed to help place these major figures in a broad cultural context.
Prerequisite: An ENH 200-level course

ENL 301 The Western Literary Tradition II
4 hours; 4 credits
An examination of representative texts from the three major modern literary movements: Romanticism, Realism, Modernism. English and American and works originally not written in English will be considered, as well as works by women and American minority authors.
Prerequisite: An ENH 200-level course

ENL 302 Oral Interpretation of Literature
4 hours; 4 credits
The oral interpretation of poetry, drama, fiction, and historical speeches. Students will prepare for oral performance by reading aloud, raising questions of meaning, doing library research, writing paraphrases, comparing other interpretations, and consulting an author's other works.
Prerequisite: An ENH 200-level course

ENL 312 Theories of Mass Media
(Also COM 312)
4 hours; 4 credits
A survey of contemporary communications theory defining the language, structure, systems, effects, and rhetoric of the mass media. Practical examples in journalism, advertising, publishing, radio, television, and film will be analyzed.
Prerequisite: ENG 151

ENL 314 Classical Greek and Roman Literature
4 hours; 4 credits
Readings in translation and discussion of works from Homer to Tacitus. Special attention will be given to the characteristics of specific genres.
Prerequisite: An ENH 200-level course

ENL 315 Early Celtic Literature
4 hours; 4 credits
Examines older literature of the Celtic languages of the British isles and northwest Europe. Mythological, heroic, Romance, and historical works may be considered. All works will be read in translation.
Prerequisite: An ENH 200-level course

ENL 316 Medieval Literature
4 hours; 4 credits
A study of the European contemporaries of Chaucer, including works dealing with Arthurian legends.
Prerequisite: An ENH 200-level course

ENL 317 English Literature prior to the Renaissance
4 hours; 4 credits
An intensive study of Old English and English Medieval literature through the fifteenth century.
Prerequisite: An ENH 200-level course

ENL 318 English Literature of the Renaissance
4 hours; 4 credits
A generic and thematic study of the nondramatic literature of sixteenth- and seventeenth-century England, with emphasis on Spenser and the Sidney circle.
Prerequisite: An ENH 200-level course

ENL 319 European Literature of the Renaissance and Seventeenth Century
4 hours; 4 credits
Readings in translation of the major works of European literature from the late fourteenth century through the seventeenth century.
Prerequisite: An ENH 200-level course

ENL 320 English Literature of the Seventeenth Century
4 hours; 4 credits
An intensive study of poets and prose writers of the period, from John Donne through John Dryden.
Prerequisite: An ENH 200-level course

ENL 322 English Literature in the Age of Reason
4 hours; 4 credits
A study of eighteenth-century England with emphasis on such authors as Addison, Steele, Swift, and Pope, and on the change in society during the period of the Enlightenment.
Prerequisite: An ENH 200-level course

ENL 324 Readings in English Romanticism
4 hours; 4 credits
A study of selected texts by Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, and others.
Prerequisite: An ENH 200-level course

ENL 325  Readings in Victorian Literature
4 hours; 4 credits
A study of important works of poetry, fiction, and nonfiction of the period by such authors as Tennyson, Hopkins, Dickens, G. Eliot, Arnold, Mill, Hardy.
Prerequisite: An ENH 200-level course

ENL 326  European Literature, 1780-1850
4 hours; 4 credits
Readings in European literature and related intellectual texts of the Romantic period with a view toward tracing the emergence of a distinctively modern consciousness. (Group C3.)
Prerequisite: A 200-level English course

ENL 330  The American Renaissance
4 hours; 4 credits
A detailed study of selected texts by Emerson, Thoreau, Hawthorne, Melville, and Whitman. The authors and their works are considered in relation to the social and philosophical backgrounds of their time.
Prerequisite: An ENH 200-level course

ENL 331  The Modernists I
4 hours; 4 credits
A study of the development of the modernist sensibility from the symbolists through World War I.
Prerequisite: An ENH 200-level course

ENL 332  The Modernists II
4 hours; 4 credits
A study of the modernist sensibility from the twenties through the existentialists. (Group C3.)
Prerequisite: A 200-level English course

ENL 333  Modern Irish Writers
4 hours; 4 credits
A study of Anglo-Irish literature since the Renaissance, with emphasis on Yeats and Joyce. Includes readings from Synge, O'Casey, Kinsella, Behan, O'Flaherty, and John Montague.
Prerequisite: An ENH 200-level course

ENL 334  Modern Russian Literature
4 hours; 4 credits
A study of Russian literature of the nineteenth and twentieth centuries (Group C3.)
Prerequisite: A 200-level English course

ENL 335  Modern Asian Literature
4 hours; 4 credits
An exploration of the world of Asia through literature. Works of major modern writers of India, China, Japan, and Vietnam will be studied with a view to understanding changing beliefs and values. (P&D)
Prerequisite: An ENH 200-level course

ENL 337  The Comic Vision
4 hours; 4 credits
An examination of comedy as a literary genre. Works will range from classical to modern and will cover the forms of comedy from farce to tragicomedy.
Prerequisite: An ENH 200-level course.

ENL 338  Epic and Romance
4 hours; 4 credits
Study of these genres, their similarities and dissimilarities, from classical and medieval times to the present.
Prerequisite: An ENH 200-level course
ENL 339 The Tragic Vision
4 hours; 4 credits
Themes and images evident in the Western tragic tradition, in all literary genres, will be examined. Relevant criticism will be studied to develop a framework for evaluation.
Prerequisite: An ENH 200-level course

ENL 340 Autobiography and Biography
4 hours; 4 credits
An analysis of the autobiographical genre with attention to its evolution from the Middle Ages to the present. Biography will be discussed in contrast: the form of each; the structure of truth and illusion; the role of memory and imagination; the interaction of past and present; and the relation of the individual to society.
Prerequisite: An ENH 200-level course

ENL 341 Studies in Eighteenth-Century Fiction
4 hours; 4 credits
A study of selected novels by Defoe, Richardson, Fielding, Smollett, Swift, Sterne, Prevost, Voltaire, Diderot, Laclos, Wieland, Goethe, and others who contributed to the development of prose fiction.
Prerequisite: An ENH 200-level course

ENL 342 Studies in Nineteenth-Century English Fiction
4 hours; 4 credits
A study of major English novelists from Jane Austen through George Gissing.
Prerequisite: An ENH 200-level course

ENL 343 Studies in Nineteenth-Century European Fiction
4 hours; 4 credits
Readings in European fiction, including Hugo, Balzac, Stendhal, Zola, Turgenev, Dostoyevsky, and Tolstoy.
Prerequisite: An ENH 200-level course

ENL 344 American Fiction from 1885 until World War II
4 hours; 4 credits
An examination of major figures and movements in American fiction from the Civil War until World War II.
Prerequisite: An ENH 200-level course

ENL 345 American Fiction since World War II
4 hours; 4 credits
An examination of significant short fiction and novels since World War II together with a consideration of major movements and trends.
Prerequisite: An ENH 200-level course

ENL 346 Modern English Fiction through World War II
4 hours; 4 credits
A study of the development of the English novel since 1900 with special attention to such figures as Conrad, Lawrence, Joyce, Woolf, and Graham Greene.
Prerequisite: An ENH 200-level course

ENL 347 Major Twentieth-Century Novelists
4 hours; 4 credits
A study of major modern works of fiction from Europe, Latin America, Asia, and Africa.
Prerequisite: An ENH 200-level course

ENL 348 Women Novelists
(Also WMS 348)
4 hours; 4 credits
Significant novels by such women authors as Jane Austen, George Eliot, Elizabeth Gaskell, Willa Cather, Virginia Woolf, Doris Lessing, Jean Rhys. (P&D)
Prerequisite: An ENH 200-level course

ENL 349 English and Commonwealth Fiction
4 hours; 4 credits

since World War II
An examination of major figures and trends in English fiction since World War II. Readings will be drawn from such authors as Kingsley Amis, Margaret Atwood, Margaret Drabble, Graham Greene, Doris Lessing, V.S. Naipaul, and Salman Rushdie. Prerequisite: An ENH 200-level course

ENL 350  American Poetry
4 hours; 4 credits
The course establishes the relationship between the poets' personal histories and the American literary tradition, between their different temperaments and individualistic poetic styles.
Prerequisite: An ENH 200-level course

ENL 351  Modern English Poetry
4 hours; 4 credits
A study of British, Irish, and Commonwealth poetry in the twentieth century.
Prerequisite: An ENH 200-level course

ENL 352  Major Twentieth-Century Poets
4 hours; 4 credits
Important twentieth-century poets (some in translation) such as Rilke, Lorca, Mistral, Neruda, Ungaretti, Williams, Thomas, and Pasternak.
Prerequisite: An ENH 200-level course

ENL 353  Contemporary Poetry
4 hours; 4 credits
An intensive study of several of the most prominent poets living and writing in America and England today.
Prerequisite: An ENH 200-level course

ENL 354  English Drama to 1800
(Also DRA 354)
4 hours; 4 credits
Selected works with emphasis on Elizabethan and Jacobean drama (exclusive of Shakespeare), and Restoration and eighteenth-century drama.
Prerequisite: An ENH 200-level course

ENL 355  Modern European Drama
(Also DRA 355)
4 hours; 4 credits
A study of the major dramatists of the modern European theater, with an emphasis placed upon the development of dramatic styles and themes, as well as the theatrical context in which the plays were produced.
Prerequisite: An ENH 200-level course

ENL 356  American Drama
(Also DRA 356)
4 hours; 4 credits
Readings of plays by O'Neill, Williams, Miller, and others who have dramatized the conflicts and predicaments of twentieth-century Americans.
Prerequisite: An ENH 200-level course

ENL 357  World Drama to 1800
(Also DRA 357)
4 hours; 4 credits
Selected plays from the Greeks to 1800.
Prerequisite: An ENH 200-level course

ENL 358  World Drama since 1800
(Also DRA 358)
4 hours; 4 credits
Selected plays from 1800 to the present.
Prerequisite: An ENH 200-level course

ENL 359  Contemporary Drama
(Also DRA 359)
4 hours; 4 credits
Major figures, works, and movements in dramatic literature since World War II, with special emphasis on the last two decades.
Prerequisite: An ENH 200-level course

ENL 360  Chaucer
4 hours; 4 credits
An intensive study of Chaucer's dream visions, Troilus and Cressida, and Canterbury Tales. Works to be read in Middle English.
Prerequisite: An ENH 200-level course

ENL 361  The Early Shakespeare
(Also DRA 361)
4 hours; 4 credits
A selection of Shakespeare's work written before 1600: early and middle comedies, the major histories, the earlier tragedies, and the poems.
Prerequisite: An ENH 200-level course

ENL 362  The Later Shakespeare
(Also DRA 362)
4 hours; 4 credits
A selection of Shakespeare's work written after 1600: the major tragedies, the problem plays, the late comedies and romances.
Prerequisite: An ENH 200-level course

ENL 363  John Milton
4 hours; 4 credits
An intensive study of the major works.
Prerequisite: An ENH 200-level course

ENL 366  Walt Whitman
4 hours; 4 credits
An intensive study of the man and his poetry. (P&D)
Prerequisite: An ENH 200-level course

ENL 370  Journal II
4 hours; 4 credits
Students will continue to keep the journals begun in Journal I. The emphasis in the second semester course will be on the exploration of the area where ideas of literature, psychology, and biography overlap with the introspective sort of writing involved in the personal journal. The class meetings will be concerned essentially with extending the ideas that emerge from the individual journals.
Prerequisite: ENL 265

ENL 371  Writing Fiction II
4 hours; 4 credits
A second-level course in writing fiction. Stories written by students and examples from the literature of the short story will be analyzed with a view to developing the skills involved in writing short fiction.
Prerequisite: ENG 268 or permission of the instructor

ENL 372  Writing Poetry II
4 hours; 4 credits
A second-level course in writing poetry. Poems written by students and examples from the literature of poetry will be analyzed with a view to developing the basic skills involved in poetic composition.
Prerequisite: ENL 270 or permission of the instructor

ENL 373  Playwriting II
4 hours; 4 credits
A second-level course in playwriting. Plays (or scenes from plays) written by students and examples from dramatic literature are analyzed with a view to developing the basic skills involved in dramatic composition.
Prerequisite: ENL 272 or permission of the instructor
ENL 374  Charles Dickens  
4 hours; 4 credits  
Reading and discussion of selected novels in which Dickens explores such questions as economic and social injustice and psychological aberration in human character.  
Prerequisite: An ENH 200-level course

ENL 375  James Joyce  
4 hours; 4 credits  
An in-depth study; includes a comprehensive reading of Dubliners, A Portrait of the Artist as a Young Man, Ulysses, as well as selections from Finnegans Wake.  
Prerequisite: An ENH 200-level course

ENL 378  Major English Author I  
4 hours; 4 credits  
Intensive study of the works of a major English author.  
Prerequisite: An ENH 200-level course

ENL 379  Major English Author II  
4 hours; 4 credits  
Intensive study of the works of a major English author.  
Prerequisite: An ENH 200-level course

ENL 380  Major English Author III  
4 hours; 4 credits  
Intensive study of the works of a major English author.  
Prerequisite: An ENH 200-level course

ENL 381  Major American Author I  
4 hours; 4 credits  
Intensive study of the works of a major American author.  
Prerequisite: An ENH 200-level course

ENL 382  Major American Author II  
4 hours; 4 credits  
Intensive study of the works of a major American author.  
Prerequisite: An ENH 200-level course

ENL 383  Major American Author III  
4 hours; 4 credits  
Intensive study of the works of a major American author.  
Prerequisite: An ENH 200-level course

ENL 384  Major Woman Author I  
(Also WMS 384)  
4 hours; 4 credits  
Intensive study of the work of a major woman author. (P&D)  
Prerequisite: An ENH 200-level course

ENL 385  Major Woman Author II  
(Also WMS 385)  
4 hours; 4 credits  
Intensive study of the work of a major woman author. (P&D)  
Prerequisite: An ENH 200-level course

ENL 386  Major Woman Author III  
(Also WMS 387)  
4 hours; 4 credits  
Intensive study of the work of a major woman author. (P&D)  
Prerequisite: An ENH 200-level course
ENL 387  Major World Author I
(Also LNG 387)
4 hours; 4 credits
Intensive study of the work of a major world author.
Prerequisite: An ENH 200-level course

ENL 388  Major World Author II
(Also LNG 388)
4 hours; 4 credits
Intensive study of the work of a major world author in English translation.
Prerequisite: An ENH 200-level course

ENL 389  Major World Author III
(Also LNG 389)
4 hours; 4 credits
Intensive study of the work of a major world author in English translation.
Prerequisite: An ENH 200-level course

ENL 390  Studies in Women in Literature and the Arts
(Also WMS 390)
4 hours; 4 credits
This course examines women's literature, art, and film as shaped by national culture, historical circumstances, class, and age.
(P&D)
Prerequisite: An ENH 200-level course

ENL 391  Woman as Hero
(Also WMS 391)
4 hours; 4 credits
Selected readings from Greek drama through current literature, revealing the position and experience of women as heroes.
(P&D)
Prerequisite: An ENH 200-level course

ENL 392  The Black Writer in the Modern World
(Also AFA 323)
4 hours; 4 credits
An intensive study of various recent and contemporary Black authors, writing in all the literary genres, and their grappling with traditional and changing environments. (P&D)
Prerequisite: An ENH 200-level course

ENL 394  Studies in Science Fiction
4 hours; 4 credits
An intensive study of literature that both employs the latest discoveries of technology and medicine and introduces new concepts to the worlds of technology and medicine.
Prerequisite: An ENH 200-level course

ENL 395  Mythic Concepts and Archetypes in Literature
4 hours; 4 credits
The presence and influence of Jungian and folkloric concepts in past and current literature. (P&D)
Prerequisite: An ENH 200-level course

ENL 396  Studies in Global Literature I
(Also LNG 396)
4 hours; 4 credits
Focus on literature from outside the U.S. and Europe. The specific emphasis will vary from semester to semester and will be announced in the Schedule of Classes. (P&D)
Prerequisite: An ENH 200-level course

ENL 397  Studies in Global Literature II
(Also LNG 397)
4 hours; 4 credits
Focus on literature from outside the U.S. and Europe. The specific emphasis will vary from semester to semester and will be announced in the schedule of classes. (P&D)
Prerequisite: An ENH 200-level course

ENL 398  Cultural Variety in the Literature of the United States
4 hours; 4 credits
An examination of literature offering perspectives on the diversity that comprises our American experience: ethnic backgrounds, races, religions, genders, sexual orientations, age groups, etc. Focus of the course varies from semester to semester. (P&D)
Prerequisite: An ENH 200-level course.

ENL 399  Themes in Literature
4 hours; 4 credits
A study of selected themes in literary works. The particular theme for the semester will be announced in the Schedule of Classes.
This course may be taken more than once for credit.
Prerequisite: An ENH 200-level course

ENL 429  Autobiographical Writing
4 hours; 4 credits
A writing and discussion course for students who, working in various literary genres, will be exploring autobiography as the basis for content. Conferences and group sessions on the student-author's work.
Prerequisite: ENG 151

ENL 430  Creative Writing
4 hours; 4 credits
A series of experiments in the writing of poetry and prose fiction, designed to develop writing skills through extensive practice. Production and publication of selected projects. Class meetings and individual conferences.
Prerequisite: ENG 267 or permission of the instructor

ENL 431  Craft of Fiction Workshop
4 hours; 4 credits
An advanced course in the craft of fiction. In a workshop situation, the student's work will be discussed and analyzed. Particular techniques of short story and novel writing will be closely explored.
Prerequisite: ENL 371 or permission of the instructor

ENL 432  Craft of Poetry Workshop
4 hours; 4 credits
An advanced course in the craft of poetry. In a workshop setting, the student's work will be discussed and analyzed. Particular techniques of the art of poetry will be closely explored. A degree of poetic sophistication will be expected of the workshop participants.
Prerequisite: ENL 372 or permission of the instructor

ENL 433  Nonfiction Writing
4 hours; 4 credits
A course intended to develop the student's skill in expository and critical writing. Attention will be given to the problems of structure and style with a view to writing with more persuasiveness.
Prerequisite: ENG 151

ENL 435  Playwright's Workshop
4 hours; 4 credits
An advanced course in playwriting. In a workshop situation, the student's work will be discussed and analyzed. Particular techniques of playwriting will be closely explored. An effort will be made to have a current theater workshop class perform some of the contributed material.
Prerequisite: ENL 272 or permission of the instructor

ENL 436  Screen Writing
(Also CIN 436)
4 hours; 4 credits
Study of the craft of constructing the screenplay, treatment, synopsis, and shooting script. The student will work on the problems of creating the original filmscript as well as adapting a piece of existing material for the screen.

Prerequisite: CIN/ENL 274 or permission of the instructor

ENL 437 Writing in the Business World
4 hours; 4 credits
Communications, reports, descriptive statements, promotional writing, etc., which form the basis for written work in business, advertising, and industry.
Prerequisite: ENG 151

ENL 438 Newspaper Reporting
(Also COM 438)
4 hours; 4 credits
Techniques of copyediting and proofreading for both the reporter-writer and the editor.
Prerequisite: ENG 151

ENL 440 Magazine Writing
4 hours; 4 credits
A writing and discussion course for students who want to break into the magazine publishing world. Writing for popular, specialized, little, and broad-circulation magazines will be covered, as well as the broader aspects of the publishing market. Conferences and group sessions on the student-author's work.
Prerequisite: ENG 151

ENL 441 Writing about Media
4 hours; 4 credits
A writing and discussion course for students who are interested in producing articles and books concerning films, records, and television. Conferences and group sessions on the student-author's work.
Prerequisite: ENG 151

ENL 442 Women's Written Expression
(Also WMS 442)
4 hours; 4 credits
A seminar to develop skills in both imaginative and critical writing, incorporating an analysis and comparison of the stylistic developments of women authors.
Prerequisite: ENG 151

ENL 445 Journalism and Society
(Also COM 445)
4 hours; 4 credits
Learning to "read" and write the news. Analysis of the ways in which news stories define our understanding of society. The course will consider both the effect of print and broadcast journalism on politics, values, and social standards and the pressures on the press, which define its values. Topics vary from term to term.
Prerequisite: ENG 151

ENL 446 Writing for the Media
(Also COM 465)
4 hours; 4 credits
Scripting for various media, including slide-tape presentations, audio, video, film, television, and print. The course emphasizes the translation of information, ideas, and experience into various presentational formats and applies that knowledge to specific projects such as marketing presentations, sales, promotion scripts, and motivational scripts within industry.
Prerequisites: A COM 200-level course and ENG 151 or permission of instructor

ENL 470 Senior Seminar in Literature
4 hours; 4 credits
Various topics in literature, differing from semester to semester.
Prerequisites: Senior standing and permission of the instructor

ENL 475 Writing for Advertising and Public Relations
(Also COM 475)
4 hours; 4 credits
An introduction to the techniques of writing promotional copy, including advertising (print and broadcast), press releases, direct mail, and publicity materials. Students analyze advertising and public relations campaigns from a marketing point of view and evaluate and discuss their effectiveness. Assignments include product, audience and media analysis, copywriting ads, press releases, and direct mail letters.

Prerequisites: COM 211 or COM/ENL 214 and ENG 151 or permission of instructor

ENL 480 Studies in Advanced Journalism
(Also COM 480)
4 hours; 4 credits
Analysis of the techniques required for good feature writing, magazine writing, personal journalism, investigative reporting, interviewing, etc. Emphasis varies from term to term.
Prerequisite: ENL/COM 412 or ENL/COM 438

Linguistics Courses
These courses are intended for students who have completed their requirements in English and wish additional electives, as well as for students majoring in English.

ENL 222 English Pronunciation
3 hours; 3 credits
The sounds of standard American English and the articulatory mechanism; the International Phonetic Alphabet; normative pronunciation.
Pre- or corequisite: ENG 111

ENL 422 Introduction to Linguistics
4 hours; 4 credits
The scientific study of language: sounds, grammar words, animal communication, language families, etc. Special consideration is given to the dialect of New York City.
Prerequisite: ENG 151

ENL 423 Modern English Grammar
4 hours; 4 credits
The structure of English sentences, examined from both the transformational and traditional points of view.
Prerequisite: ENG 151

ENL 424 Language Change
4 hours; 4 credits
How languages change and why, using the English language and the Indo-European family as examples.
Prerequisite: ENG 151

ENL 425 History of the English Language
4 hours; 4 credits
How the sounds, grammar, spelling, and words of English came to be the way they are.
Prerequisite: ENG 151

ENL 426 Language Acquisition and Psycholinguistics
(Also LNG 426)
4 hours; 4 credits
The course examines issues in psycholinguistics, especially those related to native, foreign, and second language acquisition: How is language learned? How do we acquire a second language? What are the characteristics of successful language learning?
Prerequisites: ENG 151

ENL 427 Sociology of Language
(Also SOC 427)
4 hours; 4 credits
Areas of discussion include language and class, language and sex, language and race, and language and ethnicity.
Prerequisite: ENG 151

Speech Courses
These courses are intended for students who have completed their requirements in English and wish additional electives, for students majoring in English, and for students wishing a minor in Speech.

ENL 112  Public Speaking
3 hours; 3 credits
A basic course in public speaking, with emphasis on student performance.

ENL 212  Discussion and Debate
3 hours; 3 credits
Techniques of leading and participating in group discussions, and the principles and practice of debating. Parliamentary rules of order are covered.
Pre- or corequisite: ENG 111

ENL 302  Oral Interpretation of Literature
4 hours; 4 credits
The oral interpretation of poetry, drama, fiction, and historical speeches. Students will prepare for oral performance by reading aloud, raising questions of meaning, doing library research, writing paraphrases, comparing other interpretations, and consulting an author's other works.
Prerequisite: An ENH 200-level course

ENL 312  Theories of Mass Media
(Also COM 312)
4 hours; 4 credits
A survey of contemporary communications theory defining the language, structure, systems, effects, and rhetoric of the mass media. Practical examples in journalism, advertising, publishing, radio, television, and film will be analyzed.
Prerequisite: ENG 151

ENL 412  Broadcast Journalism
(Also COM 412)
4 hours; 4 credits
An introduction to the theory, history, and practice of modern newscasting. Special emphasis will be placed on preparing material for broadcast on radio and television. Readings will explore the economic realities of broadcasting, legal sanctions, and social impact. Students will monitor newscasts, analyze them, and write copy suitable for broadcast.
Prerequisites: Prerequisite: ENG 151; COM 100 is recommended

French

Department of Modern Languages
Chair, Associate Professor Kathryn Talarico, English, Speech, and World Literature/Modern Languages Building (2S), Room 109

All students with prior training in French must take a proficiency examination to determine placement at an appropriate level.

Minor
At least 12 credits of courses at the 200 level or above.

Courses

FRN 101  French Conversation I
2 hours; 2 credits
Practical French for business, community relations, travel, and simple technical application. For beginners with no previous knowledge of the language. Regular attendance in the Modern Languages Media Center is required.

FRN 102  French Conversation II
2 hours; 2 credits
A continuation of FRN 101. Regular attendance in the Modern Languages Media Center is required.
Prerequisite: FRN 101 or equivalent
FRN 113 Basic French I  
4 hours; 4 credits  
A beginning course in fundamentals of expression and communication for those who have had no previous work in the language. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)

FRN 114 Basic French II  
4 hours; 4 credits  
A continuation of FRN 113. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)  
Prerequisite: FRN 113 or equivalent

FRN 208 French for Native Speakers  
4 hours; 4 credits  
For students with fluency in spoken French but lacking experience in writing and reading the language.

FRN 213 Continuing French I  
4 hours; 4 credits  
Grammar review and more intensive training in the fundamentals of expression and communication. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)  
Prerequisite: FRN 114 or equivalent

FRN 215 Continuing French II  
4 hours; 4 credits  
A continuation of FRN 213 with stress on written and oral composition and on selected cultural and literary readings of intermediate difficulty. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)  
Prerequisite: FRN 213 or equivalent

FRN 313 Advanced Communication Skills  
4 hours; 4 credits  
Refinement of written and oral expression through composition, translation, oral reports, and critical study of the French grammar based on the analysis of selected literary readings of advanced difficulty. Regular attendance in the Modern Languages Media Center is required.  
Prerequisite: FRN 215 or equivalent

FRN 325 French Civilization  
4 hours; 4 credits  
The art, literature, history, and political and social systems of the French speaking world. A panoramic approach designed to provide a basic knowledge of French civilization.  
Prerequisite: FRN 313 or equivalent

FRN 340 An Introduction to the Literature of France  
(Also WMS 353)  
4 hours; 4 credits  
A chronological survey of the literature of France from the Middle Ages to the present. (literature)  
Prerequisite: FRN 313 or equivalent

FRN 350 The Feminist Challenge in French Literature  
(Also WMS 353)  
4 hours; 4 credits  
A study of the most important women writers in French literature, focusing primarily on selected works of Christine de Pisan, Marguerite de Navarre, Madame de Staël, George Sand, Colette, Simone de Beauvoir, Françoise Sagan, Nathalie Sarraute. Taught in French (literature)  
Prerequisite: FRN 313 or equivalent

FRN 426 Classical French Drama  
(Also DRA 426)  
4 hours; 4 credits  
Plays of Corneille, Racine, Molière, with special emphasis on the continuing role of Molière in the world's theater. (literature)  
Prerequisite: FRN 313 or equivalent for those doing readings and assignments in French; ENG 151 or a former ENG 200 course for those doing readings and assignments in English
FRN 450  Contemporary French Literature
4 hours; 4 credits
An analysis of representative masterpieces of twentieth-century French literature from Proust, Gide, and Malraux to Sartre, Camus and Robbe-Grillet. (literature)
Prerequisite: FRN 313 or equivalent

FRN 465  French Existentialist Literature
4 hours; 4 credits
A study of French existentialist literature through the works of Sartre, Simone de Beauvoir, Proust, and Camus. (literature)
Prerequisite: FRN 313 or equivalent

Freshman Workshop Courses
Department of English, Speech, and World Literature and other participating departments
Coordinator: Associate Professor Rose Ortiz, English, Speech, and World Literature/ Modern Languages Building (2S), Room 213

The Freshman Workshop program assists students who require comprehensive instruction in reading and writing for college by allowing them to enroll in three linked courses: a reading, a writing, and a discipline-based workshop course in either business, social science, humanities, or science/technology. Each workshop course is offered in conjunction with a designated section of ENG 001 and also ENG 002 or ENG 004 (ENG 008 or 037 and ENG 010 or 039 for ESL students.) The three courses are coordinated to enhance the development of the students' skills.

Students must register for both the workshop and the designated English courses. They must also attend the English Learning Center for at least one hour each week for tutoring. Students can receive credit for only one Freshman Workshop.

FBU 103  Freshman Workshop in Business
4 hours; 2 credits
An introduction to basic vocabulary, methods, and concepts in business. Materials will be drawn from readings and personal investigations. Emphasis will be placed upon developing an awareness of the tools used by a student of business as well as the development of communication skills as instruments of inquiry.

FHU 103  Freshman Workshop in Humanities
4 hours; 2 credits
An introduction to basic vocabulary, methods, and concepts in the humanities. Materials will be drawn from readings and personal investigations. Emphasis will be placed upon developing an awareness of the tools used by a student of the humanities as well as the development of communication skills as instruments of inquiry.

FSC 103  Freshman Workshop in Science/Technology
4 hours; 2 credits
An introduction to basic vocabulary, methods, and concepts in science/technology, with particular attention to a specific specialized discipline. Materials will be drawn from readings and laboratory observations. Emphasis will be placed upon developing an awareness of the tools used by a scientist as well as the development of communication skills as instruments of inquiry.

FSS 103  Freshman Workshop in Social Science
4 hours; 2 credits
An introduction to basic vocabulary, methods, and concepts in social science, with particular attention to a specific specialized discipline. Materials will be drawn from readings and personal investigations. Emphasis will be placed upon developing an awareness of the tools used by a social scientist as well as the development of communication skills as instruments of inquiry.

Geography
(Minor)
Department of Political Science, Economics, and Philosophy
Coordinator: Associate Professor Deborah Popper, History/Political Science, Economics, and Philosophy Building (2N), Room 238
Minor Requirements: 15 credits
  
  GEG 100 Introduction to Geography 3 credits
  
  and
  
  At least 12 credits at or above the 200 level.

Courses

GEG 100  Introduction to Geography
3 hours; 3 credits
Fundamental relationships between people and Earth are explored through examination of different world regions. The course covers variations in climate, agriculture, resources, economic, cultural, and political phenomena. (social science)

GEG 220  Geography of Western Europe
4 hours; 4 credits
Demographic, economic, and political effects on the nations of Western Europe of the intraregional variations in such fundamental geographic factors as geomatic position, climate, soils, minerals, and elevation. Emphasis on selected nations in the context of twentieth-century industrial development.

GEG 222  Geography of the United States
4 hours; 4 credits
This course explores the geographic variety of the United States. The country's physical characteristics are regionally diverse and provide an array of resources. Different populations have put them to use in various ways. The course traces who lives where, why, what they have found there, what have they done with it. Emphasis is placed on the contrasting threads of regional variation and national homogenization. (social science)
Prerequisite: ENG 111

GEG 223  American Landscapes
(Also HST 223)
4 hours; 4 credits
A study of American landscapes through historical geography and history. This course examines the making of American landscapes, including not only the "natural" processes but also the social, cultural, and ideological forces that have shaped them. (social science)
Prerequisites: ENG 111, COR 100, and any college-level history course.

GEG 250  Conservation and Humanity
4 hours; 4 credits
Analysis of the nature and extent of pollution and depletion of essential resources of mankind, with emphasis on food, water, and oxygen. Study will include inquiry into economic, legal, and political problems of control, detection, and prevention of pollution and depletion of resources. (social science)
Prerequisites: ENG 111, COR 100

GEG 252  Economic Geography
(Also ECO 252)
4 hours; 4 credits
Introduction to the principles of economic geography. Systematic analysis of the location and distribution of resources and economic activities; studies of the scope and methods of modern economic geography. (West and the World)
Prerequisites: ENG 111, COR 100

GEG 260  Urban Geography
4 hours; 4 credits
A study of urbanization, urban growth, and urban form, both within the metropolitan area and as part of a system. The course examines how societies shape space to employ their human and physical resources to develop their urban landscapes and how old patterns are replaced by new ones as a result of economic, political, and social transformations. The course will cover urban geography in several societies. (social science)
Prerequisite: ENG 111

GEG 264  Political Geography
(Also POL 264)
4 hours; 4 credits
A study of the relationships between the earth and political life, with primary emphasis on international as distinct from intranational problems of such factors as shape, size, and geomatic positions of selected nation states; the political significance of variation in quantity, quality, and area distribution of national resources — agricultural, mineral, and human. (social science) (West & World)
Prerequisites: ENG 111, COR 100

GEG 266 Environmental Ethics
(Also PHL 266)
4 hours; 4 credits
This course provides a critical forum to examine the roots and results of our attitudes toward the environment. How should we view the apparent connections between pollution, economic development, and poverty; what (if anything) do we owe future generations; how should we consider non-human animals in the environment; is there justice or injustice in environmental civil disobedience? The course will draw on issues related to philosophy, geography, biology, economics, geology, and political science; and will challenge the exercise of global consciousness in "real world" terms. (West & World)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

Geology

(Minor)
Department of Engineering Science and Physics
Chair: Professor Alfred M. Levine, Computer Sciences/Engineering Science and Physics Building (1N), Room 226

Pre-minor Requirements: 8 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 100 Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 101 Physical Geology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>GEO 102 Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 103 Historical Geology Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Minor Requirements: 15 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 105 Environment Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEO 220 General Geophysics</td>
<td>3</td>
</tr>
<tr>
<td>GEO 320 Invertebrate Paleontology</td>
<td>4</td>
</tr>
<tr>
<td>GEO 322 Structural Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

Courses

GEO 100 Physical Geology
3 hours; 3 credits
Materials, structure, and behavior of the earth's crust. Description of streams, atmosphere, ground water, glaciers, and oceans, with a discussion of the erosional and depositional work of each. Participation in scheduled field trips is required. (science)
Prerequisite: Successful completion of the CUNY Mathematics Assessment Test or MTH 020
Corequisite: GEO 101

GEO 101 Physical Geology Laboratory
2 laboratory hours; 1 credit
Physical properties and identification of minerals; igneous, sedimentary, and metamorphic rock identification. Maps and interpretation of geo-morphological features. (science)
Corequisite: GEO 100

GEO 102 Historical Geology
3 hours; 3 credits
Geologic history of the earth. Application of fundamental principles of stratigraphy to the reconstruction of paleogeographic, ancient sedimentary, and tectonic relationships. The evolution of life is traced from the fossil record. Participation in scheduled field trips is required. (science)
Prerequisite: Successful completion of the CUNY Mathematics Assessment Test or MTH 020
Corequisite: GEO 103
GEO 103  Historical Geology Laboratory
2 laboratory hours; 1 credit
Classification and identification of major fossil groups. Interpretation of rock record with emphasis on stratigraphic correlation. Major geological features of the United States. (science)
Corequisite: GEO 102

GEO 105  Environmental Geology
3 class hours, 2 laboratory hours; 4 credits
Application of the principles of the earth sciences to problems associated with urban and regional development. Water, minerals, and fuel resources, waste disposal, subsurface storage, hazards of nature (earthquakes, fire, flood, landslides, extreme climate, and weather variations). Physical properties of rocks and soil. Case histories. Participation in scheduled field trips is required. (science)
Prerequisite: Successful completion of the CUNY Mathematics Assessment Test or MTH 020

The following courses are available through independent study. Contact Assistant Professor A. Ohan, Department of Engineering Science and Physics.

GEO 220  General Geophysics
3 hours; 3 credits
Prerequisites: GEO 100, PHY 110 or 120, or permission of the instructor

GEO 320  Invertebrate Paleontology
3 class hours, 3 laboratory hours; 4 credits
Prerequisites: GEO 100 or 102

GEO 322  Structural Geology
3 class hours, 3 laboratory hours; 4 credits
Prerequisites: GEO 100 or 102

Health Education Course
Department of Nursing
Chair: Associate Professor Linda Reese, Marcus Hall (5S), Room 213

The following course in health education is offered as a non-liberal arts and sciences elective. It may not be used to satisfy the College Physical Education Requirement.

HED 111  First Aid and Safety
2 hours, 2 laboratory hours; 3 credits
Theory and practice of first aid to the injured. Safety procedures when emergency first aid is needed and medical assistance is delayed. Includes cardio-pulmonary resuscitation (CPR), care and prevention of accidental injuries and sudden illness.

History
(Bachelor of Arts, Minor; Master of Arts, see Graduate Catalog)
Department of History
Chair: Professor Calvin Holder, History/Political Science, Economics, and Philosophy Building (2N), Room 210

History (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.
Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Major Requirements: 32 credits
   HST 200 Introduction to Historical Method 4 credits
   HST 401 Seminar in Advanced Historical Study 4 credits

Twenty-four credits of history courses at the 200 level or higher, of which at least two courses must be at the 300 level including:
   At least one history course designated as pre-1700 history
   At least one history course designated as modern European history
   At least one history course designated as United States history
   At least one history course from a geographical area other than Europe or the United States, designated as World history

A 200-level geography course may be used to meet this 24-credit requirement. At most, one independent study course may be used to satisfy this requirement. The cumulative grade point average in history courses must be 2.0 or higher for graduation.

Electives: 29-48 credits
Total Credits Required: 120

Minor
At least 12 credits of courses in history at or above the 200 level including courses from at least two of the following categories: pre-1700 history; modern European history; United States history; World history.

Honors
To graduate with honors a student must have a minimum of 3.5 grade point average in courses in the major and an honors thesis must be completed under the supervision of a history faculty member and the department chair.

Courses

HST 100 Past and Present
3 hours; 3 credits
An interdisciplinary approach to historical experience since the Renaissance, with particular emphasis on significant themes and events and on concepts such as freedom, power, social roles, bureaucracy, and historical cycles. (social science)

HST 116 Freshman Seminar in History
3 hours; 3 credits
An interdisciplinary approach to historical experience since the Renaissance with selected emphasis on significant themes and events and on concepts such as freedom, power, social roles, bureaucracy, and historical cycles. The seminar is designed to give students special instruction in communications skills. It is offered in conjunction with a designated section of ENG 001. Students must register for both the seminar and the designated English course. Students can receive credit for only one freshman seminar. (social science)
Prerequisite: Successful completion of CUNY/ACT Reading Skills Test. Students who successfully complete the Freshman Seminar in History may not register for any additional 100-level courses in history without permission of the Department Chairperson.

HST 160 African American History 1619 to the Present
(Also AFA 160)
3 hours; 3 credits
From the forced migration of the first Africans in the seventeenth century to the contemporary struggles for equality; emphasis on such topics as slavery; abolition, Reconstruction, the origins of Jim Crow, urban migrations, the struggle for civil rights, nonviolence, and the new militancy. (social science)

HST 182  Women's History and Feminist Theory
(Also WMS 100)
3 hours; 3 credits
This course explores both the history of women's experience and feminist interpretations of their historical condition. Emphasis is on the development of analytic and writing skills. (social science)

HST 200  Introduction to Historical Method
4 hours; 4 credits
In this course, students gather, analyze, and weigh evidence and judge the historical significance of facts. They discuss important issues in the philosophy of history such as causation, the role of individuals, and objectivity. They use these skills and insights in the writing of a research paper. Required for History majors; open to all students.
Prerequisites: ENG 111 and any college-level history course

HST 201  History of Western Civilization, Antiquity to 1500
4 hours; 4 credits
The historical development of Western civilization in ancient, medieval, and Renaissance times, with emphasis on the individuals, issues, ideas, institutions, and events that highlight its evolution. For history majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 202  History of Western Civilization since 1500
4 hours; 4 credits
The historical development of Western civilization from the sixteenth century to the present. The focus is on Europe, but developments in other areas of the world are considered in relation to Western ideas. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 203  The World since 1914
4 hours; 4 credits
Major political, economic, social, and cultural developments beginning with World War I. The course will focus on the processes of decolonization and modernization around the world. (West and World)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 204  Introduction to Asian Civilization
4 hours; 4 credits
An introductory course on the nature of Asian civilization and culture. The first part will deal with an analysis of the historical role of Buddhism, Confucianism, and Taoism; the second, with different paths to modernization emphasizing China, India, and Japan. For history majors and minors, this is designated as a World history course. (social science) (P&D)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 206  Modern China
4 hours; 4 credits
A survey of China from the nineteenth century to the present. The course will analyze the character of early Western involvement and Chinese responses, the rise of Chinese communism, and China's struggle to modernize. For history majors and minors, this is designated as a World history course. (West and the World) (P&D)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 207  History of Africa
(Also AFA 260)
4 hours; 4 credits
Nineteenth-century African history, the story of European imperialism, and the emergence of modern, independent Africa and its problems. For history majors and minors, this is designated as a World history course. (West and the World) (P&D)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 208  History of Modern Latin America
4 hours; 4 credits
A survey of the social, economic, political, and cultural development of Latin America since independence. The course will focus on the prevailing colonial influences on modern institutions; Cuba, Venezuela, and Brazil as developmental models; and on United States-Latin American relations. For history majors and minors, this is designated as a World history course. (social science) (P&D) (West and the World)

Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 209 Modern Japan
4 hours; 4 credits
An exploration of themes in Japanese history, such as the indigenous roots of the late nineteenth-century transformation, the debate on the origins of military rule of the 1930s, the reasons for the economic success story of the post-war period, and the human and ecological cost of the great changes over the nineteenth and twentieth centuries. For history majors and minors, this is designated as a World history course. (West and the World) (P&D)

Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 210 History of Modern India
4 hours; 4 credits
A survey of the history of India from the end of the Mogul period to the present. Emphasis will be placed on the nature of British imperialism, the Independence movement, and India's attempts to modernize. For history majors and minors, this is designated as a World history course. (social science) (P&D)

Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 211 Japanese Civilization
4 hours, 4 credits
A survey of Japanese history from the beginning of the historical period through the eighteenth century. The course will examine major themes such as the early Japanese traditions, China's influence, the Japanese adaptation of Chinese ideas and institutions, the changing nature of elite status, relations with outsiders, and Japanese religious and philosophical traditions. For history majors and minors, this is designated as a World history course. (social science) (P&D)

Prerequisite: ENG 111, and COR 100 or any college-level history course

HST 212 History of the Ancient Near East
4 hours; 4 credits
An interdisciplinary approach to ancient Near Eastern civilizations of the pre-Christian era. Attention will be given to the literature, history, mythology, philosophy, religions, art, and architecture of Egypt, Mesopotamia, Persia, and ancient Palestine. For history majors and minors, this is designated as a pre-1700 history course. (social science)

Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 213 Chinese Civilization
4 hours; 4 credits
A survey of Chinese history from the beginning of the historical period through the eighteenth century. The course will examine major themes such as the imperial state, philosophical and religious traditions, the changing nature of elite status, relations with Inner Asia, and the agrarian-based society and the emergence of the commercial economy. For history majors and minors, this is designated as a World history course. (social science) (P&D)

Prerequisite: ENG 111, and COR 100 or any college-level history course

HST 214 Greece and the Hellenistic World
4 hours; 4 credits
Introduction to the social, economic, political, and intellectual history of Greece from ca. 2000 B.C. to the Hellenistic world of ca. 250 B.C. Integration of background with various aspects of Greek and Hellenistic culture, for example, philosophy, political thought, and religion. Emphasis on the interpretation of primary and secondary sources in historical study. For history majors and minors, this is designated as a pre-1700 history course. (social science)

Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 218 The Roman World
4 hours; 4 credits
Aspects of Roman history in relation to the historical background, for example, the growth of the Roman constitution in the age of the republic, Rome's expansion in the Mediterranean world, the Roman revolution, the principate, the problems of primary and secondary sources in historical study. For history majors and minors, this is designated as a pre-1700 history course. (social science)

Prerequisites: ENG 111, and COR 100 or any college-level history course
HST 220 Medieval Thought and Civilization
4 hours; 4 credits
Various aspects of the culture of the Middle Ages from the creation of the Carolingian empire (ca. 800 to ca. 1300) in relation to the historical background; special emphasis on the interaction of the Church, state, and medieval social classes in the creation of a distinctive medieval civilization. The course is interdisciplinary in approach and includes readings in literature and slide lectures. For history majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 223 American Landscapes
(Also GEG 223)
4 hours; 4 credits
A study of American landscapes through historical geography and history. This course examines the making of American landscapes, including not only the "natural" processes but also the social, cultural, and ideological forces that have shaped them. For history majors and minors, this is designated as a United States history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 224 Jewish History
4 hours; 4 credits
The history of the Jewish people including their culture, religion, education, and economic conditions from the Babylonian exile (586 B.C.) through the present day; domination by Persia, Greece, and Rome; Jewish life in Babylonia and neighboring Eastern lands; Jews in the Western world from medieval to modern times; the development of Jewish communities and the distinctive features of life in Italy, Spain, France, Germany, England, Russia, Poland, and the United States; the world wars and the Jews; the State of Israel. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 225 History of Christianity
4 hours; 4 credits
A cultural approach to early Christianity, featuring an examination of the New Testament; a study of the history of the medieval Church and the emergence of Protestantism in the modern world. Examples of church art, architecture, and music in the Christian tradition. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 228 Renaissance and Reformation Europe
4 hours; 4 credits
A study of the interaction of the socioeconomic, intellectual, cultural, and religious trends of Europe from the close of the Middle Ages to the end of the sixteenth century. For history majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 230 Early Modern England
4 hours; 4 credits
English history from the Reformation to the end of the seventeenth century. The emphasis is on political history and the underlying social and economic forces. Topics generally include Protestantism and the rise of capitalism, origins of the English Revolution, and the background to American colonial and constitutional history. For history majors and minors, this is designated as a pre-1700 history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 234 Asian Tigers since 1945
4 hours; 4 credits
Focus is on the "Asian Tigers" (Hong Kong, Singapore, South Korea, and Taiwan), and exploration of themes such as post-1945 development and its connection to the common cultural heritage shared by these places; the British (Hong Kong and Singapore) and Japanese (South Korea and Taiwan) colonial heritages; and the post-1945 economy. The course will also examine the relationship of these places to their respective hinterlands and the sense of identity of the respective populations in relation to the mainland and the world at large. Overall, this class will examine the proposition that there is an East Asian developmental model. For history majors and minors, this is designated as a World history course. (West and the World) (P&D)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 235 The Modern Middle East
4 hours; 4 credits
A survey of the main political, social, economic, and intellectual currents of the nineteenth and twentieth centuries. Emphasis on historical background and development of current problems in the region. Topics of study include imperialism, religion, culture, women, class formation, oil, and the Arab-Israeli conflict. For history majors and minors, this is designated as a World history course. (social science) (P&D) (West and the World)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 236  Asian American History
4 hours; 4 credits
An introductory survey of the major Asian groups in the U.S. from their earliest migration to the present. The course will examine the immigration history, experiences, and major problems encountered by each group. For history majors and minors, this is designated as a United States history course. (social science) (P&D)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 238  World Civilization I
(Also SLS 240)
4 hours; 4 credits
A comparative study of the growth and development of the major global civilizations from earliest times to the onset of modernity. An overview of the development of civilizations, examining their structure and organization, characteristic ideas and institutions, and the processes of cultural diffusion and conflict within and between them. For history majors and minors, this is designated as a pre-1700 history course. (P&D)
Prerequisites: A minimum GPA of 2.75; ENG 111 and ENG 151

HST 239  World Civilization II
(Also SLS 241)
4 hours; 4 credits
The growth and development of the major civilizations around the globe from the onset of modernity to present times, with particular attention to the changing relationships among global communities. (P&D)
Prerequisites: A minimum GPA of 2.75; ENG 111 and ENG 151

HST 244  United States History: 1607-1865
4 hours; 4 credits
An examination of American society from the English colonization of Virginia to the Civil War. Attention will focus on the major political, economic, social and intellectual developments of the period. For history majors and minors, this is designated as a United States history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 245  United States History: 1865-Present
4 hours; 4 credits
A historical survey of American society from the abolition of slavery to the present. Some of the topics to be examined are: Reconstruction, the development of industrial America, the Progressive movement, World War I, the Depression, World War II, the McCarthy Era, the Civil Rights Movement, Feminist Movement, and the Vietnam War. For history majors and minors, this is designated as a United States history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 246  Religion in America
(Also AMS 224)
4 hours; 4 credits
Addresses the development of religion -- Protestant, Catholic, Jewish, and others -- in the context of American social, cultural, and intellectual history. For history majors and minors, this is designated as a United States history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 248  New York City: History and Problems
4 hours; 4 credits
The history of neighborhoods and communities of New York City. Each student will study a community in detail by tracing its history, interviewing inhabitants, and creating plans for its future. Special emphasis on the culture, life, and governmental services of Staten Island and Brooklyn. For history majors and minors, this is designated as a United States history course. (social science) (P&D)
Prerequisites: ENG 111, and COR 100 or any college-level history course
HST 249 Italian-American History  
4 hours; 4 credits  
A survey of the history of Italian-Americans from their earliest migration to the present. Attention will focus on the generational problems of acculturation and the present position of Italian-Americans in the community. For history majors and minors, this is designated as a United States history course. (social science) (P&D)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 251 History of the U.S. City  
4 hours; 4 credits  
An urban studies course with special emphasis on the impact of industrialization and immigration on the development of the U.S. city and urban culture. For history majors and minors, this is designated as a United States history course. (social science) (P&D)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 252 History of Education in the United States  
(Also EDD 252)  
4 hours; 4 credits  
The history and social foundation of American education. Topics include: the historical development of American public schools, the schools and race, the social function of compulsory schooling, the expansion of higher education in the post-World War II period, and the conceptual differentiation between schooling as socialization and education for personal growth. (social science) (P&D)  
Prerequisites: ENG 111 and COR 100 or any college-level history course

HST 253 United States Economic History  
(Also ECO 253)  
4 hours; 4 credits  
The growth of the American economy; analysis of the components of growth: capital, labor, and government. For history majors and minors, this is designated as a United States history course.  
Prerequisites: ECO 101, ENG 111, and COR 100 or any college-level history course

HST 254 History of Staten Island  
4 hours; 4 credits  
A study of the architectural, industrial, environmental, political, and ethnic history of the borough from colonial times through today. For history majors and minors, this is designated as a United States history course.  
Prerequisite: ENG 111, and COR 100 or any college-level history course

HST 257 The History of American Immigration  
4 hours; 4 credits  
This course will examine the pushes and pulls leading to the immigration and (or) restriction of northwestern European, southeastern European, Caribbean, Asian, Mexican, and other groups. Such theories as the "White Anglo Saxon Protestant Ideal," the melting pot, and cultural pluralism are to be studied. Implications for neighborhood structures, educational policy, and politics will be discussed. For history majors and minors, this is designated as a United States history course.  
(social science) (P&D)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 258 Vietnam and America, 1945-1975  
(Also AMS 258)  
4 hours; 4 credits  
An examination of the history of American involvement in Vietnam, the experience of Americans and Vietnamese who fought the Second Indochina war on American society. For history majors and minors, this is designated as a United States history course.  
(social science)  
Prerequisites: ENG 111, COR 100 or any college-level history course

HST 262 African American History: 1619-1865  
(Also AFA 262)  
4 hours; 4 credits  
A study of the African American experience in the Western hemisphere. Emphasis on the slave trade, slave life, slave revolts, and the struggle for freedom. For history majors and minors, this is designated as a United States history course.  
(social science) (P&D)  
Prerequisites: ENG 111, and COR 100 or any college-level history course
HST 263  African American History: 1865 to the Present  
(Also AFA 263)  
4 hours; 4 credits  
The continuing role of African Americans in the building of their own nation. Emphasis on freedom movements as shown in literature, in civil rights movements, in nationalist and other political organizations. For history majors and minors, this is designated as a United States history course.  
(social science) (P&D)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 265  History of the Caribbean  
(Also AFA 265)  
4 hours; 4 credits  
Pre-colonial and colonial history of the Caribbean; an examination of the policies of the metropolitan powers, and the emergence of anticolonialist movements. For history majors and minors, this is designated as a World history course. (social science) (P&D)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 266  Peoples and Cultures of Africa  
(Also AFA 247)  
4 hours; 4 credits  
A descriptive survey of the peoples and cultures of the African continent. Emphasis is on those features and/or qualities of the African pattern of life that are common to the African people as a whole. For history majors and minors, this is designated as a World history course. (P&D)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 269  Blacks in Urban America: 1900-Present  
(Also AFA 269)  
4 hours; 4 credits  
An examination of various aspects of black life in major American cities. Particular emphasis will be placed on the causes of the migration; ecological development of black communities; urban violence; blacks' participation in conventional and radical politics; blacks in the labor force; and the impact of urbanization on the black family. For history majors and minors, this is designated as a United States history course. (social science) (P&D)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 270  Modern British History: 1700-1900  
4 hours; 4 credits  
A study of selected problems of British social and political history in the eighteenth and nineteenth centuries. The origins and immediate impact of industrialization in Britain and the rise of the British Empire. For history majors and minors, this is designated as a modern European history course. (social science)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 271  Modern British History, 1900 to the Present  
4 hours; 4 credits  
A study of selected problems of British social and political history in the late nineteenth and twentieth centuries. Topics generally include the decline of empire, the creation of the welfare state, and the British role in the world wars. For history majors and minors, this is designated as a modern European history course.  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 272  Modern Germany  
4 hours; 4 credits  
The history of nineteenth- and twentieth-century Germany--cultural flowering, national unification, industrialization, world empire and war, fascism, and division into two states. Particular focus on the origins, nature, and consequences of Hitler and the Nazi state. For history majors and minors, this is designated as a modern European history course. (social science)  
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 274  History of Modern Russia  
4 hours; 4 credits  
A survey of Russian developments since the eighteenth century with special emphasis on the Russian Revolution and the history of the Soviet Union. For history majors and minors, this is designated as a modern European history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 276   History of Italy
4 hours; 4 credits
A study of Italy from the Renaissance to the present, examining Italian contributions to the formation of Western ideals and culture, the role of Italian cities in early capitalism and world expansion, the creation of Italy as a nation, and Italy's contribution to the development of fascism and Euro-communism. For history majors and minors, this is designated as a modern European history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 277  Europe: 1815-1914
4 hours; 4 credits
A study of European civilization at the height of its vitality and world power; the evolution of mature capitalism; the transformation of society and the reorganization of power; the synthesis of national-liberalism at home and imperialism abroad; the challenge of emerging socialist forces on the left and new forms of conservatism on the right; the complex organization of international affairs that collapsed in 1914. For history majors and minors, this is designated as a modern European history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 278  Twentieth-Century Europe
4 hours; 4 credits
A study of selected aspects of European civilization in the twentieth century. Major themes of the age, which runs from the origins of World War I to the Cold War, will be selected for discussion. These will include such topics as the emergence of technocracy and the welfare state, the rise of fascism, the communist revolutions, the impact of modern warfare, European imperialism, irrationalism, and existentialism. For history majors and minors, this is designated as a modern European history course. (social science)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 279  Introduction to the Balkans, 1699 to Present
4 hours; 4 credits
Overview of the main influences from both East and West in southeastern Europe with the goal of understanding conflicts and bases for unity in the area today. For history majors and minors, this is designated as a modern European history course. (West and the World)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 280  History of Science
4 hours; 4 credits
An examination of several major scientific world views, such as Aristotelian and Newtonian physics, Darwinism, Freudianism, and relativity. For history majors and minors, this is designated as a modern European history course.
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 281  History of Work
4 hours; 4 credits
Work as a central experience in medieval, early industrial, and modern history. A study of employment choice, work satisfaction, the impact of technology, training, worker organizations, social consequences, the role of government, leisure, and the job milieu.
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 283  Psycho-History
4 hours; 4 credits
A study of the uses, methods, and styles of psychology in history writing. How mass behavior, as well as the personalities of heroes and geniuses, shape history. Special emphasis on psychobiography and on a mass movement, such as fascism.
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 285  The World of the Twenty-First Century
4 hours; 4 credits
This course uses history to examine the possible makeup of future society. Topics include the prospect of world government, limits of growth, and changes in morality and behavior as well as questions about the validity of projecting the future from past experience.
Prerequisites: ENG 111, and COR 100 or any college-level history course
HST 286  History of American Women
(Also WMS 286)
4 hours; 4 credits
This course introduces students to broad themes in American Women's History from colonial times to the present and focuses on women as historical actors and on the historical forces shaping the construction of womanhood. The course will pay particular attention to differences among women with respect to race, class, ethnicity, and sexual orientation. For history majors and minors, this is designated as a United States history course. (social science) (P&D)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 290  The West and the World: Africa Encounters Europe
4 hours; 4 credits
A study of the interactions between Africans and Europeans since the fifteenth century. This course examines African societies just prior to the Atlantic slave trade, its consequences for African, European, and American societies, colonialism and nationalism, and problems facing African societies in the postcolonial and post Cold War periods. (West and World)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 291  The West and the World: The Americas Encounter Europe
4 hours; 4 credits
A study of encounters among the indigenous populations of the Americas, Europeans, and Africans. This course examines pre-Columbian historical development in the Americas, the European historical contexts of expansion and empire, moments of contact between Europe and the Americas, patterns of empire and settlement, patterns of acceptance and resistance on the part of indigenous cultures to European empires, the social and historical legacies of Old and New World cultures, and the historical development of diverse social and political systems in the Western hemisphere. (West and World)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 292  The West and the World: Cross-Cultural Encounters in the Medieval World
4 hours; 4 credits
A comparative and cross-cultural study of the consequences of encounters among pagans, Western and Eastern Christians, Jews, and Muslims in the Middle Ages. This course examines the diversity of the medieval world through patterns of exchange, interaction, and cultural fusion. The impact of conquest and settlement, cultural imperialism, and religious conversion will be discussed, together with the natures of multicultural societies in the Middle Ages. (West and World)
Prerequisites: ENG 111, and COR 100 or any college-level history course

HST 307  Medieval England
4 hours, 4 credits
An examination of various aspects of English history during the Middle Ages, with special emphasis on the period from the Norman conquest (eleventh century) to the fourteenth century. The course is interdisciplinary in approach and will draw upon a wide variety of reading materials, historical and literary, to be supplemented by slide lectures in medieval English art and architecture. For history majors and minors, this is designated as a pre-1700 history course.
Prerequisites: Any 200-level history course and ENG 151

HST 315  The European Discovery of America and the Encounter with the Native Peoples, 1492 to 1581
4 hours; 4 credits
A study of the European discovery of America and the conquest of the native peoples up to the establishment of an imperial system in 1581. Emphasis will be placed on the issue of the "discovery" by Columbus in 1492; the impact of America on European thought; the character of the Spanish conquests of the Caribbean, Mexico, and Peru; the role of the Catholic church in Hispanicizing the culture of those regions; and the creation of an imperial system. For history majors and minors this is designated as either a pre-1700 history course or a World history course.
Prerequisite: Any 200-level history course and ENG 151

HST 318  Themes in Byzantine History
4 hours; 4 credits
This course examines themes in the history and culture of the medieval Eastern Roman or Byzantine Empire (Byzantium). It discusses important political, social, and cultural developments; analyzes the catalysts for change, both internal and external; discusses the interaction of Roman political ideology, Christianity, and ancient Greek culture; and assesses the impact of
Byzantium on other cultures as well as on its own peoples. For history majors and minors, this is designated as a pre-1700 history course.
Prerequisites: Any 200-level history course and ENG 151

HST 320  Topics in Ancient and Medieval History
4 hours; 4 credits
Europe after the fall of Rome to the rise of the nation-state. The emergence of feudal classes, the Catholic church and the state, the rise of medieval cities, East-West relations, Islam and the Byzantine Empire, political theory, and humanism. For history majors and minors, this is designated as a pre-1700 history course.
Prerequisites: Any 200-level history course and ENG 151

HST 322  The Late Antique World
4 hours; 4 credits
This course addresses aspects of the history and culture of Late Antiquity (A.D. 285-641). It examines the historical watershed known as the "End of the Ancient World" and the "Birth of the Middle Ages" by analyzing the transformation of the Later Roman Empire into the medieval worlds of Germanic Europe, Byzantium, and Islam. Particular emphasis is placed on concepts of monotheism and universalism in an age of diversity and innovation; the synthesis of Christianity and Classical culture; imperial autocracy and the Christian church; social and intellectual changes; the nature of the economy and problems of imperial defense; and the collapse and transformation of the Roman State and emergence of its successors. For history majors and minors, this is designated as a pre-1700 history course.
Prerequisites: Any 200-level history course and ENG 151

HST 327  The World of Late Imperial China
4 hours; 4 credits
Cultural, social, economic, and political cultural life in China during the late Ming dynasty and early Qing dynasty (ca. fifteenth to eighteenth centuries). Its chief aim is to give students already familiar with Chinese history an appreciation of late Chinese imperial civilization beyond political events and the historical narrative. For history majors and minors, this is designated as a World history course.
Prerequisites: Any 200-level history course and ENG 151

HST 328  Early Modern Europe
4 hours; 4 credits
A study of the social and ideological forces that have created modern Europe from the collapse of feudal Europe to the end of the eighteenth century, including the Renaissance and Reformation, the rise of capitalism, the scientific revolution, and the Enlightenment. For history majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 330  Nationalist Movements and the Process of Independence in Africa
4 hours; 4 credits
The objective of this course is to provide a broad view of important historical developments in the African continent: nationalist movements and the process of independence. These movements occurred between 1945, at the end of World War II, and 1990, when the entire African continent was decolonized. The course will be divided in two parts: the first will discuss the causes of nationalist movements and the second will focus on the process of independence. For history majors and minors, this is designated as a World history course.
Prerequisites: Any 200-level history course and ENG 151

HST 332  The Age of Revolutions: 1765 - 1820
4 hours; 4 credits
This course will begin by examining the Enlightenment in Europe and the social and economic changes that resulted from European worldwide colonization. It will focus on the uprisings and revolutions from 1765 to 1820 that broke out in the old and new worlds, emphasizing the Great Revolution in France. For history majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 335  Society and Culture in the United States
4 hours; 4 credits
Major artistic and intellectual developments in America from the eighteenth century to the present, and their relationship to changing social and political realities. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151
HST 336  Themes in United States History: 1607 - 1788
4 hours; 4 credits
Selected topics in American history from the colonial period through the establishment of a national government under the Constitution. The course will examine significant political, social, economic, and intellectual developments. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 337  Early American Republic, 1788 - 1850
An exploration of major developments in the new nation, from the ratification of the Constitution to the Compromise of 1850. Topics will include political culture, the market revolution, westward expansion, the wars with Britain and Mexico, slavery, and reform. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 338  Themes in United States History: 1877-1914
4 hours; 4 credits
Selected topics in American history from the end of Reconstruction to the nation's emergence as an international power. The course will examine significant political, social, economic, and intellectual developments. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 339  Themes in United States History: 1914-1945
4 hours; 4 credits
Selected topics in American history from 1914-1945. The course will examine significant political, social, economic, and intellectual developments. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 340  United States Foreign Policy in the Twentieth Century
4 hours; 4 credits
The development of America's foreign policy from isolationism to empire. The focus will be on the expanding role of the United States in world affairs and the impact of World Wars I and II on contemporary society. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 344  War and Society in Modern America
4 hours; 4 credits
An examination of the impact of the Cold War and its resulting international tensions upon American society. Among the topics are: the origins of the Cold War; the problem of defining loyalty in a democratic state; the role of the military in the nuclear age; secret intelligence operations and their influence upon a democratic society; and the quest for security in a divided world. All questions will be considered within the framework of an attempt to assess America's traditional values and define its national goals. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 347  Your Parents' America
4 hours; 4 credits
The United States from World War II to the Vietnam War, using parents' reminiscences. A study of the effects of World War II and the Cold War, the growth of mass media, the youth gangs of the fifties, the Civil Rights movement and rising expectations, the suburban dream, the cult of the automobile, the fear of atomic disaster, the sexual revolution, and changing patterns of child rearing. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 349  United States History since 1945
4 hours; 4 credits
A survey of U.S. cultural, social, political, and diplomatic history from the conclusion of World War II to the present. For history majors and minors, this is designated as a United States history course.
Prerequisites: Any 200-level history course and ENG 151

HST 350  Comparative Urban History
4 hours; 4 credits
A study of urban life in various periods and societies with a view toward spelling out similarities and differences.
Prerequisites: Any 200-level history course and ENG 151

HST 361 The Heritage of Marcus Garvey and W.E.B. DuBois
(Also AFA 361)
4 hours; 4 credits
Marcus Garvey, the man and the idealist, his influence on African American consciousness; W.E.B. DuBois, the man and the thinker, his influence on African American consciousness and Pan-Americanism. For history majors and minors, this is designated as a United States history course. (P&D)
Prerequisites: Any 200-level history course and ENG 151

HST 370 The Middle East and Europe
4 hours; 4 credits
An introduction to the relations between western Europe and the non-western Middle East as they evolved historically. In order to examine the Middle Eastern historical experience, the course begins with Christian conceptions of Islam in the medieval and early modern periods and explores whether and how the Christian representatives of Islam influenced Western discourses on the Middle East in modern times. For history majors and minors, this is designated as a World history course.
Prerequisites: Any 200-level history course and ENG 151

HST 375 Economic History of Soviet Russia
4 hours; 4 credits
An examination of the creation and development of the Stalinist economic system in the USSR after 1928 and in the European part of the Soviet bloc after 1945. The economic structure and policy will be investigated as both cause and effect of internal policy and Soviet foreign policy, as well as its applicability as a model for development in the Third World. For history majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 382 War and Society
4 hours; 4 credits
An introduction to the study of war. The central focus of the course will be to see why wars begin, how they are won and lost, and what kind of impact war has had on recent Western history.
Prerequisites: Any 200-level history course and ENG 151

HST 384 Social and Political Ideologies in the Modern World
4 hours; 4 credits
A survey of the major social and political "isms" that developed from the French Revolution to the mid-twentieth century, analyzing their historical context and content. Such topics as liberalism, conservatism, socialism, nationalism, imperialism, communism, and fascism will be considered. For history majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 386 The Recovery of Women's Past
(Also WMS 386)
4 hours; 4 credits
An examination of the history of women, beginning with ancient and classical notions of patriarchy in Mediterranean and Near Eastern cultures. Review of Jewish, Christian, and Islamic prescriptions about women as a basis for understanding the changes in modern western history. Approximately half the course will examine the past two centuries when women’s movements, feminisms, gender analysis, and sexual liberation evolved. For history majors and minors, this is designated as a modern European history course. (P&D)
Prerequisites: Any 200-level history course and ENG 151

HST 388 Imperialism
4 hours; 4 credits
The history and analysis of modern imperialism. Students will survey major theorists of imperialism from Hobson, Lenin, and their critics to the present. The range of theories of imperialism will be tested by applying them to the history of Western expansion, principally in the past century. For history majors and minors, this is designated as a modern European history course.
Prerequisites: Any 200-level history course and ENG 151

HST 389 Themes in American Women's History
HST 389  An exploration of selected themes in American women's history from the Colonial era to the present. This course, which is organized either around a chronological period, a thematic topic, or a geographical region, also examines women's historical methodology and literature. For history majors and minors, this is designated as a United States history course. (P&D)  
Prerequisites: Any 200-level history course and ENG 151

HST 395  Foundations of Modern Society  
4 hours; 4 credits  
The rise of the modern state system; the origins of capitalism; the religious wars; the emergence of a secular society.  
Prerequisites: Any 200-level history course and ENG 151

HST 401  Seminar in Advanced Historical Study  
4 hours; 4 credits  
An advanced course in the reading of classic works of history, combined with research on an individual student project. Required of all majors in their senior year. Open, by permission of the instructor, to seniors in other majors with the appropriate background. In alternate semesters the course material will be drawn from American and world history.  
Prerequisites: HST 200 and a 300-level history course

Honors College

Acting Coordinator: Professor Francisco Soto, South Administration Building (1A), Room 206

The Honors College is a college within the college. It is designed for capable and highly motivated students ready to take advantage of the special opportunities it offers. The Honors College provides students with a common core of innovative and challenging courses during their first and second years of study, courses that provide a coherent foundation for the baccalaureate degree. Third- and fourth-year students pursue their fields of study in a wide range of majors and specializations, and may elect to meet their programs' criteria for graduation with honors. See section under Admissions for requirements.

The curriculum for the Honors College follows three plans: one plan is designed for students who intend to pursue a course of study leading to the Bachelor of Arts degree; one is designed for students who intend to pursue the Bachelor of Science degree; and one is designed for students intending to pursue a degree in the health sciences. Those who plan to major in the humanities and social sciences also take challenging courses in mathematics and the biological, physical, and computer sciences. Those who plan to major in mathematics, the sciences, and the health sciences take equally challenging courses in the humanities and social sciences. Those who plan to major in professional studies take challenging courses in all of the above.

Beginning September 2002, CSI will be a participant in the CUNY Honors College: University Scholars Program. Eligible CSI students may be enrolled in the CUNY Honors College and CSI's Honors College concurrently.

Admission to the CSI Honors College Directly from High School  
First-time students may apply for admission to the CUNY Honors College at CSI and/or to the CSI Honors College. Applicants are expected to have an academic diploma with an average of at least 90. The admissions committee for the Honors College considers the following documents submitted by applicants: high school transcript; scores on Regents Examinations; scores on the SAT, ACT, and achievement tests; Advanced Placement courses; extracurricular activities; evidence of talents and interests; letters of recommendation; and personal essay. Personal interviews are also required. Admission is limited and competitive.

Admission to the CSI Honors College from Another College  
Students transferring from other colleges who have completed fewer than 24 credits may apply to the CSI Honors College. They must meet the same requirements and submit the same documents as students applying from high school, with the addition of official college transcripts.

Admission to the CSI Honors College from CSI  
CSI students who have completed 12 to 24 credits with a 3.5 GPA and who have taken or are ready to take MTH 130 Pre-Calculus Mathematics or the equivalent are also eligible to apply for transfer into the CSI Honors College.

Requirements:
B.A. students and B.S. students in Art, Business, Communications, Dramatic Arts, Information Systems, and Music

1. Humanities and Social Sciences
   Six courses in humanities and social sciences from the Honors College courses, with two possible exemptions made for advanced placement credit, transfer credit, or completed CSI coursework.
   Honors Writing Seminar

2. Science
   One year of laboratory science chosen from Honors College sections of:
   - General Biology I and Laboratory
   - General Biology II and Laboratory
   or
   - General Chemistry I and Laboratory
   - General Chemistry II and Laboratory
   or
   - General Physics I and Laboratory
   - General Physics II and Laboratory

3. Mathematics
   Honors College sections of at least one of the following courses:
   - Applied Statistics Using Computers
   - Analytic Geometry and Calculus I and Laboratory
   - Analytic Geometry and Calculus II

4. Computer Science
   Honors College sections of one of the following two courses:
   - Introduction to Computer Science
   - Applications Programming

5. Arts
   One course chosen from art, art history, cinema, dance, dramatic arts, or music

Students pursuing the B.A. degree and, in some cases, the B.S. degree, must meet a foreign language requirement. All students must complete PED 190 Fitness for Life.

B.S. students, except B.S. students in Art, Business, Communications, Dramatic Arts, Information Systems, and Music

1. Humanities and Social Sciences
   Four courses in humanities and social sciences chosen from the Honors College courses, with up to one exemption made for advanced placement credit, transfer credit, or completed CSI coursework.
   Science Writing Seminar

2. Science
   One year of laboratory science chosen from Honors College sections of:
   - General Biology I and Laboratory
   - General Biology II and Laboratory
   or
   - General Chemistry I and Laboratory
   - General Chemistry II and Laboratory
   or
   - General Physics I and Laboratory
   - General Physics II and Laboratory
   Two additional science courses chosen from the above list or from among courses having BIO 180, CHM 142, or PHY 160 as a prerequisite.

3. Mathematics
   Honors College sections of at least two of the following courses:
   - Applied Statistics Using Computers
   - Analytic Geometry and Calculus I and Laboratory
   - Analytic Geometry and Calculus II
   Mathematics requirement for Biology majors:
   - Analytic Geometry and Calculus I and Laboratory
4. Computer Science
   One of the following two courses:
   Introduction to Computer Science
   Applications Programming

5. Arts
   One course chosen from art, art history, cinema, dance, dramatic arts, or music

All students must complete PED 190 Fitness for Life

Students Intending to Major in Health Sciences including Physician Assistant, Physical Therapy, and Nursing

1. Humanities and Social Sciences
   Four courses in humanities and social sciences chosen from the Honors College courses, with up to one exemption made for advanced placement credit, transfer credit, or completed CSI coursework. Nursing students may substitute PHL 130 Introduction to Ethics for one of the courses.

   Science Writing Seminar

2. Science
   One year of laboratory science chosen from Honors College sections of:
   General Biology I and Laboratory
   General Biology II and Laboratory
   or
   General Chemistry I and Laboratory
   General Chemistry II and Laboratory
   or
   General Physics I and Laboratory

   General Physics II and Laboratory

3. Mathematics
   Honors College sections of at least one of the following courses:
   Applied Statistics Using Computers*
   Analytic Geometry and Calculus I and Laboratory
   Analytic Geometry and Calculus II

   *Health Science students may substitute BIO 272 Biometrics

4. Computer Science
   One of the following two courses:
   Introduction to Computer Science
   Applications Programming

5. Arts
   One course chosen from art, art history, cinema, dance, dramatic arts, or music

All students must complete PED 190 Fitness for Life.

Honors College students majoring in the Health Sciences may need more than 120 credits to complete a B.S. degree. Full-time Honors College students pursuing Nursing degrees should expect to spend more than two years studying for the A.A.S. in Nursing and more than four years studying for the B.S. in Nursing. Nursing students should see an adviser in the Nursing Department.

Courses

HSSH 101  The American Experience: Humanities
4 hours; 4 credits
A writing-intensive introduction to selected areas and topics of the American experience through the humanities; the specific focus will be determined by the instructor.
Prerequisite: Admission to the Honors College

HSSH 102  The American Experience: Social Sciences
4 hours; 4 credits.
A writing-intensive introduction to selected areas and topics of the American experience through the social sciences; the specific focus will be determined by the instructor.  
Prerequisite: Admission to the Honors College  

HSSH 103 The Western Experience: Humanities  
4 hours; 4 credits  
A writing-intensive introduction to selected areas and topics of the western experience through the humanities; the specific focus will be determined by the instructor.  
Prerequisite: Admission to the Honors College  

HSSH 104 The Western Experience: Social Sciences  
4 hours; 4 credits  
A writing-intensive introduction to selected areas and topics of the western experience through the social sciences; the specific focus will be determined by the instructor.  
Prerequisite: Admission to the Honors College  

HSSH 205 The Non-Western Experience: Humanities  
4 hours; 4 credits  
A writing-intensive introduction to selected areas and topics of the non-western experience through the humanities; the specific focus will be determined by the instructor.  
Prerequisite: Admission to the Honors College  

HSSH 206 The Non-Western Experience: Social Sciences  
4 hours; 4 credits  
A writing-intensive introduction to selected areas and topics of the non-western experience through the social sciences; the specific focus will be determined by the instructor.  
Prerequisite: Admission to the Honors College.  

HSSH 210 Honors College Humanities/ Social Sciences Writing Seminar  
4 hours; 4 credits  
A capstone seminar to the Humanities/Social Sciences sequence that will include a substantial research project in the humanities and/or social sciences.  
Prerequisite: 3 HSSH courses  

CUNY Honors College: University Scholars Program  
Students enrolled in the CUNY Honors College: University Scholars Program will substitute one CUNY Honors seminar each semester during the first two years of study for one CSI Honors College course. The CUNY Honors seminars for the 2002-2003 academic year are The Arts in New York City and The Peopling of New York.  

Honors Seminar  
Interdisciplinary course  
Division of Humanities and Social Sciences  
In addition to the senior seminars offered by some disciplines for their majors, the Division of Humanities and Social Sciences sponsors a course designed to bring talented juniors and seniors together in a common intellectual experience.  

HSS 400 Honors Seminar in the  
Humanities and Social Sciences  
4 hours; 4 credits  
The Honors Seminar in the Humanities and Social Sciences will focus on a particular methodological problem or central issue in one or more disciplines of the humanities and/or social sciences. In the course of the semester, students will be required to (1) familiarize themselves with the current literature in a particular problem area and (2) pursue original research in that area. Students will also be required to read extensively, engage in seminar discussions, participate in individual conferences with the instructor, and pursue original research leading to an article-length paper.  
Prerequisites: Matriculation in one of the disciplines under the aegis of the Division of Humanities and Social Sciences; completion of 64 credits; selection by a faculty committee.
Information Systems

(Bachelor of Science)
Department of Business
Chair, Professor Laura Nowak, Business Building (3N), Room 219
Department of Computer Science
Chair, Associate Professor Emile Chi, Computer Science/Engineering Science Building (1N), Room 215

The program in Information Systems, offered as an interdisciplinary collaboration between the departments of Business and Computer Science, prepares undergraduate students to enter business with advanced quantitative skills and a sophisticated understanding of technology. In addition, it offers an opportunity for professional development for students who have already started a career. Graduates of the program will be able to traverse the boundary between management and computer information systems; to plan organizational change, advise in the development of information systems, participate in their implementation, and interpret analytical and statistical models and data.

Responding to changes in business and technology, the program in Information Systems is designed to prepare students for careers as systems analysts, programmers, and designers; data administrators; information systems consultants; and managers in information technology.

In designing the curriculum, faculty in the departments have followed guidelines from the following professional organizations: the Association for Computing Machinery, the Data Processing Management Association, the International Conference on Information Systems, and the Association for Information Systems.

Information Systems (B.S.)

General Education Requirements for the B.S.
ENG 111, ENG 151, COR 100, PED 100: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-35 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis (11 credits)
   a. Science and Technology (8 credits)
   b. Mathematics (3 credits)
2. Social Scientific Analysis (7-8 credits)
3. The West and the World (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level
5. Pluralism and Diversity (0-4 credits)

Pre-Major Requirements (19 credits)
Pre-major requirements that count toward general education requirements are marked with an asterisk (*).
ACC 114 Introduction to Accounting I 4 credits
ACC 121 Introduction to Accounting II 4 credits
BUS/
CSC 135 Introduction to Information Systems3 credits
CSC 126 Introduction to Computer Science 4 credits
ECO 101* Economics 3 credits
MGT 110 Organizational Theory and Management3 credits
MTH 229* Calculus Computer Laboratory 1 credit
MTH 231* Analytic Geometry and Calculus 3 credits

Major Requirements (61 credits)
ACC 250 Accounting Information Systems 4 credits
BUS 205 Data Communications and Networks for Business
or

CSC 435 Advanced Data Communications 4 credits
COM/
BUS 211 Principles of Corporate Communication 3 credits
BUS 230/
ECO 231 Quantitative Analysis of Business and Economic Problems 3 credits
BUS/
PHL 238 Ethical Issues in Business and Society 4 credits
BUS 334 Decision Support Systems 4 credits

BUS 352 Introduction to Systems Analysis 4 credits
BUS/
CSC 405 Applied Concepts in Information Systems 4 credits
CSC 210 Applications Programming 4 credits
CSC 310 Input/Output Operations and File Management 4 credits
CSC 326 Information Structures 4 credits
CSC 334 Computer System Fundamentals 4 credits
ECO 210 Price Theory 4 credits
ECO/
MGT 230 Introduction to Managerial and Economic Statistics 4 credits
ECO/
FNC 240 Managerial Finance I 3 credits

One additional course chosen from the following: 4 credits
CSC 330 Object-Oriented Software Engineering
CSC 332 Operating Systems
CSC 424 Data Base Management Systems
CSC 435 Advanced Data Communications
CSC 470 Introductory Computer Graphics
CSC 482 Discrete Simulation
MGT 320 Management of Organizational Behavior
MGT 410 Business Policy
MGT 416 Decision Making in Business

Electives: 0
Total credits: 120

Liberal Arts and Sciences Requirement
Since most business courses and computer science courses are non-liberal arts and sciences courses, students in this program should pay special attention to this requirement.
See chapters on Business and Computer Science for course descriptions.

Integrated Science Courses
Department of Engineering Science and Physics
Chair: Professor Alfred M. Levine, Computer Science/Engineering Science and Physics Building (1N), Room 226
Department of Chemistry
Chair: Associate Professor John Olsen, Biological Sciences/Chemical Sciences Building (6S), Room 235

INS 100 Integrated Physical Science I
3 hours; 3 credits
For students whose major interests are not in science. Elements of astronomy, early and present day theories of the solar system. Development of the laws and theories basic to the study of man's physical world: force and motion, gravitation, energy, properties of matter, heat, electricity, and magnetism. Students may not receive credit for both INS 100 and AST 100 Contemporary Theories of the Solar System. (science)

Prerequisite: Successful completion of the CUNY Mathematics Assessment Test or MTH 020.
Corequisite: INS 101

INS 101 Integrated Physical Science I Laboratory
2 laboratory hours; 1 credit
Laboratory experiments and demonstrations illustrative of subject matter of INS 100 and the scientific method. Experiments on motion of the earth and moon, free fall, Newton's laws, properties of matter, heat, electricity, and magnetism. (science)
Pre- or corequisite: INS 100

INS 110 Integrated Physical Science II
3 hours; 3 credits
Structure of the atom; the periodic table; the chemistry of carbon, plastics, food, water, air, drugs, nuclear power; the study of the earth, rocks, and minerals; volcanism, weathering, erosion, fossils, and earth history. (science)
Prerequisite: Successful completion of the CUNY Mathematics Assessment Test or MTH 020

INS 111 Integrated Physical Science II Laboratory
2 laboratory hours; 1 credit
Preparation and study of simple chemicals, identification of rocks and minerals, elementary laboratory techniques. (science)
Pre- or corequisite: INS 110

International Studies
(Bachelor of Arts and minor)
Interdisciplinary Program
Coordinator: Professor Francisco Soto, Department of Modern Languages; English, Speech, and World Literature/Modern Languages Building (2S), Room 105

The International Studies major is an interdisciplinary major with a predominantly social science emphasis—history, political science, economics—that allows for a measure of geo-political specialization. Students choose courses from the categories of economics/geography, culture and society, and political science. They also select classes that focus on a geographical area: Africa/Middle East, Asia, Caribbean/Latin America, or Europe.

Study Abroad: International studies majors are strongly urged to plan and schedule a semester of study abroad in their junior or senior year through the Center for International Service.

Internship: International studies majors are urged to plan and schedule an internship with an international organization through the Division of Humanities and Social Sciences.

International Studies (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
a. Literature: 200-level
b. Arts and Communications: 100-level
   Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)*
See section on general education requirements for approved course lists and complete details.

*Language Requirement:
For the major in International Studies, two and one-half years of college-level study of the same language (one semester beyond the 215-level course) or evidence of proficiency at that level is required. All languages qualify.

Pre-Major Requirements: 12 credits
   INT 100 Introduction to International Studies 3 credits
   ECO 101 Introduction to Economics 3 credits
   GEG 100 Introduction to Geography 3 credits
   HST 100 Past and Present or
   POL 103 Understanding the Political World 3 credits

Major Requirements: 36 credits
Within the major requirements at least 12 credits must be at the 300 level or above.
   HST 239/
   SLS 241 World Civilization II 4 credits
(Prerequisites for this course: a minimum GPA of 2.75; ENG 111 and ENG 151)
   POL 260 International Politics:
   In Search of a New World Order 4 credits
   ANT 225/
   COM 225 Multicultural Literacy 4 credits
Three courses chosen from one of the following categories: (12 credits)
1. Economics/Geography
   ECO 250 International Economics
   GEG 250 Conservation and Humanity
   ECO/
   GEG 252 Economic Geography
   ECO 256 Analysis of Underdeveloped Areas
   GEG 260 Urban Geography
   ECO 370 International Finance
2. Culture and Society
   ANT 370 Urban Anthropology
   ANT 460 Personality and Culture
   CIN 240 Third World Cinema
   ENH 206 Classics of Modern World Literature
   ENL 396 Studies in Global Literature I
   ENL 397 Studies in Global Literature II
   HST 382 War and Society
   HST 388 Imperialism
   INT 200 The World and the West: Contemporary Issues
   PHL 243 Comparative Religion
3. Political Science
   POL 240 Comparative Government
   POL 261 International Organizations
   POL/
   GEG 264 Political Geography
   POL 342 Comparative Politics of Developing Countries
   POL 349 Comparative Human Rights
POL 365  Current American Foreign Policy

POL 375  International Law

Three courses chosen from one of the following geographical areas:  
(12 credits)

A.  Three African/Middle East area courses that emphasize comparative or general issues chosen from the following:
   AFA 247/
   HST 266  Peoples and Cultures of Africa
   AFA 260/
   HST 207  History of Africa
   HST 235  Modern Middle East
   HST 290  Africa Encounters Europe
   HST 330  Nationalist Movements and the Process of Independence in Africa
   POL 252  Middle East Politics

B.  Three Asian area courses that emphasize comparative or general issues chosen from the following:
   ECO 257  The Japanese Economy
   ENH 207  Classics of Asian Literature
   ENL 335  Modern Asian Literature
   HST 204  Introduction to Asian Civilization
   HST 206  Modern China
   HST 210  History of Modern India
   PHL 344  Eastern Philosophy
   POL 256  Contemporary Far Eastern Political Scene
   POL 353  China: Politics and Foreign Relations

C.  Three Caribbean/Latin American area courses that emphasize comparative or general issues chosen from the following:
   HST 208  History of Modern Latin America
   HST/
   AFA 265  History of the Caribbean
   HST 291  The Americas Encounter Europe
   HST 315  The European Discovery of America and the Encounter with Native Peoples
   INT 201  Latin American Perspectives
   SPN 325  Civilization of Pre-Columbian Spanish-America
   SPN 330  Civilization of Spanish-America
   SPN 350  Introduction to Spanish-American Literature
   SPN 455  Modern Spanish-American Novel
   SPN 480  Literature of the Hispanic Caribbean

D.  Three European area courses that emphasize comparative or general issues chosen from the following:
   ART 208  Twentieth-Century Art
   CIN 407  International Films I
   ENH 205  Classics of European Literature
   GEG 220  Geography of Western Europe
   HST 271  Modern British History, 1900 to the Present
   HST 272  Modern Germany
   HST 274  History of Modern Russia
   HST 276  History of Italy
   HST 375  Economic History of Soviet Russia
   HST 277  Europe: 1815-1914
   HST 278  Twentieth-Century Europe
   PHL 213  Existentialism
   POL 241  Western European Politics
   POL 244  Soviet People and Their World
   POL 303  Recent Political Theory
Electives: 13-35 credits
Total Credits Required: 120 credits

Minor Requirements

- INT 100 Introduction to International Studies 3 credits
- ECO 250 International Economics 4 credits
- POL 260 International Politics: In Search of a New World Order 4 credits
- HST239/SLS241 World Civilization II 4 credits

Students who minor in International Studies must take INT 200 The World and the West: Contemporary Issues, which qualifies in fulfillment of the West and the World requirement for general education.

Two years of college-level study of the same language (one semester beyond the 213-level course) or evidence of proficiency at that level. All languages satisfy the requirement.

Courses

**INT 100 International Studies**
3 hours; 3 credits
This course examines the impact and implications of today's dynamic international context for nations and their citizens. To operate in this global context, citizens, corporations, and governments must know other cultures and political-economic systems and how global forces influence domestic activities, both public and private. Analyzing the social, cultural, economic, and current political characteristics of the international environment, students will learn how these characteristics may affect their lives and choices.

**INT 200 The World and the West: Contemporary Issues**
4 hours; 4 credits
This interdisciplinary course will analyze contemporary issues in the dynamic relationship between countries and cultures described as "the West" and the "non-West." Social, cultural, historical, political, and economic factors affecting this relationship will be considered. This course provides students the opportunity, skill, and knowledge to acquire and interpret information necessary for comparing and analyzing alternative models of "the West" and the rest of the world and the dynamic relationship between them. Students will examine news reports of current international issues involving such regions as Latin America, Africa, Eastern Europe, and Asia. (West and the World) (P&D)
Prerequisites: ENG 111 and COR 100

**INT 201 Latin American Perspectives**
4 hours; 4 credits
This course will analyze how Latin America has historically interacted with the West and the West with Latin America. Emphasis will be placed on the historical legacies of the encounters between the West and Latin America, the geographical/social diversity of this area, an appreciation of the region's artistic and literary contributions, as well as the technological challenges facing this part of the world today. (West and World)
Prerequisites: ENG 111 and COR 100

**Italian**

Department of Modern Languages
Chair, Associate Professor Kathryn Talarico, English, Speech, and World Literature/Modern Languages Building (2S), Room 109
See also listings under Languages and Romance Languages.
All students with prior training in Italian must take a proficiency examination to determine placement at an appropriate level.

Minor
At least 12 credits of courses at the 200 level or above.
Courses

ITL 101  Italian Conversation I
2 hours; 2 credits
Practical Italian for business, community relations, travel, and simple technical application. For beginners with no previous knowledge of the language. Regular attendance in the Modern Languages Media Center is required.

ITL 102  Italian Conversation II
2 hours; 2 credits
A continuation of ITL 101. Regular attendance in the Modern Languages Media Center is required.
Prerequisite: ITL 101 or equivalent

ITL 113  Basic Italian I
4 hours; 4 credits
A beginning course in fundamentals of expression and communication for those who have had no previous work in the language. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)

ITL 114  Basic Italian II
4 hours; 4 credits
A continuation of ITL 113. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)
Prerequisite: ITL 113 or one year of high school Italian or equivalent

ITL 208  Italian for Native Speakers
4 hours; 4 credits
For students fluent in spoken Italian but lacking experience in writing and reading the language.

ITL 213  Continuing Italian I
4 hours; 4 credits
Grammar review and more intensive training in the fundamentals of expression and communication, both written and oral, based on selected cultural readings. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)
Prerequisite: ITL 114 or equivalent

ITL 215  Continuing Italian II
4 hours; 4 credits
A continuation of ITL 213 with stress on written and oral composition and on selected cultural and literary readings of intermediate difficulty. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)
Prerequisite: ITL 213 or equivalent

ITL 313  Advanced Communication Skills
4 hours; 4 credits
Refinement of written and oral expression through composition, translation, oral reports, and critical study of the Italian grammar based on the analysis of selected literary readings of advanced difficulty. Regular attendance in the Modern Languages Media Center is required.
Prerequisites: ITL 215 or equivalent

ITL 320  Italian Civilization and Culture
4 hours; 4 credits
A survey of the major contributions of Italian civilization in the fields of art, literature, and science, from its origins to the present day.
Prerequisite: ITL 313 or equivalent

ITL 325  The Italian American Experience
4 hours; 4 credits
A survey of the major contributions of Italian Americans in the fields of art, literature, and science in the United States. Readings and assignments in Italian required for majors; readings and assignments may be done in English for non-majors.
Prerequisite: ITL 313 or equivalent for those doing readings and assignments in Italian; no prerequisite for those doing readings and assignments in English

ITL 340  Introduction to Italian Literature
4 hours; 4 credits
An introduction to major works of Italian literature from the Sicilian school to the contemporaries. (literature)
Prerequisite: ITL 313 or equivalent

ITL 440 Italian Nineteenth-Century Literature
4 hours; 4 credits
An examination of major figures and their works in Italian nineteenth-century literature, from Foscolo and Leopardi to Manzoni and De Sanctis. (literature)
Prerequisite: ITL 313 or equivalent

ITL 450 Modern Italian Literature
4 hours; 4 credits
Representative masterpieces of nineteenth- and twentieth-century Italian literature from Manzoni to such other major contemporary authors as Leopardi, D'Annunzio, Carducci, Pirandello, Lampedusa, Silone, Moravia, Pavese, Quasimodo, and Montale. (literature)
Prerequisite: ITL 313 or equivalent

Language Courses
(See listings under French, Italian, Spanish)
Department of Modern Languages
Chair, Associate Professor Kathryn Talarico, English, Speech, and World Literature/Modern Languages Building (2S), Room 109.
General courses in the culture and literature of non-English speaking peoples.

LNG 156 Contemporary European Drama
3 hours; 3 credits
The works of Pirandello, Brecht, Pinter, Beckett, and Genet as well as such antirealistic movements as theatricalism, epic theater, alienation, the absurd, and cruelty.

LNG 162 Western European Culture – France
3 hours; 3 credits
An overview of the unique cultural aspects of France, emphasizing language, literature, music, and art. Taught in English. Not to be credited to a major in a foreign language.

LNG 163 Western European Culture – German
3 hours; 3 credits
An overview of the unique cultural aspects of Germany, emphasizing language, literature, music, and art. Taught in English. Not to be credited to a major in a foreign language.

LNG 164 Western European Culture – Italy
3 hours; 3 credits
An overview of the unique cultural aspects of Italy, emphasizing language, literature, music, and art. Taught in English. Not to be credited to a major in a foreign language.

LNG 165 Western European Culture – Spain
3 hours; 3 credits
An overview of the unique cultural aspects of Spain, emphasizing language, literature, music and art. Taught in English. Not to be credited to a major in a foreign language.

LNG 168 Latin American Culture
3 hours; 3 credits
An overview of the varied cultural aspects of the Latin American countries, emphasizing language, literature, music, and art. Both European and Pre-Columbian influences will be considered. Taught in English. Not to be credited to a major in a foreign language.

LNG 266 Women in European Literature
to the Renaissance
(Also WMN 266)
4 hours; 4 credits
Women as writers and characters in European literature from classical antiquity to the Renaissance. (art & com.) (P&D)
Prerequisites: ENG 111, ENG 151

LNG 267  Women in European Literature
after the Renaissance
(Also WMS 267)
4 hours; 4 credits
Women as writers and characters in European literature from the Renaissance to modern times. (art & com.) (P&D)
Prerequisites: ENG 111, ENG 151

LNG 387  Major World Author I
(Also ENL 387)
4 hours; 4 credits
Intensive study of the work of a major world author.
Prerequisite: An ENG 200-level course

LNG 388  Major World Author II
(Also ENL 388)
4 hours; 4 credits
Intensive study of the work of a major world author in English translation.
Prerequisite: An ENH 200-level course

LNG 389  Major World Author III
(Also ENL 389)
4 hours; 4 credits
Intensive study of the work of a major world author in English translation.
Prerequisite: An ENH 200-level course

LNG 396  Studies in Global Literature I
(Also ENL 396)
4 hours; 4 credits
Focus on literature from outside the U.S. and Europe. The specific emphasis will vary from semester to semester and will be announced in the Schedule of Classes. (P&D)
Prerequisite: An ENH 200-level course

LNG 397  Studies in Global Literature II
(Also ENL 397)
4 hours; 4 credits
Focus on literature from outside the U.S. and Europe. The specific emphasis will vary from semester to semester and will be announced in the Schedule of Classes. (P&D)
Prerequisite: An ENH 200-level course

LNGH 426  Language Acquisition and Psycholinguistics
(Also ENL 426)
4 hours; 4 credits
The course examines issues in psycholinguistics, especially those related to native, foreign, and second language acquisition: How is language learned? How do we acquire a second language? What are the characteristics of successful language learning?
Prerequisites: ENG 111, ENG 151

Legal Studies Courses

Department of Political Science, Economics, and Philosophy
Chair, Associate Professor Vasilios Petratos, History/Political Science, Economics, and Philosophy Building (2N), Room 224

LGS 100  Introduction to the American Legal System
3 hours; 3 credits
This course gives an overview of the American legal system and its origins considering the philosophy of law, the jurists and cases that shaped our legal heritage, our present legal institutions, their structures and functions. Students will analyze the adequacy of these systems in light of current problems. The students view courts in action.

LGS 240  Sex Roles and the Law
(Also WMS 240)
4 hours; 4 credits
Examination of the legal rights of women and men in employment, marital law, housing, and other areas where sex discrimination can be observed.

Liberal Arts and Sciences

Liberal Arts and Sciences (A.A.)
The Liberal Arts and Sciences Associate in Arts degree is the transfer degree for all students, other than those in the sciences, mathematics, or computer science, who plan to matriculate in a four-year bachelor's degree program. The A.A. degree allows considerable flexibility: it enables students to survey areas of academic interest, to concentrate in a particular area, to begin work on a major in the sophomore year, and to combine career courses with the study of the liberal arts and sciences. Graduates may continue study toward a bachelor's degree at the College in one of many major fields of study.

General Education Requirements for the A.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Electives: 1-20 credits
The remaining courses should be chosen in consultation with an adviser. Students interested in pursuing a bachelor's degree should consult with advisers in the discipline in which they plan to major and may begin working in their majors while completing the requirements for the associate's degree.

Total Credits Required: 60

Liberal Arts and Sciences (A.S.)
This is the basic degree for students interested, in the future, in matriculating in a bachelor's degree program in the sciences, mathematics, or computer science. Graduates may continue in the baccalaureate programs in biochemistry, biology, chemistry, computer science, computer science-mathematics, engineering science, medical technology, and physics offered by the College. Students should consult an academic adviser about appropriate pre-major courses to prepare for the baccalaureate programs.
General Education Requirements for the A.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis;
Pluralism and Diversity requirements: 21-31 credits
Whenever possible, these courses should be completed within the first 36 credits.

1. Scientific Analysis: 12-15 credits chosen from the following
   a. 8 credits chosen from one of the following sequences:
      AST 100, 101, 102, 103 Astronomy I and II with laboratories
      BIO 100, 101, 180, 181 General Biology I and II with laboratories
      CHM 141, 121, 142, 127 General Chemistry I and II with laboratories
      PHY 120, 121, 160, 161 General Physics I and II with laboratories
      GEO 100, 101, and GEO 102 or 103 or 105 Geology with laboratories
   b. 4 - 7 credits chosen from the following :
      MTH 230, 229 Calculus I with Pre-Calculus with laboratory
      MTH 231, 229 Analytic Geometry and Calculus I with laboratory

2. Social Scientific Analysis (3-4 credits)

3. The West and the World (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level

5. Pluralism and Diversity Requirement (0-4 credits)
See section on general education requirements for approved course lists and complete details.

Core Requirements: 11 credits
8 credits chosen from the following:
AST 100, 101, 102, 103 Astronomy I and II with laboratories
BIO 100, 101, 180, 181 General Biology I and II with laboratories
CHM 141, 121, 142, 127 General Chemistry I and II with laboratories
PHY 120, 121, 160, 161 General Physics I and II with laboratories
GEO 100, 101, and GEO 102 or 103 or 105 Geology with laboratories
CSC 126 or 270 and CSC 220 or 228 Computer Science
and
3 credits chosen from the following:
BIO 272 Biometrics
MTH 130 Pre Calculus Mathematics
MTH 214 Applied Statistics Using Computers
MTH 232 Analytic Geometry and Calculus II
MTH 233 Analytic Geometry and Calculus III

Electives: 6 -16 credits
Minimum of two science or math courses at the 200 level or above chosen from astronomy, biology, chemistry, computer
science, engineering science, geology, math, or physics. Students should consult with an academic adviser in the discipline
of interest as early as possible.

Total Credits Required: 60

Mathematics
(Bachelor of Science, Adolescence Education Preparation, Minor; see also Computer Science-Mathematics)
Department of Mathematics
Chair: Professor Arundhati Raychaudhuri, Mathematics Building (1S), Room 215
Mathematics (B.S.)

General Education Requirements for the B.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
      chosen from one of the following sequences:
      BIO 100, 101, 180, 181 General Biology I and II with laboratories
      CHM 141, 121, 142, 127 General Chemistry I and II with laboratories
      PHY 120, 121, 160, 161 General Physics I and II with laboratories
      GEO 100, 101, 102, 103 Physical and Historical Geology with laboratories
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (3-4 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 14-17 credits
MTH 229 Calculus Computer Laboratory 1 credit
MTH 231 Analytic Geometry and Calculus I 3 credits
MTH 232 Analytic Geometry and Calculus II 3 credits
MTH 233 Analytic Geometry and Calculus III 3 credits
(10 credits)
   or
MTH 229 Calculus Computer Laboratory 1 credit
MTH 235 Accelerated Calculus I 5 credits
MTH 236 Accelerated Calculus II 5 credits
(11 credits)
   or
MTH 229 Calculus Computer Laboratory 1 credit
MTH 230 Calculus I with Pre-Calculus 6 credits
MTH 232 Analytic Geometry and Calculus II 3 credits
MTH 233 Analytic Geometry and Calculus III 3 credits
(13 credits)
   or
CSC 126 Introduction to Computer Science
   or
CSC 270 Introduction to Scientific Programming 4 credits

Major Requirements: 36 credits
MTH 330 Applied Mathematical Analysis I 4 credits
or
MTH 334 Differential Equations 4 credits
MTH 338 Linear Algebra 4 credits
MTH 339 Applied Algebra 4 credits
MTH 341 Advanced Calculus I 4 credits
Five additional mathematics courses (20 credits) at the 300 or 400 level chosen with the approval of an adviser.

Students interested in pure mathematics are advised to include courses chosen from the following:

- MTH 331 Applied Mathematical Analysis II
- MTH 342 Advanced Calculus II
- MTH 347 Number Theory
- MTH 350 Mathematical Logic
- MTH 431 Complex Analysis
- MTH 441 Topology
- MTH 442 Abstract Algebra

Students interested in applied mathematics are advised to include courses chosen from the following:

- MTH 311 Probability Theory and an Introduction to Mathematical Statistics
- MTH 331 Applied Mathematical Analysis II
- MTH 335 Numerical Analysis
- MTH 337 Applied Combinatorics and Graph Theory
- MTH 370 Operations Research
- MTH 410 Mathematical Statistics I
- MTH 415 Mathematical Biology
- MTH 435 Nonlinear Dynamics and Chaos

Students interested in Adolescence Education (see below) are advised to include courses chosen from both of the following categories:

1. For strengthening foundations:
   - MTH 306 History of Mathematical Thought
   - MTH 347 Number Theory
   - MTH 350 Mathematical Logic
   - MTH 442 Abstract Algebra

2. For applications and for topics relevant to the adolescence education classroom:
   - MTH 311 Probability Theory and an Introduction to Mathematical Statistics
   - MTH 337 Applied Combinatorics and Graph Theory
   - MTH 370 Operations Research
   - MTH 415 Mathematical Biology
   - MTH 435 Nonlinear Dynamics and Chaos

With permission of the department, qualified undergraduates may also take selected graduate mathematics courses (600-level) as part of the 20 required credits; MTH 623 Geometry for Secondary School Teachers, is especially recommended.

Electives: 28-37 credits
Total Credits Required: 120

Honors
To graduate with Honors in Mathematics a student must have a 3.5 grade point average in mathematics courses and must complete an honors thesis or project. The student must work closely with a mathematics faculty member to define the project, carry out the research and investigation, and write the final report or prepare the final project. The student may receive credit through independent study for her/his work on an honors project. The project must be accepted by the Honors Committee of the Department of Mathematics.

Mathematics-Computer Science
(See Computer Science-Mathematics)

Mathematics-Adolescence Education, grades 7-12
Students interested in teaching mathematics in secondary schools complete the general education requirements, Pre-Major Requirements, and Major Requirements of the Mathematics (B.S.) major, and the following requirements of the adolescence education sequence offered by the Department of Education.

EDS 201 Social Foundations of Secondary Education 4 credits
EDS 202 Psychological Foundations of Secondary Education 4 credits
EDS 305 The Teaching of Secondary School Curriculum in Foreign Language 4 credits
EDS 307 Discovery Learning and Interdisciplinary Instruction 4 credits
EDS 400 Student Teaching in Secondary Education 6 credits
EDS 401 Reflection and Analysis in Student Teaching in Secondary Education 2 credits

Minor
Prerequisite Courses
- MTH 229 Calculus Computer Laboratory; MTH 231, MTH 232, MTH 233 Analytic Geometry and Calculus I, II, and II 10 credits
  or
- MTH 229 Calculus Computer Laboratory; MTH 235, MTH 236, Accelerated Calculus I and II 11 credits
  or
- MTH 229 Calculus Computer Laboratory; MTH 230, 232, 233 Calculus I with Pre-Calculus, Analytic Geometry and Calculus II, III 13 credits

Requirements:
At least 12 credits of mathematics courses at the 300 or 400 level including at least one four-credit course that has not been used to satisfy a requirement for another major.

Courses
CMAT
Each student must successfully complete Parts I and II of the City University of New York Mathematics Assessment Test (CMAT), which tests proficiency in basic mathematical skills. The test includes basic arithmetic skills, fractions, percentages, word problems, and elementary algebra and geometry. Students who pass or are exempt from taking Parts I and II take Parts III, IV, and V of the CMAT for placement into appropriate levels of mathematics courses.

Students who fail the CMAT on entrance are required to take the appropriate 0-level mathematics course. Students are expected to complete the remedial courses that qualify them to enter college-level writing and mathematics courses in one year, which may include, in addition to two semesters, a pre-freshman and a post-freshman summer immersion course and a winter intersession workshop.

0-Level Courses in Mathematics

MTH 010 Basic Mathematics
(4 hours; 0 credits)
Arithmetic operations on whole numbers, decimals, fractions, and signed numbers. Ratios, proportions, percents, graphs, and charts. Selected topics from elementary algebra. The emphasis is on skills development and applications to verbal problems.

MTH 020 Elementary Algebra
(4 hours; 0 credits)
This course covers material on Parts I and II of the CUNY Mathematics Assessment Test and additional topics in algebra. It is an entry-level course designed for students who failed the first two parts of the CUNY test, or who passed the CUNY test, but did not perform satisfactorily on the elementary algebra part.

MTH 030 Intermediate Algebra
(4 hours; 0 credits)
This course is offered for students who pass Parts I and II of the CUNY Mathematics Assessment Test and who need to study more advanced mathematics, but who did not complete a full sequence of high school mathematics including 11th-year mathematics. The course is also necessary for students completing MTH 020 who need additional work in solution of verbal problems and applications before proceeding to more advanced mathematics.

MTH 025  Selected Topics in Intermediate Algebra
(4 hours; 0 credits)
This course is offered for students who pass the CUNY Mathematics Assessment Test with a score greater than or equal to 30 (out of 40) and achieve a score on the Mathematics Assessment Test indicating that they need additional work in elementary algebra. This course covers some topics from elementary algebra as well as the content of MTH 030.

College-Level Mathematics Courses:
The College offers several introductory mathematics courses meeting a variety of student interests and needs: a) the standard calculus sequence for students in chemistry, computer science, engineering science, mathematics, and students considering graduate work in a field requiring advanced mathematics; b) a sequence for students in the Science, Letters, and Society major; c) a business calculus sequence for students in business or economics who are not planning to do graduate work; d) technical calculus for students in an Associate's degree program in Technology; e) 100-level courses designed for liberal arts students in B.A. or A.A. degree programs.

a) Standard calculus sequence: The College offers a standard sequence in single and multivariable calculus. This sequence is required for students in chemistry, computer science, engineering sciences, mathematics, and students who wish to take more advanced courses in mathematics. It is recommended for students considering graduate work in any field requiring advanced mathematics including business and economics. Students should consult faculty of the Department of Mathematics to determine the appropriate placement in this sequence of courses.

b) SLS mathematics sequence: For students seeking certification in early childhood and childhood education: The courses MTH/SLS 217 Fundamentals of Mathematics I and MTH/SLS 218 Fundamentals of Mathematics II are designed for students interested in teaching from kindergarten through the sixth grade.

c) Business calculus sequence: For students in business or economics majors who are not planning to undertake graduate study. The courses, MTH 121 Finite Mathematics and MTH 221 Applied Finite Mathematics and Business Calculus, introduce students to mathematical topics used to solve problems in business and economics.

d) Technical calculus sequence: For students in Associate's degree programs in the Technologies. Courses in algebra, trigonometry, and technical calculus, MTH 123 College Algebra and Trigonometry and MTH 223 Technical Calculus, are designed for students in two-year technology and career programs; and the technical calculus course offers an introduction to the principles and techniques of calculus with applications to technological problems. Entering students must take the appropriate sections of the CMAT to determine placement in this sequence.

e) 100-level courses for liberal arts students in A.A. or B.A. degree programs. These introductory courses, MTH 102 Mathematics for Liberal Arts Students, MTH 109 Mathematics and the Environment, and MTH 113 Introduction to Probability and Statistics with Computer Applications, are designed to provide a background in contemporary mathematical thinking.

Placement:
Placement in the mathematics sequences is regulated by the following policies of the Department of Mathematics.

a) All incoming students who have passed Parts I and II of the the CMAT or are exempt from taking the test take additional sections of the CMAT for initial placement into MTH 020, 025, 030, 102, 108, 109, 113, 121, 123, 130, 217, 223, 230, 231. All incoming students are requested to bring a high school transcript to their initial advisement appointment.

b) Transfer students are requested to bring a transcript and catalog descriptions of their previous mathematics courses to their initial advisement appointment for evaluation by the Department of Mathematics.

c) Students who complete MTH 123 with a grade of A or B may go directly to calculus with a pre-calculus component, MTH 230. Initial placement into MTH 010, 020, 102, 108, 109, 113, 030, 121, 123, 130, 217, 223, 230, or 231 for students not covered by the policies above is determined at the recommendation of faculty advisers in the Department of Mathematics.

MTH 010  Basic Mathematics
4 hours; 0 credits
Arithmetic operations on whole numbers, decimals, fractions, and signed numbers. Ratios, proportions, percents, graphs, and charts. Selected topics from elementary algebra. The emphasis is on skills development and applications to verbal problems.
MTH 020  Elementary Algebra
4 hours; 0 credits
Selected topics from elementary algebra including factoring, operations on polynomials, solving and graphing linear and quadratic equations. Applications to word problems.
Prerequisite: MTH 010 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test

MTH 025  Selected Topics in Intermediate Algebra
4 hours; 0 credits
Linear equations, linear inequalities, absolute value equations, absolute value inequalities, word problems, polynomials, rational functions, factoring, exponents, equations of straight lines, graphing, functions, systems of linear equations in two variables. Not open to students who have passed MTH 020.
Prerequisites: A score on the CUNY Mathematics Assessment Test that is greater than or equal to 30 or an appropriate score on the CUNY Mathematics Assessment Test or permission of the Department of Mathematics.

MTH 030  Intermediate Algebra
4 hours; 0 credits
Inequalities, absolute value, radical and fractional equations, systems of equations in two unknowns, two-by-two determinants, and scientific notation. Extensive treatment of word problems and an introduction to the use of the scientific calculator. Not open to students who have passed MTH 025.
Prerequisite: MTH 020 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test

MTH 102  Mathematics for Liberal Arts Students
4 hours; 4 credits
This course is intended to introduce the nonspecialist to contemporary mathematical thinking. Topics include probability and statistics and other topics chosen by the instructor, such as inductive and deductive reasoning, sequences, geometry, linear programming, graph theory, and mathematics for computer science. (math)
Prerequisite: An appropriate score on the CUNY Mathematics Assessment Test or MTH 020 or permission of the Department of Mathematics.

MTH 108  Medical Dosage Calculations
2 hours; 2 credits
Calculations of medical dosages involving conversions between the metric, apothecary and household systems of measurement. Emphasis on complex computation of parenteral, non-parenteral, pediatric dosages and calculation and quantitative estimating of medical dosages.
Prerequisite: Appropriate score on the CUNY Mathematics Assessment Test or MTH 020 or permission of the Department of Mathematics. (math)

MTH 109  Mathematics and the Environment
3 hours; 3 credits
Mathematical topics including sequences, graphs, statistics, probability, solution of equations, and mathematical reasoning applied to environmental issues such as population growth, energy demand, and dwindling natural resources.
Not open to students who have taken and successfully completed MTH 106. (math)
Prerequisite: Appropriate score on the CUNY Mathematics Assessment Test or MTH 020 or permission of the Department of Mathematics.

MTH 113  Introduction to Probability and Statistics
4 hours; 4 credits
with Computer Applications
Measures of central tendency and dispersion, the normal curve, hypothesis testing, Linear correlation and regression, basic concepts in probability with application to problems in the social, behavioral, and biological sciences. Statistical computer programs will be used extensively.
Students may receive credit for only one of these courses: MTH 113 or MTH 214. (math)
Prerequisite: MTH 020 or MTH 108 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test

MTH 121  Finite Mathematics
3 hours; 3 credits
Matrix algebra, applications of matrices to systems of linear equations and to business problems, determinants, Cramer's rule, graphing techniques, linear inequalities, linear programming, exponential and logarithmic functions, simple and compound interest. This course is intended primarily for business and economics students. (math)
Prerequisite: MTH 025 or MTH 030 or an appropriate score on the CUNY Mathematics Assessment Test or permission of the Department of Mathematics.

MTH 123 College Algebra and Trigonometry
4 hours; 4 credits
Advanced topics in algebra, including inequalities and complex numbers. Logarithmic, exponential, and trigonometric functions; graphs and equations. Inverse functions. Elements of analytic geometry. (math)
Prerequisite: MTH 025 or MTH 030 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test

MTH 129 Algebra and Trigonometry Computer Laboratory
2 laboratory hours; 1 credit
Students will work individually or in small groups on assigned computer projects that will reinforce the concepts of algebra and trigonometry from the numerical and graphical points of view. Suitable mathematical software will be utilized. Applications of algebra and trigonometry as well as general problem solving techniques using the computer will be discussed.
Pre- or corequisite: MTH 123 or MTH 130.

MTH 130 Pre-Calculus Mathematics
4 hours; 3 credits
A functional approach to algebra and trigonometry. Selected topics such as trigonometric functions, trigonometric identities, inverse trigonometric functions, complex numbers, exponential functions, logarithmic functions, introduction to analytic geometry, inequalities, absolute value, theory of equations, binomial theorem, arithmetic and geometric series. (math)
Prerequisite: MTH 123 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test

MTH 214 Applied Statistics Using Computers
4 hours; 4 credits
An introduction to statistics using modern statistical software to facilitate exploration of real world-data. The course includes exploratory data analysis, central tendency and spread, elementary probability, confidence intervals, tests of hypotheses, non-parametric tests and linear regression.
Prerequisites: MTH 130 or MTH 221 or permission of the Department of Mathematics

MTH 217 Fundamentals of Mathematics I
(Also SLS 217)
4 hours; 4 credits
A study of the basic elements of mathematical thought especially designed for students seeking certification as elementary school teachers. Topics include problem solving techniques, set theory, mathematical logic, number systems and their properties, numeration systems, and algorithms.
Prerequisites: a minimum GPA of 2.75 and MTH 025 or 030 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test, and a 100-level mathematics general education course.

MTH 218 Fundamentals of Mathematics II
(Also SLS 218)
4 hours; 4 credits
A continuation of MTH 217. Topics include number theory, probability, statics, introductory geometry, and concepts of measurements.
Prerequisites: A minimum GPA of 2.75, MTH/SLS 217

MTH 221 Applied Finite Mathematics and Business Calculus
4 hours; 4 credits
Linear programming (simplex method), decision analysis, mathematics of finance, Markov chains, elementary techniques of differentiation and integration of polynomial functions, maxima and minima problems, applications to business problems. This course is intended primarily for business and economics students.
Prerequisite: MTH 121 or the permission of the Department of Mathematics
MTH 223  Technical Calculus
4 hours; 4 credits
Elements of calculus. Differentiation and integration involving algebraic, trigonometric, logarithmic and exponential functions. Applications to curve sketching, maximum-minimum, and physical problems. Introduction to series and differential equations.
Prerequisite: MTH 123 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test

MTH 228  Discrete Mathematical Structures
(Also CSC 228)
3 class hours, 3 laboratory hours; 4 credits
Prerequisite: A grade of C or above in either CSC 126 or CSC 270; MTH 123 or MTH 130 or MTH 230 or MTH 231 or MTH 235

MTH 229  Calculus Computer Laboratory
2 laboratory hours; 1 credit
Computer projects to reinforce calculus concepts from numerical and graphical points of view will be presented. Suitable mathematical software will be utilized. Problem solving techniques using the computer will be discussed. The students will be assigned a number of projects to be completed individually or in small groups. (math)
Corequisite: MTH 229

MTH 230  Calculus I with Pre-Calculus
6 hours; 6 credits
Pre-calculus material including functions, inverse functions, identities, theory of equations, and the binomial theorem. Material on calculus and analytic geometry corresponding to MTH 231 including differentiation and integration techniques with applications. (math)
Prerequisite: MTH 123 with a grade of B or better or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test.
Corequisite: MTH 229

MTH 231  Analytic Geometry and Calculus I
4 hours; 3 credits
The first of a three-semester sequence in calculus. Topics include limits, derivatives, rules of differentiation, trigonometric functions and their derivatives, differentials, graph sketching, maximum and minimum problems, related rates, antiderivatives, areas, exponential and logarithmic functions. (math)
Prerequisite: MTH 123 with a grade of A or MTH 130 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test.
Corequisite: MTH 229

MTH 232  Analytic Geometry and Calculus II
4 hours; 3 credits
The second of a three-semester sequence in calculus. Topics include areas between curves, volumes of solids of revolution, techniques of integration, sequences and series, improper integrals, polar coordinates, and parametric representative of curves.
Prerequisite: MTH 230 or MTH 231
Pre- or corequisite: MTH 229

MTH 233  Analytic Geometry and Calculus III
4 hours; 3 credits
The third of a three-semester sequence in calculus. Topics include vectors, solid analytic geometry, partial derivatives, multiple integrals with applications.
Prerequisite: MTH 232

MTH 235  Accelerated Calculus I
6 hours; 5 credits
Differential and integral calculus of functions of a single variable; the derivative, integration, transcendental functions; evaluation of integrals. (math)
Prerequisite: MTH 130 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Assessment Test.
Corequisite: MTH 229

MTH 236 Accelerated Calculus II
6 hours; 5 credits
Differential and integral calculus of functions of more than one variable. Infinite sequences and series, polar coordinates, elements of vector analysis, partial derivatives, multiple integrals.
Prerequisite: MTH 235
Pre- or corequisite: MTH 229

MTH 306 History of Mathematical Thought
4 hours; 4 credits
Prerequisite: MTH 233 or MTH 236

MTH 311 Probability Theory and an Introduction to Mathematical Statistics
4 hours; 4 credits
A calculus-based treatment of elementary probability theory, where the notion of sample space, events, and probability is introduced. The basic probability models are discussed. Notion of density and distribution function is introduced. Furthermore, conditioning, independence and expectation are discussed. Basic concepts of statistics, sample, parameter estimation, confidence interval, hypothesis testing, central limit theorem are treated.
Prerequisite: MTH 233 or MTH 236

MTH 330 Applied Mathematical Analysis I
6 hours; 4 credits
Advanced mathematics for engineering and science students. Linear algebra, ordinary differential equations, eigen value problems, transforms, and special functions.
Credit will not be given for both MTH 330 and MTH 334.
Prerequisite: MTH 233 or MTH 236

MTH 331 Applied Mathematical Analysis II
6 hours; 4 credits
Vector analysis, partial differentiation, implicit functions and curvilinear coordinates, partial differential equations, and solutions.
Prerequisite: MTH 330

MTH 334 Differential Equations
4 hours; 4 credits
Formulation and solution of ordinary differential equations. Reduction of order, operational techniques, a place system of equations, Frobenius methods, boundary value problems, transform solutions, special functions, and existence and uniqueness theorems. Applications from science and engineering. Credit will not be given for both MTH 330 and MTH 334.
Prerequisite: MTH 233 or MTH 236

MTH 335 Numerical Analysis
4 hours; 4 credits
Solution of equations, interpolation and approximation; convergence; numerical differentiation and numerical solution of initial value problems in ordinary differential equations; selected algorithms programmed for solution on computers. The solution of linear systems by direct and iterative methods. Matrix inversion, the calculation of eigenvectors and eigenvalues of matrices. Numerical integration; approximation of polynomials.
Prerequisite: CSC 126 or CSC 270
and
Prerequisite: MTH 338 or Corequisite: MTH 330

MTH 337 Applied Combinatorics and Graph Theory
4 hours; 4 credits
Permutations and counting methods, generating functions, recurrence relations, the principle of inclusion and exclusion, and the pigeonhole principle. Introduction to graph theory, trees and searching, Eulerian and Hamiltonian Circuits, planar graphs and coloring of graphs, applications to optimization problems, such as network flows.

Prerequisite: MTH 233 or MTH 236

MTH 338 Linear Algebra
4 hours; 4 credits
Determinants, matrices, and systems of linear equations; linear dependence; vector spaces; eigenvalues and eigenvectors; matrix equations; linear transformations; convex sets; applications to problems in physics, engineering, economics, and social sciences.
Prerequisite: MTH 232
Pre- or corequisite: MTH 233

MTH 339 Applied Algebra
4 hours; 4 credits
Group Theory: groups of symmetries, modular number systems, equivalence relations, properties of groups, subgroups, permutation groups, Lagrange's Theorem, Burnside's Theorem, homomorphism, isomorphism theorems. Group Codes: construction of group codes and error-correcting codes.
Prerequisites: MTH 233 or MTH 236 and a pre- or corequisite of MTH 338 or permission of the instructor

MTH 341 Advanced Calculus I
4 hours; 4 credits
The real number system, continuous functions, functions of several variables, partial differentiation, implicit functions, integration theory, infinite series, and power series.
Prerequisite: MTH 233 or MTH 236

MTH 342 Advanced Calculus II
4 hours; 4 credits
Vectors, multiple integrals, line and surface integrals, transformation of coordinates, improper integrals, and special functions.
Prerequisite: MTH 341

MTH 347 Number Theory
4 hours; 4 credits
Divisibility, prime numbers, Euclidean algorithm, residue classes, modulo n, Chinese remainder theorem, mathematical induction, quadratic reciprocity, solutions of systems of congruence equations, and Lagrange's theorem.
Prerequisite: MTH 233 or MTH 236

MTH 350 Mathematical Logic
(Also PHL 321)
4 hours; 4 credits
Prerequisite: MTH 233 or MTH 236

MTH 360 Actuarial Science
2 hours; 2 credits
Intensive review of concepts from calculus and linear algebra with special attention to actuarial applications. This course may not be used to satisfy the requirements for the mathematics major.
Prerequisite: MTH 330 or MTH 338

MTH 370 Operations Research
4 hours; 4 credits
Use of linear programming in minimization and maximization problems and the solution of such problems by computer. Topics will include convex sets, linear inequalities, the simplex method, duality, degeneracy procedures, and the transportation model.
Prerequisites: MTH 338 and CSC 126 or CSC 270

MTH 410 Mathematical Statistics I
4 hours; 4 credits
A course in the basic concepts of applied mathematical statistics: parametric models, estimation, confidence intervals, hypotheses testing.
Prerequisite: MTH 311

MTH 411 Mathematical Statistics II
4 hours; 4 credits
A continuation of MTH 410, topics in applied mathematical statistics including regression and correlation, the linear model, analysis of variance, randomized block designs, non-parametric methods.
Prerequisite: MTH 410

MTH 415 Mathematical Biology
(Also BIO 415)
4 hours; 4 credits
This course will address the growing interaction between mathematics and the biological sciences and will provide a practical context for the mathematical description and analysis of biological processes. The emphasis will be on the construction and analysis of models consistent with empirical data. Biological problems in ecology and conservation, epidemiology, cell biology, and neuroscience will be used to illustrate the equations, including especially nonlinear equations. The computer program MATLAB will be used extensively.
Prerequisites: MTH 230 and MTH 231 or equivalent, MTH 229, and one BIO 300-level course

MTH 431 Complex Analysis
4 hours; 4 credits
Functions of a complex variable; Cauchy integral theorem; power series, residues, and poles; elementary conformal mapping. Applications to problems in physics and engineering will be considered.
Prerequisite: MTH 330

MTH 435 Nonlinear Dynamics and Chaos
4 hours; 4 credits
An introduction to nonlinear problems in mathematics. Subjects to be covered include bifurcation theory, nonlinear oscillation, phase plane analysis, limit cycles. Poincare and Lienard theorems. Lorenz equations and chaos, strange attractors, the logistic equation, period doubling, fractals. Applications are to problems in biological and physical systems and engineering science. The course will make extensive use of computers.
Prerequisite: MTH 330

MTH 440 Foundations of Mathematics
(Also PHL 420)
4 hours; 4 credits
Postulate systems and their interpretations; sets, groups, rings, and ordered fields; partially ordered sets and lattices; theory of cardinal and ordinal numbers; well-ordered sets and transfinite induction; Boolean rings; mathematical logic.
Prerequisite: MTH 339 or 350

MTH 441 Topology
4 hours; 4 credits
Set theory; topology of the real line, Cauchy sequences, open sets, connected sets, limit points and closed sets, bounded sets, compactness, continuous functions; topological spaces, mappings, subspaces, homomorphisms, metric spaces.
Prerequisite: MTH 233 or 236

MTH 442 Abstract Algebra
4 hours; 4 credits
The algebra of sets, mappings and equivalence relations, elementary number theory; group theory - subgroups, homomorphisms, isomorphisms, the fundamental theorems; ring theory -- ideals and quotient rings, integral domains, division rings; fields.
Prerequisite: MTH 339

Medical Assistant Courses

A Medical Assistant Certificate is offered by the Office of Continuing and Professional Education.

HMA 110 Medical Terminology
2 hours; 2 credits
A basic course in the development of a medical vocabulary commonly used in practice. Emphasis is given to the study of prefixes, suffixes, and roots. The physiologic and anatomic terms referring to human tissue, organs and systems are introduced.

HMA 124  Medical Ethics & Law
3 hours; 3 credits

HMA 134  Pharmaceutical Principles and Medication Administration
3 hours; 3 credits
A basic course in medication, stressing metrology, prescription calculation, sources, classification, administration, dosage, contraindications, and adverse effects.
Prerequisite: BIO 102, or BIO 100 and 101, or BIO 150, or BIO 106 and 107

HMA 158  Medical Office Procedures
3 hours; 3 credits
This course provides instruction in the administrative aspects of the operation of a physician's office including the duties of the receptionist, record keeping, interviewing, housekeeping, fees and collection, insurance forms, welfare agencies, and related topics dealing with patient relationships.

HMA 211  Clinical Procedures
2 class hours, 2 laboratory hours; 3 credits
This course is designed to orient the student to all phases of patient care in the physician's office. Basic principles, laboratory demonstration, and practice in assisting with the physical examination, sterilization, the preparation and administration of medications, assisting at minor surgery, immunologic procedures, and emergency care will be stressed.
Prerequisites: BIO 102 and HMA 110

HMA 221  Laboratory Techniques
2 class hours, 3 laboratory hours; 3 credits
This is a basic course designed especially for the medical assistant student. Laboratory techniques include instruction and practice in the following: drawing blood samples; performing red and white blood counts, differentials, hemoglobin and hematocrit determinations, blood grouping, urinalysis, and other special procedures relevant to office laboratory practice. Open only to students enrolled in the Medical Assistant Program.
Prerequisites: BIO 102 and HMA 110

HMA 231  Clinical Procedures and Laboratory Techniques
4 class hours, 3 laboratory hours; 5 credits
This course is designed to introduce the student to all aspects of the modern physician’s office in private, group, or hospital-based practice. The clinical procedure portion emphasizes instruction and practice in assisting the physician with the physical examination of patients, assisting in minor surgery, sterilization methods, universal precautions, and safety in the work place. The laboratory techniques portion emphasizes instruction and practice in drawing blood samples, hematocrit, dip stick urinalysis, throat swabs, occult blood pregnancy tests, and other specialized procedures. Different clinical site modalities will be introduced (the pediatric, geriatric, gynecological, ophthalmic, cardiology, and family practice office). Open only to students seeking the Medical Assistant Certificate.
Prerequisites: BIO 102 and HMA 110

HMA 261  Externship - summer
1 class hour, 8 field hours; 3 credits
This course is designed to permit on-the-job training in a physician's office, a hospital, or other clinical facility. Sixteen hours per week for seven weeks will be spent in the field placement and conferences with the coordinator of the program.
Prerequisites: BIO 102, BIO 146, HMA 110, HMA 124, HMA 134, HMA 158, HMA 211, HMA 221, BUS 270
Pre- or corequisite: HED 111 or a current certified course in basic first aid and CPR offered by the American Heart Association, the American Red Cross, or the National Safety Council.

Medical Laboratory Technology
This program, accredited by the National Accreditation Agency for Clinical Laboratory Sciences (NAACLS), prepares its graduates for employment as medical laboratory technicians in hospitals, clinics, physicians' offices, public health agencies, the armed forces, industrial and pharmaceutical medical laboratories, and public and private medical research programs. Students completing the program are certified as clinical laboratory technicians. They are also eligible for the Medical Laboratory Technician-AD (MLT) certifying examination (National Board Exam) given by the American Society of Clinical Pathologists (ASCP), and the Clinical Laboratory Technician (CLT) certifying examination (National Board Exam) given by the National Certification Agency for Medical Laboratory Personnel (NCAMLP). The program is limited to 250 students.

Medical Laboratory Technology (A.A.S.)
Department Chair: Professor Jacqueline LeBlanc
Medical Director: Dr. Rudolph Howard.

Graduates of the program may continue in the B.S. in Medical Technology program offered by the College of Staten Island.

General Education Requirements:
ENG 111, ENG 151, PED 190: 8 credits
Whenever possible, these three courses should be completed within the first 36 credits.

Scientific Analysis and Social Scientific Analysis: 17-18 credits
1. Scientific Analysis: (11-12 credits)
   a. Science: (8 credits)
      BIO 100* General Biology I 3 credits
      BIO 101* General Biology I Laboratory 1 credit
      BIO 180* General Biology II 3 credits
      CHM 141* General Chemistry I 3 credits
      CHM 121* General Chemistry I Laboratory 1 credit
      CHM 142* General Chemistry II 3 credits
      CHM 127* General Chemistry II Laboratory 1 credit
   b. Mathematics: (3-4 credits)
      MTH 123 College Algebra and Trigonometry 4 credits
      or
      MTH 130 Pre-Calculus Mathematics 3 credits
2. Social Scientific Analysis: (6 credits)
   PSY 100 Introduction to Psychology 3 credits
   PHL 130 Introduction to Ethics 3 credits
*a) BIO 150 and BIO 160 may substitute for BIO 100 and BIO 181 but cannot be used to satisfy the Scientific Analysis Requirement.
b) BIO 100 and 101 or BIO 150, CHM 141 and 121, MTH 123 or MTH 130, and ENG 111 satisfy Pre-Medical Laboratory Technology sequence requirements. A 2.5 grade-point-average in the Pre-MLT sequence is required for admission to the Medical Laboratory Technology Program. Students may repeat courses, if necessary.
c) BIO 180 and 181 or BIO 160, and CHM 142 and 127 will satisfy Core requirements.

Pre-MLT Sequence: 14 credits
BIO 100 General Biology I 3 credits
BIO 101 General Biology I Laboratory 1 credit
CHM 141 General Chemistry I 3 credits
CHM 121 General Chemistry Laboratory 1 credit
ENG 111 Communications Workshop 3 credits
MTH 123 College Algebra and Trigonometry3-4 credits
A 2.5 grade point average in the Pre-MLT sequence will be required for admission into the Medical Laboratory Technology program. Students will be allowed to repeat courses, if necessary.

Core Requirements: 44 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 180 General Biology II</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 181 General Biology II Laboratory</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO 205 General Physiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 314 General Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>BIO 316 Clinical Microbiology</td>
<td>4 credits</td>
</tr>
<tr>
<td>CHM 142 General Chemistry II</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHM 127 General Chemistry II Laboratory</td>
<td>1 credit</td>
</tr>
<tr>
<td>MDT 100 Hematology</td>
<td>4 credits</td>
</tr>
<tr>
<td>MDT 160 Clinical Science</td>
<td>4 credits</td>
</tr>
<tr>
<td><strong>MDT 265 Hospital Laboratory Practice (Hematology)</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>MDT 275 Hospital Laboratory Practice (Blood Bank)</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>MDT 285 Hospital Laboratory Practice (Microbiology)</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>MDT 295 Hospital Laboratory Practice</strong></td>
<td>3 credits</td>
</tr>
<tr>
<td>(Clinical Chemistry, Urinalysis)</td>
<td></td>
</tr>
<tr>
<td>MDT 310 Blood Transfusion Technology</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

** Three credits each but all four courses must be successfully completed before credit will be awarded. Required for the A.A.S. Medical Laboratory Technology degree and for the New York City Department of Health Permit or the national certifying examinations.

Total Credits Required: 69

Liberal Arts and Sciences Requirement

All courses designated MDT, and BIO 316 are non-liberal arts and sciences.

Clinical laboratory experience is provided through the cooperation of the following affiliated hospitals:

- St. Vincent's Medical Center of Richmond
- Staten Island University Hospital
- Doctors' Hospital of Staten Island

Medical Technology

(Bachelor of Science)

Interdisciplinary Program

Coordinator: Associate Professor Elena McCoy, Biological Sciences/Chemical Sciences Building (6S), Room 112

The Medical Technology baccalaureate program prepares students for interesting and rewarding careers in the health field. Two options are offered in the program: the Medical Technologist option and the Nuclear Medicine Technologist option.

For the Medical Technologist option, the program requires three years of course work and one year of clinical training. The clinical training may be completed in hospital programs accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) or in hospitals approved for training by the New York State Department of Health.

The skills acquired encompass a broad range of disciplines, which include hematology, clinical chemistry, microbiology, serology, immunology, histology, cytotechnology, and blood transfusion technology. Employment opportunities are available in laboratories of public, private, and voluntary hospitals; in industrial, pharmaceutical and private clinical laboratories; and in physicians' offices.

On completion of the program, the student is awarded the B.S. degree in Medical Technology. Graduates completing training in hospitals accredited by NAACLS are also eligible to take the National Board Examination leading to certification by either the American Society of Clinical Pathologists (ASCP) as Medical Technologists (MT), the National Certification Agency for Medical Laboratory Personnel (NCAML) as Clinical Laboratory Scientists (CLS), or the International Society for Clinical Laboratory Technology (ISCLT).
For the Nuclear Medicine Technologist option, the program offers advanced theory and training in nuclear medicine technology and prepares students to work in hospitals and research centers. Radioisotopes are utilized in nuclear medicine to perform diagnostic and therapeutic procedures.

This option requires three years of course work and one year of clinical training that must be completed in a Nuclear Medicine facility accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT). On successful completion of the program the student is awarded the B.S. degree in Medical Technology and is eligible to take the credentialing examinations in Nuclear Medicine Technology offered by the American Registry of Radiologic Technologist and the Nuclear Medicine Technology Certification Board.

The number of available training positions is limited. Placement, therefore, is competitive and acceptance is influenced strongly by academic performance. The College is affiliated with a number of hospitals and provides guidance so that as many students as possible are placed. The College, however, cannot promise or guarantee that each student is placed. Accordingly, each student, in consultation with the program coordinator, should apply early in the third year to as many hospitals as possible, including hospitals that are located further from the student's home than optimally desired.

Hospital Affiliations:
The following hospitals are affiliated with the College either formally or informally to provide clinical training in the Medical Technology program to qualified students.

Medical Technologist Option
NAACLS Accredited Programs:
Catholic Medical Center of Brooklyn and Queens, Inc.
  Ann P. Zero, Program Director
  Usha Rudar, M.D., Medical Director/Adviser
Methodist Hospital, Brooklyn
  Adrienne Paez, Program Director
  Rabia Mir, M.D., Medical Director
St. Vincent's Hospital Medical Center, Manhattan
  Sr. Catherine Sherry, Program Director
  Denise Panepinto, Educational Coordinator
  John J. Gillooley, M.D., Medical Director

Affiliate Hospitals Approved for Training by the NYC Department of Health:
  Coney Island Hospital, Brooklyn
  Elmhurst City Hospital, Elmhurst (Queens)
  Harlem Hospital, Manhattan
  Staten Island University Hospital, Staten Island
  Lutheran Hospital, Brooklyn
  Sea View Hospital and Home, Staten Island
  Consolidated Clinical Laboratories (IBR), Staten Island

Nuclear Medicine Technologist Option
St. Vincent's Medical Center of Richmond, Staten Island

Note: The student completing third-year requirements for the degree in Medical Technology who decides to change majors either because of the inability to find an appropriate training slot, or for other reasons, can usually transfer to a program in Biology, Biochemistry, or Chemistry without significant loss of progress toward the degree.

Medical Technology (B.S.)

General Education Requirements for the B.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.
Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (3-4 credits)

3. The West and the World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

See section on general education requirements for approved course lists and complete details.

Medical Technologist and Nuclear Medicine Options

Pre-Major Requirements: 20 credits
Students planning to major in the Medical Technology or Nuclear Medicine options must complete the following pre-major requirements. These are minimal pre-major requirements. Students should consult a medical technology adviser about the desirability of choosing additional courses in preparation for the major.

- BIO 100 General Biology I 3 credits
- BIO 101 General Biology I Laboratory 1 credit
- BIO 180 General Biology II 3 credits
- BIO 181 General Biology II Laboratory 1 credit
  or
- BIO 150* Human Anatomy and Physiology I 4 credits
- BIO 160* Human Anatomy and Physiology II 4 credits
  (*Required in the Nuclear Medicine Technologist option)
- CHM 141 General Chemistry I 3 credits
- CHM 121 General Chemistry I Laboratory 1 credit
- CHM 142 General Chemistry II 3 credits
- CHM 127 General Chemistry II Laboratory 1 credit
- BIO 314 General Microbiology 4 credits
- MDT 100 Hematology 4 credits
  (Medical Technologist option)

Major Requirements: 68-70 credits

Pre-clinical:
- MTH 223 Technical Calculus I 4 credits
  or
- MTH 229 Calculus Laboratory 1 credit
  with
- MTH 231 Analytical Geometry and Calculus I 3 credits
  or
- MTH 230 Calculus I with Pre-Calculus 6 credits
- CHM 250 Organic Chemistry I 4 credits
- CHM 256 Organic Chemistry II 4 credits
- BIO 316 Clinical Microbiology 4 credits
- PHY 116 Introductory Physics I 4 credits
- PHY 156 Introductory Physics II 4 credits
- BIO 442 Immunology 4 credits
- MDT 325 Diagnostic Molecular Biology 4 credits
A student must complete a minimum of 16 credits at the College of Staten Island in courses designated pre-clinical to receive the baccalaureate degree in Medical Technology. These credits must include CHM 250 and CHM 256.

Clinical, Three Options:
Option I - New York City Track:
- MDT 380 Medical Technology Training I 16 credits
- MDT 480 Medical Technology Training II 16 credits

Option II - NAACLS Track:
- MDT 381 Clinical Chemistry Training 8 credits
- MDT 382 Hematology Coagulation Training 6 credits
- MDT 383 Clinical Microscopy Training 2 credits
- MDT 481 Clinical Microbiology Training 6 credits
- MDT 482 Immunohematology Training 4 credits
- MDT 483 Serology Immunology Training 4 credits
- MDT 484 Clinical Parasitology Training 2 credits

Option III - Nuclear Medicine Track:
- MDT 395 Nuclear Medicine Training I 16 credits
- MDT 495 Nuclear Medicine Training II 16 credits

Electives: 0-6 credits

Cytotechnology and Histotechnology Options

Pre-Major Requirements: 24 credits
Students planning to major in the Cytotechnology or Histotechnology options must complete the following pre-major requirements. These are minimal pre-major requirements. Students should consult a medical technology adviser about the desirability of choosing additional courses in preparation for the major.

- BIO 100 General Biology I 3 credits
- BIO 101 General Biology I Laboratory 1 credit
- BIO 180 General Biology II 3 credits
- BIO 181 General Biology II Laboratory 1 credit
  or
- BIO 150 Human Anatomy and Physiology I 4 credits
- BIO 160 Human Anatomy and Physiology II 4 credits
- CHM 141 General Chemistry I 3 credits
- CHM 121 General Chemistry I Laboratory 1 credit
- CHM 142 General Chemistry II 3 credits
- CHM 127 General Chemistry II Laboratory 1 credit
- BIO 314 General Microbiology 4 credits
- BIO 318 Histology 4 credits

Major Requirements: 67-69 credits

Pre-clinical:
- MTH 223 Technical Calculus I 4 credits
  or
- MTH 229 Calculus Laboratory 1 credit
  with
- MTH 231 Analytical Geometry and Calculus I 3 credits
  or
MTH 230 Calculus I with Pre-Calculus 6 credits
CHM 250 Organic Chemistry I 4 credits
CHM 256 Organic Chemistry II 4 credits
PHY 116 Introductory Physics I 4 credits
PHY 156 Introductory Physics II 4 credits
BIO 352 Cell Biology 4 credits
BIO 432 Clinical Pathology 3 credits
BIO 442 Immunology 4 credits
BIO/MDT 325 Diagnostic Molecular Biology 4 credits

Note: A student must complete a minimum of 16 credits at the College of Staten Island in courses designated pre-clinical to receive the baccalaureate degree in Medical Technology. These credits must include CHM 250 and CHM 256.

Clinical, Two Options:
Option I – Cytotechnology Training
  MDT 319 Cytotechnology Training I 16 credits
  MDT 419 Cytotechnology Training II 16 credits
Option II – Histotechnology Track:
  MDT 321 Histotechnology Training I 16 credits
  MDT 421 Histotechnology Training II 16 credits
Electives: 0-7 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirement
All courses designated MDT and the course BIO 316 are non-liberal arts and sciences.

Medical Technology (B.S.)

Transfer Program
This program is designed for students who have completed two-year programs in medical laboratory technology. It allows those students to complete the requirements for the B.S. in Medical Technology in two years of additional study.

Admission Requirements: Students must have received the A.A.S. degree in Medical Laboratory Technology or successfully completed all course work required for such a degree except the internship.

General Education Requirements
The same as for the B.S. in Medical Technology, listed above.

Pre-Major Requirements
Same as B.S. in Medical Technology. Students who have completed the A.A.S. degree in Medical Laboratory Technology at one of the community colleges of CUNY have met the pre-major requirements and are admitted without deficiencies.

Major Requirements
Same as B.S. in Medical Technology except for students who have completed the 1,000 hours of training as part of their A.A.S. degree. These students may be exempted from the first six months of the one year of training required for the B.S. degree in consultation with the program coordinator.

Total Credits Required: 120

Honors
To graduate with Honors in Medical Technology a student must have a 3.5 grade point average in medical technology courses and must complete an eight-credit independent study project under the tutelage of a faculty member from one of the physical or biological sciences. The project must be reviewed and approved by the Interdisciplinary Committee for Medical Technology.
Courses

The following courses are part of the Medical Laboratory Technology A.A.S. degree program. (MDT 100 and MDT 160 and MDT 365 are also part of the B.S. degree program.)

**MDT 100  Hematology**
3 class hours, 3 laboratory hours; 4 credits
Introduction to the study of hematology with emphasis on the formation and functions of normal blood cells, identification of normal and abnormal blood cell types, variations in blood picture associated with hematologic disorders, and hemostasis and coagulation. Laboratory practice includes complete blood counts, studies of peripheral blood and bone marrow smears, special tests for hematologic disorders, and basic coagulation procedures.
Prerequisite: BIO 090 or a satisfactory score on the Biology Placement Test
Pre- or corequisites: BIO 100 and 101. Students must receive a grade of C or better in MDT 100 to proceed to MDT 160

**MDT 160  Clinical Science**
3 class hours, 3 laboratory hours; 4 credits
Introduction to clinical chemistry and fundamentals of body fluid and urine analysis. Emphasis on theory and practice of both manual and automated techniques used in clinical chemistry laboratories. Students will learn to operate the autoanalyzer, flame photometer, microgasometer, spectrophotometer, microzone electrophoresis, densitometer, and other instruments. Normal metabolism, abnormal metabolism, and the clinical significance of laboratory tests are discussed.
Prerequisites: MDT 100 or CHM 141. Students must receive a grade of C or better in MDT 160 to proceed to MDT 265

**MDT 265, Hospital Laboratory Practice**
275, 285, 295
1000 hours; 12 credits
Students will perform laboratory tests, work with patients and hospital personnel at affiliate hospital laboratories. They obtain training and practice as they rotate through all of the clinical laboratories. Training is on a full-time, five days per week basis for 25 weeks or until 1,000 hours have been completed.
All four MDT courses must be completed satisfactorily for credit to be awarded.
Prerequisites: MDT 310 with a grade of C or better plus completion of all college course requirements for the MLT (A.A.S.) degree

**MDT 265**
220 hours; 3 credits
Hematology, hemostasis, and coagulation

**MDT 275**
220 hours; 3 credits
Blood Banking including immunology

**MDT 285**
240 hours; 3 credits
Microbiology including parasitology, mycology, virology

**MDT 295**
320 hours; 3 credits
Clinical Chemistry including special test, urine and body fluid analysis

Students who wish to transfer their credits to the Medical Technology B.S. degree program must have successfully completed the 1,000 hours required in these Hospital Laboratory Practice courses and have been awarded the Medical Laboratory Technology A.A.S. degree.

**MDT 310  Blood Transfusion Technology**
2 class hours, 4 laboratory hours; 4 credits
An introduction to the nature, significance, and distribution of blood group antigens and antibodies; fundamentals of basic immunology, compatibility testing, and other procedures associated with a clinical blood bank. Laboratory practice includes duplicate testing for blood groups, cross-matching, antibody screening, hepatitis antigen testing, component preparation, and other significant tests.
Prerequisites: BIO 180, 181, and MDT 100 or equivalent
MDT 318  Cytotechnology and Cytologic Techniques  
3 class hours, 3 laboratory hours; 4 credits  
Topics include cytogenetics, molecular biology, histocytology correlations as well as laboratory techniques in specimen collection, processing procedures, and microscopic interpretations used for the detection of cancerous or pre-cancerous cells.  
Prerequisites: BIO 180 and 181, and BIO 318 and/or equivalent laboratory experience.

MDT 325  Diagnostic Molecular Biology  
(Also BIO 325)  
3 class hours, 3 laboratory hours; 4 credits  
This course will address the theoretical and practical framework for the understanding and application of molecular biology techniques in the clinical laboratory. The course material will cover the principles and applications of recombinant DNA technology including DNA-DNA hybridization, DNA amplification and nonradioactive in situ hybridization (HISH) for the detection and identification of microorganisms associated with infectious diseases.  
Prerequisites: BIO 314, CHM 142

The following courses are part of the Medical Technology B.S. degree program.  
Medical technology students train for 12 months during their senior year in an affiliated hospital that is:  
a) approved for training by the New York State Department of Health  
b) accredited for training by NAACLS  
c) accredited by JRCNMT  
MDT 380 and MDT 480 are taken by students in NYS Department of Health-approved hospitals;  
MDT 381, 382, 383 and MDT 481, 482, 483 are taken by students in NAACLS-accredited programs;  
MDT 395 and MDT 495 are taken by students in JRCNMT-accredited programs.

MDT 365  Radiochemistry and Radiochemical Analysis  
4 hours; 4 credits  
Nuclear physics and nuclear and radiochemistry for the clinical laboratory. The theory and characteristics of various types of radiation are discussed. Health physics and statistical analysis of data are included, and the use of radioactive tracers and neutron activation are treated theoretically. In addition, radio-chemicals, radio-pharmaceuticals, and nuclear medicine procedures will be discussed.  
Prerequisites: BIO 180 and BIO 181 or BIO 160 and CHM 250 and PHY 116.

MDT 319  Cytotechnology Training I  
16 credits  
Prerequisite: Permission of the Medical Technology coordinator.

MDT 321  Histotechnology Training I  
16 credits  
Prerequisite: Permission of the Medical Technology coordinator.

MDT 380  Medical Technology Training I  
16 credits  
Prerequisite: Permission of the Medical Technology coordinator

MDT 381  Clinical Chemistry Training  
8 credits  
Prerequisite: Permission of the Medical Technology coordinator

MDT 382  Hematology-Coagulation Training  
6 credits  
Prerequisite: Permission of the Medical Technology coordinator

MDT 383  Clinical Microscopy Training  
2 credits  
Prerequisite: Permission of the Medical Technology coordinator

MDT 395  Nuclear Medicine Training I  
16 credits  
Prerequisite: Permission of the Medical Technology coordinator
MDT 419  Cytotechnology Training II
16 credits
Prerequisite: Permission of the Medical Technology coordinator.

MDT 421  Histotechnology Training II
16 credits
Prerequisite: Permission of the Medical Technology coordinator.

MDT 480  Medical Technology Training II
16 credits
A continuation of MDT 380.
Prerequisites: MDT 380 and permission of the Medical Technology coordinator

MDT 481  Clinical Microbiology Training
6 credits
A continuation of MDT 381.
Prerequisite: MDT 381 and permission of the Medical Technology coordinator

MDT 482  Immuno-Hematology Training
4 credits
A continuation of MDT 382.
Prerequisites: MDT 382 and permission of the Medical Technology coordinator

MDT 483  Serology-Immunology Training
4 credits
A continuation of MDT 383.
Prerequisites: MDT 383 and permission of the Medical Technology coordinator

MDT 484  Clinical Parasitology Training
2 credits
Prerequisite: Permission of the Medical Technology coordinator

MDT 495  Nuclear Medicine Training II
16 credits
A continuation of MDT 395.
Prerequisites: MDT 395 and permission of the Medical Technology coordinator

Music

*(Bachelor of Arts, Bachelor of Science, Electrical Technology Concentration, Minor)*
Department of Performing and Creative Arts
Chair: Associate Professor Charles Thomas, Center for the Arts (1P), Room 203

Music (B.A. and B.S.)

General Education Requirements for the B.A. and B.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis;
Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
      Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Music (B.A.)

Pre-Major Requirements: 3 credits
   MUS 120 Rudiments of Music 3 credits

Major Requirements (45-46 credits)
   MUS 150 Chorus I* 1 credits
   MUS 151 Chorus II 1 credit
   MUS 211 History of Music to 1750 3 credits
   MUS 212 History of Music from 1730 3 credits
   MUS 223 Keyboard I 1 credit
   MUS 224 Keyboard II 1 credit
   MUS 225 Harmony in the Classical Tradition I 4 credits
   MUS 226 Harmony in the Classical Tradition II 4 credits
   MUS 239 History of Jazz 3 credits
   MUS 243 Ear-Training and Sight-Singing I 2 credits
   MUS 244 Ear-Training and Sight-Singing II 2 credits
   MUS 250 Chorus III 1 credit
   MUS 251 Chorus IV 1 credit
   MUS 322 Tonal Counterpoint 3 credits
   MUS 326 Instrumentation and Scoring 2 credits
   MUS 363 Ear-Training and Sight-Singing III 2 credits
   MUS 364 Ear-Training and Sight-Singing IV 2 credits
   MUS 424 Score Analysis 3 credits

One course from the following list of Music History courses:
   MUS 338 Innovators in Jazz 3 credits
   MUS 360 Twentieth Century Directions 3 credits
   MUS 400 The Music of J.S. Bach 3 credits
   MUS 402 Major Composer 1 3 credits
   MUS 403 Major Composer 2 3 credits
   MUS 450 History of the Symphony 3 credits
   MUS 460 History of Chamber Music 3 credits
   MUS 470 History of Opera 3 credits

One course (2-3 credits) from the following list:
   MUS 242 Harmonic Practice in the Jazz Tradition 3 credits
   MUS 258 Introduction to Electronic Synthesis 2 credits
   MUS 270 Composition I 2 credits
   MUS 338 Innovators in Jazz 3 credits
   MUS 370 Composition II 2 credits
   MUS 431 Conducting 2 credits
*Students who qualify for participation in another ensemble such as Ensemble (MUS 115, MUS 116, MUS 215, MUS 216), Guitar Ensemble (MUS 130, MUS 131, MUS 230, MUS 231), Jazz Ensemble (MUS 144, MUS 145, MUS 246, MUS 247) or another professionally led ensemble within the CUNY system may substitute that course or series of courses for Chorus, contingent on permission of a full-time faculty member.

Electives: 12-35 credits
Total Credits Required: 120

Music majors must complete MUS 120 as soon as possible. This course should be followed by MUS 223 and either MUS 225 or MUS 242. Because of course requirements and offerings, all prospective Music majors should request an academic adviser from the Music faculty.

Ensemble Course
Students are required to participate in a minimum of four semesters of a performing ensemble, taken with or without credit. Enrollment in a performing ensemble course each semester is encouraged. Ensemble courses may count as electives, but will not apply toward the credits required for the B.A. or B.S. in Music.

Liberal Arts and Sciences Requirement
For the B.A. in Music, at least 90 credits must be in liberal arts and sciences courses; the B.S in Music, at least 60 credits must be in liberal arts and sciences courses. Music performance courses are non-liberal arts and sciences.

Honors
To graduate with Honors in Music a student must have a 3.5 grade point average in music courses and must complete an honors thesis in composition or performance under the supervision of a full-time faculty member.

Music (B.S.)

Pre-Major Requirements: 3 credits
MUS 120 Rudiments of Music 3 credits

Major Requirements (62-65 credits)
MUS 150 Chorus I* 1 credit
MUS 151 Chorus II 1 credit
MUS 181 First-Semester Private Lessons 1 credit
MUS 182 Performance Workshop I 1 credit
MUS 191 Second-Semester Private Lessons 1 credit
MUS 192 Performance Workshop II 1 credit
MUS 211 History of Music to 1750 3 credits
MUS 212 History of Music from 1730 3 credits
MUS 223 Keyboard I 1 credit
MUS 224 Keyboard II 1 credit
MUS 225 Harmony in the Classical Tradition I 4 credits
MUS 226 Harmony in the Classical Tradition II 4 credits
MUS 239 History of Jazz 3 credits
MUS 242 Harmonic Practice in the Jazz Tradition 3 credits
MUS 243 Ear-Training and Sight-Singing I 2 credits
MUS 244 Ear-Training and Sight-Singing II 2 credits
MUS 250 Chorus III 1 credit
MUS 251 Chorus IV 1 credit
MUS 281 Third-Semester Private Lessons 1 credit
MUS 282 Performance Workshop III 1 credit
MUS 291 Fourth-Semester Private Lessons 1 credit
MUS 292 Performance Workshop IV 1 credit
MUS 322 Tonal Counterpoint 3 credits
MUS 326 Instrumentation and Scoring 2 credits
MUS 363 Ear-Training and Sight-Singing III 2 credits
MUS 364 Ear-Training and Sight-Singing IV 2 credits
MUS 424 Score Analysis 3 credits
MUS 431 Conducting 2 credits

One course from the list of Music History courses as shown above for the B.A.

Three additional courses (6-9 credits) from the following list chosen in consultation with a music advisor:

MUS 258 Introduction to Electronic Synthesis 2 credits
MUS 270 Composition I 2 credits
MUS 338 Innovators in Jazz 3 credits
MUS 340 Arranging for Jazz Ensemble 2 credits
MUS 360 Twentieth-Century Directions 3 credits
MUS 370 Composition II 2 credits
MUS 383 Junior Project (Performance) 3 credits
MUS 393 Junior Project (Composition) 3 credits
MUS 400 The Music of J.S. Bach 3 credits
MUS 402 Major Composer I 3 credits
MUS 403 Major Composer II 3 credits
MUS 450 History of the Symphony 3 credits
MUS 460 History of Chamber Music 3 credits
MUS 470 History of Opera 3 credits
MUS 483 Senior Project (Performance) 3 credits
MUS 493 Senior Project (Composition) 3 credits

Electives: 0-15 credits
Total credits required: 120

*Students who qualify for participation in another ensemble such as Ensemble (MUS 115, MUS 116, MUS 215, MUS 216), Guitar Ensemble (MUS 130, MUS 131, MUS 230, MUS 231) Jazz Ensemble (MUS 144, MUS 145, MUS 246, MUS 247) or another professionally led ensemble within the CUNY system may substitute that course or series of courses for Chorus, contingent on permission of a full-time faculty member.

Students enrolled in MUS 181, MUS 191, MUS 281, or MUS 292 must maintain a 2.75 cumulative average in academic music classes (theory, history, and sight-singing/ear-training). Students may be asked to perform scales, arpeggios, two prepared pieces, and sight-reading. (Please contact any full-time member of the Music program or the department secretary to schedule an audition.) For each semester of private lessons, the student must be enrolled in at least 6 credits of music classes. (Some flexibility is possible for first- and last-semester students.) These courses may not be repeated, and are non-liberal arts courses. Students may receive credit for a maximum of eight semesters and should take the courses in sequence.

Junior and Senior Project Courses
Courses numbered MUS 383, MUS 393, MUS 483, and MUS 493 are project courses available to music majors who wish to perform a full-length public recital, write a large-scale composition, or complete a research project in music theory or music history of significant scope and length. Any of these endeavors must be supervised by a full-time music faculty member and/or applied music instructor. At the request of the student, when the grade point average warrants the appellation, these courses may be designated as Junior Honors Project or Senior Honors Project.

Private Instruction in Voice and Instrument
Enrollment for credit in private instruction is for students pursuing a major or minor in Music and making appropriate progress toward the degree requirements. Private lessons will be funded by the College for a limited number of qualified Music majors. Admission is by audition, which is required prior to registration. Students may be asked to perform scales or etudes, two prepared pieces, and to sight-read.

These courses (MUS 181, MUS 191, MUS 281, MUS 291, MUS 381, MUS 391, MUS 481, MUS 491), which may not be repeated, are non-liberal arts and sciences courses. Students may receive credit for a maximum of eight semesters of private lessons.

Please call the Department of Performing and Creative Arts at 982-2520 to schedule an audition.
The following is expected of students enrolled in College-funded lessons:

a) at least two daily hours of practice;
b) a juried examination at the end of the semester is required;
c) full-time enrollment (12 credits or more) during each semester lessons are College-funded;
d) students must make satisfactory progress toward completing a music degree. This is at the discretion of the Music faculty.

Music (B.S.)
Electrical Technology Concentration
General education, pre-major, and major requirements are the same as for the Music B.S.

Electrical Technology Concentration: 16 credits

- ELT 121 DC Fundamentals Laboratory 1 credit
- ELT 124 Principles of Electricity 3 credits (Prerequisite: MTH 123)
- ELT 240 Principles of Digital Electronics 3 credits
- ELT 241 Digital Circuit Laboratory 1 credit
- ELT 331 Electronic Laboratory I 1 credit
- ELT 332 Electronic Circuit Theory and Applications 4 credits
- ELT 444 Sound Production 3 credits (Course taught elsewhere for CSI credit.)

Electives: 42-61 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirement
Music performance courses and electrical technology (ELT) courses are non-liberal arts and sciences.

Minor Requirements
At least 18 credits of music to be determined in consultation with a Music faculty adviser. At least 11 credits must be courses required for the music major.

Courses

MUS 108 Introduction to Jazz History
3 hours; 3 credits
A survey of music in the jazz perspective from Scott Joplin to the present, including the social impact of the music on American and European cultures. (art & com.)

MUS 110 Introduction to Music History
3 hours; 3 credits
A study of the evolution of musical style through representative works from every era of the Western musical tradition. Assigned readings, listening, and concerts. (art & com.)

MUS 115 Ensemble I
2 hours; 1 credit
Ensembles from duos to larger groups, such as voice and piano, single instrument and piano, trio, brass ensemble, new music ensemble, and/or other ensemble, that will rehearse and receive coaching on a weekly basis. Groups will be formed based on repertoire available and performance ability, with the goal of public performance. Prerequisites or corequisites: MUS 120, and audition and permission of the instructor or program coordinator.

MUS 116 Ensemble II
2 hours; 1 credit
Ensembles from duos to larger groups, such as voice and piano, single instrument and piano, trio, brass ensemble, new music ensemble, and/or other ensemble, that will rehearse and receive coaching on a weekly basis. Groups will be formed based on repertoire available and performance ability, with the goal of public performance. Prerequisite: MUS 115
MUS 120  Rudiments of Music
4 hours; 3 credits
A functional approach to learning elements of rhythm and notation; structure of scales, intervals, and triads; musical terms; introduction to sight-singing, ear-training, and the keyboard. (art & com.)

MUS 130  Guitar Ensemble I
2 hours; 1 credit
An ensemble of guitarists and other instrumentalists that will perform works in the classical and popular idioms. Several public performances will be given. May be taken without credit.
Prerequisites: Audition and permission of the instructor or program coordinator.

MUS 131  Guitar Ensemble II
2 hours; 1 credit
An ensemble of guitarists and other instrumentalists that will perform works in the classical and popular idioms. Several public performances will be given. May be taken without credit.
Prerequisite: MUS 130

MUS 144  Jazz Ensemble I
MUS 145  Jazz Ensemble II
2 hours; 1 credit
An ensemble consisting of a balanced group of selected instrumentalists who perform works in the jazz idiom. Several public performances will be given. May be taken without credit.
Prerequisites: Audition and permission of the instructor or program coordinator (MUS 120 Rudiments of Music or its equivalent is recommended as preparation for the audition.)

MUS 150  Chorus I
2 hours; 1 credit
A mixed chorus of soprano, alto, tenor, and bass (SATB) that sings both classical and popular works. The group contributes to the musical and social life of the College by presenting a concert near the end of the semester. May be taken without credit.
Prerequisite: Permission of the instructor or program coordinator.

MUS 151  Chorus II
2 hours; 1 credit
See description of MUS 150.
Prerequisite: MUS 150 or permission of the instructor

MUS 180  Performance Workshop I
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the Program coordinator.
Prerequisite or corequisite: MUS 120
Corequisite: MUS 181

MUS 181  First-Semester Private Lessons
1 hour; 1 credit
Prerequisite: Permission of a full-time Music faculty member
Corequisite: MUS 120 and MUS 182

MUS 190  Performance Workshop II
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the program coordinator.
Prerequisites: MUS 180 and MUS 181
Corequisite: MUS 191
MUS 191  Second-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time Music faculty member and MUS 181
Corequisite: MUS 192

MUS 211  History of Music to 1750
MUS 212  History of Music from 1730
3 hours; 3 credits
A survey of the history of musical style and materials from the monophonic compositions of the Middle Ages to the works of twentieth-century composers, through a study of representative compositions from each era of stylistic development. (art & com.)
Prerequisites: ENG 111 and ability to read music

MUS 215  Ensemble III
2 hours; 1 credit
Ensembles from duos to larger groups, such as voice and piano, single instrument and piano, trio, brass ensemble, new music ensemble, and/or other ensemble, that will rehearse and receive coaching on a weekly basis. Groups will be formed based on repertoire available and performance ability, with the goal of public performance.
Prerequisite: MUS 116

MUS 216  Ensemble IV
2 hours; 1 credit
Ensembles from duos to larger groups, such as voice and piano, single instrument and piano, trio, brass ensemble, new music ensemble, and/or other ensemble, that will rehearse and receive coaching on a weekly basis. Groups will be formed based on repertoire available and performance ability, with the goal of public performance.
Prerequisite: MUS 215

MUS 223  Keyboard I
2 hours; 1 credit
An introduction to the keyboard. Simple pieces and studies; simple song harmonizations and transpositions; major and minor scales; two octaves hands together.
Prerequisite: Ability to read music

MUS 224  Keyboard II
2 hours; 1 credit
A continuation of MUS 223. Advanced beginner or early intermediate piano repertoire; major and minor scales; four octaves hands together; cadence patterns; more advanced song harmonizations and transpositions.
Prerequisite: MUS 223 or permission of the instructor

MUS 225  Harmony in the Classical Tradition I
4 hours; 4 credits
Four-part diatonic harmony, non-chord tones, dominant seventh, diatonic seventh, modulation, prolongation. Exercises involving Roman numerals, figured bass, soprano and bass harmonization.
Prerequisite: MUS 120 or permission of instructor

MUS 226  Harmony in the Classical Tradition II
4 hours; 4 credits
Four-part chromatic harmony, non-chord tones, diminished sevenths, mode mixture, secondary dominant seventh and diminished seventh, Neapolitan bII6, augmented sixth chords and advanced theories of prolongation. Exercises involving Roman numerals, figured bass, soprano and bass harmonization.
Prerequisite: MUS 225

MUS 233  Guitar Ensemble III
2 hours; 1 credit
An ensemble of guitarists and other instrumentalists that will perform works in the classical and popular idioms. Several public performances will be given. May be taken without credit.
Prerequisite: MUS 131

MUS 234  Guitar Ensemble IV
2 hours; 1 credit
An ensemble of guitarists and other instrumentalists that will perform works in the classical and popular idioms. Several public performances will be given. May be taken without credit.
Prerequisite: MUS 230

MUS 236 Music in American Life
(Also AMS 236)
4 hours; 4 credits
The music making and listening habits of the American people, examining the musical activities, the musicians, and the social setting. The course focuses on the history and significance of rock as an American and international phenomenon, exploring issues of gender, race, and the multicultural musical traditions that have enriched American popular music. This course develops the ability to understand music as an expression of cultural values, and does not require instrumental training or the ability to read music. This course does not meet requirements for the major or the minor in Music. (art & com.)
Prerequisite: ENG 111

MUS 237 American Musical Theater
(Also AMS 237)
3 hours; 3 credits
A survey of American musical theater and its development from the second half of the nineteenth century to our own times, considered in the context of a changing America. Sousa, Herbert, Friml, Cohan, Kern, Gershwin, Bernstein, Arlen, Weill, Thomson, and Copland are some of the composers whose works will be covered. (art and com.)
Prerequisites: ENG 111; for music majors, MUS 120 or permission of instructor

MUS 239 History of Jazz
3 hours; 3 credits
Survey of jazz from its origins to the present, through a study of representative compositions from each era of stylistic development.
Prerequisites: ENG 111 and MUS 120 or the ability to read music.

MUS 242 Harmonic Practice in the Jazz Tradition
3 hours; 3 credits
Chord types, extensions, alterations, voicings, progressions, and substitutions found in the jazz idiom. Analysis and written exercises.
Prerequisite: MUS 225 or permission of the instructor.

MUS 243 Ear-Training and Sight-Singing I
3 hours; 2 credits
Expansion of pitch and rhythmic recognition through extensive drills and exercises. Sight singing and dictation of graduated patterns.
Prerequisite: MUS 120 or permission of the instructor

MUS 244 Ear Training and Sight-Singing II
3 hours; 2 credits
Continuation of MUS 243.
Prerequisite: MUS 243

MUS 246 Jazz Ensemble III
MUS 247 Jazz Ensemble IV
2 hours; 1 credit
An ensemble consisting of a balanced group of selected instrumentalists who perform works in the jazz idiom. Several public performances will be given. May be taken without credit.
Prerequisites: Audition and permission of the instructor or program coordinator. (MUS 120 Rudiments of Music or its equivalent is recommended as preparation for the audition.)

MUS 250 Chorus III
2 hours; 1 credit
See description for MUS 150, Chorus I. May be repeated for credit.
Prerequisite: MUS 151 or permission of the instructor

MUS 251 Chorus IV
2 hours; 1 credit
See description for MUS 150, Chorus I. May be repeated for credit.
Prerequisite: MUS 250 or permission of the instructor

MUS 252  Musical Performance I
3 hours; 1 credit

MUS 253  Musical Performance II
3 hours; 1 credit
Study and performance of representative literature from all periods of music history, involving instrumental as well as vocal ensembles. May be taken without credit.
Prerequisite: For MUS 252, permission of the instructor; for MUS 253, MUS 252 or permission of the instructor

MUS 258  Introduction to Electronic Music Synthesis
3 hours; 2 credits
Students will learn the practical and technological aspects of electronic music by gaining familiarity with the synthesizer. Each student will have regular access to the equipment of the electronic music studio. A deposit against breakage will be required, to be refunded at the end of the semester.
Prerequisite: MUS 225 or permission of the instructor

MUS 270  Composition I
2 hours; 2 credits
Composition of original music in a seminar setting. Extensive writing and listening assignments. Study of contemporary music literature in a variety of styles. Aspects of orchestration and arranging.
Prerequisites: MUS 212 or MUS 360 and MUS 225

MUS 280  Performance Workshop III
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the program coordinator.
Prerequisites: MUS 190 and MUS 191; corequisite: MUS 281

MUS 281  Third-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time Music faculty member and MUS 191
Corequisite: MUS 282

MUS 290  Performance Workshop IV
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the program coordinator.
Prerequisites: MUS 280 and MUS 281
Corequisite: MUS 291

MUS 291  Fourth-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time music faculty member and MUS 281
Corequisite: MUS 292

MUS 322  Tonal Counterpoint
3 hours; 3 credits
Analysis and writing of two- and three-part linear textures and three-voice harmony; study of related repertory; outside listening.
Prerequisite: MUS 225 or MUS 241 or MUS 242

MUS 326  Instrumentation and Scoring
2 hours; 2 credits
The study of woodwinds, brass, strings, and percussion; ranges and voicing; score analysis and notation; articulation and phrasing.
Prerequisites: MUS 241 or MUS 242 or MUS 225

MUS 338 Innovators in Jazz
3 hours; 3 credits
Analysis of style and form of major figures in jazz history.
Prerequisite: MUS 242

MUS 340 Arranging for Jazz Ensemble
2 hours; 2 credits
A practical study of voicing techniques in the jazz idiom. Students will be expected to orchestrate for ensembles ranging from combo to big band, and to master the writing of “charts” for the rhythm section.
Prerequisite: MUS 326 or permission of the instructor

MUS 352 Musical Performance III
3 hours; 1 credit
See description for MUS 252.
Prerequisite: MUS 253 or permission of the instructor

MUS 353 Musical Performance IV
3 hours; 1 credit
See description for MUS 252. May be repeated for credit.
Prerequisite: MUS 352 or permission of the instructor

MUS 360 Twentieth-Century Directions
3 hours; 3 credits
Prerequisite: MUS 241 or MUS 242 or MUS 225

MUS 363 Ear-Training and Sight-Singing III
2 hours; 2 credits
Continuation of MUS 244, intermediate work in ear-training and sight-singing.
Prerequisites: MUS 225 and MUS 244

MUS 364 Ear-Training and Sight-Singing IV
2 hours; 2 credits
Continuation of MUS 363 Ear-Training and Sight-Singing III.
Prerequisites: MUS 225 and MUS 363

MUS 370 Composition II
2 hours; 2 credits
Continuation of MUS 270. Composition of original music in a seminar setting. Extensive writing and listening assignments.
Study of contemporary music literature in a variety of styles. Aspects of orchestration and arranging.
Prerequisite: MUS 270

MUS 380 Performance Workshop V
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment.
Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the program coordinator.
Prerequisites: MUS 290 and 291; corequisite: MUS 381 or MUS 383

MUS 381 Fifth-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time Music faculty member and MUS 291
Corequisite: MUS 382
MUS 383  Junior Project (Performance)
1 hour; 3 credits
Prerequisites: Junior standing and permission of a full-time Music faculty member
Corequisite: MUS 382 or MUS 392

MUS 390  Performance Workshop VI
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the program coordinator.
Prerequisite: MUS 381 or MUS 383 and MUS 380
Corequisite: MUS 383 or MUS 391

MUS 391  Sixth-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time music faculty member and MUS 381
Corequisite: MUS 392

MUS 393  Junior Project (Composition or Research)
1 hour; 3 credits
Prerequisites: Junior standing and permission of a full-time Music faculty member

MUS 400  The Music of J.S. Bach
3 hours; 3 credits
An examination of the music of J.S. Bach in a variety of genres: keyboard, chamber, orchestral, and cantata. Issues of musical style and structure will be emphasized. Secondary considerations include issues of theology, symbolism, and historical theory. Extensive listening assignments.
Prerequisites: MUS 120 and ENG 111
Corequisite: MUS 225 or MUS 241 or MUS 242

MUS 402  Major Composer I
3 hours; 3 credits
The course will focus on a particular composer or (composers). It will cover the composer's life, major repertoire in various genres, and significant contributions to the music literature. Issues of form and style will be emphasized. The course will include extensive listening assignments and score analysis. The course will be open to majors and non-majors.
Prerequisites: MUS 120 and ENG 111

MUS 403  Major Composer II
The course will focus on a particular composer, (or composers). It will cover the composer's life, major repertoire in various genres, and significant contributions to the music literature. Issues of form and style will be emphasized. The course will include extensive listening assignments and score analysis. The course will be open to majors and non-majors.
Prerequisites: MUS 120 and ENG 111

MUS 420  Modal Counterpoint
2 hours; 2 credits
The polyphonic modes; soprano, mezzo-soprano, alto, tenor, and baritone clefs; shaping a line, with special care for pitch structure, rhythmic flexibility, and ease of performance (students must sing their own examples); combining two, three, and four lines. The models to be studied and emulated are primarily Lassus and Palestrina.
Prerequisite: MUS 322

MUS 422  Tonal Counterpoint II
2 hours; 2 credits
The study of fugue. Canons (at various intervals: in augmentation, diminution, inversion, and crab); two-part fugue (subject, answer, countersubject, exposition, etc.).
Prerequisite: MUS 322

MUS 424  Score Analysis
3 hours; 3 credits
Study of works that demonstrate the variety of musical forms found in Western music.
Prerequisite: MUS 225 or MUS 241 or MUS 242

MUS 430 Orchestration
2 hours; 2 credits
Score reading; the study of the instruments of the orchestra; the timbres, ranges, and sound potentials; practical exercises in the instrumentation of compositions for ensembles of all varieties, including full symphony orchestra.
Prerequisite: MUS 326 or permission of instructor

MUS 431 Conducting
2 hours; 2 credits
Baton techniques; score reading; the study of choral and instrumental repertory and associated problems of interpretation; preparation for performance of representative compositions.
Prerequisites: MUS 243 and MUS 241, or MUS 242 or MUS 225

MUS 441 Composing in the Popular Idiom
3 hours; 3 credits
An analytic approach to writing popular songs through the study of selected music of various composers such as Gershwin, Rodgers, Ellington, Mancini, Bacharach, and Wonder. Composing in several forms and styles.
Prerequisites: MUS 243 and MUS 241, or MUS 242 or MUS 225

MUS 450 History of the Symphony
3 hours; 3 credits
A study of the origins, content, and style of significant works in symphonic literature from the Baroque to the present.
Prerequisites: MUS 120 and ENG 111

MUS 460 History of Chamber Music
3 hours; 3 credits
A study of the origins, content and style of significant works in chamber music literature from the Baroque to the present.
Prerequisites: MUS 120 and ENG 111

MUS 470 History of Opera
3 hours; 3 credits
A study of the origins, content and style of significant works in opera literature from the Florentine Camerata to the present.
Prerequisites: MUS 120 and ENG 111

MUS 480 Performance Workshop VII
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the Program coordinator.
Prerequisites: MUS 383 or MUS 391 and MUS 390
Corequisite: MUS 481 or MUS 483

MUS 481 Seventh-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time music faculty member and MUS 391
Corequisite: MUS 482

MUS 483 Senior Project (Performance)
1 hour; 3 credits
Prerequisites: Senior standing and permission of a full-time Music faculty member
Corequisite: MUS 482 or MUS 492

MUS 490 Performance Workshop VIII
1 hour; 1 credit
Music students will meet once a week to perform before each other and Music faculty in a supportive environment. Discussion of stage deportment, performance anxiety, issues of style, and other topics with the goal of developing readiness
for public performance. Performance calendar will be arranged in consultation with the student's private teacher and the program coordinator.
Prerequisites: MUS 481 or MUS 483 and MUS 480
Corequisite: MUS 483 or 491

MUS 491 Eighth-Semester Private Lessons
1 hour; 1 credit
Prerequisites: Permission of a full-time Music faculty member and MUS 481
Corequisite: MUS 492

MUS 493 Senior Project (Composition or Research)
1 hour; 3 credits
Prerequisites: Senior standing and permission of a full-time Music faculty member

Nursing

(Bachelor of Science, Associate in Applied Science, Master of Science in Adult Health Nursing - see Graduate Catalog for information on graduate program)
Department of Nursing
Chair: Associate Professor Linda Reese, Marcus Hall (5S), Room 213

Nursing (A.A.S.)

General Education Requirements:
ENG 111*, ENG 151, PED 190: 8 credits
Whenever possible, these three courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis: 16 credits
1. Scientific Analysis
   a. Science and Technology
      BIO 150  Human Anatomy and Physiology I* 4 credits
      BIO 160  Human Anatomy and Physiology II** 4 credits
   b. Mathematics
      MTH 108 Medical Dosage Calculations 2 credits
2. Social Scientific Analysis
   PHL 130 Ethics * 3 credits
   PSY 100 Introduction to Psychology* 3 credits
*Satisfies Prerequisite Courses Requirement
** Satisfies Core Requirement

Prerequisite Courses: 13 credits
   BIO 150 Human Anatomy and Physiology I
   ENG 111 Communications Workshop
   PHL 130 Introduction to Ethics
   PSY 100 Psychology

To qualify for admission to the Nursing program students are required to successfully complete proficiency examinations in mathematics and English and to take the Biology Placement Examination. Successful completion of the prerequisite courses, with any necessary remediation, is a prerequisite to the clinical phase of the nursing curriculum.

Students must have a minimum cumulative average of 2.5 in the prerequisite courses with a minimum grade of C in Biology 150 to be considered for admission to the clinical phase of the Nursing program.

The number of admissions is limited. Students who have repeated any courses in the prerequisite courses may not be considered for admission to the Nursing program. The letter grades earned in prerequisite courses at other colleges are used in the calculation of the index in the prerequisite courses for transfer students. Once admitted to Nursing, any student who fails to complete NRS 110 successfully must reapply for admission to the program on an appeals basis.
Admissions to the Nursing program are made in June and January each year. Applications for admission are available during each registration period in the Nursing Department office, Room 213, Marcus Hall (5S).

Health Documentation: Each student must maintain a completed health and immunization record on file in the Health Center Office, Room 112, Campus Center. At the beginning of each semester, the student must present a current copy of the health and immunization record to the clinical instructor. This includes an annual physical examination, required immunizations, proof of measles and varicella vaccination or blood titer, PPD test, and drug screen (urine) results. Hepatitis B immunization is highly recommended.

Insurance: The application form for malpractice insurance for nursing students is available in Room 213, Marcus Hall. This insurance must be maintained during the time enrolled in the Nursing education program and is to be renewed yearly. Applications for the insurance are issued at registration. Clinical practice may not begin until the insurance is in effect.

Uniforms: Nursing students are required to wear a uniform during clinical practice. Information about uniforms is available in the department.

CPR Certification: At the start of each clinical course, each student must submit proof of current American Red Cross, National Safety Council, or American Heart Association certification for cardiopulmonary resuscitation.

Core Requirements: (total credit requirement: 44)
(BIO 150, BIO 160, and MTH 108 from general education requirements listed above)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 350</td>
<td>Bacteriology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Bacteriology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NRS 110</td>
<td>Medical-Surgical Nursing I</td>
<td>6</td>
</tr>
<tr>
<td>NRS 120</td>
<td>Medical-Surgical Nursing II</td>
<td>9</td>
</tr>
<tr>
<td>NRS 210</td>
<td>Medical-Surgical Nursing III*</td>
<td>4.5</td>
</tr>
<tr>
<td>NRS 211</td>
<td>Psychiatric Nursing*</td>
<td>4.5</td>
</tr>
<tr>
<td>NRS 220</td>
<td>Family-Centered Maternity Nursing*</td>
<td>5</td>
</tr>
<tr>
<td>NRS 221</td>
<td>Child Health Nursing*</td>
<td>5</td>
</tr>
</tbody>
</table>

* Half-semester course

Electives: 2 credits
Total Credits Required: 64

Liberal Arts and Sciences Requirement:
Courses in human services, health education, and nursing are non-liberal arts and sciences.

Criteria for Continuation in Associate's Degree Nursing Curriculum:
1. The student must be admitted to and matriculated in the clinical phase of the nursing curriculum in order to register for any required nursing course.
2. The student must achieve a minimum grade of C+ in each of the required courses and a minimum grade of C in MTH 108 and the required biology courses. The student may repeat only one biology course with a minimum grade of C and only one nursing course with a minimum grade of B. Withdrawal (WU) from any nursing and/or required biology course for academic reasons will be permitted only once. The student has the right to appeal the grade, after consultation with the faculty member and the chairperson.
3. Students withdrawing from any nursing course more than twice must apply to the Department Advisory Committee to request permission to register for that class.
4. The time limit for completion of the clinical phase of the Associate's Degree Nursing Program is five years.
5. Students seeking readmission to the clinical phase after a break of three or more years in enrollment in clinical courses must apply to the Department Advisory Committee. In the event of readmission, the Committee may require additional work, including repeating a previously completed clinical course.
6. Students are expected to adhere to standards that reflect ethical and professional responsibility.
7. Failure of a student to meet any of the above standards will warrant review by the Department Advisory Committee.
8. The criteria for continuation in the nursing curriculum will be implemented by the Department Advisory Committee. Voting members include one representative from each nursing course. Non-voting members include the departmental representative to the Committee on Course and Standing, a faculty member secretary, and the Chairperson of the Nursing Department. The elected chairperson of the Advisory Committee votes if there is a tie vote:
   a) The Department Advisory Committee will review each student’s total college record at the end of the fall and spring semesters.
b) Students who fail to meet the criteria for continuation will be advised to see a counselor or adviser for clarification of the difficulty.

c) The Department Advisory Committee will refer those students who fail to meet the above criteria to the Committee on Course and Standing for appropriate action.

d) The student may appeal the decision of the Department Advisory Committee and/or the Committee on Course and Standing.

Nursing (B.S.)
The College offers an upper-division program leading to the B.S. degree with a major in Nursing. The program is designed for students who are licensed registered nurses but do not hold the baccalaureate degree.

Admission Requirements:
Applicants to the B.S. degree program in Nursing must be graduates of a nursing program from a degree-granting college or a diploma-granting nursing school that prepares students for licensure as Registered Professional Nurses.

Applicants should have at least a 2.0 cumulative grade point average and grades of at least 2.0 in all nursing courses taken prior to application. Deadlines for application and supporting documentation are April 1 for the fall semester and November 1 for the spring semester. Applications for admission are available in the Office of Recruitment and Admissions.

General Education Requirements for the B.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis;
Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (3-4 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
See section on general education requirements for approved course lists and complete details.

The science and mathematics courses listed under Major Requirements will be accepted as satisfying Scientific Analysis requirements.

Pre-Major Requirements: 54 credits
Students are expected to have completed all the following courses or their equivalent prior to admission to the BSN curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PHL 130</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 160</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Bacteriology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Bacteriology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MTH 108</td>
<td>Medical Dosage Calculations</td>
<td>2</td>
</tr>
<tr>
<td>NRS 110</td>
<td>Medical Surgical Nursing I</td>
<td>6</td>
</tr>
<tr>
<td>NRS 120</td>
<td>Medical Surgical Nursing II</td>
<td>9</td>
</tr>
<tr>
<td>NRS 210</td>
<td>Medical Surgical Nursing III</td>
<td>4.5</td>
</tr>
<tr>
<td>NRS 211</td>
<td>Psychiatric Nursing</td>
<td>4.5</td>
</tr>
<tr>
<td>NRS 220</td>
<td>Family-Centered Maternity Nursing</td>
<td>5</td>
</tr>
</tbody>
</table>
NRS 221 Child Health Nursing 5 credits

The maximum number of nursing credits applied to the B.S. major is 25.

Major Requirements: 52 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 382</td>
<td>Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>CHM 110</td>
<td>Principles of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 111</td>
<td>Principles of Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHM 116</td>
<td>Principles of Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 117</td>
<td>Principles of Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MTH 113</td>
<td>Introduction to Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 114</td>
<td>Introduction to Physics</td>
<td>4</td>
</tr>
<tr>
<td>NRS 303</td>
<td>Seminar in Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>NRS 310</td>
<td>Interpersonal Dynamics for Professional Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NRS 320</td>
<td>Health Assessment and Physical Examinations</td>
<td>3</td>
</tr>
<tr>
<td>NRS 321</td>
<td>Introduction to Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NRS 410</td>
<td>Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NRS 411</td>
<td>Leadership in the Management of Patient Care</td>
<td>5</td>
</tr>
<tr>
<td>NRS 421</td>
<td>Critical Care Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NRS 423</td>
<td>Issues in Health Care and Professional Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

Nursing electives: 3 credits

Electives: 0-1 credits

Total Credits Required: 120

Criteria for Progression to 400-level courses:

All students must meet the following requirements prior to taking NRS 400 courses:

1. Current New York State License as a Registered Professional Nurse.
2. Completion of the pre-major requirements, either by examination or by completion of the appropriate courses. A maximum of 25 nursing credits are applied toward the B.S. in Nursing.

Graduates of diploma-granting nursing schools and college programs not accredited by the National League for Nursing Accrediting Commission must demonstrate successful completion of the Excelsior College Examinations currently designated by the Department (see a faculty adviser for information on names of specific examinations.)

Upon successful completion of these requirements, the student must file a change in curriculum form in the B.S. in Nursing program with the Office of the Registrar (registrar's curriculum designation N4).

To qualify for continuation in and graduation from the nursing curriculum, students must receive a grade of at least C in each of the required nursing and biology courses. A student may repeat only one of the required nursing courses and only one of the required biology courses if a grade of less than C is received. Only one Withdrawal for Academic Reasons (WU) from required courses in nursing or biology is permitted.

Health Documentation

Students taking NRS 410/411 and NRS 421 must present the following on the first clinical day: a completed copy of the College Health Record that includes annual physical examination, required immunizations, proof of measles and varicella vaccination or a positive titer, PPD test, and drug screen (urine) result. Hepatitis B immunization is highly recommended.

Professional Documentation

Students taking NRS 410/411 and NRS 421 must present the following on the first clinical day: copy of current R.N. license; copy of malpractice insurance face-sheet showing dates and coverage.

(See section under A.A.S. for more information on health and insurance regulations.)
Courses

NRS 110  Medical-Surgical Nursing I
3 class hours, 9 laboratory hours; 6 credits
Principles and concepts basic to the practice of nursing. Emphasis is on the maintenance and meeting of the basic needs of the adult patient. Introduces the student to alterations in human basic needs as a result of simple health problems. Clinical experience in a general hospital.
Prerequisite: satisfactory completion of the pre-nursing sequence
Corequisite: MTH 108

NRS 120  Medical-Surgical Nursing II
6 class hours, 9 laboratory hours; 9 credits
Focus is on the identification of alterations in human basic needs resulting from common health problems and nursing intervention to restore and/or maintain optimal health. Clinical experience in a general hospital.
Prerequisites: NRS 110, MTH 108
Pre- or corequisite: BIO 160

NRS 125  Nursing Informatics - Computers in Nursing
1 class hour, 2 laboratory hours; 2 credits
Introduction to the basic concepts and skills necessary for the student to interact with a computer. Emphasis is on nursing informatics, computers related to clinical practice, nurse-patient education, basic administrative and research applications.
Prerequisite: Open to students in the nursing curriculum

NRS 210  Medical-Surgical Nursing III
6 class hours, 9 laboratory hours for one-half semester; 4.5 credits
Focus is on the nursing problems of a patient with catastrophic illness. Short- and long-term goals of care will be included and the many ramifications that these illnesses have upon the patient, family, society, and the nurse. Clinical experience in general hospital and community agencies.
Prerequisite: NRS 120

NRS 211  Psychiatric Nursing
6 class hours, 9 laboratory hours for one-half semester; 4.5 credits
The development of concepts and skills in psychiatric nursing. Special emphasis is placed on developing increased understanding of the nurse's own behavior and the role she/he plays in interpersonal relationships. The student learns to recognize the components of mental health and the impact of mental illness upon the patient, the patient's family, and the community. Laboratory experiences in clinical settings and community agencies.
Prerequisite: NRS 120

NRS 220  Family-Centered Maternity Nursing
6 class hours, 12 laboratory hours for one-half semester; 5 credits
Development of principles and skills in identifying and meeting the needs of the expectant family. The family structure and changing roles are emphasized throughout the pregnancy and birth cycle. Laboratory experiences in clinical settings and community agencies.
Prerequisites: NRS 210 and 211

NRS 221  Child Health Nursing
6 class hours, 12 laboratory hours for one-half semester; 5 credits
Basic needs and primary care of the well and ill child as a member within the family and community. Encompasses nursing assessment and intervention in the promotion, maintenance, and restorative aspects of childcare. Psycho-social aspects of growth and development are emphasized. Laboratory experiences in general hospital and community agencies.
Prerequisites: NRS 210 and 211

NRS 223  Perspectives and Issues in Professional Nursing
3 hours; 3 credits
An exploration of current topics and issues that influence the practice of professional nursing. Content includes legal, ethical, cultural, managerial, and economic issues as they affect the practice of nursing.
Prerequisites: NRS 110 or 113, and NRS 120

NRS 303  Seminar in Professional Development
3 hours; 3 credits
This course consists of seminar-based discussions of nursing as a profession and a science. The theory and research-based aspects of professional practice are explored. The history of nursing provides a foundation for growth as professionals. A model for health promotion is introduced as a foundation for community-based nursing care. Theories of critical thinking are applied through the use of case studies.

Prerequisite: Matriculated status in the B.S. degree program in Nursing.

NRS 310 Interpersonal Dynamics for Professional Nurses
2 lecture hours, 2 laboratory hours; 3 credits
Theories and research related to verbal, nonverbal, written, and computer-based communication are explored. Students increase proficiency in the use of a broad range of communication strategies with people from culturally diverse backgrounds.

Prerequisite: Matriculated status in the BS degree program in Nursing.

NRS 320 Health Assessment and Physical Examination
2 lecture hours, 2 laboratory hours; 3 credits
The skills and techniques to perform a comprehensive health assessment and physical examination for generalist-nursing practice are refined. Nursing assessments of normal health parameters serve to differentiate the health patterns of culturally diverse individuals across the life span. Data from interviews, health histories, and case studies will be critically analyzed. Standardized nursing classification systems are used throughout the course.

Pre- or corequisites: NRS 303, NRS 310

NRS 321 Introduction to Research in Nursing
3 hours; 3 credits
Introduction to steps of the research process and to strategies for critically appraising nursing research. Research utilization, applications for clinical nursing practice, the use of the computer in nursing research, and future directions of nursing research will be discussed. Students will read and critique a selection of current published nursing research articles. Emphasis will be on clinical nursing research, including both qualitative and quantitative designs.

Prerequisite: NRS 303, NRS 310

Pre- or corequisite: NRS 321

NRS 323 Health Care Needs of Vulnerable Populations
3 hours; 3 credits
This course explores the concept of vulnerability and its effect on health care needs. Factors that predispose people to vulnerability are discussed. Specific populations are identified and interventions to break the cycle of vulnerability are presented.

Pre- or corequisites: NRS 303, NRS 310

NRS 410 Community Health Nursing
2.5 class hours, 5 laboratory hours; 5 credits
Nursing and public health theories and research are integrated to provide students with knowledge and competencies for holistic nursing care of culturally diverse individuals, families, and communities. Theories and research related to health promotion, health protection, disease and illness management are applied. Skills in mutual collaboration with consumers and interdisciplinary teams are developed.

Prerequisites: BIO 382, MTH 108, NRS 310, NRS 303, NRS 320, and successful completion of the Criteria for Progression to NRS 400 courses.

Pre- or corequisite: NRS 321

NRS 411 Leadership in Management of Patient Care
2.5 class hours, 5 laboratory hours; 5 credits
In this course, nursing, transcultural, organizational, and change theories are examined in relation to application to the practice setting. Emphasis is placed on professional communication skills, principles, and practices of care management. Conceptual themes of critical thinking, decision making, and therapeutic nursing interventions as they apply to the management of patient care and quality improvement initiatives are integrated throughout the course. Issues and research findings are analyzed and the impact of various models of health care on the nursing profession is examined.

Prerequisites: NRS 320, NRS 321, and successful completion of the Criteria for Progression to NRS 400 courses.

NRS 421 Nursing in Critical Illness
2.5 class hours, 5 laboratory hours; 5 credits
This course focuses on the roles of professional nurses in the specialty of critical care nursing. It provides students with opportunities to develop clinical judgement, use advanced technology, participate in ethical decision-making, and integrate research findings into practice.

Prerequisites: NRS 303, NRS 310, NRS 320, CHM 110, CHM 111, CHM 116, CHM 117; and successful completion of the Criteria for Progression to NRS 400 courses.

Pre- or corequisites: NRS 321, PHY 114

NRS 423 Issues in Health Care and Professional Nursing
3 hours; 3 credits
Current issues in health care and nursing are discussed and analyzed. Pro and con positions are addressed through discussions and presentations. Political strategies to negotiate and effect change are outlined and demonstrated. This course should be taken in the student's last semester of the BS degree program in nursing.

Pre- or corequisites: NRS 410, NRS 411, NRS 421

Philosophy

(Bachelor of Arts, Dual Major with Political Science, Minor)
Department of Political Science, Economics, Philosophy
Coordinator: Professor Peter Simpson, History/Political Science, Economics, and Philosophy Building (2N), Room 232

Philosophy (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
       Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Major Requirements: 28 credits
At least 28 credits of courses at the 200 level or higher. These 28 credits must include courses in at least three of the following four areas, including a minimum of two in 1. History of Philosophy and one in 2. Knowledge, Logic, and Scientific Method.

1. History of Philosophy (PHL 200-219, 300-319)
4. Culture and Religion (PHL 240-249, 340-349)
The 28 credits must also include at least two courses at the 300 level and a Senior Seminar (PHL 400, 401, or 490).

In addition, students must complete at least 12 credits of work in related subjects chosen in consultation with an adviser. Relevant areas include history, politics, psychology, sociology, literature, science, law, economics, education, public administration, and the arts. These courses may also be used to satisfy general education requirements.
Electives: 33-52 credits
Total Credits Required: 120

Honors
To graduate with Honors in Philosophy a student must have a 3.5 grade point average in philosophy courses and must complete a thesis or project determined by the student and his or her faculty sponsor and the course POL/ECO/PHL 490 Senior Seminar in Political Science, Economics, and Philosophy.

Minor
Prerequisite course:
Any 100-level philosophy course 3 credits

Minor Requirements
At least 12 credits in philosophy at or above the 200 level.

Dual Major in Philosophy and Political Science (B.A.)
Requirements for the dual major in Philosophy and Political Science (B.A.) include the general education requirements and 19 credits in philosophy, and 19 - 20 credits in political science, total of 120 credits required.

Required Courses in the Dual Major:
PHL 101 Introduction to Philosophy
or
PHL 130 Introduction to Ethics 3 credits

Four 200-level or above courses in philosophy including at least one course at the 300 level or above. Of these four courses, one must be in the history of philosophy (PHL 210-219, 310-319) and one in philosophical method (PHL 220-229, 320-329, 420). 16 credits

POL 100 American Government and Politics
or
POL 235 The American Political System 3-4 credits

Four 200-level or above courses in political science including at least one course at the 300 level or above. These four courses must be chosen from at least two of the following areas: American politics (POL 220-239; POL 320-339), political theory (POL 200-219; POL 300-319), comparative government (POL 240-259; POL 340-359), international politics (POL 260-279, POL 360-379). 16 credits

POL/ECO/PHL 490 Senior Seminar in Political Science, Economics, and Philosophy 4 credits

Elective credits: 22-42
Total Credits in the Dual Major: 38-39

Courses

PHL 101 Introduction to Philosophy
3 hours; 3 credits
A study of those systems of Western thought that have had the greatest effect and that have best illuminated the central problems of human existence. (social science)

PHL 130 Introduction to Ethics
3 hours; 3 credits
Social and individual conduct in the light of important ethical theories of Western civilization. Topics include the meaning of good and evil, the meaning of right and wrong, free will, and the validity of ethical judgment. (social science)

PHL 200 Early Political Theory
(Also POL 201)
4 hours; 4 credits
Analysis of major ideas and concepts of Western political theory from the Greeks to Hobbes. Such questions as the ends of politics, the nature of citizenship, the extent and limits of political obligation, and the relationship between rulers and the ruled will be discussed. (social science)
Prerequisites: ENG 111, COR 100

PHL 202 Modern Political Theory
(Also POL 202)
4 hours; 4 credits
The development of modern theories of the state, with emphasis on democracy and theories of representation, the forces underlying political change and revolution, and the growth of "collectivism." Such authors as Locke, Rousseau, Hegel, Mill, and Marx will be read. (social science)
Prerequisites: ENG 111, COR 100

PHL 204 American Political and Legal Thought
(Also POL 204)
4 hours; 4 credits
A study of the political ideology dominating several periods of American history, including the Puritan, revolutionary, pre-civil war, populist, and New Deal eras. Analysis of the writing of at least one current theorist and one major legal philosopher. (social science)
Prerequisites: ENG 111, COR 100

PHL 210 American Philosophy
(Also AMS 210)
4 hours; 4 credits
A study of philosophy in America. Topics of inquiry will be selected from such movements and figures as the following: Puritanism, empiricism, idealism, and pragmatism; Jonathan Edwards, Ralph Waldo Emerson, Josiah Royce, Charles S. Peirce, William James, John Dewey, George Santayana, and Alfred North Whitehead. (social science)
Prerequisites: ENG 111, COR 100

PHL 213 Existentialism
4 hours; 4 credits
Major figures and directions in existential philosophy will be studied, including such figures as Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, and Ricoeur. Existential philosophy will be considered both as a reaction against rationalist and positivist thought and as a new attempt to examine and define human values. The course will pay some attention to related developments in religion and psychology. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 216 Ideas and the World, 600 B.C. to 1600 A.D.
4 hours; 4 credits
The development of philosophy from pre-Socratic times through the sixteenth century. Emphasis on the dialogues of Plato and the writings of Aristotle with attention to such other thinkers as Epicurus, Marcus Aurelius, Plotinus, Augustine, and Aquinas. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 217 Ideas and the World, 1600 to the Present
4 hours; 4 credits
The development of philosophy from the beginning of the seventeenth century to the present through the study of philosophical texts. Readings will be drawn from such authors as Descartes, Hume, Kant, Marx, Mill, Nietzsche, Dostoyevsky, and Ayer. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 218 Major Philosopher I
4 hours; 4 credits
This course will focus on a particular philosopher. It will cover the life, the main theories and ideas, the main contributions, and the main problems and difficulties. Philosophers will be chosen from all periods of philosophy (ancient, medieval, modern) and from all cultures (American, European, Asian, Islamic, African, etc.). Typical assignments will be quizzes on the philosopher's life and ideas and on logical analysis; three or four analytical papers; final examination. The course is open to majors and non-majors.
Prerequisites: ENG 111 and COR 100

PHL 219 Major Philosopher II
PHL 220 Experience and Knowledge
4 hours; 4 credits
A study of various theories of knowledge and of the relation of experience to knowledge. Inquiry will include such topics as experience and nature, knowledge and belief, perception, memory and the past, meaning and meaningfulness, thought and feeling, and observation in the natural and social sciences. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 221 Logic and Scientific Method
4 hours; 4 credits
An analysis of the pitfalls of language, and an investigation into the formal structure and methodology of deductive and empirical sciences. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 223 Philosophical Thinking
4 hours; 4 credits
This course will explore different types of philosophical argument with the aim of developing the student's capacity for critical thought. Important texts from the history of philosophy will be analyzed in class discussions and essays; students will also be asked to develop and to criticize arguments on the issues discussed. Emphasis will be on the methods of philosophy rather than on its history. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 236 Life and Death: Bioethics
4 hours; 4 credits
An examination of basic human mysteries and dilemmas including the nature of life and self-identity, the implications of death, and the complex moral issues arising from technological advances. Among topics considered are euthanasia, abortion, human experimentation, behavioral and genetic control, and the rights and responsibilities of patients and professionals. Open to all students, it will have special significance for those preparing for health care services. (social science)
Prerequisites: ENG 111, COR 100; a 100-level course in philosophy or sophomore standing

PHL 237 The Tragic Dilemma
4 hours; 4 credits
Analysis of the consequences of human finitude (mortality, fallibility, ignorance) in an attempt to illustrate the meaning of tragedy as a lived experience. Discussion of the ways in which humans attempt to avoid the recognition of tragedy or attempt to make it bearable. Orientation will be accomplished through a study of the literature of tragedy. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 238 Ethical Issues in Business and Society
(Also BUS 238)
4 hours; 4 credits
Critical examination of economic and social responsibility of business in the U.S. and around the world; exploration of the appropriate scope of ethical involvement from points of view of management and society; the limitations of responsibility and the establishment of ethical criteria for the evaluation of business performance; the role of public policy in shaping corporate responsibility; consideration of ethical issues arising from the changing nature and implementation of computer and information technology.
Prerequisites: ENG 111; PHL 101 or PHL 130 or MGT 110 or sophomore standing

PHL 240 Philosophy of Religion
4 hours; 4 credits
A study of some of the classical problems in the philosophy of religion, including arguments for the existence of God, religious language, the unique features of religious experience, and the relation between reason and faith. (social science)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 243 Comparative Religion
4 hours; 4 credits
A comparative study of the great religious systems, e.g., Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, Judaism, Christianity, and Islam. (social science) (P&D)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 266 Environmental Ethics
(Also GEG 266)
4 hours; 4 credits
This course provides a critical forum to examine the roots and results of our attitudes toward the environment. How should we view the apparent connections between pollution, economic development, and poverty; what (if anything) do we owe future generations; how should we consider non-human animals in the environment; is there justice or injustice in environmental civil disobedience? The course will draw on issues related to philosophy, geography, biology, economics, geology, and political science, and will challenge the exercise of global consciousness in "real world" terms. (West & World)
Prerequisites: A 100-level course in philosophy or sophomore standing; ENG 111, COR 100

PHL 303 Recent Political Theory
(Also POL 303)
4 hours; 4 credits
An examination of leading works in political theory of the late nineteenth and twentieth centuries. The central theme will be the attacks on and the reaffirmations of liberal democratic thought. Discussion of problems of order and violence, social and political revolutions, and democratic processes. Readings will be drawn from original works in political theory by writers such as Arendt, Dewey, Freud, Hayek, Lenin, Marx, and Sorel.
Prerequisites: Sophomore standing and any 100-level political science or philosophy course

PHL 307 History of Legal Thought
(Also POL 307)
4 hours; 4 credits
An analysis of the writings of major legal philosophers from classical times to the present. Writers to be studied include Aristotle, Cicero, Aquinas, Austin, Savigny, Cardozo, and Holmes.
Prerequisites: Sophomore standing and any political science or philosophy course

PHL 312 Descartes to Kant
4 hours; 4 credits
The beginning of modern philosophy - epistemology, ethics, and political thought - will be studied through readings from some of the major figures of the seventeenth and eighteenth centuries. Readings will be drawn from the works of Descartes, Leibniz, Spinoza, Locke, Hume, Rousseau, and Kant. Special attention will be given to the opposition of empiricism and rationalism and to its resolution in Kant's work.
Prerequisites: At least one 200-level course in philosophy or permission of the department

PHL 314 Nineteenth-Century Philosophy
4 hours; 4 credits
This course attempts to form a coherent view of nineteenth-century philosophy by studying the major philosophical developments in Hegel, Marx, Kierkegaard, and Nietzsche. Discussion topics will include the nature of man as an historical being, the problem of a foundation of values, and the problem of alienation.
Prerequisites: At least one 200-level course in philosophy or permission of the department

PHL 320 Philosophy, Religion, and Psychology
4 hours; 4 credits
A study of the common and conflicting aspects of philosophy, religion, and psychology and their assumptions and methods; the debate between science and religion; contrasting views of the human predicament, proposals for change, and their intended results. Consideration of such authors as Freud, Jung, James, Fromm, Teilhard de Chardin, Watts, Tillich, and Skinner.
Prerequisites: At least one 200-level course in philosophy or permission of the department

PHL 321 Mathematical Logic
(Also MTH 350)
4 hours; 4 credits
Prerequisites: MTH 233 or 236

PHL 331 Moral, Legal, and Political Philosophy
4 hours; 4 credits
The nature of moral and legal principles and, in particular, their application to political life. Such topics as: freedom of speech, the control of sexual behavior, the distribution of property and income, punishment, the morality of war, the choice of political means. Particular attention will be paid to the question of the extent to which the state should employ the technique of law in enforcing the community's moral and political principles.

Prerequisites: At least one 200-level course in philosophy or permission of the department

PHL 333 Economics and Philosophy
(Also ECO 333)
4 hours; 4 credits
This course will cover topics that overlap in the fields of economics and philosophy. It will enlighten economics majors about the philosophical underpinnings of economics and introduce philosophy majors to the more "thoughtful" aspects of economics. Topics discussed will include: rational choice and ethics; social welfare; justice, efficiency, and equity; social choice; and game theory.

Prerequisites: ENG 111 and any introductory level economics or philosophy course

PHL 336 Advanced Topics in Ethics and Social Philosophy
4 hours; 4 credits
A study of a selected issue or issues in ethics and social philosophy. The particular topic for the semester will be announced in the Schedule of Classes. Possible topics include physician-assisted suicide, eugenics, health care rights, welfare and property rights.

Prerequisites: At least one 200-level course in philosophy or permission of the department

PHL 344 Eastern Philosophy
4 hours; 4 credits
An inquiry, both theoretical and experiential, into great philosophies of the Far East. Readings selected from the classical writings of Hinduism, Buddhism, Confucianism, and Taoism. Attention will also be paid to such modern thinkers as Gandhi and Mao Zedong. (P&D)

Prerequisites: At least one 200-level course in philosophy or permission of the department

PHL 345 Art and Criticism
4 hours; 4 credits
A discussion of theories concerning the nature of art and of aesthetic experience; the ideas of mimesis, beauty, and expression; methods of criticism and standards of judgment in the arts; the relation of art to morals and politics.

Prerequisites: At least one 200-level course in philosophy or permission of the department

PHL 346 Theories of Literature and Criticism
(Also ENL 460)
4 hours; 4 credits
A consideration of some of the main historical and contemporary theories of the nature of literature and the problems of criticism. Readings will be drawn from Aristotle to the post-structuralists. Major topics will be mimesis, expression, form, genre, convention, and aesthetic experience.

Prerequisites: Senior standing and an ENL 300-level literature course

PHL 400 Senior Seminar I
4 hours; 4 credits

PHL 401 Senior Seminar II
4 hours; 4 credits
Advanced seminar and directed study for majors. A special theme integrating course work in the philosophy major will be adopted each semester. In addition, students will select individual projects needed to round out their programs. The course involves research, conferences, oral reports, and a term paper presented for class discussion.

Prerequisite: 20 credits in philosophy

PHL 420 Foundations of Mathematics
(Also MTH 440)
4 hours; 4 credits
Postulate systems and their interpretations; sets, groups, rings, and ordered fields; partially ordered sets and lattices; theory of cardinal and ordinal numbers; well-ordered sets and transfinite induction; Boolean rings; mathematical logic.

Prerequisite: MTH 339 or MTH 350
PHL 490 Senior Seminar in Political Science, Economics, and Philosophy
4 hours; 4 credits
(also ECO 490 and POL 490)
Selected topics in which ideas and approaches from economics, political science, and philosophy either mesh or collide will be explored. Required of all students expecting to graduate with honors in political science, economics, or philosophy, but not limited to these students. Prerequisites: Senior standing and completion of at least 16 credits in intermediate and advanced social science courses and permission of the instructor.

Photography
(See Art/Photography Concentration)
Department of Performing and Creative Arts
Chair: Associate Professor Charles Thomas, Center for the Arts (1P), Room 203

Courses

PHO 120 Basic Photography
4 hours; 3 credits
An introduction to the practice of black and white photography. A study of the history and development of photography as an art form as well as basic principles and techniques of camera and darkroom practice. A prerequisite for all other studio photography courses.

PHO 220 Intermediate Photography
4 hours; 3 credits
The course combines an emphasis on interpretive camera and darkroom techniques with a thoughtful approach to the making of a photograph. Development of visual perception and individual style are emphasized. Fiber-based paper printing, toning, bleaching, pushed film processing, selective contrast, and an introduction to color are included. Prerequisite: PHO 120 or permission of the instructor

PHO 230 Color Photography
4 hours; 3 credits
An introduction to expressive color photography, utilizing transparencies and color printing. Projects will explore the creative and technical possibilities of color film. The class will focus on color theory, field and studio production, and critiques of student work. Prerequisites: PHO 120 or permission of the instructor

PHO 240 Photojournalism
4 hours; 3 credits
An in-depth study of photojournalism, including news photography, the journalistic portrait, the picture sequence, picture story, and picture essay. The development of photojournalism and its role in society will be explored. Students will produce news photographs, a journalistic portrait, and a picture story. Prerequisite: PHO 120 or permission of the instructor

PHO 250 Studio Photography I
4 hours; 3 credits
Photography studio techniques. Students will work both in large and small formats, utilizing tungsten and studio strobe lighting. Techniques of still life, portraiture, fashion, and figure photography will be stressed. Prerequisite: PHO 120 or permission of the instructor

PHO 320 The Photographic Portfolio
4 hours; 3 credits
Goals and marketing for photography. The definition and preparation of a personal photographic portfolio. A survey of ideas leading to a photographic direction, and the techniques necessary to realize the portfolio needed to pursue that direction. Prerequisites: Any 200-level PHO course or permission of the instructor. This course may be repeated for credit.
PHO 360  Studio Photography II
4 hours; 3 credits
Methodology of producing pictures under totally controlled conditions. Lighting and camera techniques for portraiture, still life, and illustrations will be stressed. Both artistic concerns and professional studio practices are covered.
Prerequisite: PHO 250 or permission of the instructor

Physical Education Course

Department of Nursing
Chair: Associate Professor Linda Reese, Marcus Hall (5S), Room 213

PED 190  Fitness for Life
2 hours; 1 credit
This course is designed to inform students about current issues and practices in fitness and wellness. It combines theory and practice in lectures and physical activities to enable students to plan for a healthy independent future.
Prerequisite: Current medical examination on file with the College Health Center.
Successful completion of PED 190 fulfills the general education requirement in Physical Education.

Physical Therapy

(Bachelor of Science/Master of Science)
Department of Biology
Coordinator: Professor Jeffrey Rothman, Engineering Technologies-East Building (5N), Room 207

The combined Bachelor of Science/Master of Science degree program in Physical Therapy is designed to prepare graduates for entry-level positions in the profession. Upon successful completion of all the requirements, students will be awarded both degrees: the B.S. in Physical Therapy and the M.S. in Physical Therapy. The two degrees will be awarded concurrently.

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

Admission Requirements to the professional phase of the program:
The Physical Therapy admissions committee, comprised of Physical Therapy faculty, Biology faculty, Physical Therapy clinicians, and a representative of the Admissions Office, determines the admission of candidates to the program. Students must successfully complete the general education requirements and the Pre-Major Requirements with a minimum cumulative grade-point-average of 2.8 in the Pre-Major Requirements to be considered for the program.

Admission to the program is competitive and criteria for selection include the strength of the academic record (with particular emphasis on performance in science courses); written and oral communication skills; volunteer and/or work experience in a physical therapy setting, minimum of 200 hours, of which 100 hours must be in a hospital or skilled nursing facility, and recommendations.

Retention Standards
Students must have a minimum grade point average (GPA) of 3.0 (B) to be retained in a graduate program. Students whose GPAs fall below 3.0 are on probationary status. If a student has completed the number of credits required for both the graduate and undergraduate degrees and has less than a 3.0 average in the graduate phase (600-level courses or above), he/she may repeat no more than two 600-level or above courses (6-8 credits) in order to bring the average to 3.0. Written permission of the program coordinator is required. The specific courses to be taken must be approved in writing by the program coordinator.

Physical Therapy (B.S./M.S.)
Students must maintain an average of 3.0 (B) in the 41 credits of graduate courses for retention in the program.

General Education Requirements for the B.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.
Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)

2. Social Scientific Analysis: (3-4 credits)

3. The West and the World: (4 credits)

4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)
   See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 37-39 credits
- BIO 150 Human Anatomy and Physiology I 4 credits
- BIO 160 Human Anatomy and Physiology II 4 credits
- CHM 141 General Chemistry I 3 credits
- CHM 121 General Chemistry I Laboratory 1 credit
- CHM 142 General Chemistry II 3 credits
- CHM 127 General Chemistry II Laboratory 1 credit
- BIO 272 Biometrics 4 credits or
- MTH 214 Applied Statistics Using Computers 4 credits
- MTH 123 College Algebra and Trigonometry 4 credits
- or
- MTH 130 Pre-Calculus Mathematics 3 credits
- PHY 116 Physics I 4 credits
- PHY 156 Physics II 4 credits
- PSY 100 Psychology 3 credits
- PSY 242 Developmental Psychology 4 credits

Major Requirements: 94 credits:
53 undergraduate credits and 41 graduate credits
- BIO 318 Histology 4 credits
- BIO 332 Advanced Physiology 4 credits
- BIO 342 Advanced Human Anatomy 4 credits
- BIO 368 Neuroscience 4 credits
- BIO 382 Pharmacotherapeutics 3 credits
- BIO 432 Clinical Pathology 3 credits
- PHT 310 Health Promotion for Self and Society 3 credits
- PHT 200 Physical Therapy Praxis I: Basic Patient Skills 4 credits
- PHT 230 Biomechanics and Kinesiology 3 credits
- PHT 250 Physical Therapy Praxis II:
  Tests and Measurements 4 credits
- PHT 270 Clinical Practicum I 3 credits
- PHT 300 Physical Therapy Praxis III:
  Therapeutics Modalities 4 credits
- PHT 350 Physical Therapy Praxis IV:
  Cardiopulmonary Rehabilitation 4 credits
- PHT 370 Clinical Practicum II 3 credits
- PHT 405 Research Methodologies 3 credits
- PHT 600 Physical Therapy Praxis V:
  Orthopedic Evaluation and Treatment 4 credits
### Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 605</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PHT 606</td>
<td>Research Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>PHT 608</td>
<td>Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>PHT 615</td>
<td>Interventions in Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PHT 630</td>
<td>Pathokinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PHT 631</td>
<td>Advanced Assessment of Human Motion</td>
<td>3</td>
</tr>
<tr>
<td>PHT 650</td>
<td>Physical Therapy Praxis VI: Neurномotor Facilitation</td>
<td>4</td>
</tr>
<tr>
<td>PHT 651</td>
<td>Physical Therapy Praxis VII: Current Topics in Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>PHT 660</td>
<td>Advanced Topics in Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PHT 670</td>
<td>Clinical Practicum III</td>
<td>6</td>
</tr>
<tr>
<td>PHT 706</td>
<td>Research Seminar II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives: 0-8 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits Required: 162</td>
<td></td>
</tr>
</tbody>
</table>

### Course Descriptions

**PHT 200 Physical Therapy Praxis I: Basic Patient Skills**
3 class hours, 3 laboratory hours; 4 credits
Examines the multifaceted role of the physical therapist in the health care delivery system. Introduces the student to basic clinical skills and problem-solving abilities that will serve as the foundation for future course work. Application of basic evaluation tools and intervention strategies introduced in lectures.
Prerequisites: BIO 160, PHY 156, and acceptance into the PT program

**PHT 230 Biomechanics and Kinesiology**
2 class hours, 3 laboratory hours; 3 credits
This course provides an in-depth study of the biomechanics and kinesiology of human motion. Examines the normal patterns in preparation for clinical assessment and integration.
Prerequisites: BIO 332, BIO 342, PHT 200

**PHT 250 Physical Therapy Praxis II: Test and Measurements**
3 class hours, 3 laboratory hours; 4 credits
Evaluation and clinical interventions related to therapeutic exercise techniques; includes goniometry, manual muscle testing, posture and gait assessment as they are adapted to pathokinesiological conditions and their relationship to specific exercise choices. History and evolution of therapeutic exercise leading to techniques for isolated and segmental manual exercises followed by multisegmental and full-body integration methods.
Prerequisites: PHT 200, PHT 230

**PHT 270 Clinical Practicum**
40 hours per week, full-time for 6 weeks; 3 credits
A clinical internship in a general hospital setting. Under the supervision of a licensed physical therapist, the student will integrate and apply course work to provide quality care in the evaluation and treatment of patients with a variety of diagnoses. The emphasis is on exposure to and participation in the environment in which a staff therapist functions.
Prerequisites: PHT 300, PHT 350

**PHT 300 Physical Therapy Praxis III: Therapeutics Modalities**
3 class hours, 3 laboratory hours; 4 credits
This course is designed to acquaint the student with thermal, electrotherapeutic, and hydrotherapeutic procedures used in the evaluation and treatment of pain and dysfunction. Includes the examination of the effect of thermal and electrical modalities on the human body. Includes a laboratory component that is designed to provide the necessary experiences for the student to develop problem-solving skills in the application of therapeutic modalities along the wellness-illness continuum, i.e., consideration of the psychological, social, and environmental factors which may contribute to the success of the therapeutic program.
Prerequisite: PHT 250
PHT 310 Health Promotion for Self and Society
3 hours; 3 credits
The study of traditional and contemporary definitions of health. Describes the holistic approach to health care with emphasis on the illness-wellness health continuum across the life span. Examines the interrelationships between nutrition and health; mind and body; physical activity and health. Students will assess their own health status from a holistic perspective. Students will begin to identify community needs that would benefit from a program of health promotion and disease prevention.
Prerequisites: PHT 350, PHT 450

PHT 350 Physical Therapy Praxis IV: Cardiopulmonary Rehabilitation
3 class hours, 3 laboratory hours; 4 credits
Application of principles of cardiopulmonary physiology to an understanding of pathology and disease and prevention. The student will learn to evaluate and treat chronic and acute cardiopulmonary problems, and to teach clients strategies for preventing cardiopulmonary dysfunction. The student will also learn to predict and manage cardiopulmonary dysfunction in patients with other primary diagnoses.
Prerequisite: PHT 250

PHT 370 Clinical Practicum II
40 hours per week, full-time for 8 weeks; 3 credits
An eight-week affiliation in a facility for the developmentally disabled that will serve to further refine and enhance students' skills while building on past clinical experiences. Provides the opportunity for the student to concentrate on skills and increase poise and efficiency, especially in the area of developmentally disabled.
Prerequisites: PHT 600, PHT 650

PHT 405 Research Methodologies
3 hours; 3 credits
Introduction to the scientific methods of inquiry used in research and their meaning in physical therapy practice. Includes identification of problems, research design, methodology, and reporting of results. Applications of computer technology to research is emphasized. Students begin to identify a research area of interest related to the developmental disabilities.
Prerequisite: PHT 250

PHT 600 Physical Therapy Praxis V: Orthopedic Evaluation and Treatment
3 class hours. 3 laboratory hours; 4 credits
Examines the theoretical applications of various mobilization techniques and pain and stress management for the orthopedic patient. Emphasis upon joint and vertebrae evaluation and mobilization techniques.
Prerequisites: PHT 270, PHT 350

PHT 605 Research Design
3 hours; 3 credits
Emphasis will be placed in the acquisition of methods and techniques for extending the scientific base of knowledge for advanced physical therapy practice. Research studies that address questions of impact on rehabilitation and that are drawn from an interdisciplinary health perspective will serve as the focus for discussion. Research designs and related statistical processes will be examined in terms of their appropriateness for addressing various rehabilitation problems.
Prerequisite: PHT 405

PHT 606 Research Seminar I
3 hours; 3 credits
Implementation of research study and preparation to submit for publication in a professional journal. Independent study with faculty adviser.
Prerequisites: PHT 405, PHT 310

PHT 608 Health Care Administration
3 hours; 3 credits
Lectures and discussions will provide information concerning the physical therapist's responsibility in the management of the physical therapy department within a health care system. Areas include financial consideration, supervision and leadership skills, hospital administration, and socioeconomic aspects of health care.
Prerequisite: PHT 270

PHT 615 Interventions for Developmental Disability
3 hours; 3 credits
Through lecture and laboratory experiences, discussion, clinical visits, and readings, the student will be able to examine the various theories and practices designed for intervention for developmental disabilities and discuss and analyze current research findings in the area.
Prerequisite: PHT 650

PHT 630 Pathokinesiology
2 class hours, 3 laboratory hours; 3 credits
Critical review and assessment of physical therapy treatments and evaluation for pain and stress management as related to the musculoskeletal system. Students will compare and analyze current theories of orthopedic physical therapy management. Students will design a corporate fitness or pain presentation program.
Prerequisites: PHT 600, PHT 650

PHT 631 Advanced Assessment of Human Motion
2 class hours, 3 laboratory hours; 3 credits
Advanced study of the neurophysiological principles underlying human motion with special attention to the application of principles to assess normal and abnormal motion. Examination of theoretical concepts that attempt to explain motor control. Examination of principles of motor learning and task analysis, and their application to rehabilitation and patient and family education. Evaluation of neurophysiological techniques to improve the quality of motion.
Prerequisites: PHT 650, PHT 310

PHT 650 Physical Therapy Praxis VI: Neuromotor Facilitation
3 class hours, 3 laboratory hours; 4 credits
Evaluation of patients with neuromotor dysfunction and application of therapeutic techniques to facilitate improved neuromotor function. Introduction to theoretical applications of Bobath, Brunnstrom, Rood, and Voss. Also includes rehabilitation of the spinal cord patient.
Prerequisites: PHT 270, PHT 350

PHT 651 Physical Therapy Praxis VII: Current Topics in Rehabilitation
2 class hours, 3 laboratory hours; 3 credits
Study of advanced assessment and specialized treatment methodologies in physical therapy practice. Areas include dance and athletic injuries, burns, hand and cancer rehabilitation. Includes laboratory prosthetics and orthotics, and clinical activities.
Prerequisite: PHT 631

PHT 660 Advanced Topics in Physical Therapy
3 hours; 3 credits
Examines the theoretical foundations and the principles of practice of selected alternative treatments in physical therapy. Reviews the efficacy of physical therapy procedures. Presents the conceptual bases of alternative approaches from a critical analytical perspective. Assessment of clinical strategies is an important aspect of the course. Student presentations and demonstrations of these approaches are utilized, along with current research findings.
Prerequisites: PHT 631, PHT 370

PHT 670 Clinical Practicum III
40 hours per week, 12 weeks of full-time clinical internship; 6 credits
An affiliation of approximately 12 weeks. The overall purpose is for the student to practice and perfect treatment techniques, skills, and knowledge previously acquired and utilized in the clinical setting. Students may opt for an acute care facility to see a variety of patient problems or for a more specific specialty area such as pediatrics or sports medicine. These affiliations build on past experiences and integrate coursework and skills from the third year.
Prerequisites: PHT 600, PHT 605, PHT 608, PHT 615, PHT 631

PHT 706 Research Seminar II
3 hours; 3 credits
Continuation of PHT 606; implementation of research study and submit for publication in a professional journal. Independent study with faculty advisement.
Prerequisite: PHT 606
The Department of Biology in affiliation with Bayley Seton Hospital offers a Physician Assistant B.S. degree program that prepares students to assist the primary care physician in providing patient services. The curriculum provides a comprehensive academic background in the liberal arts and sciences and in technical and clinical training. On successful completion of the program graduates are eligible for registration as a Physician Assistant in New York State and are also eligible for the National Certifying Examination for Primary Care Physician Assistants, sponsored by the National Commission on Certification of Physician Assistants and prepared by the National Board of Medical Examiners.

The Physician Assistant program requires the student to satisfy general education, pre-major, and major requirements; approximately two years are spent on campus and two years (60 credits) are spent in didactic/clinical training at Bayley Seton Hospital and its affiliates.

Admission Requirements

Students meeting the College admissions criteria for entry into a baccalaureate program will be considered for admission to the program. Students who do not meet the criteria for admission as baccalaureate students will be admitted to the A.S. degree program in Liberal Arts and Sciences.

In addition to the CUNY Basic Skills Tests, students are required to take the Biology Department Placement Test. Students who have completed most of the pre-major and major requirements may apply to the didactic/clinical portion of the program at Bayley Seton Hospital. Students will be interviewed by a joint committee of CSI and Bayley Seton Hospital faculty; admission is competitive. The remainder of the requirements must be completed prior to entering the hospital portion of the program.

Transfer students may apply for admission prior to the didactic/clinical portion of the program. They must complete a 12-credit residency at CSI before entering the hospital portion of the program.

Health Documentation: Each student must have an annual physical examination and provide documentation of a chest x-ray, PPD test, varicella titer; and immunization for MMR (measles, mumps, rubella), hepatitis B, and poliomyelitis. This documentation must be completed and on file in the College Health Center located in the Campus Center before the first day of classes. Students may not participate in clinical activities without a completed health record on file, and must have a copy of the health documentation available on the first clinical day of the program.

Insurance: The form for liability insurance for students in the Physician Assistant program is available through Bayley Seton Hospital. This insurance must be obtained before beginning the hospital component of the program and must be maintained until completion of the program. Didactic/clinical practice at Bayley Seton Hospital may not begin until the insurance is in effect.

Uniforms: Physician Assistant students are required to wear uniforms at Bayley Seton Hospital and its affiliates. Information about uniforms is available in the department.

Physician Assistant (B.S.)

General Education Requirements for the B.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (3-4 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   a. Literature: 200-level
b. Arts and Communications: 100-level

c. Arts and Communications: 200-level

5. Pluralism and Diversity Requirement: (0-4 credits)

See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 30 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 150</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 160</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 141</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 121</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 142</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 127</td>
<td>General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>MTH 130</td>
<td>Pre-calculus</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Microbiology and Cellular Pathology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Microbiology and Cellular Pathology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY 116</td>
<td>Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

*Satisfies Social Scientific Analysis general education requirement

Major Requirements: 71 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 342</td>
<td>Advanced Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>PHY 156</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 382</td>
<td>Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>PAT 100</td>
<td>Physician Assistant Training 1</td>
<td>15</td>
</tr>
<tr>
<td>PAT 200</td>
<td>Physician Assistant Training 2</td>
<td>15</td>
</tr>
<tr>
<td>PAT 300</td>
<td>Physician Assistant Training 3</td>
<td>15</td>
</tr>
<tr>
<td>PAT 400</td>
<td>Physician Assistant Training 4</td>
<td>15</td>
</tr>
</tbody>
</table>

Electives: 0-7 credits

Total Credits Required: 121-128

Liberal Arts and Sciences Requirement:

Of the credits required for the B.S. in Physician Assistant degree, at least one-half must be in liberal arts and sciences courses. All PAT courses are non-liberal arts and sciences.

Criteria for Continuation in the Program

Once accepted as a Physician Assistant major, a student must maintain a 3.0 grade point average with a minimum grade of C in all courses required for the major, including BIO 342. Courses in the didactic/clinical component are graded pass/fail. Failure in the didactic portion in one phase (as defined in the Bayley Seton Hospital student handbook) will result in academic probation; failure in any subsequent phase will result in immediate dismissal from the PA program. In the clinical portion of the program, students must pass all clinical examinations. If an examination is failed, a second examination must be taken and passed to continue in the program.

Students take at least 12 credits at the College of Staten Island prior to beginning the hospital component of the program. A minimum of two courses, including at least one advanced biology course, must be taken prior to the didactic/clinical admissions interview. The advanced course must be approved by the Physician Assistant program coordinator; courses designed for non-science majors and courses included in the pre-major requirements for PA majors do not fulfill the requirement for an advanced biology course.

Admission to the hospital portion of the program is competitive. A minimum GPA of 3.0 is required for application to the hospital component. Applicants must present documentation of 40 hours spent shadowing a Physician Assistant prior to application to the hospital component.

Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAT 100</td>
<td>Physician Assistant Training 1</td>
</tr>
<tr>
<td>PAT 200</td>
<td>Physician Assistant Training 2</td>
</tr>
</tbody>
</table>
42 weeks; 30 credits
The didactic material is presented in 12 phases during the first 42 weeks of instruction. The 12 phases are: integumentary, head and neck, musculoskeletal, respiratory, cardiovascular, neurology, endocrine, gastrointestinal, genitourinary, reproductive, and pediatric.

Within each phase, didactic material is grouped into the following categories: anatomy and physiology, medical/surgical techniques, clinical pharmacology, dietetics, health history and physical examination, medicine, pathology, radiology, and surgery. In addition to the integrated phases concomitant courses are taught in cardiopulmonary resuscitation, clinical chemistry, clinical laboratory, clinical laboratory practical, communications and healing, epidemiology, geriatrics, home health care, human behavior in family practice, introduction to primary care, survey of medical microbiology, and quality assurance.

Common clinical disorders, diagnostic tests, and management of the patient are taught in each phase. While basic medical and surgical theories are taught, emphasis is placed on provision of care, follow-up care, and counseling in a primary care setting.

PAT 300 Physician Assistant Training 3
PAT 400 Physician Assistant Training 4

52 weeks; 30 credits.
Clinical practice training provides exposure in the following areas: surgical laboratory, operating room inpatient and outpatient care in medicine, surgery, pediatrics, obstetrics, gynecology, emergency medicine, psychiatry, and primary care.

Elective rotations are offered in: orthopedics, urology, radiology, hemodialysis, and ophthalmology. The rotations are designed to emphasize the performance of diagnostic, therapeutic, preventive, and health maintenance services in any setting. The Hospital has clinical affiliates in nine locations throughout the five boroughs.

---

**Physics**

(Bachelor of Science)

Department of Engineering Science and Physics
Coordinator: Professor William Schreiber, Computer Science/Engineering Science and Physics Building (1N), Room 238

Physics (B.S.)

General Education Requirements for the B.S.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 21-27 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (3-4 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (3-4 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   c. Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)

See section on general education requirements for approved course lists and complete details.

Pre-Major Requirements: 32 credits
Students planning to major in physics must complete the following pre-major requirements. These courses may also be used to satisfy general education requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 120 General Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 121 General Physics I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHY 160 General Physics II</td>
<td>3</td>
</tr>
</tbody>
</table>
PHY 161 General Physics II Laboratory  1 credit
PHY 240 Waves and Modern Physics  3 credits
PHY 250 Engineering Mechanics  3 credits
MTH 229 Calculus Computer Laboratory
MTH 230 Calculus I with Pre-Calculus
or
MTH 229 Calculus Computer Laboratory
MTH 231 Analytic Geometry and Calculus I
MTH 232 Analytic Geometry and Calculus II
MTH 233 Analytic Geometry and Calculus III
or
MTH 229 Calculus Computer Laboratory
MTH 235 Accelerated Calculus I
MTH 236 Accelerated Calculus II  10 credits
CHM 121 General Chemistry I Laboratory  1 credit
CHM 142 General Chemistry II  3 credits
CHM 127 General Chemistry II Laboratory  1 credit

Major Requirements: 47 credits
CSC 270 Introduction to Scientific Computing  4 credits
MTH 330 Applied Mathematical Analysis I  4 credits

MTH 331 Applied Mathematical Analysis II  4 credits
PHY 310 Thermodynamics  4 credits
PHY 316 Dynamics  4 credits
PHY 356 Theory of Electromagnetic Radiation  4 credits
PHY 383 Electrical Properties of Materials
or
PHY 384 Mechanical Properties of Materials  3 credits
PHY 309 Basic Measurements Laboratory  2 credits
PHY 315 Advanced Physics Laboratory  2 credits
PHY 442 Quantum Mechanics  4 credits
One advanced mathematics course at the 300 or 400 level  4 credits
Two advanced physics courses at the 300 or 400 level  8 credits

One but not both PHY 318 and PHY 381 may be used to satisfy this requirement.

Electives: 2-16 credits
Total Credits Required: 120

Courses

PHY 102 Sound and Light
3 class hours, 2 laboratory hours; 4 credits
Study of sources, transmission, and reception of sound and light. Application to music, art, and photography. Topics to be discussed will include the general nature of waves, optical and musical instruments, pigments, physics of seeing and hearing, and other related subjects. (science)
Prerequisite: MTH 020 or appropriate score on the Mathematics Department Placement Examination.

PHY 103 Matter and Antimatter
3 class hours, 2 laboratory hours; 4 credits
A study of the elementary particles in the universe. Interactions, symmetries, accelerators, and cosmic rays. Designed for non-science students. (science)
Prerequisite: Successful completion of the CUNY Mathematics Assessment Test or MTH 020

PHY 105 Galileo to Newton and Beyond
3 class hours, 2 laboratory hours; 4 credits
A presentation of traditional physics that considers its historical development. The coverage of topics is traditional: mechanics, fluids, and heat, taking into account the innovative contributions of the major figures in physics. Readings in the original literature in English translation will be required. (science)

Prerequisites: Successful completion of the Mathematics Assessment Test or MTH 020 and the CUNY/ACT Reading Skills and Writing Sample tests.

PHY 110 College Physics I
3 hours; 3 credits
Non-calculus physics for technology students. Units, vectors, uniformly accelerated motion; forces, equilibrium, Newton's laws and applications; work energy, conservation laws, circular motion; temperature, expansion, heat capacity, thermal properties. (science)
Pre- or corequisite: MTH 123 or Mathematics Department Examination
Corequisite: PHY 111

PHY 111 College Physics I Laboratory
2 laboratory hours; 1 credit
Measurement, density, pendulum, vectors, free fall, projectiles acceleration, friction, Newton's laws, circular motion, collisions, energy, rigid body. (science)
Corequisite: PHY 110

PHY 114 Introduction to Physics
2 laboratory hours, 3 class hours; 4 credits
A quantitative survey of physics with emphasis on the scientific method. Topics covered are motion, energy, temperature and heat, electricity and magnetism, light, sound, atomic structure, and nuclear radiation. Not intended for physical science majors. (science)
Prerequisite: MTH 020 or equivalent or MTH 107

PHY 116 Physics I
3 class hours, 2 laboratory hours; 4 credits
Intended for biology and health science majors. Weight, balance; forces and torques exerted by muscles; introduction to motion and fluid flow; conservation of energy in animate and inanimate systems; energy consumption and metabolism; heat, gravitation, molecular potential energies; energy levels and transitions; binding and dissociation in large and small systems; free energy in chemistry and biology. Articulated experiments include mechanical systems simulating forces and torques in the human arm, energy conversion such as electrical energy to heat. (science)
Prerequisite: MTH 123

PHY 120 General Physics I
4 hours; 3 credits
Calculus-based physics for science and engineering majors. Vectors, forces, kinematics, Newton's laws and applications, particle dynamics, work, energy, conservation laws, collisions, rotational dynamics, ideal gas, thermal properties, heat transfer, thermodynamics. (science)
Corequisites: MTH 230 or MTH 231 or MTH 235, and PHY 121

PHY 121 General Physics I Laboratory
2 laboratory hours; 1 credit
Measurement, pendulum, gravity, projectiles, force equilibria, acceleration, friction, energy, collisions, centripetal force, calorimetry, Boyle's law. (science)
Corequisite: PHY 120

PHY 150 College Physics II
3 hours; 3 credits
Non-calculus physics for technology students. Waves, sound, light, geometrical optics, mirrors, lenses, diffraction; electric charge, potential, capacitance, current, resistance, magnetism, induction. (science)
Prerequisite: PHY 110
Corequisite: PHY 151

PHY 151 College Physics II Laboratory
2 laboratory hours; 1 credit
Standing waves, reflection, refraction, lenses, Millikan experiment, electric fields, capacitance, Ohm's law, Wheatstone bridge, meters, magnetic field, AC circuits. (science)
Corequisite: PHY 150

PHY 153  Waves, Optics, and Modern Physics
3 class hours, 2 laboratory hours; 4 credits
Non-calculus physics for electrical technology students. Simple harmonic motion, wave motion, sound, light, optics, electric
and magnetic fields, atomic and nuclear physics. (science)
Prerequisite: PHY 110

PHY 156  Physics II
3 class hours, 2 laboratory hours; 4 credits
Continuation of PHY 116 for students requiring one year of physics. Extension of the energy concept to atoms and
electricity; nuclear energy and radioactivity; electricity as energy and information transfer in animate and inanimate systems;
magnetism; mass spectroscopy and its uses; light, with applications to the eye, the camera, microscopes, fiber-optical
diagnostic instruments and spectroscopy. Articulated experiments include optics, optical and mass spectroscopy, electricity,
heat, instrumentation. (science)
Prerequisite: PHY 116

PHY 160  General Physics II
4 hours; 3 credits
Calculus-based physics for science and engineering majors. Electrostatics, potential, Ohm's law, resistance, capacitance, RC
circuits, magnetism, induction, waves and geometric optics. (science)
Prerequisite: PHY 120
Corequisites: MTH 232 or MTH 236, and PHY 161

PHY 161  General Physics II Laboratory
2 laboratory hours; 1 credit
Millikan experiment, electric fields, capacitance, Ohm's law, Wheatstone bridge, DC circuits, meters, RC circuits, electron
beams, CRO, AC circuits, standing waves, spectroscope. (science)
Corequisite: PHY 160

PHY 206  Nature of Physical Processes
(Also SLS 261)
3 class hours, 2 laboratory hours; 4 credits
A culturally oriented course and associated laboratory for liberal arts students who seek to deepen their understanding and
appreciation of the style and status of modern physical inquiry. Topics will be drawn from Newtonian mechanics, quantum
theory, relativity, and nuclear physics.
Prerequisites: a minimum GPA of 2.75; MTH 025 or MTH 030 or an appropriate score on the Mathematics Department
Placement Examination; and at least one Scientific Analysis course other than ELT, MET, or SCI courses.

PHY 230  Physics for Engineers
6 hours; 4 credits
A review of the natural laws necessary for the understanding of engineering and applied problems. Included will be topics in
classical mechanics, electricity and magnetism, and wave motion.
Prerequisite: PHY 150 or equivalent
Corequisite: ENS 200 or equivalent

PHY 240  Waves and Modern Physics
4 hours; 3 credits
Calculus-based physics for engineering and physical science majors. Wave mechanics, electromagnetic spectrum, radiation,
photo-electric and Compton effects, spectra. Introductory quantum mechanics, harmonic oscillator, hydrogen atom, many-
electron atoms, binding and energy bands in solids.
Prerequisite: PHY 160 or 230
Pre- or corequisite: MTH 330

PHY 250  Engineering Mechanics
(Also ENS 250)
3 hours; 3 credits
Three-dimensional vector algebra, equilibrium of force systems, static structures. Kinematics and dynamics of a particle;
kine kinematics and dynamics of rigid bodies. Work, conservation of energy and momentum. Engineering applications of
mechanics.
Prerequisites: PHY 120 and 121 or PHY 230
Pre- or corequisites: MTH 233 or MTH 236

PHY 309  Basic Measurements Laboratory
           (Also ENS 309)
        4 laboratory hours; 2 credits
Basic instrumentation and precise measurements in engineering applications. Design, construction, testing, and analysis of
simple analog systems using the circuit design tools and simulation software. Comparison of measured data to simulated data
and reconciliation of discrepancies is emphasized. (Non-liberal arts designation)
Prerequisite: PHY 310

PHY 310  Thermodynamics
           (Also ENS 310)
        4 hours; 4 credits
Basic concepts: systems, temperature, work, and heat. First and second laws of thermodynamics. Entropy, vapor, and gas
power systems. Refrigeration and heat pump systems. Nonreacting gas mixtures and psychrometrics.
Prerequisite: PHY 160 or PHY 230
Pre- or corequisites: MTH 233 or MTH 236

PHY 312  Nuclear Physics
        4 hours; 4 credits
Nuclear force, nuclear structure, applications of special relativity, nuclear reactions, radioactive decay.
Prerequisite: PHY 240

PHY 315  Advanced Physics Laboratory
        4 laboratory hours; 2 credits
Experiments in atomic absorption spectroscopy, fluids, mechanics, microwaves, optics, semiconductors, statistical physics,
and turbulence.
Prerequisite: PHY 309

PHY 316  Dynamics
           (Also ENS 316)
        4 hours; 4 credits
Rectilinear and curvilinear motion of particles and systems of particles. Energy and momentum methods. Kinematics of rigid
bodies. Plane and three-dimensional motion of rigid bodies. Forces and accelerations. Conservative forces and conservation
laws. Mechanical vibrations.
Prerequisites: PHY 250 and CSC 270 or CSC 126
Pre- or corequisite: MTH 330

PHY 318  The Scientific Revolution
        4 hours; 4 credits
The history of physics from Galileo to Newton. Readings and study in the original literature.
Prerequisite: MTH 233 or MTH 236

PHY 350  Transport Processes
           (Also ENS 350)
        4 hours; 4 credits
Introduction to momentum, heat, and mass transfer. Introduction to continuous media, control volume formulation of
conservation laws, momentum and energy consideration of fluid flow, heat transfer by conduction and radiation, mass
diffusion, analogies and breakdown of analogies among momentum, heat, and mass transfer.
Prerequisites: ENS 310 and CSC 270 or CSC 126
Pre- or corequisite: MTH 330

PHY 356  Theory of Electromagnetic Radiation
           (Also ENS 356)
        4 hours; 4 credits
This course is designed to give the student an understanding of the way in which electromagnetic waves are produced,
propagated, scattered, and absorbed. Building on the knowledge obtained from an introductory treatment of electromagnetism, students proceed to a study of the Maxwell equations in differential form, of wave equation, energy transfer, and the behavior of waves at metallic and dielectric surfaces. Production of radiation by dipoles and its absorption. Antennas, wave guides, and other applications.
Prerequisite: PHY 160 and CSC 270 or CSC 126
Pre- or corequisite: MTH 331

PHY 360  Relativity
4 hours; 4 credits
The principle of relativity, the Michelson-Morley experiment, the relativity of simultaneity, the relativity of length and time, the Lorentz transformation, relativistic momentum and energy, relativistic mechanics, relativistic electromagnetism, general relativity.
Prerequisite: PHY 240

PHY 365  Optics
4 hours; 4 credits
Applications of Maxwell's equations, polarization, Fresnel equations, Fermat's principle, interaction of light with matter, nonlinear optical phenomena.
Prerequisites: PHY 240

PHY 381  History of Modern Physics
4 hours; 4 credits
The history of modern physics. Selected topics from relativity, quantum theory, nuclear physics, solid state physics, and particle physics. Reading in the original literature.
Pre- or corequisite: PHY 240

PHY 383  Electrical Properties of Materials
(Also ENS 383)
3 hours; 3 credits
Electrons in atoms, electrons in crystals, contacts between materials and p-n junctions, bipolar transistors, optoelectronic devices, field-effect transistors, charge transfer devices, integrated circuits, solid state lasers. Photo cells and LEDs.
Prerequisites: PHY 240 and CSC 270

PHY 384  Mechanical Properties of Materials
(Also ENS 384)
3 hours; 3 credits
Prerequisites: PHY 310 and CSC 270

PHY 385  Properties of Materials
(Also ENS 385)
4 hours; 4 credits
Prerequisite: Physics 240 or permission of the instructor

PHY 425  Astrophysics
4 hours; 4 credits
Applications of the major areas of physics in space-related fields. Random processes - the Boltzman and Saha equations and thermodynamic applications; relativistic effects - Poynting-Robertson drag and synchrotron radiation; Electromagnetic-Faraday rotation, plasmas, and Compton effect; Quantum-Ionized hydrogen spectra, cosmic masers, radiative transfer in stellar atmospheres.
Prerequisites: PHY 310, PHY 316, and PHY 356

PHY 442  Quantum Mechanics
4 hours; 4 credits
Schrödinger equation, solutions to barrier and well potentials, quantum harmonic oscillator, angular momentum and spin, perturbation theory, atomic structure and transitions.
Prerequisite: PHY 240
PHY 450   Fluid Mechanics
(Also ENS 450)
4 hours; 4 credits
Fluid properties, fluid statics, buoyancy and stability, fluids in rigid-body motion. Basic fluid equations in differential and integral form, Navier-Stokes equation. Euler equation, Bernoulli equation and engineering applications. Dimensional analysis and similitude. Internal incompressible viscous flow and flow measurement.  
Prerequisite: ENS 310
Pre- or corequisite: MTH 330

Political Science

(Bachelor of Arts, Dual Major with Philosophy, Minor)
Department of Political Science, Economics, and Philosophy
Coordinator: Assistant Professor Nathan Greenspan, History/Political Science, Economics, and Philosophy Building (2N), Room 235

Political Science (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
      Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Major Requirements: 31-32 credits
31 credits in political science courses including POL 100 American Government and Politics or POL 235 The American Political System, and at least one course above the 100 level in each of the following areas:
1. American Politics (POL 220-239, 320-339)
2. Political Theory (POL 200-219, 300-319)
3. Comparative Politics (POL 240-259, 340-359)
4. International Politics (POL 260-279, 360-394)
At least 28 credits must be at or above the 200 level and, of these, at least 12 credits must be at or above the 300 level.
   In addition, students must take 12 credits in social science courses other than political science chosen in consultation with a faculty adviser.
Electives: 29-49 credits
Total Credits Required: 120

Honors
To graduate with Honors in Political Science a student must have a 3.5 grade point average in political science courses and must complete POL/ECO/PHL 490 Senior Seminar in Political Science, Economics, and Philosophy, and a thesis or project determined by the student and his or her faculty sponsor.
Dual Major in Philosophy and Political Science
Requirements for the dual major in Philosophy and Political Science (B.A.) are the general education requirements, 19 credits in philosophy, and 19 - 20 credits in political science, total of 120 credits required. (See description of program under Philosophy.)

Minor
At least 15 credits in political science including at least 12 credits at or above the 200 level. The courses must include:

a. Either
   POL 100 American Government and Politics
   or
   POL 235 The American Political System 3-4 credits

b. At least one course in one of the following:
   Political Theory
   Comparative Government
   International Politics 4 credits

c. At least one 300-level course 4 credits

Courses

POL 100 American Government and Politics
3 hours; 3 credits
A study of the structure and operations of the American political system, the process of its evolution, the philosophical principles and theories on which it rests, the social pressures and forces operating on it. (social science) Not open to students who have taken POL/SLS 235.

POL 103 Understanding the Political World: An Introduction to Political Science
3 hours; 3 credits
An introduction to the world of politics and the fundamentals of political science. Major topics: the basics of politics: power, government, nation, state; forms of political behavior from democratic participation to revolutionary violence; political ideas and norms; varieties of democratic and non-democratic forms of government; politics and society; the global context of politics. (social science)

POL 201 Early Political Theory
(Also PHL 200)
4 hours; 4 credits
Analysis of major ideas and concepts of Western political theory from the Greeks to Hobbes. Such questions as the ends of politics, the nature of citizenship, the extent and limits of political obligation, and the relationship between rulers and the ruled will be discussed. (social science)
Prerequisites: ENG 111, COR 100

POL 202 Modern Political Theory
(Also PHL 202)
4 hours; 4 credits
The development of modern theories of the state, with emphasis on democracy and theories of representation, the forces underlying political change and revolution, and the growth of "collectivism." Such authors as Locke, Rousseau, Hegel, Mill, and Marx will be read. (social science)
Prerequisites: ENG 111, COR 100

POL 204 American Political and Legal Thought
(Also PHL 204)
4 hours; 4 credits
A study of the political ideology dominating several periods of American history, including the Puritan, revolutionary, pre-Civil War, populist and New Deal eras. Analysis of the writing of at least one current theorist and one major legal philosopher. (social science)
Prerequisites: ENG 111, COR 100

POL 218 Politics and the Novel
4 hours; 4 credits
An analysis of a number of nineteenth- and twentieth-century novels dealing with the relationship of the individual to the political world. Writers such as Conrad, Stendhal, Malraux, and Mailer will be read and discussed.
Prerequisite: ENG 111, COR 100

POL 219  Politics and Film
(Also CIN 204)
4 hours; 4 credits
An analysis of the political and social perspectives and directing styles of a variety of European and American directors. The course will examine how race, social class, gender, ethnicity, revolution, the city, and national character and culture are represented in these films.
(social science) (art & com.)
Prerequisites: ENG 111, COR 100

POL 221  The American Presidency
4 hours; 4 credits
A study of the executive branch of the federal government, including the American presidency. The President's relations with Congress, political parties, and the cabinet. (social science)
Prerequisites: ENG 111, COR 100

POL 222  The American Legal System
4 hours; 4 credits
The role of law and the courts in American society and the historical background and philosophical principles upon which the American legal system is based. Examination of the powers and workings of courts, how judges and lawyers act, and how Americans are affected by the legal system. (social science)
Prerequisites: COR 100, ENG 111

POL 223  Public Administration
(Also MGT 223)
4 hours; 4 credits
Examination of the concepts in the execution of public policy. Relationships of administrative process to the executive, legislative bodies, the public, special interest groups, the clientele, and the courts. Considers personnel administration and administrative law and regulation. (social science)
Prerequisites: ENG 111, COR 100
Pre- or corequisite: POL 100

POL 227  Political Parties, Elections, and Interest Groups
4 hours; 4 credits
The role and significance of political parties and interest groups in the American political process; the development, organization functions, the finances of American political parties; campaigning and voting behavior, and the goals and techniques of the major formal and informal pressure groups that influence public policy in the United States.
Prerequisite: ENG 111, COR 100

POL 231  City Hall and Albany
4 hours; 4 credits
A study of New York City's mayoralty, New York State's governorship, the City and State legislatures, the interest groups and political parties to which these institutions are sometimes beholden, and the use and decline of patronage. Attention will be paid to City-State relations and to the financial problems and the racial-ethnic tensions that City and State must confront. Comparisons with other cities and states will be made. (social science)
Prerequisites: ENG 111, COR 100

POL 233  CUNY Internship Program in New York Government and Politics I
4 hours; 4 credits
A program common to all the senior colleges of the City University that involves working eight hours a week for a public official, city agency, or public service organization. In addition, all students attend four seminars a month, one at the University's graduate center and three at their own college. (social science)
Prerequisites: Permission of the instructor, ENG 111, COR 100
POL 234  CUNY Internship Program in
        New York Government and Politics II
        4 hours; 4 credits
        A continuation of POL 233. (social science)
        Prerequisite: POL 233

POL 235  The American Political System
        (Also SLS 235)
        4 hours; 4 credits
        Study of major American political institutions: the Presidency, Congress, Supreme Court, bureaucracy, and the Democratic
        and Republican parties. The course will emphasize the extent to which the actual workings of our political systems differ
        from, and are affected by, constitutional theory and legal rules and thus will discuss the impact of pressure groups and public
        opinion. It will also cover selected state and local political issues. (social science) Not open to students who have taken POL
        100.
        Prerequisites: a minimum GPA of 2.75; ENG 111 and ENG 151, COR 100

POL 239  The American Civil War
        (Also AMS 239)
        4 hours; 4 credits
        The course focuses on the civil and military aspects of the Civil War, including the events and issues leading up to the war,
        the struggle over the expansion of slavery, the Union's and the Confederacy's military strategies, and analysis of key battles.
        The course will examine the presidency of Lincoln and will explore major constitutional issues, such as the right of secession
        and the problems of maintaining civil liberties during a civil war.
        Prerequisites: ENG 111, COR 100

POL 240  Comparative Government
        4 hours; 4 credits
        A study of the classic political systems and theories; such modern systems as cabinet government, proportional
        representation, socialisms, and communisms; and the interaction between politics and social or economic structure. (social
        science) (West & World) (P&D)
        Prerequisites: ENG 111, COR 100

POL 241  Western European Politics:
        United Kingdom, France, Italy, Germany
        4 hours; 4 credits
        An introduction to four Western European democracies, with the principal focus on the United Kingdom, France, Germany,
        and Italy. Student understanding of the democratic experience is broadened by comparing four different forms of democratic
        government, their relationship to market economics, their way of dealing with social diversity, their divergent solutions to
        social and economic problems. (social science)
        Prerequisites: ENG 111, COR 100

POL 244  From the Soviet Union to the
        Commonwealth of Independent States
        4 hours; 4 credits
        The development of the Soviet Union from the 1917 Revolution to the collapse of communism. Major topics: the historical
        and ideological foundations of the Soviet Union; the communist system in practice; the collapse of communism and the
        breakup of the Soviet Union into the Commonwealth of Independent States; the chances for democracy and a market
        economy in Russia and the newly independent republics. (social science)
        Prerequisites: ENG 111, COR 100

POL 246  Nazism and The Holocaust
        4 hours; 4 credits
        An examination of the political, moral, and legal problems arising out of the extermination of the European Jews. The course
        will study the rise of Nazism, the construction of a totalitarian society, the terror apparatus, the institution of the
        concentration camp, and the planning and implementation of the killing process. There will be further examination of the
        responses of the Jews, the Allies, neutrals, and important institutions like the Church and the Red Cross. At all points the
        question will be asked: What does this phenomenon reveal about the nature of modern society and modern politics? (social
        science)
        Prerequisites: ENG 111, COR 100; sophomore standing or permission of the instructor
POL 251  International Political Economy
(Also ECO 251)
4 hours; 4 credits
This course examines the relationships among nation-states, corporations, and key international trade and financial organizations. It also examines how world politics affects distribution of economic wealth and, in turn, how economic growth/changes affect world politics.
Prerequisites: At least one political science or economics course, ENG 111, COR 100.

POL 252  Middle East Politics
4 hours; 4 credits
This course analyzes various stages of regional and international relations in the Middle East from the conclusion of World War II to the present. The course will also provide an introduction to the domestic politics of the region's most important countries, paying special attention to the religious, cultural, and ideological uniqueness of the modern Middle East. (social science) (P&D)
Prerequisites: ENG 111, COR 100; sophomore standing

POL 253  African Politics
(Also AFA 253)
4 hours; 4 credits
An examination of the colonial and post-colonial problems of Africa, and the developmental process in general. Other topics to be discussed include the socio-political and historical-philosophical appeal of communism to Africa; ideology, strategy, and the communist model of development; and the idea of revolution as an agent of rapid transformation versus the Euro-American model of evolutionary change. (P&D)
Prerequisite: ENG 111, COR 100

POL 256  East Asian Politics
4 hours; 4 credits
East Asian political problems of the post-World War II period, with emphasis on China, Japan, and Southeast Asia. Ideology, modernization, revolutions, governments, and foreign policies of these areas will be among the problems examined. (social science) (P&D)
Prerequisites: ENG 111, COR 100

POL 260  International Politics: In Search of a New World Order
4 hours; 4 credits
An analysis of the political and economic problems of the world today. The emphasis is on current trends in international relations, problems of war and peace, and prospects for the development of a new world order or global chaos. (West and World)
Prerequisites: ENG 111, COR 100

POL 261  International Organizations
4 hours; 4 credits
Examination of intergovernmental, regional, and functional organizations with special emphasis on the structure and functions of the United Nations. Regional organizations such as the European Union, the Organization of American States, and the Organization of African Unity will also be considered, as will functional organizations such as the World Trade Organization, the International Monetary Fund, and the World Bank. (West and the World)
Prerequisite: ENG 111, COR 100

POL 264  Political Geography
(Also GEG 264)
4 hours; 4 credits
A study of the relationships between the earth and political life, with primary emphasis on international as distinct from intranational problems of such factors as shape, size, and geomatic positions of selected nation states; the political significance of variation in quantity, quality, and area distribution of national resources - agricultural, mineral, and human. (social science) (West and the World)
Prerequisites: ENG 111, COR 100

POL 303  Recent Political Theory
(Also PHL 303)
4 hours; 4 credits
An examination of leading works in political theory of the late nineteenth and twentieth centuries. The central theme will be the attacks on and the reaffirmations of liberal democratic thought. Discussion of problems of order and violence, social and political revolutions, and democratic processes. Readings will be drawn from original works in political theory by writers such as Arendt, Dewey, Freud, Hayek, Lenin, Marx, and Sorel.
Prerequisites: Sophomore standing and any 100-level political science or philosophy course

POL 307 History of Legal Thought
(Also PHL 307)
4 hours; 4 credits
An analysis of the writings of major legal philosophers from classical times to the present. Writers to be studied include Aristotle, Cicero, Aquinas, Austin, Savigny, Cardozo, and Holmes.
Prerequisites: Sophomore standing and any political science or philosophy course

POL 323 Public Policy Analysis
(Also MGT 323)
4 hours; 4 credits
A study of how government deals with problems in such areas as health, energy, environment, education, crime, and economic stability. In addition to focusing on substantive policies in these fields, the course will examine how problems come to government's attention and analyze various techniques for determining whether a governmental program is successful.
Prerequisite: POL 100

POL 335 Internships in New York State Government
12 credits
Students spend an entire semester in Albany interning for the New York State Senate, New York State Assembly, or an interest group dealing with the New York State legislature. Internship duties average 35 hours a week and may include research, memoranda and bill writing, lobbying, talking with lobbyists, and meeting constituents. All students write a term paper of 12-15 pages based upon their experiences and assigned readings. Students interning for the State Assembly must attend a course on New York State politics given by a professional social scientist employed by the Assembly. Majors in political science may apply these 12 credits toward their major. Minors in political science may apply eight of these credits toward their minor.
Prerequisites: Sophomore standing, permission of the instructor, prior acceptance by the internship program.

POL 336 American Constitutional Law
4 hours; 4 credits
An examination of how the Supreme Court has interpreted the economic and military powers of the federal government, how it deals with state attempts to regulate business, and how it has resolved disputes about the proper jurisdiction of the three branches of the federal government. The problems facing the American court systems, and the variables affecting the formulation of judicial policy are considered.
Prerequisite: Sophomore standing or permission of the instructor

POL 338 Civil Rights and Liberties
4 hours; 4 credits
A normative and empirical analysis of the behavior and decisions of the Supreme Court in the area of civil rights and liberties. Emphasis on freedom of speech and association, church-state relations, racial problems, and the rights of the criminal defendant. (P&D)
Prerequisite: Sophomore standing or permission of the instructor

POL 340 Uniting Europe: The Political Economy of the European Union
4 hours; 4 credits
The course focuses on post-1945 movement toward the economic, monetary, and political union of European states. It examines origins of European integration, the evolution from a six-nation common market in the 1950s to a single European market with a common currency. Analyzes the European Union's distinctive political system -- its governing institutions, policy process, party politics, the problems created by expanding membership, persisting tensions between national and European interests -- as well as Europe's external relations and role as global actor.
Prerequisite: A college-level course in political science, preferably POL 240, or permission of the instructor.
POL 341  The Politics of the New Germany
4 hours; 4 credits
This course examines Germany's political development after 1945. Major topics: formation of East and West Germany as two distinctive political systems; the collapse of communist East Germany; German unification and its domestic as well as external impact; united Germany's new international role.
Prerequisite: Sophomore standing or permission of instructor.

POL 342  Comparative Politics of Developing Countries
4 hours; 4 credits
A study of political systems of developing countries; some theories and problems of political and economic development. Countries in Latin America, Africa, and Southeast Asia will be studied as examples. (P&D)
Prerequisite: A previous college-level course in politics or economics or permission of the instructor. The course POL 240 is recommended.

POL 343  Democracy and Democratization
4 hours; 4 credits
Designed to examine the social, economic, and political conditions needed for democracy to emerge; the nature and problems of transitions to democracy in different settings; the difficulties of consolidating democracies; why democracies survive or break down. The original emergence of democracy will be compared to recent democratic transitions in Southern Europe, former communist nations, and the Third World.
Prerequisite: Sophomore standing or permission of instructor

POL 349  Comparative Human Rights
4 hours; 4 credits
A comparison of how human rights are conceptualized and protected in various western and non-western nations. The focus will be on such rights as speech, religion, fair trial, and equitable treatment of ethnic and racial minorities in countries such as Canada, the United Kingdom, India, Russia, South Africa, Nigeria, Israel and China. (P&D)
Prerequisite: POL 100 or POL 240 or POL 336 or POL 338

POL 353  China: Politics and Foreign Relations
4 hours; 4 credits
A discussion of basic institutions and major issues in contemporary Chinese politics and China's behavior both at home and internationally. It examines the communist revolution and its aftermath in China, and political development under Mao Zedong; but the focus of this course is on the policies (both internal and foreign), process, and problems of the changing communist system in China under the post-Mao reforms. (P&D)
Prerequisites: Sophomore standing and ENG 111

POL 365  Current American Foreign Policy
4 hours; 4 credits
An analysis of the historical roots of American foreign policy: how it is made, how it affects the average American, and how it is likely to develop. Includes an examination of the Cold War, Vietnam, military alliances, the United States in the United Nations, and American policy in the multipolar world of today.
Prerequisite: POL 100 or POL 260 or POL 261 or POL 262

POL 375  International Law
4 hours; 4 credits
A study of the nature and sources of international law, tracing its historical development, and concluding with a discussion of recent proposals to strengthen world law and recent events which have made international law more enforceable. Some time will be devoted to an analysis of the work of international tribunals, including the International Court of Justice.
Prerequisite: Sophomore standing or permission of the instructor

POL 394  CUNY World Affairs Internship
4 hours; 4 credits
A program common to all the senior colleges of the City University that involves working eight to ten hours a week for an international or domestic governmental agency or non-governmental organization involved with international affairs. In addition, all students attend four seminars a month, one at the University's Graduate Center and three at their own college.
Prerequisites: Junior or senior standing; POL 260 and permission of the instructor

POL 490  Senior Seminar in Political Science, Economics, and Philosophy
Preparation For Professional School

Pre-Law Preparation
Recommended preparation for the study of law includes study of the social sciences, the humanities, and the technological aspects of contemporary life, as well as mastery of the English language. There is no particular pre-law curriculum. Students should consult the faculty adviser early in the planning of their program. The Law School Admission Test, required by most law schools, should be taken early in the senior year. Professor Emeritus Larry Nachman and Assistant Professor Richard Flanagan, Department of Political Science, Economics, and Philosophy, are pre-law advisers.

Pre-Dentistry Preparation
Dental schools in the United States do not require or recommend any particular field of study as an undergraduate major for applicants. Most schools suggest that the study in depth of any of the liberal arts and sciences is valuable preparation for dentistry. Some dental schools have established admissions criteria and additional recommendations. It is important for pre-dental students to choose appropriate courses to prepare for admission to dental school. Students should become familiar with the recommendations of the schools to which they intend to apply. The minimal requirements for admission to dental schools in the United States are: one year of English, biology with laboratories (may include a half-year of genetics and a half-year of botany), general physics with laboratories, and organic chemistry with laboratories. Also recommended are at least one year of advanced mathematics, one or more advanced courses in science, sociology, and psychology.

All applicants to dental schools in the United States must participate in the Dental College Admission Testing Program and take the Dental College Admissions Test (DAT). The four examinations that comprise the testing program cover: principles of biology, general chemistry, organic chemistry; perceptual ability; reading comprehension; and quantitative reasoning. Most dental schools use the DAT scores, evaluated in conjunction with college grades, as predictors of performance in dental school. DAT scores and college transcripts are the most important determinants of admission to dental school. Also considered are letters of recommendation, extracurricular activities, work-related experience, required essay, and personal interview.

Pre-Medicine Preparation
Allopathic and osteopathic medical schools in the United States do not require or recommend any particular undergraduate major for applicants. Most schools suggest that the study in depth of any of the liberal arts and sciences is valuable preparation for medical studies. All medical schools require a strong foundation in the natural sciences (biology, chemistry, physics, and mathematics), effective communications skills, and a solid background in the social sciences and humanities. Some medical schools have established admissions criteria and additional recommendations. It is important for pre-medicine students to choose appropriate courses to prepare for admission to medical school. Students should become familiar with the recommendations of the schools to which they intend to apply. The minimal requirements for admission to medical schools in the United States are: one year of English, general biology with laboratories, general chemistry with laboratories, general physics with laboratories, and organic chemistry with laboratories. Also recommended are at least one year of advanced mathematics, including calculus, and one or more advanced courses in science.

All applicants to medical schools in the United States must take the Medical College Admission Test (MCAT). The four areas tested are: verbal reasoning, physical sciences, biological sciences, and writing. Most medical schools use the MCAT scores, evaluated in conjunction with college grades, as predictors of performance in medical school. MCAT scores and college transcripts are the most important determinants of admission to medical school. Also strongly considered are a letter of recommendation from the College’s pre-medical advisory committee, research experience, extracurricular activities, work-related experience, required essay, and personal interview.
In recent years, graduates of CSI have been admitted to medical schools throughout the region including: Albert Einstein, SUNY Upstate and Downstate, Harvard, Cornell, New York University, Buffalo, Baltimore, Albany, Stony Brook, and Mount Sinai.

Pre-Chiropractic Preparation

Chiropractic schools in the United States do not require or recommend any particular undergraduate major for applicants. Most schools suggest that the study in depth of any of the liberal arts and sciences is valuable preparation for chiropractic medicine studies. All programs in chiropractic medicine require a strong foundation in the natural sciences (biology, chemistry, physics, and mathematics), effective communications skills, and a solid background in the social sciences and humanities. Some chiropractic programs have established admissions criteria and additional recommendations. It is important for students to choose appropriate courses to prepare for admission to professional schools. Since pre-chiropractic requirements vary, students should become familiar with the recommendations of the schools to which they intend to apply. The minimal pre-professional requirements for admission to a chiropractic program in the United States are: one year of English, biology with laboratories, general physics with laboratories, general chemistry and organic chemistry with laboratories. Also recommended are at least one year of advanced mathematics, one or more advanced courses in science. Most chiropractic schools evaluate college grades as the most important determinant of admission to a chiropractic program. Also considered are letters of recommendation, research experience, extracurricular activities, work-related experience, required essay, and personal interview.

Pre-Medical Advisory Committee

Students interested in dentistry, medicine, or chiropractic medicine should consult the Pre-Medical Advisory Committee, co-chaired by Associate Professor Charles Kramer, Department of Biology, and Associate Professor Roberta Cavendish, Department of Nursing, as soon as possible after enrolling in the College. The Committee will advise students about their choice of courses starting with the freshman year. A student guide for the Pre-Medical Advisory Committee letter of recommendation is available from the Office of the Dean of Science and Technology.

Professional School Affiliations

Medical School

The College of Staten Island has an early assurance agreement with the State University of New York Health Science Center at Brooklyn (SUNY/HSCB) whereby up to five places per year will be reserved in the entering medical school class for those CSI students who complete a bachelor's degree. Assurance of a seat in the medical college will be given after the student has completed the sophomore year and has met the following requirements:

- A minimum overall GPA of 3.5.
- A minimum science GPA of 3.5, calculated from all courses completed in the areas of biology, chemistry, physics, and mathematics.
- An MCAT score acceptable to SUNY/HSCB, where no individual quantitative score would be lower than 9; applicants must take the test at the April administration during their junior year in college.
- All courses required by the medical school would have a grade no lower than C; courses required by the medical school are:
  - one year of general chemistry with lab (CHM 141/121 and CHM 142/127)
  - one year of organic chemistry with lab (CHM 250/256)
  - one year of biology with lab (BIO 170/171 and BIO 180/181)
  - one year of physics with lab (PHY 116/156 or PHY 120/121, and PHY 160/161)
  - one year of English composition and/or literature.

Students who meet the biology requirement with AP credit must take at least one advanced biology course at CSI; in addition, it is strongly recommended that students take a course in calculus and a course in biochemistry;

- Course loads each semester must be a minimum of 12 credits and applicants must complete a minimum of three years at CSI before applying to the medical school.
- All pre-med required courses must be completed at CSI.
- The organic chemistry sequence should be completed at CSI by the end of the sophomore year, but no later than the fall semester of the junior year.
- Students must take two science courses together during three of the five semesters they complete before applying to the medical school.
i) The program will give preference to applicants who have demonstrated commitment to community/social service outreach activities.

j) Students are required to have health-related work/volunteer/observational experiences before entering the medical school.

k) The program is limited to U.S. citizens or permanent residents who qualify as NY State residents.

Application procedure:
A. No later than March 15 of each year, CSI recommends to the medical school students in their junior year of college who are interested in early conditional admission to the medical school and who meet all the above criteria.

B. The recommended applicants fill out an HSCB supplemental application and write a short biographical statement including the reasons for applying to the program. CSI submits these materials to the medical school with a letter of recommendation from the Pre-Med Advisory Committee and a CSI transcript.

C. The College of Medicine reviews the applicants in April and selects five candidates.

D. Students selected by the medical school will receive conditional admission for the following year's entering class, pending submission of satisfactory MCAT scores and satisfactory completion of the senior year and/or requirements for the BS/BA degree at CSI.

E. Accepted students fill out an "Early Decision" AMCAS application by June 1, designating the HSCB as their school of choice, and submit the application to the Admissions Office of the Medical School. All administrative procedures related to an official application will be taken care of by the medical school and there will be no application fees involved.

Students interested in this program should contact Associate Professor Charles Kramer (982-3873, Room 6S-318), or Associate Professor Roberta Cavendish, (982-3841, Room 206, Marcus Hall), pre-medical advisers, as soon as possible after enrolling at CSI.

Optometry
The College of Staten Island has an affiliation agreement with the State University of New York College of Optometry, located in Manhattan. The foundation of this affiliation is a seven-year program that allows students to complete their baccalaureate and professional studies through three years of study at CSI followed by the four-year optometry program at the College of Optometry. The bachelor's degree is awarded after one year of successful study in the optometry program.

The minimum pre-optometry requirements are: one year of general biology, general physics, general chemistry, social science; one year of calculus (I & II), English composition and literature, one semester of general psychology, organic chemistry, statistics.

In addition, a student must maintain a 3.2 grade point average, achieve a score of 320 on the Optometry Admissions Test, and have a successful personal interview.

Podiatric Medicine
The College of Staten Island has an affiliation agreement with the California College of Podiatric Medicine located in San Francisco. Students pursue a curriculum pre-approved by both the College of Staten Island and the California College of Podiatric Medicine. The foundation of this affiliation is a seven-year program that allows students to complete their baccalaureate and professional studies through three years of study at CSI followed by the four-year podiatric medicine program at the California College of Podiatric Medicine. The bachelor's degree is awarded after one year of successful study in the podiatric medicine program.

The minimum pre-podiatric medicine requirements are: two years of biological sciences; one year of general chemistry, organic chemistry or biochemistry, physics, English/communications skills; and two years of other courses in liberal arts and sciences.

A student must maintain a 3.2 grade point average or higher in required pre-podiatry courses, achieve a score of 35 or higher on the Medical College Admissions Test, and have a successful personal interview at the time of entry to the California College of Podiatric Medicine.

For detailed information, consult the pre-medical adviser.

Psychology

(Bachelor of Arts, Minor)
Department of Psychology, Sociology, Anthropology, and Social Work
Coordinator: Professor Edward F. Meehan, Psychology, Sociology, Anthropology, and Social Work Building (4S), Room 101
(See the Graduate Catalog for information on graduate programs.)

Psychology (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis;
Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level

   Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Major Requirements: 37-39 credits
Psychology majors must complete:

A. PSY 100 Psychology 3 credits
   PSY 201 Foundations of Psychological Research 4 credits
   PSY 266 Statistics in Psychology 4 credits
   PSY 352 History and Systems of Psychology 4 credits

   And a Psychology Laboratory course chosen from:
   PSY 330 Experimental Psychology 6 credits
   or
   PSY 381 Learning and Behavior 4 credits
   and
   PSY 383 Learning and Behavior Laboratory 2 credits

B. At least four credits chosen from:
   PSY 232 Physiological Psychology
   PSY 254 Phenomenological Psychology
   PSY 288 Cognitive Psychology
   PSY 332 Psychological Tests and Measurements 4 credits

C. At least four credits chosen from:
   PSY 202 Psychopathology
   PSY 212 Social Psychology
   PSY 226 Theories of Personality
   PSY 242 Developmental Psychology 4 credits

D. At least eight additional credits chosen from any psychology courses at the 200 or higher level. The courses chosen for
the Psychology major must include at least 14 credits at the 300 or 400 level. This means one additional four-credit
course at the 300 or 400 level beyond the required PSY 352 and laboratory course. PSY 598 Internship in Psychology
counts as such a course.
Electives: 22-43 credits
Total Credits Required: 120

Liberal Arts and Sciences Requirements
PSY 103, 211, 318, 340, and 368 are non-liberal arts and science courses.

Honors
To graduate with Honors in Psychology a student must have a 3.5 grade point average in psychology courses and must complete an honors thesis or project under the supervision of a psychology faculty member.

Minor
Prerequisite course:

| PSY 100 Psychology | 3 credits |

Requirements:
One course chosen from each of the following four categories:

1. PSY 232 Physiological Psychology 4 credits
   PSY 254 Phenomenological Psychology 4 credits
   PSY 330 Experimental Psychology 6 credits
   PSY 332 Psychological Tests and Measurements 4 credits
   PSY 381/383 Learning and Behavior/Laboratory 6 credits

2. PSY 202 Psychopathology 4 credits
   PSY 212 Social Psychology 4 credits
   PSY 226 Theories of Personality 4 credits
   PSY 242 Developmental Psychology 4 credits
   PSY 352 History and Systems of Psychology 4 credits

3. An additional course from one of the groups above. Students who take PSY 330 Experimental Psychology, or PSY 381 Learning and Behavior, with corequisite (PSY 383) are exempt from the requirement to take a course in this category. 4 credits

4. An additional course in psychology at or above the 200 level. 4-5 credits

Courses
PSY 100 Psychology
3 hours; 3 credits
A study of the important facts and theories concerning human behavior and its motivation. Included will be research methodology; at least three topics from learning, cognition, testing, physiology, and phenomenology; and at least three topics from personality, psychopathology, emotion and motivation, history and systems, development, and social factors. Topics will be related to major trends in recent cultural history and to current social and moral issues. (social science)

PSY 103 Stress Management
(Also SKO 103)
3 hours; 3 credits
A comprehensive presentation of the physical, social, and psychological understanding of the human stress response. Opportunities for students to learn concrete scientific insights, practical stress-management skills, and beneficial relaxation techniques are offered.

PSY 201 Foundations of Psychological Research
4 hours; 4 credits
An introduction to the methods of psychological research. Comparison, evaluation, and illustration of research methods such as survey, case study, questionnaire, interview, experiential, correlational, and experimental using a broad range of psychological topics such as physiological, developmental, learning, perception, personality, social, clinical, and industrial. Research design, data presentation and analysis, relation of data and theory, and ethical problems in research will be discussed.
Prerequisites: PSY 100 and successful completion of the CUNY Mathematics Assessment Test
Majors should take the course within their first 12 credits in psychology
PSY 202  Psychopathology
4 hours; 4 credits
A study of the development, symptoms, prevention, and treatment of a wide variety of behavioral disorders including anxiety, depressive, personality, somatoform, and psychotic disorders. These and other disorders will be examined from a variety of theoretical perspectives. Equivalent to courses titled Abnormal Psychology. (social science)
Prerequisites: PSY 100, ENG 111, COR 100

PSY 211  Methods of Applied Behavioral Analysis
4 hours; 4 credits
Introduction to applied behavioral methods for persons with developmental disabilities including: defining and measuring behavior, treatment program development and evaluation, behavior modification methods, behaviorally based teaching methods, and special applications such as token economies, self management, professional responsibility, and ethics. An analysis of behavior will be undertaken through the use of pre-recorded videotapes. (Non-Liberal Arts)
Pre- or corequisites: SWK 107 and successful completion of CUNY Mathematics Assessment Test

PSY 212  Social Psychology
4 hours; 4 credits
Social Psychology is the study of human social behavior viewed from an interpersonal perspective. The role of others in shaping self-concept will be explored as well as the formation of attitudes, attribution theory, the causes and methods of reducing prejudice, social influence and obedience, interpersonal attraction, aggression, altruism, and the development of gender roles and stereotypes, and nonverbal behavior. Research methods and results will serve as the context in which each topic will be discussed.
Prerequisite: PSY 100

PSY 213  Cross-Cultural Psychology
4 hours; 4 credits
The pervasive role of culture in shaping behavior, thought, motivations, and emotions will be introduced. Various theories will be described that explain the transmission and modification of culture, the psychological outcomes of cultural transitions, and the behavioral and attributional errors that occur as a result of the lack of cultural understanding. Students will be exposed to various research methodologies and will utilize several of these analytic tools. Empirical findings will be applied to education, health care, and work settings. (P&D)
Prerequisite: PSY 100

PSY 214  Psychology of Advertising
4 hours; 4 credits
How and why advertising influences behavior. Contemporary examples of magazine, television, and radio advertising are analyzed according to their application of basic principles of motivation, perception, learning, memory, personality, and social psychology, with the major focus on motivational concepts.
Prerequisite: PSY 100

PSY 216  Drugs and Behavior
4 hours; 4 credits
An examination of the effects of psychoactive drugs (including alcohol, nicotine, and caffeine) on mood, motivation, thinking, and behavior. Emphasis is on the pharmacology, therapeutic potential, and side effects of these substances and how they aid brain function and mental disorders. The course also considers how drugs affect reproductive and neonatal health, and alternative non-drug treatments of mental disorders.
Prerequisite: PSY 100

PSY 220  Motivation
4 hours; 4 credits
A consideration of theory and research in human motivation from various points of view including those of learning theory, psychoanalysis, and biology. The course will discuss conscious and unconscious processes in motivation as well as concepts related to anxiety, curiosity, and the needs for achievement, affiliation, and power.
Prerequisite: PSY 100

PSY 226  Theories of Personality
4 hours; 4 credits
A survey of the important factors and theories underlying personality patterns, their origins, and development. Such topics as the review of major theories, integration and conflict, and the development of personality in childhood and adolescence. Emphasis on experimental, clinical, and cross-cultural data with special attention to case studies. (social science)
Prerequisites: PSY 100, ENG 111, COR 100

PSY 232  Physiological Psychology I: Cognitive and Behavioral Neuroscience
4 hours; 4 credits
A study of the brain-behavior relationship with focus on neuroanatomy, neuronal potentials, neuronal conduction, synaptic chemistry, sensory psychophysiology, learning and memory, language, and lateralization.
Prerequisite: PSY 100

PSY 235  Gender and Sexuality
(Also WMS 235)
4 hours; 4 credits
A critical examination of the way in which human sexual functioning has been viewed by both women and men. Critical consideration of theories of sexuality in psychology, including psychoanalytic, evolutionary, social constructionist, and feminist theories of sexuality. Evaluation of recent research on AIDS/HIV, lesbian and gay issues, sexual violence against women, and sex education. Special attention to cultural factors which influence women's and men's understandings of their sexuality and of other sexually transmissible diseases. Present problems and practices as well as future possibilities will be discussed.

PSY 236  Biological Origins of Behavior
4 hours; 4 credits
A survey of the biological origins of diverse areas of behavior. While focusing primarily on human behavior, the course will also discuss relevant examples of behavior in animals and continuities between man and animals. Topics will include areas such as the evolution of behavior, methods of comparative psychology and ethology, critical periods, imprinting, aggressive behavior, social behavior, language, sexual behavior, personality, biological rhythms, certain forms of psychopathology, and nutritional factors in behavior.
Prerequisite: PSY 100

PSY 242  Developmental Psychology
4 hours; 4 credits
A survey of psychological growth and development during childhood, adolescence, young adulthood, middle age, and old age. The emphasis will be placed on developmental tasks as distinguishing features of successive life stages. Patterns of intellectual growth, psychological growth under different social-cultural conditions, personality, and social development will be considered. (social science)
Prerequisites: PSY 100, ENG 111, COR 100

PSY 246  The Atypical Child
4 hours; 4 credits
An investigation into deviancy of personality development, thinking, learning, perception, and behavior of children. Major child psychology theories and aberrations in growth processes will be explored.
Prerequisite: PSY 100

PSY 254  Phenomenological Psychology
4 hours; 4 credits
A study of the phenomenological research method, the descriptive analysis of human behavior. The course explores such topics as moral and aesthetic values, creativity, love, freedom, insight, and various states of consciousness.
Prerequisite: PSY 100

PSY 266  Statistics in Psychology
4 hours; 4 credits
A study of statistical methods most commonly used in psychology. Descriptive techniques including the measurement of central tendency, dispersion, and association as well as inferential techniques including the analysis of differences among groups will be considered, as will parametric and nonparametric techniques.
Prerequisites: PSY 201, MTH 020 or an appropriate score on the CUNY Mathematics Assessment Test

PSY 268  Psychology of Women
(Also WMS 268)
4 hours; 4 credits
A critical review of theories and issues concerning the psychology of women. Theories of gender including biological, psychoanalytic, and social learning, among others will be discussed. Issues particularly relevant to the lives of women and to
the psychology of gender will be explored, including gender stereotypes, physical and mental health issues, sexuality, personal relationships, and violence against women.
Prerequisite: PSY 100

PSY 272 Parapsychology
4 hours; 4 credits
An exploration of phenomena traditionally considered impossible. Parapsychology, which includes the study of telepathy, clairvoyance, precognition, and psychokinesis, will be examined from an historical, scientific, and theoretical perspective. The philosophical implications will also be discussed.
Prerequisite: PSY 100

PSY 280 Psychological Perspectives on Religion
4 hours; 4 credits
A review of the positions that various psychologists have taken regarding the function of religious experience in human life. Included are viewpoints that deny the validity of such experience, e.g. Freud and Watson, as well as those who believe it is of central importance, e.g. James, Jung, Allport, Maslow, Frankl, and Watts. The probable nature of the function of religious experience is explored. A discussion of the truth value of religions is outside the scope of this course.
Prerequisite: PSY 100

PSY 286 Psychology of Creativity
4 hours; 4 credits
Theory and research concerning the identification, measurement, development, and appreciation of creativity. Cognitive processes underlying creativity are discussed and possible physiological components in creativity are explored. Analyses of selected works of music, literature, art, and/or scientific problem solving illustrate basic concepts.
Prerequisite: PSY 100

PSY 288 Cognitive Psychology
4 hours; 4 credits
An introduction to theory and research on cognitive processes underlying attention, memory, thinking, language, categorization, and perception. Among the topics covered in the area of memory are long-term memory, logical thought, problem solving, concept formation, creativity, language production and comprehension, and object recognition.
Prerequisite: PSY 100

PSY 290 Psychology of Death and Dying
4 hours; 4 credits
An exploration of the emotional, social, medical, and religious aspects of facing death. Personal attitudes toward living and dying will be examined with a view to providing a better understanding of the dynamics of death, dying, suicide, separation, mourning, and grief.
Prerequisites: PSY 100 and permission of the instructor

PSY 302 Advanced Psychopathology
4 hours; 4 credits
An exploration in depth of behavior disorders due to paranoia, schizophrenia, and manic depressive psychoses as well as organic dysfunctions. Current research is investigated. Differential diagnostic procedures and case studies are examined.
Prerequisite: PSY 202

PSY 318 The Child in Community Field Work
4 hours; 4 credits
One aim of the course is to teach students to analyze the preventive and rehabilitative efforts of social agencies serving children and youth. Another is to help students develop and refine psychological skills that foster the growth of children and youth within social agencies. These aims are implemented through supervised field work in various social agencies.
Prerequisites: PSY 242 and permission of the instructor

PSY 322 Industrial Psychology
4 hours; 4 credits
A study of the application of psychological principles to business and industry. Topics discussed will include: personnel selection and placement, employee and public relations, analysis and design of the work environment, organizational psychology.
Prerequisite: PSY 266 or permission of the instructor
PSY 330  Experimental Psychology
4 class hours, 4 laboratory hours; 6 credits
A laboratory course introducing basic findings and techniques in the scientific study of behavior. Topics discussed will include research design; data analysis and presentation; research in sensory processes, perception, and learning. In the laboratory students will collect and analyze data from representative areas of psychology and write laboratory reports.
Prerequisite: PSY 266 or permission of the instructor

PSY 331  Physiological Psychology II: Motivated Behavior
4 hours; 4 credits
A study of nervous system mechanisms that operate in the control of feeding, drinking, sexual and reproductive behavior, temperature regulation, sleep and dreaming, wakefulness, attention and psychopathology.
Prerequisite: PSY 232 or permission of the instructor

PSY 332  Psychological Tests and Measurements
4 hours; 4 credits
Introduction to test construction and application: item analysis, reliability, validity, establishing norms, and scoring procedures. A survey of available tests is undertaken: intelligence, aptitude, achievement, personality. Special problems in test administration and interpretation are considered.
Prerequisite: PSY 266 or permission of the instructor

PSY 340  Mentoring and Psychological Development
4 hours; 4 credits
This course introduces students to the use of interpersonal interaction as an agent of positive change through field experience as mentors to at-risk high school students. Course work will entail a review of the literature and theory behind the mentoring process as well as specific issues in dealing with young adults. The supervised fieldwork will be examined in class to provide students with an opportunity to review and/or clarify their professional goals. Such experience is especially relevant to graduate training.
Prerequisites: Permission of the instructor, a minimum of 45 credits completed, and successful completion of PSY 226 or PSY 242.

PSY 350  Prejudice and Social Identity
4 hours; 4 credits.
The relationship between prejudice, stereotyping, and social identity will be discussed. Social psychological research on prejudice in regard to areas such as ageism, gender, ethnicity, sexual orientation, and body weight will be reviewed. Students will be introduced to a variety of research paradigms in social psychology including cognitive, attitudinal, behavioral, social identity, feminist, and postmodern frameworks. Students will also gain research experience by conducting an interview and an observational study.
Prerequisite: PSY 212

PSY 352  History and Systems of Psychology
4 hours; 4 credits
Historical development of contemporary psychology including a critical survey of its chief contemporary systems: structuralism, functionalism, psychoanalysis, behaviorism, Gestalt psychology, and others.
Prerequisite: At least 12 credits of psychology courses numbered 200 or higher

PSY 362  Approaches to Psychotherapy
4 hours; 4 credits
Primary source readings in representative schools of psychotherapy. Undertaken are an evaluation, description, and comparison of major treatment theories and techniques, e.g. the rationale and methods involved in one-to-one therapy, group therapy, encounter and sensitivity groups, and counseling.
Prerequisite: PSY 202 or PSY 226

PSY 366  Psychology of Dreams
4 hours; 4 credits
A review of theories of dream interpretation within the context of the recent data collected in sleep and dream laboratories. Major theories will be compared and contrasted. Basic physiological correlates of dreaming will be discussed and empirical findings of content analysis presented. The structure and function of dreams will be compared to the structure and function of hallucinations, myths, and fairy tales.
Prerequisite: PSY 202 or PSY 226
PSY 368 Counseling Psychology
3 class hours, 5 field work hours; 5 credits
Introduction to the principles of counseling, psychological and philosophical issues in counseling, the interview and its role in counseling. This course includes five hours per week of field work experience in a school guidance setting or another psychological service. Students must reserve one day per week for this field work assignment.
Prerequisites: PSY 202 and permission of the instructor

PSY 381 Learning and Behavior
4 hours; 4 credits
Basic principles of behavioral analysis will be introduced in a systematic fashion and applied to the analysis of simple and complex animal and human behavior. The course is taught using personalized instructional techniques that provide continuous individual student feedback and facilitate mastery of subject matter.
Prerequisite: PSY 266
Corequisite: PSY 383

PSY 383 Learning and Behavior Laboratory
4 hours; 2 credits
Students conduct experiments designed to illustrate basic concepts in learning theory and principles of scientific methodology. Acquisition and analysis of experimental data and relating empirical data to theoretical concepts will be emphasized.
Prerequisite: PSY 266
Corequisite: PSY 381

PSY 416 Group Dynamics
4 hours; 4 credits
Group experience as a path to effective interpersonal relationships. The course aims to provide an understanding of the nature of group goal setting and leadership training. Explored are one's attitudes toward oneself and their relationship to ethnic groups and social action. A variety of encounter techniques will be used to achieve course aims.
Prerequisites: At least 12 credits of psychology courses numbered 200 or higher including at least two from PSY 202, PSY 212, PSY 226, PSY 362; and permission of the instructor

PSY 420 Advanced Seminar in Psychology
4 hours; 4 credits
Critical study of a selected area of psychology. Students will be encouraged to work on experimental, theoretical, and applied problems.
Prerequisite: Permission of the instructor

PSY 464 Applied Behavior Analysis
4 hours; 4 credits
Introduction to the methods and theory of applied behavior analysis with a special focus on individuals with developmental disabilities. Topics include, but are not limited to, classical and operant conditioning, reinforcement theory, schedules of reinforcement, stimulus control, single-subject design, development of treatment programs, assessment procedures, data analysis, token economies, and professional responsibilities and ethics. All students will receive supervised experience in behavior modification settings using the principles of Applied Behavior Analysis.
Prerequisites: PSY 381 and PSY 383

PSY 480 Advanced Learning and Behavior
4 hours; 4 credits
Behavioral principles will be related to complex processes such as attention, memory and concept formation. Students will read and discuss relevant literature, design and conduct research projects related to the subject matter, and write reports describing the results of projects.
Prerequisites: At least three of the following courses: PSY 242, PSY 266, PSY 288, PSY 330, PSY 381, PSY 383; or permission of the instructor

Public Administration

(Minor)
Interdisciplinary Program
Coordinators: Associate Professor Thomas Bucaro, Assistant Professor Richard Flanagan, Associate Professor Vasilios Petratos

Students in any major may minor in Public Administration.

Minor Requirements: 15-16 credits

Required courses

- POL/MGT 223 Public Administration 4 credits
- SOC 274 Social Welfare 4 credits
- (SOC 370 Urban Sociology [4 crs.] may be substituted for SOC 274 with permission of a program coordinator.)
- MGT 320 Management of Organizational Behavior 4 credits

One course from the following list:
- Economics
  - ECO 292 Urban Economics 4 credits
  - ECO 330 Public Finance 4 credits
  - ECO 338 Government and Business Management 4 credits
  - MGT 320 Management of Organizational Behavior 4 credits
  - MGT 322 Human Resource Administration 4 credits
  - SOC 380 Sociology of Organizations 4 credits
- Government
  - POL 231 City Hall and Albany 4 credits
  - POL/MGT 323 Public Policy Analysis 3 credits
  - POL/MGT 339 Administrative Law 4 credits
  - HST 248 New York City: History and Problems 4 credits
  - HST 251 History of the U.S. City 4 credits
  - POL 233 CUNY Internship in New York Government and Politics I 4 credits
  - (or another internship for at least 3 credits)

---

**Romance Languages**

Department of Modern Languages
Chair: Associate Professor Kathryn Talarico, English, Speech, and World Literature/Modern Languages Building (2S), Room 109

The College offers a major in Spanish leading to the B.A. degree and a major in Spanish with an Adolescence Education sequence. Courses in French and Italian are available, but advanced work must be completed through independent study or at other institutions.

All students with prior knowledge or training must take the placement examination before registering for language courses. (See Foreign Language Requirement.)

Students with some native ability in a foreign language taught at the College are not eligible for credits for the 101, 102, 113 and 114 levels of that language. These students should begin their language study at the 115 or 116 level, if Spanish natives, and at the 208 level or higher in other languages. Students who are totally bilingual and who speak, read, and write a second language well, may register for any 300- or 400-level courses in that language. Students who have successfully completed a 200-, 300- or 400-level course in a foreign language may not take a 100-level course in the same language for credit. Students should consult an adviser in the Department of Modern Languages.

For course descriptions, please refer to sections on French, Italian, and Spanish.

---

**Science Course**
Department of Engineering Science and Physics

SCI 106 Power, Pollution, and Energy
3 class hours, 2 laboratory hours; 4 credits
Topics include the effects of radioactivity, noise, heat, and various forms of energy on the environment. The physical principles will be developed to understand these phenomena and the scope of the related environmental problem. Laboratory studies and student projects illustrative of the fundamental principles associated with power, pollution, and energy complement the lectures. Not intended for the physical science or engineering major. (science)
Prerequisite: MTH 025 or MTH 030 or an appropriate score on the CUNY Mathematics Assessment Test.

Science, Letters, and Society

(Bachelor of Arts)
Interdisciplinary Program
Coordinator: Associate Professor Deborah Franzblau; Science, Letters, and Society Office, History/Political Science, Economics, and Philosophy Building (2N), Room 218
Liaison with Department of Education, Associate Professor Susan Sullivan, Education Building (3S), Room 224

The major in Science, Letters, and Society (SLS) is designed for students seeking an overview of the liberal arts and sciences rather than a specialization in a single discipline. It undertakes to present a unified view of the modern intellectual enterprise. Consequently, the program requires a balanced sequence of broadly conceived upper-level courses in humanities, social sciences, mathematics, and science. The development of high levels of competence in reading and writing is particularly emphasized.

SLS is the major ordinarily required of students seeking certification in early childhood and childhood education. These students receive academic advisement from both the coordinator of SLS and an adviser from the appropriate program in the Department of Education. Issues relating to substitution of another liberal arts and sciences major for the SLS major must be referred to the SLS-Education Undergraduate Admissions and Standing Committee; students seeking to pursue a major other than SLS should write to the Committee, care of the Chairperson, Department of Education, 3S-208.

For admission to and continuation in the major of Science, Letters, and Society, a minimum GPA of 2.75 is required.

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
      Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

A course in American history: HST 244 United States History: 1607-1865 or HST 245 United States History: 1865-Present is required for SLS majors in fulfilling this requirement.

See section on general education requirements for approved course lists and complete details.

Major Requirements: 34-36 credits
Natural Sciences and Mathematics:
Twelve credits in mathematics and the natural sciences chosen from:
SLS 217 Fundamentals of Mathematics I  
SLS 218 Fundamentals of Mathematics II  
SLS 261 Nature of Physical Processes  

**Humanities:**  
Twelve credits in the humanities:  
- SLS 301 Humanities I: Ancient Culture  
- SLS 302 Humanities II: Medieval and Early Modern Culture  
- SLS 303 Humanities III: Modern Culture  

**Social Sciences:**  
Twelve credits in the social sciences chosen from:  
- SLS 225 Social Thought  
- SLS 230 American Society  
- SLS 235 The American Political System  
- SLS 240 World Civilization I  
- SLS 241 World Civilization II  
- SLS 245 Contemporary Social Issues  

Note: Students with advanced preparation or appropriate transfer credits in one of the above areas of study may be permitted some substitution of courses in that area, if approved by the coordinator of the SLS program.  

**Electives:** 25-46 credits  
(including credits in education courses)  
Total Credits Required: 120  

**Courses**  
SLS 217  
Fundamentals of Mathematics I  
(Also MTH 217)  
4 hours; 4 credits  
A study of the basic elements of mathematical thought especially designed for students seeking certification as elementary school teachers. Topics include problem solving techniques, set theory, mathematical logic, number systems and their properties, numeration systems, and algorithms.  
Prerequisites: A minimum GPA of 2.75 and MTH 030 or permission of the Department of Mathematics or an appropriate score on the CUNY Mathematics Placement Test, and a 100-level Mathematics general education course.  

SLS 218  
Fundamentals of Mathematics II  
(Also MTH 218)  
4 hours; 4 credits  
A continuation of MTH 217. Linear inequalities and linear programming, Euclidian and non-Euclidian geometries, probability, statistics.  
Prerequisites: A minimum GPA of 2.75 and MTH 217  

SLS 225  
Social Thought  
(Also SOC 225)  
4 hours; 4 credits  
An introduction to the thought of key figures in the social sciences in developing the idea of society from classical Greece to modern times, and dealing with the emergence of notions of community, the state, secularism, toleration, individualism, liberty, egalitarianism, irrationalism, etc. (social science)  
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, COR 100  

SLS 230  
American Society  
4 hours; 4 credits  
An introduction to the forces that have shaped American society. Emphasis is placed on the interaction of political, economic, and cultural factors. Themes include the creation of American myths, the triumph of majority traditions, the American heritage of dissent, and the responses to social crises. (social science)  
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, COR 100  

SLS 235  
The American Political System  
(Also POL 235)
4 hours; 4 credits
Study of major American political institutions - the Presidency, Congress, Supreme Court, bureaucracy, and the Democratic and Republican parties. The course will emphasize the extent to which the actual workings of our political systems differ from, and are affected by, constitutional theory and legal rules and thus will discuss the impact of pressure groups and public opinion. It will also cover selected state and local political issues. (social science)
Not open to students who have taken POL 100.
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, COR 100

SLS 240 World Civilization I
(Also HST 238)
4 hours; 4 credits
A comparative study of the growth and development of the major global civilizations from earliest times to the onset of modernity. An overview of the development of civilizations, examining their structure and organization, characteristic ideas and institutions, and the processes of cultural diffusion and conflict within and between them. (P&D)
Prerequisites: A minimum GPA of 2.75, ENG 111 and ENG 151

SLS 241 World Civilization II
(Also HST 239)
4 hours; 4 credits
The growth and development of the major civilizations around the globe from the onset of modernity to present times, with particular attention to the changing relationships among global communities. (P&D)
Prerequisites: A minimum GPA of 2.75, ENG 111 and ENG 151

SLS 245 Contemporary Social Issues
(Also SOC 245)
4 hours; 4 credits
A study of selected contemporary social problems such as poverty, criminal justice, ethnicity, or race relations from the perspectives of political science, economics, and sociology. The emphasis will be on urban problems. The course will explore the types of questions that might be raised about the topics by persons trained in the social sciences and will explore the methods used to answer such questions. Relationships between modes of inquiry, types of questions asked, and the answers obtained. An emphasis on developing ability to read, understand, and think critically about writings in the social sciences. (social science)
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, COR 100

SLS 261 Nature of Physical Processes
(Also PHY 206)
3 class hours, 2 laboratory hours; 4 credits
A culturally oriented course and associated laboratory for liberal arts students who seek to deepen their understanding and appreciation of the style and status of modern physical inquiry. Topics will be drawn from Newtonian mechanics, quantum theory, relativity, and nuclear physics.
Prerequisites: A minimum GPA of 2.75; MTH 025 or MTH 030 or an appropriate score on the Mathematics Department Placement Examination; and at least one Scientific Analysis course other than ELT, MET, or SCI courses.

SLS 301 Humanities I: Ancient Culture
4 hours; 4 credits
A study of selected works from the literature, history, and philosophy of ancient civilization with some attention to the fine arts of the period.
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, and an ENH 200-level course

SLS 302 Humanities II:
    Medieval and Early Modern Culture
4 hours; 4 credits
A study of selected works from the literature, history, and philosophy of the medieval and early modern world, with some attention to the fine arts of the period.
Prerequisites: A minimum GPA of 2.75, ENG 111 and ENG 151 and an ENH 200-level course

SLS 303 Humanities III: Modern Culture
4 hours; 4 credits
A study of selected works from the literature and philosophy of modern civilization with some attention to the fine arts of the period.
Prerequisites: a minimum GPA of 2.75, ENG 111 and ENG 151 and an ENH 200-level course

SEEK Courses
Department of Student Services
SEEK Director, Assistant Professor Gloria Garcia, South Administration Building (1A), Room 112

The SEEK Program offers a series of courses aimed at enhancing the college experience and increasing the retention of its students. An orientation course is offered each semester to students entering the SEEK program.

SKO 100  Freshman Orientation
2 class hours; 1 credit
A means of helping incoming freshmen to develop educational and career goals through a group process of self awareness with an emphasis on learning as a cooperative venture. In addition to providing information relative to the College setting, the course offers a systematic vehicle for interaction between student and counselor. A major theme throughout is a focus on the responsibility of the student for his or her own life and college career. The course also offers assistance with basic study skills and study habits.

SKO 101  Psycho-Dynamics of Student Life
4 hours, 2 credits; 4 equated credits
An analysis of personal and contemporary issues that affect the everyday life of students. Emphasis is on topics that play a major role in student development and the educational process such as adjustment to college life, strategies for change, and insights into personal success.

SKO 102  Learning to Learn
3 hours; 3 credits
A learning approach that provides study techniques geared to college success. The course focuses on the use of an inquiry method for new subject matter by which students learn to identify the component parts of complex principles and ideas in content courses. Topics include note taking, time management, reading and writing techniques, information mapping, and test taking strategies. Informal feedback mechanisms are included to help students assess their own progress.
Prerequisite: Permission of the department

SKO 103  Stress: Understanding and Management
(Also PSY 103)
3 hours; 3 credits
A comprehensive presentation of the physical, social, and psychological understanding of the human stress response. Opportunities for students to learn concrete scientific insights, practical stress-management skills, and beneficial relaxation techniques are offered.

Social Work
(Bachelor of Arts)
Department of Psychology, Sociology, Anthropology, and Social Work
Coordinator, Associate Professor Tom Bucaro, Psychology, Sociology, Anthropology, and Social Work Building (4S), Room 226

The curriculum of the Bachelor of Arts in Social Work, also called the B.A.S.W., is designed to prepare students for social work practice as generalists and for advanced study in graduate schools of social work. The B.A.S.W. is recognized as the entry level by the social work profession. As practitioners, graduates are able to work with people of diverse backgrounds and needs in a variety of settings in such fields as child welfare, mental health, family services, criminal justice, housing, developmental disabilities, services to the elderly, urban development, health and medical care.

Social Work (B.A.)
Admission and Retention Requirements
Students should apply during their upper sophomore year and must have completed 40 credits before applying to the program. Entering students are required to have attained a 2.5 grade point average and to maintain at least a 2.5 GPA to continue in the program.
The academic records of transfer students will be reviewed and equated with the academic major and general education course offerings of the College of Staten Island to determine the placement of the students in the program. Please consult the program coordinator about admission procedures.

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Pre-Major Requirement: 14 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 200</td>
<td>Introduction to Social Work</td>
<td>4</td>
</tr>
<tr>
<td>BIO 106</td>
<td>Principles of Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 107</td>
<td>Principles of Biology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 100</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 101</td>
<td>General Biology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Foundation Content Requirements: 40 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 301</td>
<td>Social Work Practice Research</td>
<td>4</td>
</tr>
<tr>
<td>SWK 274</td>
<td>Social Welfare</td>
<td>4</td>
</tr>
<tr>
<td>SWK 378</td>
<td>Social Policy and Planning</td>
<td>4</td>
</tr>
<tr>
<td>SWK 310</td>
<td>Human Behavior and Social Environment I</td>
<td>4</td>
</tr>
<tr>
<td>SWK 320</td>
<td>Human Behavior and Social Environment II</td>
<td>4</td>
</tr>
<tr>
<td>SWK 350</td>
<td>Social Work Methods I</td>
<td>4</td>
</tr>
<tr>
<td>SWK 360</td>
<td>Social Work Methods II</td>
<td>4</td>
</tr>
<tr>
<td>SWK 451</td>
<td>Field Instruction I</td>
<td>6</td>
</tr>
<tr>
<td>SWK 461</td>
<td>Field Instruction II</td>
<td>6</td>
</tr>
</tbody>
</table>

Required Courses: 20 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 200</td>
<td>Sociological Theory</td>
<td>4</td>
</tr>
<tr>
<td>SOC 370</td>
<td>Urban Sociology</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 370</td>
<td>Urban Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 240</td>
<td>Minority Groups</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 260</td>
<td>Class, Status, and Power</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Field Work
Field Work courses are included in the Professional Foundation Content Requirement. Field Work is designed to facilitate the integration of theoretical knowledge and professional skills. Students are placed in health, education, and social service agencies on Staten Island and in other boroughs for two semesters during their senior year. Under the supervision of professional social workers, students work with individuals, families, groups, and communities. Students are evaluated by the agency supervisor at the end of each semester. Students participate in the evaluation process and sign the evaluation forms.

Courses

SWK 107  Introduction to Developmental Disabilities
3 hours; 3 credits
Overview of the key knowledge on developmental disabilities. Issues to be explored include defining the disabled throughout the life cycle, normalization, deinstitutionalization, mainstreaming, case management and advocacy, ethical and legal issues, the Developmental Disabilities Movement and its impact on the family and community.

SWK 200  Introduction to Social Work
4 hours; 4 credits
Introduction to the field of social work and the social welfare system of the United States. Topics will include the development and sociology of the profession, theoretical foundations and current methods of practice, exploration of the diverse fields of practice, and the agencies that provide services to individuals, families, groups, and communities. The course will also explore the role and function of social workers in the face of expanding concepts of need and a changing political, social, and economic environment. Cross-cultural, feminist, and radical perspectives will also be examined.
Pre- or corequisites: ENG 111, SOC 100

SWK 274  Social Welfare
(Also SOC 274)
4 hours; 4 credits
The social welfare system in the contemporary state. Social functions and the historical, economic, and political foundations of the welfare system, including the structure of transfer payments and the social relations that it establishes. (social science)
Prerequisite: ENG 111, COR 100, SOC 100

SWK 301  Social Work Practice Research
4 hours, 4 credits
Advanced social and behavioral science methods as they are applied to research in generalist practice. Examination of qualitative and quantitative approaches. Important research paradigms, models, and issues of data collection and analysis. Procedures and techniques instrumental for the advancement of professional practice. Students carry out a research design of their own and collect data for analysis.
Prerequisite: SOC 201

SWK 310  Human Behavior in the Social Environment I
4 hours, 4 credits
The influence of biological, psychological, and social contexts of individual experience on human development in the period from infancy through adolescence and young adulthood. Exploration of how individuals and families cope with difficulties such as mental illness, alcoholism, poverty, drug abuse, crime, and family strife and of the influences of racism, classism, and discrimination of all kinds on human development.
Prerequisites: SWK 200, PSY 100

SWK 320  Human Behavior in the Social Environment II
4 hours, 4 credits
The influence of biological, psychological, and social contexts of individual experience on human development in the period from young adulthood through old age. Emphasis on the role of gender biases, social stigmas, and ageism in the achievement of full potential and economic self-sufficiency.
Prerequisite: SWK 310

SWK 350 Social Work Methods I
4 hours; 4 credits
This course provides an introduction to the basic theory and methods of social work practice with individuals, families, groups, organizations, and communities and an overview of the generalist approach to social work practice. The generalist approach is linked to system theory, ecological theory, and problem solving approaches to social work practice. Interviewing skills are studied and case studies are reviewed to identify and develop social work processes and skills within the framework of an ecological model.
Prerequisites: SWK 200 and admission to the B.A. degree program in Social Work.

SWK 360 Social Work Methods II
4 hours; 4 credits
This course builds on the generalist approach introduced in Social Work Methods I with an emphasis on the study of generalist skills as applied to small and large groups, communities, and organizations. The interaction of individual change, group processes, and community dynamics are demonstrated through case materials, role-playing, and class projects.
Prerequisite: SWK 350

SWK 378 Social Planning
(Also SOC 378)
4 hours; 4 credits
Analysis of the underlying assumptions and values embedded in social policy with respect to such issues as poverty, homelessness, education, drug abuse, family violence, community development, human rights, affirmative action. Cross-cultural models of social planning and the planning process.
Prerequisite: SOC 274

SWK 440 Internship in Developmental Disabilities
2 class hours, 6 field hours; 4 credits
The student is assigned to an agency devoted to the care and supervision of persons with developmental disabilities. The two hours per week in class are devoted to feedback and discussion of issues related to field experiences. Written records are an integral part of the field experience.
In semesters when this course is not offered, students may register for an individual internship

SWK 451 Field Instruction I
2 class hours, 16 field hours; 6 credits
This course provides students with experience in applying knowledge and theory from the professional foundation and developing practice skills. The practicum assists in producing a reflective, self-evaluating, beginning-level professional practitioner. Students are required to work at an approved agency under the supervision of an agency-based supervisor for a total of 240 hours a semester (an average of 16 hours per week). Weekly class seminars are structured to provide support and the exploration of the agency learning experience with other students.
Prerequisite: SWK 360 or permission of the instructor.

SWK 461 Field Instruction II
2 class hours, 16 field hours; 6 credits
Continuation in the participation of the delivery of social work services. Students are required to work at an approved agency under the supervision of an agency-based supervisor for a total of 240 hours a semester (an average of 16 hours per week). Weekly class seminars are structured to provide support and the exploration of the agency learning experience with other students.
Prerequisite: SWK 451

Sociology-Anthropology
(Bachelor of Arts, Minor)
Department of Psychology, Sociology, Anthropology, and Social Work
Chair: Associate Professor Sheying Chen, Psychology, Sociology, Anthropology, and Social Work Building (4S), Room 223
The joint major in Sociology-Anthropology offers several options: most of the 35-credit requirement may be met by courses in sociology or in anthropology, according to the student's primary interest; courses from both disciplines may be mixed equally. The program prepares students for such areas as teaching sociology or anthropology, social work, urban planning, public health, management, and law. Selected sociology and anthropology courses will also be of particular interest to majors in biology, psychology, history, economics, international studies, nursing, and computer science.

Sociology-Anthropology (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level

Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

Major Requirements: 35 credits
SOC 100 Sociology 3 credits
SOC 200 Sociological Theory 4 credits
SOC 201 Methods of Sociological Research 4 credits
ANT 201 Cultural Anthropology 4 credits
Any additional four-credit anthropology course at or above the 200 level, included among at least 16 additional credits in sociology or anthropology at the 200-level or above, of which 12 credits must be at the 300 or 400 level.

The 35 credits must include at least 12 credits at the 300 or 400 level.

Electives: 26-45 credits
Total Credits Required: 120

Honors
To graduate with Honors in Sociology/Anthropology a student must have a 3.5 grade point average in sociology/anthropology courses and must complete an honors thesis or project under the supervision of a sociology or anthropology faculty member.

Minor
Prerequisite Course
SOC 100 Sociology 3 credits
Requirements
SOC 200 Sociological Theory 4 credits
SOC 201 Methods of Sociological Research 4 credits
Eight additional credits of courses in sociology at or above the 200 level 8 credits

Courses
SOC 100   Sociology
3 hours; 3 credits
A study of modern society with emphasis on such fundamental groupings as the family, class, the community, the state, the interaction between cultures and the individual, and the processes by which institutions come into being and develop, and important social theories. (social science)

SOC 200   Sociological Theory
4 hours; 4 credits
Nineteenth- and early twentieth-century European sociological theory as it bears on our own time. How Marx, Weber, and Durkheim analyze society, culture, religion, the economy, modes of domination, suicide, alienation, charisma, and other social phenomena. Cultural and gender biases in social thought.
Prerequisites: SOC 100 and one 200-level SOC course

SOC 201   Methods of Sociological Research
4 hours; 4 credits
How sociologists collect and analyze data. Examination of various methods of research, including questionnaires, interviews, participant observation, and the use of historical and literary sources.
Prerequisites: ENG 111, COR 100, SOC 100
Majors are advised to take this course within the first 15 credits of sociology/anthropology.

SOC 202   Gender, Race, Ethnicity, and Class
(Also WMS 202)
4 hours, 4 credits
How gender, race, ethnicity, and class interact with each other and influence personal identities, opportunities, and life experiences. The effects of these factors on attitudes and ideology, from the perspectives of scholars to those of political groups within and among nation states. The effects of political economy and the division of labor on gender, race, and class.
(social science) (P&D)
Prerequisites: ENG 111, COR 100

SOC 210   Sociology of Health and Medicine
4 hours; 4 credits
Examination of the norms, values, beliefs, role relationships, and organizations of medical practice as a form of human behavior. Emphasis on the social processes that occur in the medical setting. Analysis of the medical environment from a sociological perspective. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 212   Criminology
4 hours; 4 credits
Sociological research and theory on crime and criminal behavior. Social, cultural, economic, and psychological factors affecting crime. The definition of crime in historical and cross-cultural perspective: interpersonal violence, organized crime, corporate crime, and political violations of human rights. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 220   Marriage and the Family
4 hours; 4 credits
Marriage and the family as social institutions. The historical development of these institutions, with special emphasis on the personal and social problems of the matrimonial relationship and of modern family life. (social science)
Prerequisites: ENG 111, COR 100

SOC 225   Social Thought
(Also SLS 225)
4 hours; 4 credits
An introduction to the thought of key figures in the social sciences in developing the idea of society from classical Greece to modern times, and dealing with the emergence of notions of community, the state, secularism, toleration, individualism, liberty, egalitarianism, irrationalism, etc. (social science)
Prerequisites: A minimum GPA of 2.75; ENG 111, ENG 151, COR 100

SOC 226   Socialization of the Child
4 hours; 4 credits
The socialization of the child will be examined in detail in the context of social, cultural, economic, and political institutions, various sociological and psychological theories concerning child rearing. Adolescent socialization, moral development, and the impact of factors such as sex, birth order, social class, and ethnicity will be discussed. (social science)

Prerequisites: ENG 111, COR 100; SOC 100 or PSY 100 or permission of the instructor

SOC 230 Sociology of Women
(Also WMS 230)
4 hours; 4 credits
Social and cultural forces affecting women's lives. The problems, struggles, and accomplishments of women in social and historical contexts. Changing sex roles and relationships as affected by ethnicity, race, and class. (social science) (P&D)
Prerequisites: ENG 111, COR 100

SOC 232 Sociology of Aging
4 hours; 4 credits
Social implications of aging in contemporary society. The changing roles, relationships, and opportunities of people as they grow older, affected by social, cultural, medical, political, and economic conditions. Issues related to the elderly who need care. (social science)
Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

SOC 238 Sociology of Men
(Also WMS 238)
4 hours; 4 credits
Comparative, historical perspectives on the male gender role and male domination through social institutions and male gender role socialization. Issues regarding the relationships of men with each other as well as between men and women. (social science) (P&D)
Prerequisites: ENG 111, COR 100

SOC 240 Minority Groups
4 hours; 4 credits
Social, political, economic, and historical factors affecting minority group status. The roots of prejudice and discrimination; analysis of their psychological and social causes and consequences in modern society. (West and World) (P&D)
Prerequisites: ENG 111, COR 100

SOC 245 Contemporary Social Issues
(Also SLS 245)
4 hours; 4 credits
A study of selected contemporary social problems such as poverty, criminal justice, ethnicity, or race relations from the perspectives of political science, economics, and sociology. The emphasis will be on urban problems. The course will explore the types of questions that might be raised about the topics by persons trained in the social sciences and will explore the methods used to answer such questions. Relationships between modes of inquiry, types of questions asked, and the answers obtained. An emphasis on developing ability to read, understand, and think critically about writings in the social sciences. (social science)
Prerequisites: A minimum GPA of 2.75, ENG 111, ENG 151, COR 100

SOC 250 Sociology of Religion
4 hours; 4 credits
The relationship between religion and society from a historical and cross-cultural perspective. Effects of religion on the culture of groups and societies. The effects of social structure and social change on religion; emergence of new religious forms. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 255 Sociology of the Arts
4 hours; 4 credits
The relationship between the arts and other institutions of contemporary society (e.g., economics, politics, religion). The structure of different art worlds, and the function of both High and Popular art forms in both strengthening and weakening class boundaries. (social science)
Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

SOC 260 Class, Status, and Power
4 hours; 4 credits
Historical and comparative analysis of social classes and strata -- their emergence, persistence, and change -- in different types of societies. The effects of class, status, and power on the quality of life and social relations. Recent changes in class structure. (West & World) (P&D)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 270 The Community
4 hours; 4 credits
Processes of neighborhood identity formation, cohesion, conflict, decline, and revitalization. The role of women, and ethnic and class-determined groups in community institutions and community organizing. Staten Island as a case study. (social science)
Prerequisites: ENG 111, COR 100; and SOC 100 or permission of the instructor

SOC 274 Social Welfare
(Also SWK 274)
4 hours; 4 credits
The social welfare system in the contemporary state. Social functions and the historical, economic, and political foundations of the welfare system, including the structure of transfer payments and the social relations that it establishes. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 275 Sociology of Education
4 hours; 4 credits
The changing social and cultural context of contemporary American education. The relationship between education and social inequality, social mobility, and social change. Issues and debates regarding contemporary education. This course does not meet New York State requirements for teacher certification. (social science)
Prerequisites: ENG 111, COR 100

SOC 280 Sociology and Politics
4 hours; 4 credits
The social background of political elites and movements, bureaucracy and the problem of political power, conflict and social class, and industrial and postindustrial society. Readings from classical theorists and contemporary empirical work. (social science)
Prerequisites: ENG 111, COR 100, SOC 100

SOC 292 The Individual in Society
4 hours; 4 credits
The social context and meaning of individual behavior and face-to-face interaction. An examination of sociological theory and research, from the classic writings of Mead to recent phenomenologists and critics of psychotherapy. (social science)
Prerequisites: ENG 111, COR 100

SOC 301 Computerized Research Analysis
4 hours; 4 credits
This course will help students to acquire quantitative research skills by introducing them to important computer applications in the social sciences. It covers data management and analysis using appropriate software packages such as SPSS. Topics on social statistics will focus on the understanding of principles, selection of procedures, and interpretation of results.
Prerequisites: SOC 201; MTH 102, MTH 113, or a higher-level mathematics course

SOC 302 Contemporary Sociological Theory
4 hours; 4 credits
Theoretical traditions and schools of thought within contemporary sociology including those of functionalism, conflict theory, exchange theory, neo-Marxism, feminism, ethnomethodology, world-systems theory, and historical-comparative theory. Underlying assumptions and cultural biases in social thought.
Prerequisite: SOC 200

SOC 330 Women and Work
(Also WMS 330, ANT 331)
4 hours; 4 credits
The social and cultural constraints affecting women's participation and attainments in the world of work. Conflicts between work role expectations and gender role expectations (e.g., femininity, nurturance, maternity). The effects of class background and race/ethnicity on women's occupations, professions, and incomes. (P&D)
Prerequisites: Any 100-level SOC or ANT course and any 200-level SOC or ANT course or permission of the instructor.
SOC 340  Ethnicity and Immigration  
4 hours; 4 credits  
Social, cultural, and historical factors affecting ethnic group experience and socio-economic status, both in the United States and among immigrants in other societies. Comparison of immigrant groups of first, second, and third generations. The role of women in different ethnic groups. (P&D)  
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

SOC 350  Psychosocial Aspects of Disability  
4 hours; 4 credits  
The psychosocial impact of disability, differential development and social adjustment among disabled groups, friendships, intimacy, and sexuality. The changing role and status of the disabled in our society with particular emphasis on the issues of stigmatization and labeling. (P&D)  
Prerequisites: SWK 107 and SOC 100

SOC 360  Sociology of Work and Leisure  
4 hours; 4 credits  
Analysis of the world of work and the separate world of leisure, and their social and economic pre-conditions and consequences. Theories of occupations and professions, career patterns, and their relationship to the social structuring of class, status, power, race, and gender.  
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor.

SOC 370  Urban Sociology  
4 hours; 4 credits  
The social structure and culture of city life. Issues of urban politics, racial and ethnic relationships, housing, crime, cultural institutions, economics, communications, city planning and design. Historical origins of the city in the Western world; the future of cities worldwide. New York City as a case study.  
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor.

SOC 371  Minorities and the Media  
(Also COM 371)  
4 hours; 4 credits  
This course will examine the role of the mass media as cultural institutions in shaping the images and self-images of different minority groups. Definitions and images to be analyzed are drawn from religious, medical, and social scientific sources, as well as elite and popular culture. (P&D)  
Prerequisite: COM 150 or a 100-level and a 200-level ANT or SOC course

SOC 372  Institutions of Control  
4 hours; 4 credits  
How leading social institutions (family, schools, mass media, government, and the economy) shape and control American society. The role of racism, sexism, violence, and economic exploitation as forms of social control. Existing patterns of domination and subordination.  
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

SOC 374  Mass Media in Modern Society  
(Also COM 374)  
4 hours; 4 credits  
Sociological analysis of the mass media: their comparative histories and organizations, and their political and social effects. Their persuasive role in propaganda and public opinion, and their function in providing information and entertainment for the common culture.  
Prerequisites: COM 150 and a 200-level ANT or SOC course

SOC 376  Social Change  
4 hours; 4 credits  
Analyses of societal and cultural transformations. Leading theories of social change. Empirical case studies in interpersonal relationships and race relations as well as technological, economic, and political changes. The role of mass media, communities, and organizations.  
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

SOC 378  Social Planning  
(Also SWK 378)
4 hours; 4 credits
Analysis of the underlying assumptions and values embedded in social policy with respect to such issues as poverty, homelessness, education, drug abuse, family violence, community development, human rights, and affirmative action. Cross-cultural models of social planning and the planning process.
Prerequisite: SOC 274

SOC 380 Sociology of Organizations
4 hours; 4 credits
The analysis of modern organizational structures and processes, focusing on social control through specific collective and bureaucratic organizations (business, educational, medical, legal, service, etc). Comparison of internal organizational cultures in public, voluntary, and private sectors.
Prerequisites: ANT or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

SOC 410 Sociological Issues
4 hours; 4 credits
Detailed exploration of selected social issues according to student interest (e.g., homelessness, health care, substance abuse, domestic violence), as affected by such variables as social class, race, religion, gender, technological change.
Prerequisite: SOC 201 or permission of the instructor

SOC 420 Birth and Death
(Also WMS 420)
4 hours; 4 credits
An exploration of the different sociological renderings of birth and death in contemporary societies. Understanding the concepts of birth and death from a sociological perspective offers an excellent opportunity to explore the intersections of race, class, gender, spirituality, and age. This course will be heavily geared toward feminist and critical perspectives. It will explore recent technological innovations and their implications for representations of conception, birth, and death.
Prerequisites: ANT 100 or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

SOC 427 Sociology of Language
(Also ENL 427)
4 hours; 4 credits
Areas of discussion include language and class, language and sex, language and race, and language and ethnicity.
Prerequisite: ENG 151
Spanish
(Bachelor of Arts, Minor)
Department of Modern Languages
Chair: Associate Professor Kathryn Talarico, English, Speech, and World Literature/Modern Languages Building (2S), Room 109
The department offers a major in Spanish (Track 1) and a major in Spanish with an Adolescence Education sequence (Track 2) that prepares students for teacher certification for grades 7-12.
All students with prior training in Spanish must take a proficiency examination to determine placement at an appropriate level. Students interested in Early Childhood or Childhood Education should see the Department of Education Coordinator of these programs for permission to enroll in this major.
Transfer students must take at least four courses at the 300 or 400 level.

Spanish (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.
1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
   Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)
See section on general education requirements for approved course lists and complete details.

1. Track One: Spanish:

Pre-Major Requirements: 16 credits
Four semesters of college-level language study (SPN 113, SPN 114, SPN 213, SPN 215) or the equivalent. Students who enter the College with ability in Spanish take a placement examination to determine the level at which they should begin language study. These courses may also be used to satisfy general education requirements.

Major Requirements: 36 credits
Students majoring in Spanish must complete the following requirements:
   An advanced communication skills course (SPN 313) 4 credits
   A civilization course (SPN 320, 325, 330) 4 credits
   A literature survey course (SPN 340, 350) 4 credits
   An additional 24 credits of courses chosen from 300- or 400-level Spanish courses 24 credits

Electives: 9-44 credits
Total Credits Required: 120

2. Track Two: Spanish, grades 7-12:
In addition to the requirements for the Spanish major, students wishing to be recommended by the College for teacher certification must complete the following sequence of education courses for 24 credits:
   EDS 201 Social Foundations of Secondary Education 4 credits
   EDS 202 Psychological Foundations of Secondary Education 4 credits
   EDS 305 The Teaching of Secondary School Curriculum in Foreign Language 4 credits
   EDS 307 Discovery Learning and Interdisciplinary Instruction 4 credits
   EDS 400 Student Teaching in Secondary Education 6 credits
   EDS 401 Reflection and Analysis in Student Teaching in Secondary Education 2 credits

Liberal Arts and Sciences Requirement
Most Education courses are non-Liberal Arts and Sciences.

Honors
To graduate with Honors in Spanish a student must have a 3.5 grade point average in Spanish language courses and must complete a special project under the direction of a faculty member. A faculty committee will vote on the recommendation for honors.

Minor
At least 12 credits in courses in Spanish at or above the 200 level.

Courses
SPN 101 Spanish Conversation I
2 hours; 2 credits
Practical Spanish for business, community relations, travel, and simple technical application. For beginners with no previous knowledge of the language. Regular attendance in the Modern Languages Media Center is required.
SPN 102 Spanish Conversation II
2 hours; 2 credits
A continuation of SPN 101. Regular attendance in the Modern Languages Media Center is required.
Prerequisite: SPN 101 or equivalent

SPN 113 Basic Spanish I (Closed to Native Speakers)
4 hours; 4 credits
A beginning course in fundamentals of expression and communication for those who have had no previous work in the language. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)

SPN 114 Basic Spanish II (Closed to Native Speakers)
4 hours; 4 credits
A continuation of SPN 113. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)
Prerequisite: SPN 113 or equivalent

SPN 115 Basic Spanish I for Native Speakers
4 hours; 4 credits
A beginning course in the fundamentals of expression and communication for those who have a speaking knowledge of Spanish but have little or no formal training in the language. Regular attendance in the Modern Languages Media Center is required.

SPN 116 Basic Spanish II for Native Speakers
4 hours; 4 credits
A continuation of SPN 115. Regular attendance in the Modern Languages Media Center is required.
Prerequisite: SPN 115 or equivalent

SPN 117 Spanish for Allied Health Personnel
3 hours; 3 credits
Basic communication for physicians, nurses, and others dealing with Spanish-speaking clients. Emphasis on technical and medical terminology. Regular attendance in the Modern Languages Media Center is required.
Prerequisites: SPN 113 or SPN 101 and 102 or equivalent preparation in Spanish

SPN 213 Continuing Spanish I
4 hours; 4 credits
Grammar review and more intensive training in the fundamentals of expression and communication, both written and oral, based on selected cultural readings. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)
Prerequisite: SPN 114 or equivalent

SPN 215 Continuing Spanish II
4 hours; 4 credits
A continuation of SPN 213 with stress on written and oral composition and on selected cultural and literary readings of intermediate difficulty. Regular attendance in the Modern Languages Media Center is required. (foreign lang.)
Prerequisite: SPN 213 or equivalent

SPN 313 Advanced Communication Skills
4 hours; 4 credits
Refinement of written and oral expression through composition, translation, oral reports and critical study of the Spanish grammar based on the analysis of selected literary readings of advanced difficulty. Regular attendance in the Modern Languages Media Center is required.
Prerequisite: SPN 215 or equivalent

SPN 315 Advanced Composition
4 hours; 4 credits
Designed to improve students' written Spanish and to provide advanced training. Students will write in a variety of situations, learn to distinguish between spoken and written styles, and focus on problems of contrastive grammar. Emphasis is on developing fluency and accuracy in the written language. Regular attendance in the Modern Languages Media Center is required.
Prerequisite: SPN 313 or equivalent

SPN 319 Introduction to Translation
4 hours; 4 credits
Development of skills for reading and translating technical and literary Spanish into English. Emphasis on the use of general and specialized dictionaries and other tools of the professional translator.
Prerequisites: SPN 313 or equivalent, and ENG 151 or ENG 152 or an ENH 200-level course

SPN 320 The Civilization of Spain
4 hours; 4 credits
A panoramic approach to the history, art, literature, and other aspects of Spanish civilization.
Prerequisite: SPN 313 or equivalent

SPN 325 The Civilization of Pre-Colombian Spanish America
4 hours; 4 credits
The Mayan, Incan, and Aztec cultures of pre-Columbian Spanish America. Taught bilingually. Readings and assignments in Spanish required for majors; readings and assignments may be done in English for non-majors. (P&D)
Prerequisite: SPN 313 or equivalent

SPN 330 The Civilization of Spanish America
4 hours; 4 credits
A panoramic approach to the history, art, literature, and other aspects of the civilization of Spanish America. (P&D)
Prerequisite: SPN 313 or equivalent

SPN 340 An Introduction to the Literature of Spain
4 hours; 4 credits
A survey of Spanish literature from medieval times through the Romantic period. (literature)
Prerequisite: SPN 313 or equivalent

SPN 345 Spanish Theater
(Also DRA 345)
4 hours; 4 credits
Discussion of ideas, background, and staging traditions of representative Spanish language plays from the Golden Age to the present. The course is taught in English. Readings and assignments in Spanish required for majors; readings and assignments may be done in English for non-majors. (literature)
Prerequisite: SPN 313 or equivalent for those doing readings and assignments in Spanish; ENG 151 or a 200-level English course for those doing readings and assignments in English

SPN 350 Introduction to Spanish American Literature
4 hours; 4 credits
A survey of the development of Spanish-American literature from pre-Colombian literature to modernism. (literature) (P&D)
Prerequisite: SPN 313 or equivalent

SPN 425 The Golden Age of Spanish Drama
(Also DRA 425)
4 hours; 4 credits
Works by Cervantes, Lope de Vega, Tirso de Molina, Guillén de Castro, Mira De Amescua, Ruiz de Alarcón, Calderón de la Barca, Rojas Zorrilla, Agustín Moreto, and others. (literature)
Prerequisite: SPN 313 or equivalent

SPN 430 Cervantes: Don Quixote and Other Works
4 hours; 4 credits
A study of the language, thought, and art of Cervantes as seen in his masterpieces. (literature)

SPN 450 The Modern Spanish Novel
4 hours; 4 credits
A study of Spanish novelists from Galdós to the present. (literature)
Prerequisite: SPN 313 or equivalent

SPN 455 The Modern Spanish American Novel
4 hours; 4 credits
Reading and interpretation of the works of representative modern and contemporary writers from several Spanish American countries. (literature)
Prerequisite: SPN 313 or equivalent

SPN 462 Lorca and the Spanish Poetry of the Twentieth Century
4 hours; 4 credits
The works of Lorca, Machado, Unamuno, J.R. Jiménez, Aleixandre, Guillén, Cernuda, and Salinas will be considered. (literature)
Prerequisite: SPN 313 or equivalent

SPN 465 Spanish Theater in the Twentieth Century
(Also DRA 465)
4 hours; 4 credits
Principal tendencies in Spanish theater in the twentieth century. Including an analysis of the major works of dramatists such as Benavente, Valle-Inclán, García Lorca, Mihura, Buero Vallejo, Alfonso Sastre, Carlos Muniz, Lauro Olmo, Arrabal, Antonio Gala, and others. (literature)
Prerequisite: SPN 313 or equivalent

SPN 470 Spanish American Theater in the Twentieth Century
4 hours; 4 credits
A study of the main trends and an analysis of the most significant plays of contemporary Spanish American playwrights. (literature)
Prerequisite: SPN 313 or equivalent

SPN 475 The Contemporary Spanish American Short Story
4 hours; 4 credits
Readings and discussion of the works of outstanding contemporary authors. (literature)
Prerequisite: SPN 313 or equivalent

SPN 480 Literature of the Hispanic Caribbean
4 hours; 4 credits
Reading and discussion of literary works of outstanding modern and contemporary Cuban, Dominican, and Puerto Rican authors. (literature) (P&D)
Prerequisite: SPN 313 or equivalent

Student Services Courses

Department of Student Services
Chair: Vice President Carol Jackson, South Administration Building (1A), Room 301

Students who enter the college with fewer than six credits are required to complete SPD 101 Issues in College Life, or SKO 100 Freshman Orientation (open only to SEEK students), or to complete the non-credit College Life Experience Program (CLUE). See the section on Degree Requirements for the New Student Orientation Requirement. Other courses offered by the department do not meet the New Student Orientation requirement.

SPD 101 Issues in College Life
2 hours; 1 credit
A developmental overview of college life. Emphasis is placed on those concepts and skills that relate to broader life issues. Through discussion of the individual's educational goals, attitudes, and values, the student explores the learning community, educational options, choices, and techniques to improve study and college survival skills. The course is graded on a pass/fail basis.
Not to be taken in the same semester with SPD 102 or SKO 100.

SPD 102 Career Development
2 hours; 1 credit
Factors to be considered in career decision making; the value and limitations of test data; clarification of work values; mid-career change; non-traditional careers; trends in the world of work; career opportunities in various professional, technical, and business fields; the changing labor market; reasons for attending college; educational options; job finding techniques (resources, resumes, interviews).
SPD 105 Personal Growth and Development
2 hours; 1 credit
Exploration of personal growth, individual differences and their origins, methods of coping with stress, and personality change. The focus is on the development of self and the influences of external and internal forces on it. Strategies for coping with life's challenges will be discussed and explored.

Women's Studies

(Bachelor of Arts, Minor)
Interdisciplinary Program
Coordinator, Assistant Professor Kate Crehan, Psychology, Sociology, Anthropology, and Social Work Building (4S), Room 213; Women's Studies Program Office, History/Political Science, Economics, and Philosophy (2N), Room 216

Women's Studies is an interdisciplinary program that draws on anthropological, economic, historical, literary, psychological, and sociological perspectives to explore women's lives, and the significance of gender in general, in contemporary and past societies both in the United States and across the globe.

Women's Studies (B.A.)

General Education Requirements for the B.A.
ENG 111, ENG 151, COR 100, PED 190: 12 credits
Whenever possible, these four courses should be completed within the first 36 credits.

Scientific Analysis; Social Scientific Analysis; The West and the World; Textual, Aesthetic, and Linguistic Analysis; Pluralism and Diversity requirements: 28-47 credits
Whenever possible, these courses should be completed within the first 60 credits.

1. Scientific Analysis: (11 credits)
   a. Science and Technology: (8 credits)
   b. Mathematics: (3 credits)
2. Social Scientific Analysis: (7-8 credits)
3. The West and the World: (4 credits)
4. Textual, Aesthetic, and Linguistic Analysis: (6-8 credits)
   a. Literature: 200-level
   b. Arts and Communications: 100-level
      Arts and Communications: 200-level
5. Pluralism and Diversity Requirement: (0-4 credits)
6. Foreign Language: (0-12 credits)

See section on general education requirements for approved course lists and complete details.

Major Requirements: 31-32 credits
31-32 credits of Women's Studies courses, with at least 12 credits at the 300 level or higher, including:

1. At least one WMS course with a focus in history, American studies, or African American studies from among the following:
   WMS 100 Introduction to Women's History
   WMS 286 History of American Women
   WMS 386 The Recovery of Women's Past

2. At least one WMS course with a focus in English, modern languages, or arts from among the following:
   WMS 222 Women and Literature
   WMS 256 Women in European Literature
   WMS 263 Mythology of Women
   WMS 266 Women in European Literature to the Renaissance
   WMS 267 Women in European Literature after the Renaissance
   WMS 270 Women and the Fine Arts
   WMS 280 Introduction to Women's Written Expression
   WMS 348 Women Novelists
   WMS 384 Major Woman Author I
WMS 385 Major Woman Author II
WMS 387 Major Woman Author III
WMS 390 Women in Literature and the Arts
WMS 391 Woman as Hero
WMS 442 Women's Written Expression

3. At least one WMS course with a focus in psychology, sociology, or anthropology from among the following:
   WMS 202 Gender, Race, Ethnicity, and Class
   WMS 230 Sociology of Women
   WMS 234 Anthropology of Women
   WMS 238 Sociology of Men
   WMS 268 Psychology of Women
   WMS 330 Women and Work

4. Additional WMS courses from either those listed in categories 1-3 above or those listed below:
   WMS 235 Gender and Sexuality
   WMS 240 Sex Roles and the Law
   WMS 272 Women as Creative Persons
   WMS 300 Research Problems in Feminism
   WMS 304 Non-Sexist Education
   WMS 306 Community Workshop

Electives: 29-49 credits
Total Credits Required: 120

Minor
A total of 15-16 credits in women's studies courses, with at least 12 credits at the 200 level or higher, including:
1. At least one WMS course with a focus in history, American studies, or African American studies, as listed for the major requirements.
2. At least one WMS course with a focus in English, modern languages, or arts, as listed for the major requirements.
3. At least one WMS course with a focus in psychology, sociology, or anthropology, as listed for the major requirements.
4. One additional WMS course, as listed for the major requirements.

Courses

WMS 100 Women's History and Feminist Theory
(Also HST 182)
3 hours; 3 credits
This course explores both the history of women's experience and feminist interpretations of their historical condition. Emphasis is on the development of analytic and writing skills. (social science)

WMS 202 Gender, Race, Ethnicity, and Class
(Also SOC 202)
4 hours, 4 credits
How gender, race, ethnicity, and class interact with each other and influence personal identities, opportunities, and life experiences. The effects of these factors on attitudes and ideology, from the perspectives of scholars to those of political groups within and among nation-states. The effects of political economy and the division of labor on gender, race, and class. (social science) (P&D)
Prerequisites: ENG 111, COR 100

WMS 222 Women and Literature
(Also ENH 222)
4 hours; 4 credits
A study of works by and about women drawn from a variety of periods and genres. (literature) (P&D)
Prerequisites: ENG 111, ENG 151

WMS 230 Sociology of Women
(Also SOC 230)
4 hours; 4 credits
Social and cultural forces affecting women's lives. The problems, struggles, and accomplishments of women in social and historical contexts. Changing sex roles and relationships as affected by ethnicity, race, and class. (social science) (P&D)
Prerequisites: ENG 111, COR 100

WMS 235  Gender and Sexuality
(Also PSY 235)
4 hours; 4 credits
A critical examination of the way in which human sexual functioning has been viewed by both women and men. Critical consideration of theories of sexuality in psychology, including psychoanalytic, evolutionary, social constructionist, and feminist theories of sexuality. Evaluation of recent research on AIDS/HIV, lesbian and gay issues, sexual violence against women, and sex education. Special attention to cultural factors that influence women’s and men’s understandings of their sexuality and of other sexually transmissible diseases. Present problems and practices as well as future possibilities will be discussed.

WMS 238  Sociology of Men
(Also SOC 238)
4 hours; 4 credits
Comparative, historical perspectives on the male gender role and male domination through social institutions and male gender role socialization. Issues regarding the relationships of men with each other as well as between men and women. (social science) (P&D)
Prerequisites: ENG 111, COR 100

WMS 240  Sex Roles and the Law
(Also LGS 240)
4 hours; 4 credits
Examination of the legal rights of women and men in employment, marital law, housing, and other areas where sex discrimination can be observed.

WMS 263  Mythology of Women
(Also ENH 223)
4 hours; 4 credits
An analysis of myths that continue to influence the way men look at women and women look at themselves. (literature) (P&D)
Prerequisites: ENG 111, ENG 151

WMS 266  Women in European Literature
to the Renaissance
(Also LNG 266)
4 hours; 4 credits
Women as writers and characters in European literature from classical antiquity to the Renaissance. (literature) (P&D)
Prerequisites: ENG 111, ENG 151

WMS 267  Women in European Literature
after the Renaissance
(Also LNG 267)
4 hours; 4 credits
Women as writers and characters in European literature from the Renaissance to modern times. (literature) (P&D)
Prerequisites: ENG 111, ENG 151

WMS 268  Psychology of Women
(Also PSY 268)
4 hours; 4 credits
A critical review of theories and issues concerning the psychology of women. Theories of gender including biological, psychoanalytic, and social learning, among others will be discussed. Issues particularly relevant to the lives of women and to the psychology of gender will be explored including gender stereotypes, physical and mental health issues, sexuality, personal relationships, and violence against women.
Prerequisite: PSY 100

WMS 270  Women and the Fine Arts
(Also ART 240)
This course examines the two-fold relationship of women to the fine arts; their role as subjects and as artists. Topics such as
the portrayal of women as goddess, mother and housewife, and as artist will be undertaken with a view to the social and
historical input and implications of this imagery. The circumstances of women artists from the Renaissance to the present
will also be considered.
Prerequisites: ENG 111, and WMS 100 or ART 100 or ART 103 or ART 104 or permission of the instructor

WMS 272  Women as Creative Persons
4 hours; 4 credits
Exploration of women's aesthetic in the visual arts.

WMS 280  Introduction to Women's Written Expression
(Also ENL 280)
4 hours; 4 credits
A course to develop skills in both imaginative and critical writing based primarily on the student's personal experiences with
some analysis of poetry and short stories written by selected women authors.
Prerequisite: ENG 151

WMS 286  History of American Women
(Also HST 286)
4 hours; 4 credits
This course introduces students to broad themes in American women's history from colonial times to the present and focuses
on women as historical actors and on the historical forces shaping the construction of womanhood. The course will pay
particular attention to differences among women with respect to race, class, ethnicity, and sexual orientation. (social science)
(P&D)
Prerequisites: Prerequisites: ENG 111, and COR 100 or any college-level history course

WMS 300  Research Problems in Feminism
4 hours; 4 credits
Review of current feminist research emphasizing specific problems. Students will complete original research projects.

WMS 306  Community Workshop
4 hours; 4 credits
This course will provide students with an opportunity to learn about and discuss methods for social change, to plan their own
field work, and to evaluate its effectiveness.

WMS 330  Women and Work
(Also SOC 330, ANT 331)
4 hours; 4 credits
The social and cultural constraints affecting women's participation and attainments in the world of work. Conflicts between
work role expectations and gender role expectations (e.g., femininity, nurturance, maternity). The effects of class background
and race/ethnicity on women's occupations, professions, and incomes. (P&D)
Prerequisites: Any 100-level sociology or anthropology course and any 200-level sociology or anthropology course or
permission of the instructor

WMS 348  Women Novelists
(also ENL 348)
4 hours; 4 credits
Significant novels by such women authors as Jane Austen, George Eliot, Elizabeth Gaskell, Willa Cather, Virginia Woolf,
Doris Lessing, Jean Rhys. (P&D)
Prerequisite: An ENH 200-level course

WMS 353  The Feminist Challenge in French Literature
(Also FRN 350)
4 hours; 4 credits
A study of the most important women writers in French literature, focusing primarily on selected works of Christine de
Pisan, Marguerite de Navarre, Madame de Staël, George Sand, Colette, Simone de Beauvoir, Françoise Sagan, Nathalie
Sarraute. Taught in French. (literature)
Prerequisite: FRN 313 or equivalent
WMS 384  Major Woman Author I  
(Also ENL 384)  
4 hours; 4 credits  
Intensive study of the work of a major woman author. (P&D)  
Prerequisite: An ENH 200-level course

WMS 385  Major Woman Author II  
(Also ENL 385)  
4 hours; 4 credits  
Intensive study of the work of a major woman author. (P&D)  
Prerequisite: An ENH 200-level course

WMS 386  The Recovery of Women's Past  
(Also HST 386)  
4 hours; 4 credits  
An examination of the history of women, beginning with ancient and classical notions of patriarchy in Mediterranean and Near Eastern cultures. Review of Jewish, Christian, and Islamic prescriptions about women as a basis for understanding the changes in modern western history. Approximately half the course will examine the past two centuries when women's movements, feminisms, gender analysis, and sexual liberation evolved. (P&D)  
Prerequisites: Any 200-level history course and ENG 151

WMS 387  Major Woman Author III  
(Also ENL 386)  
4 hours; 4 credits  
Intensive study of the work of a major woman author. (P&D)  
Prerequisite: An ENH 200-level course

WMS 389  Themes in American Women's History  
(Also HST 389)  
4 hours; 4 credits  
An exploration of selected themes in American women's history from the colonial era to the present. This course, which is organized either around a chronological period, a thematic topic, or a geographical region, also examines women's historical methodology and literature. (P&D)  
Prerequisites: Any 200-level history course and ENG 151

WMS 390  Studies in Women in Literature and the Arts  
(also ENL 390)  
4 hours; 4 credits  
This course examines women's literature, art, and film as shaped by national culture, historical circumstances, class, and age. (P&D)  
Prerequisite: An ENH 200-level course

WMS 391  Woman as Hero  
(Also ENL 391)  
4 hours; 4 credits  
Selected readings from Greek drama through current literature, revealing the position and experience of women as heroes. (P&D)  
Prerequisite: An ENH 200-level course

WMS 420  Birth and Death  
(Also SOC 420)  
4 hours; 4 credits  
An exploration of the different sociological renderings of birth and death in contemporary societies. Understanding the concepts of birth and death from a sociological perspective offers an excellent opportunity to explore the intersections of race, class, gender, spirituality and age. This course will be heavily geared toward feminist and critical perspectives. It will explore recent technological innovations and their implications for representations of conception, birth and death.  
Prerequisites: ANT 100 or SOC 100 and a 200-level ANT or SOC course or permission of the instructor

WMS 442  Women's Written Expression  
(Also ENL 442)
4 hours; 4 credits
A seminar to develop skills in both imaginative and critical writing, incorporating an analysis and comparison of the stylistic developments of women authors.
Prerequisites: ENG 111, ENG 151

Research Centers

Academic centers at CSI devoted to research are the Center for Developmental Neuroscience and Developmental Disabilities and the Center for Environmental Science.

Center for Developmental Neuroscience and Developmental Disabilities
Dr. Ekkhart Trenkner, Managing Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 320

The Center for Developmental Neuroscience and Developmental Disabilities (CDN) is supported jointly with the New York State Institute for Basic Research (IBR). The Center conducts, promotes, and sponsors research, education, and training in the developmental neurosciences with special emphasis on research and educational programs in the specific field of developmental disabilities. The Center provides for collaborative efforts between the College and IBR, in offering the Master of Science degree in Neuroscience, Developmental Disabilities, and Mental Retardation, as well as with the University’s doctoral programs in Biology, subprogram in Neuroscience, and in Psychology, subprogram in Learning Processes. On the CSI campus, the Center has established research laboratories for investigations in cellular and molecular neuroscience and provides advanced research training for graduate and undergraduate students.

Center for Environmental Science
Dr. Alfred M. Levine, Director
Office: Biological Sciences/Chemical Sciences Building (6S), Room 310

The Center for Environmental Science, established in 1987, provides support for research and policy recommendations concerning environmental problems. One of the major purposes of the Center is to define and solve environmental problems on Staten Island and its environs through research that includes studies of respiratory diseases, toxic and carcinogenic chemicals in the air, and the population at risk of lung cancer.

New York State Registration

The following listing gives the title of each of the undergraduate degree programs of the College and the HEGIS code number under which that program is registered with the New York State Department of Education, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, 528.474.5851.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Title</th>
<th>Hegis Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A./A.S.</td>
<td>Liberal Arts and Sciences</td>
<td>5649</td>
</tr>
<tr>
<td>A.S.</td>
<td>Architectural Studies</td>
<td>5602</td>
</tr>
<tr>
<td>A.S.</td>
<td>Engineering Science</td>
<td>5609</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>Business</td>
<td>5001</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>Civil Engineering Technology</td>
<td>5309</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>Computer Technology</td>
<td>5103</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>Electrical Engineering Technology</td>
<td>5317</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>Medical Laboratory Technology</td>
<td>5205</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>Nursing</td>
<td>5208.1</td>
</tr>
<tr>
<td>B.S.</td>
<td>Accounting</td>
<td>0502</td>
</tr>
<tr>
<td>B.A.</td>
<td>African American Studies</td>
<td>2211</td>
</tr>
<tr>
<td>B.A.</td>
<td>American Studies</td>
<td>0313</td>
</tr>
</tbody>
</table>
The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advance notice.

Directories

The City University of New York
Board of Trustees
Vice Chairperson
Benno C. Schmidt, Jr.
Satish K. Babbar
John J. Calandra
Wellington Z. Chen
Kenneth E. Cook
Alfred B. Curtis, Jr.
Joseph J. Lhota
Randy M. Mastro
John Morning
Kathleen M. Pesile
George J. Rios
University Administration
Chancellor
  Matthew Goldstein
Executive Vice Chancellor for Academic Affairs
  Louise Mirrer
Senior Vice Chancellor and Chief Operating Officer
  Allan H. Dobrin
Vice Chancellor for Budget, Finance, and Administrative Computing
  Sherry F. Brabham
Vice Chancellor for University Relations
  Jay Hershenson
Vice Chancellor for Student Development and Enrollment Management
  Otis Hill
Vice Chancellor for Facilities Planning, Construction, and Management
  Emma E. Macari
Vice Chancellor for Faculty and Staff Relations
  Brenda Richardson Malone
General Counsel and Vice Chancellor for Legal Affairs
  Frederick P. Schaffer
Special Counsel to the Chancellor
  Dave Fields

College of Staten Island
Administration
President
  Marlene Springer, B.A., M.A., Ph.D.
Senior Vice-President for Academic Affairs and Provost
  Mirella J. Affron, B.A., Ph.D.
Vice President for Finance and Administration
  John F. Hudacs, B.S., M.A.
Vice President for Student Affairs
  Carol L. Jackson, B.S., M.A., Ph.D.
Vice President for College Advancement
  Richard I. Truitt, B.A., M.S
Dean of Humanities and Social Science
  David M. Podell, B.A., M.Ed., Ph.D.
Dean of Science and Technology
  José Torres, B.S., M.S., D.Ens.
Assistant Vice President for Technology Systems
  Michael Kress, A.A.S., B.S., M.A., M.S., Ph.D.
Assistant Provost
  Vijendra Agarwal, B.S., M.S., Ph.D.
Chief Librarian
  James W. Marcum, B.A., M.A., Ph.D., M.P.A., M.S.L.S.
Chief Financial Officer
  Michael Bloomberg, A.A., B.S.
Special Assistant to the President for
Governmental, School, and Press Relations
  Leonard A. Ciaccio, B.A., Ph.D.
Special Assistant to the President
  Ann Lubrano, B.A., M.A., M.Phil., Ph.D.

Department Chairpersons
Biology
   Jacqueline LeBlanc, B.S., M.S., Ph.D.
Business
   Laura Nowak, B.A., M.A., Ph.D.
Chemistry
   John Olsen, B.S., M.S., Ph.D.
Computer Science
   Emile C. Chi, A.B., M.A., M.Phil.
Education
Engineering Science and Physics
   Alfred Levine, B.E.E., M.A., Ph.D., P.E.
English, Speech, and World Literature
   Arnold Kantrowitz, B.A., M.A.
History
   Calvin Holder, A.B., A.M., Ph.D.
Library
   James W. Marcum, B.A., M.A., Ph.D., M.P.A., M.S.L.S.
Mathematics
   Arundhati Raychaudhuri, B.S.E.E., M.S., M.S.E.E., Ph.D.
Media Culture
   George Custen, B.A., M.A., Ph.D.
Modern Languages
   Kathryn Talarico, B.A., M.A., Ph.D.
Nursing
   Linda Reese, B.S., M.A., R.N.
Performing and Creative Arts
   Charles C. Thomas, B.A., M.F.A.
Political Science, Economics, Philosophy
   Vasilios Petratos, B.A., Ph.D.
Psychology, Sociology, Anthropology, and Social Work
   Sheying Chen, Dpl., M.A., M.S.W., Ph.D.
Student Services
   Carol L. Jackson, B.S., M.A., Ph.D.
Faculty and Staff
   Adamo, Gregory J., Higher Education Associate
   General Manager of WSIA, Division of Student Affairs; B.A., SUNY Geneseo; M.A., College of Staten Island; Ph.D., Rutgers University
   Addeo, Louis, Higher Education Officer
   Deputy Information Technology Officer; B.B.A., City College of New York
   Adler-Schief, Rebecca, Associate Professor
   Department of the Library; B.A., Brooklyn College; M.A., New York University; M.L.S., Pratt Institute
   Affron, Mirella J., Senior Vice President for Academic Affairs and Provost
   Professor of Cinema Studies, Department of Media Culture; B.A., Mount Holyoke College; Ph.D., Yale University
   Agaian, Sos, Associate Professor of Engineering
   Department of Engineering Science and Physics; M.S., Yerevan State University (Armenia); Ph.D., Moscow University; Doctor of Engineering Sciences, Moscow University
   Agarwal, Vijendra, Assistant Provost
   Professor of Engineering Science, Department of Engineering Science and Physics; B.S., Physics, Chemistry, and Mathematics, Agra University (India); M.S., Physics, Meerut University (India); Ph.D., Physics, University of Roorkee (India)
   Ahmed, Syed V., Professor of Computer Science
   Department of Computer Science; B.S. University College of England (India); M.S., Indian Institute of Science; Ph.D., University of Manchester (England); M.B.A., New York University; D.Sc., University of Manchester
   Alexander, Charlotte, Associate Professor of English
   Department of English, Speech, and World Literature; B.S., M.A., Ph.D., Indiana University
   Alexander, Jane, Assistant Professor of Geology
   Department of Engineering Science and Physics; B.S., University of Edinburgh; Ph.D., University of London.
   Anderson, Marie, Assistant to Higher Education Officer
   Office of the Academic Deans; A.A.S., B.S., College of Staten Island.
   Arievitch, Igor, Professor
   Department of Education; M.A., Ph.D., Moscow State University
Arrington, Mary Ellen, Assistant Professor
Department of Student Services; B.A., Adelphi College; M.A., Teachers College, Columbia University
Awerbuch, Janice, Higher Education Associate
Director of the Publications Office; B.A., Rutgers University
Bach, Kenneth, Higher Education Assistant
Director of Public Relations; B.A., St. John's University
Baker, Victoria, Higher Education Assistant
Coordinator, Psychology Laboratory, Department of Psychology, Sociology, Anthropology, and Social Work; B.A., College of Staten Island
Balaban, Evan, Associate Professor
Department of Biology; Ph.D., Rockefeller University
Banerjee, Probal, Associate Professor of Chemistry/Biochemistry
Department of Chemistry; B.S., M.S., Jadavpur University (India); Ph.D., Indian Institute of Science
Bardsley, Alyson, Assistant Professor of English
Department of English, Speech, and World Literature; B.A., George Washington University; Ph.D., University of California (Berkeley)
Baselice, Pauline, Assistant to Higher Education Officer
Foreign Student Adviser, Center for International Service; A.A., B.A., M.A., College of Staten Island
Battaglia, Frank, Professor of English
Department of English, Speech, and World Literature; B.A., LaSalle College; M.A., Duke University; Ph.D., University of California (Davis)
Batteas, James D., Associate Professor of Chemistry
Department of Chemistry; B.S., University of Texas (Austin); Ph.D., University of California (Berkeley)
Baybusky, Michael, Higher Education Assistant
Assistant Bursar, Office of the Bursar; A.A.S., Kingsborough Community College; B.B.A., Baruch College
Becker, Maureen C., Assistant Professor of Physical Therapy
Department of Biology; B.S., SUNY Downstate; M.S., Queens College
Benesh, Sarah, Professor of Linguistics
Department of English, Speech, and World Literature; B.A., Washington University; M.A., Ph.D., New York University
Benimoff, Alan, Chief College Laboratory Technician
Department of Engineering Science and Physics; A.S., Staten Island Community College; B.S., M.A., Brooklyn College; Ph.D., Lehigh University
Bernhardt, William, Associate Professor of English
Department of English, Speech, and World Literature; B.A., Reed College; M.A., Cornell University
Bianco, Annamaria, Higher Education Assistant
Assistant Registrar; B.A., Hunter College; M.S.Ed., Baruch College
Blackman, Sherry, Associate Professor of Mathematics
Department of Mathematics; B.A., Brooklyn College; M.A., New York University
Blair, Rima N., Assistant Professor of Psychology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Cornell University; Ph.D., New York University
Blatt, Irwin B., Professor, Department of Student Services
B.A., M.S., Long Island University; Ph.D., New York University
Blois, Louis E., Lecturer
Department of Mathematics; B.S., Wagner College; M.S., New York University
Bloomberg, Michael, Higher Education Officer/Assistant Administrator
Chief Financial Officer and Business Manager; A.A., Staten Island Community College; B.S., Brooklyn College
Bologh, Roslyn, Professor of Sociology
Ph.D., CUNY Graduate Center
Branfield, Sondra, Associate Professor of Social Work
Department of Psychology, Sociology, Anthropology, and Social Work; A.B., Hunter College; M.A., Bucknell University; M.S.W., Hunter College; D.S.W., Adelphi University
Breen, Jeffrey M., Higher Education Assistant
Assistant Registrar, B.A., College of Staten Island
Brennan, Thomas P., Higher Education Assistant
Assistant Director of the Evening, Summer, and Weekend Sessions; B.A. Catholic University of America; M.S., Fordham University; M.A. Teachers College, Columbia University
Brickman, Deborah, Assistant Professor of Accounting
Department of Business; B.B.A., Baruch College; M.A., Brooklyn College; C.P.A., N.Y.
Brooks, Patricia, Associate Professor of Psychology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Johns Hopkins University; M.A., Ph.D., New York University
Brooks, Richard A., Professor of Comparative Literature
Department of English, Speech, and World Literature; A.B., Columbia University; A.M., Harvard University; Ph.D., Columbia University
Brooks, Zelda I., Professor of Spanish
Department of Modern Languages; B.A., M.A., Ph.D., University of Oklahoma
Brower, Carol, Higher Education Officer
Director of Student Life and Peer Educators, Division of Student Affairs; B.A., SUNY Albany; M.A., New York University
Brown, Emmet T., Senior College Laboratory Technician
Department of Biology; B.S., College of Staten Island
Brown, Fahamishah, Associate Professor of English
Department of English, Speech, and World Literature; B.A., M.A., Loyola University (Chicago); Ph.D., Boston College
Brown, Richard, Senior College Laboratory Technician
Department of Computer Science; A.A.S., New York City Community College
Bucaro, Thomas A., Associate Professor of Social Work
Cammarano, Shannon, Assistant to Higher Education Officer
Office of Financial Aid; A.A., B.A., College of Staten Island
Campbell, David, Assistant Professor
Department of Student Services; B.A., Hunter College; M.A., Ph.D., CUNY Graduate Center
Campbell, Tracy J., Senior College Laboratory Technician
Department of Engineering Science and Physics; A.A.S., B.S., College of Staten Island
Canary, William Jr., Higher Education Officer
Director of Administrative Systems and Programming, Office of Information Technology; A.A.S., Staten Island Community College; B.S., University of Dayton
Carbonaro, Lewis, Assistant to Higher Education Officer
Coordinator of Facilities, Department of Mathematics, Division of Science and Technology; A.A.S., B.S., College of Staten Island
Carlin, Marianne, Higher Education Officer (Sub)
Director of Academic Advisement; B.A., M.A., Ph.D., Cornell University; M.S.I.E., Polytechnic Institute of New York; P.E., New Jersey
Carlton, Pamela J., Assistant Professor of Biology
Department of Biology; A.B., Adelphi University; M.S., Purdue University
Carpenter, Luther P., Professor of History
Department of History; B.A., Amherst College; M.A., Ph.D., Harvard University
Casey, Dennis, Assistant to Higher Education Officer
Assistant Director of Campus Security; B.S., John Jay College
Casey, Nancy, Higher Education Associate
Associate Director, Accounting Services; A.A.S., New York City Technical College; B.B.A., Baruch College
Caudle, Fairfuld, Professor of Psychology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Duke University; M.A., Ph.D., New School for Social Research
Cavendish, Roberta C., Associate Professor of Nursing
Department of Nursing; B.S., St. John's University; M.S., Wagner College; Ph.D., Adelphi University; R.N., New York
Chandler, Bruce, Professor of Mathematics
Department of Mathematics; B.A., Brooklyn College; M.S., Ph.D., New York University
Chauhan, Bhanu, Assistant Professor
Department of Chemistry; B.Sc., M.Sc., Kanpur University (India); Ph.D., Montpellier University (France)
Chen, Sheying, Associate Professor of Sociology and Social Work
Department of Psychology, Sociology, Anthropology, and Social Work; Engineering. Dpl., Changsha Metallurgical College; Dpl., M.A., Zhongshan University (China); M.S.W., Ph.D., University of California (Los Angeles)
Chencinski, Norbert, Professor of Physics
Department of Engineering Science and Physics; B.A., M.A., Queens College; Ph.D., CUNY Graduate Center
Cheplick, Gregory, Associate Professor of Biology
Department of Biology; B.S., Edinboro University (Pennsylvania); M.S., Ph.D., Rutgers University
Chi, Emile C., Associate Professor of Computer Science
Department of Computer Science; A.B., Harvard University; M.A., M. Phil., Columbia University
Ciaccio, Leonard A., Special Assistant to the President
Professor of Biology, Department of Biology; B.A., Mariot College; Ph.D.; Princeton University
Ciluffo, Denise, Higher Education Assistant
Coordinator, Office of Instructional Services; B.A., M.A., College of Staten Island
Clark-Oropesa, Barbara, Higher Education Associate
Assistant Director, Center for International Services; B.A., M.A., Ed.D., University of Iowa
Coffee, Jane P., Professor of Mathematics
Department of Mathematics; B.A., Smith College; Ph.D., University of Pennsylvania
Cohen, Annabelle, Associate Professor of Biology
Department of Biology; B.A., Brooklyn College; M.S., New York University; Ph.D., University of Witwatersrand (South Africa)
Cohen, Barbara, Assistant to Higher Education Officer
Coordinator, Survey Research, Office of Institutional Research, B.S., SUNY New Paltz; M.S.Ed., Wagner College
Coleman, Susan, Instructor
Department of Nursing; B.S.N., Hunter College; M.S.N., Seton Hall University
Collins, Phyllis B., Associate Professor of Nursing
Department of Nursing; A.A.S., Staten Island Community College; B.S.N., Hunter College; M.A., Ed.D., Teachers College, Columbia University; R.N., New York
Como, Jean, Higher Education Assistant
Director of New Student Orientation/CLUE, Division of Student Affairs; B.A., New School for Social Research; M.A., New York University
Conte, Anita R., Higher Education Assistant
Department of Psychology, Sociology, Anthropology, and Social Work, Division of Humanities and Social Sciences; B.A., M.A.L.S., College of Staten Island
Conte, Linda, Higher Education Assistant
Wellness Coordinator, Division of Student Affairs; B.A., College of Staten Island; M.P.S., New York Institute of Technology
Conti, Evelleen V., Higher Education Officer
Director of Human Resources; B.A., University of Kentucky
Cooper, Sandi E., Professor of History
Department of History; A.B., City College of New York; A.M., Ph.D., New York University
Corbet, Jeanine, Higher Education Assistant
Coordinator, Video Film laboratory, Department of Media Culture; B.A., SUNY Purchase
Corin, Robert, Associate Professor of Biology
Department of Biology; B.A., Boston University; Ph.D., University of Massachusetts
Cornwell, Margery Markham, Associate Professor of English
Department of English, Speech, and World Literature; B.A., Kansas State University; M.A., University of Vermont; Ph.D., Union Graduate School
Cortopassi, Gloria, Higher Education Associate
Director of Payroll; A.S., B.S., College of Staten Island
Cryan, Kate, Assistant Professor of Anthropology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., M.A., Ph.D., University of Manchester (England)
Currie, Richard A., Professor of English
Department of English, Speech, and World Literature; B.A., University of Kansas; M.A., M.Phil., Ph.D., New York University
Custen, George F., Professor of Communications
Department of Media Culture; B.A., SUNY Binghamton; M.A., Ph.D., University of Pennsylvania
Dang, Suu Thi Thu, College Laboratory Technician
Department of Chemistry; A.A.S., B.S., College of Staten Island
Daniels, Michael R., Higher Education Officer
Acting Assistant Dean for Student Affairs; A.A., SUNY Orange County Community College; B.S., M.S., SUNY College at Brockport
Das, Satyaprabha, Associate Professor of Engineering
Department of Engineering Science and Physics; B.E., Mysore University (India); M.T., Indian Institute of Technology; Ph.D., University of Newcastle (Australia)
Davis, Richard, Associate Professor of Biology
Department of Biology; B.A., Lafayette College; M.S., Ph.D., University of Massachusetts (Amherst)
Davis, Russell, Higher Education Officer Assistant
Coordinator CUNY/China Programs, Center for International Service; B.A. University of Oklahoma; M.A., University of Hawaii (Manoa)
Dawson, Ashley, Assistant Professor
Department of English, Speech, and World Literature; B.A., University of the South; M.A., University of Virginia; Ph.D., Columbia University
Deitch, Irene M., Professor of Psychology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Brooklyn College; M.A., Columbia University; Ph.D., Yeshiva University
Delgrasso, Walter, Senior College Laboratory Technician
Department of Computer Science; A.A.S., Staten Island Community College
DeMartinis, Carol, College Laboratory Technician
Department of Biology; A.A.S., College of Staten Island
DeNave, Irene, Assistant Professor of Nursing
Department of Nursing; B.S., M.S., Hunter College; R.N., New York
Derderian, Jean-Claude, Associate Professor of Mathematics
Department of Mathematics; B.A., Ph.D., Wayne State University
DeSantis, Donato, Higher Education Associate
Director of Operational Services; B.S., St. Francis College
DeSimone, Deborah M., Associate Professor of Education
Department of Education; B.A., Brown University; M.A., Ed.D., Teachers College, Columbia University
DeLeo-Parker, Barbara, Higher Education Assistant
Coordinator University/Chancellor's Reports, P&B Committee, Office of Academic Affairs
Di Paolo, Gordon, Associate Professor of Business
Department of Business; B.A., Brooklyn College; M.B.A., Ph.D., New York University
Dobos, Manuela, Associate Professor of History
Department of History; B.A., Antioch College; M.A., Ph.D., Columbia University
Domanski, Bernard, Professor of Computer Science
Department of Computer Science; B.S., M.S., City College of New York; Ph.D., CUNY Graduate Center
Dombroski, Robert S., Distinguished Professor of Italian
Department of Modern Languages; B.A., Providence College; M.A., University of California (Berkeley); Ph.D., Harvard University
Donoghue, Eileen F., Associate Professor of Education
Department of Education; B.A., St. Mary's College; M.A.T., Northwestern University; M.S., Ed.D., Teachers College, Columbia University
Dooley, Margaret, Associate Professor of Biology
Department of Biology; A.B., Cornell University; Ph.D., Syracuse University
Dudley, Mei-Fong, Assistant Professor of Chinese Literature
Department of English, Speech, and World Literature; B.A., Barnard College, M.A., M.Phil., Ph.D., Columbia University
Edelman, Mary Ann, Senior College Laboratory Technician
Department of Nursing; A.A.S., B.S., College of Staten Island
Ehrlich, Yigal H., Professor of Biology
Department of Biology; M.Sc., Tel Aviv University (Israel); Ph.D., Weizmann Institute of Science (Israel)
Englard, Baruch, Associate Professor of Accounting
Department of Business; B.A. Yeshiva University; M.B.A., Long Island University; M.S., College of Staten Island; C.P.A.
Esmilla, Manuel, Higher Education Associate
Campus Facilities; B.S., University of Philippines
Esperance, Emmanuel, Higher Education Assistant
Assistant Director, Recruitment and Admissions, Division of Student Affairs; B.A., Brooklyn College; M.S., Baruch College
Falk, David N., Associate Professor of English
Department of English, Speech, and World Literature; B.A., City College of New York; M.A., Yale University
Farah, Ilijas, Assistant Professor of Mathematics
  Department of Mathematics; B. Divinity, M. Divinity, Belgrade University (Yugoslavia); Ph.D., University of Toronto

Farren, Arlene T., Assistant Professor of Nursing
  Department of Nursing; B.S., SUNY Downstate; M.A., New York University; R.N., New York

Fein, Jason, Higher Education Assistant
  Assistant Athletic Director, Sports Information Director, Sports and Recreation Center, Division of Student Affairs; B.S., M.S., Brooklyn College

Feola, Maryann, Professor of English
  Department of English, Speech, and World Literature; B.S., Richmond College; M.A., Hunter College; Ph.D., CUNY Graduate Center

Feria, Eral H., Professor of Engineering
  Department of Engineering Science and Physics; B.E., M.E., City College of New York; Ph.D., CUNY Graduate Center

Festa, Carmel, Assistant Professor of Physical Therapy
  Department of Biology; A.S., Staten Island Community College; B.S., Hunter College; M.S., New York University

Fey, Richard, Assistant Professor of Business
  Department of Business; B.A., SUNY Buffalo; Ph.D., Brown University

Figueras, Jackeline, College Laboratory Technician
  Department of Engineering Science and Physics; A.A.S., Borough of Manhattan Community College; B.S., College of Staten Island

Flanagan, Richard, Assistant Professor of Political Science
  Department of Political Science, Economics, and Philosophy; B.A., Drew University; Ph.D., Rutgers University

Flynn, Elaine, Assistant to Higher Education Officer
  Assistant Director, New Student Orientation/CLUE, Division of Student Affairs; B.A., M.A., College of Staten Island

Folds, Antonia, Professor of Mathematics
  Department of Mathematics; Ph.D., Eotvos University, Budapest (Hungary)

Foley, Michael, Assistant Professor
  Department of History; B.S., Florida Institute of Technology; M.S., Ph.D., University of New Hampshire

Fontanarosa, Louise, Higher Education Assistant
  Assistant Director of Student Recruitment and Admissions, Division of Student Affairs; A.A., B.A., B.A., College of Staten Island

Forman, Alice F., Higher Education Associate
  Assistant Director of Human Resources; B.S. Hofstra University

Frank, Ronald, Higher Education Officer
  Bursar; A.A.S., Staten Island Community College; B.S., City University of New York; M.B.A., St. John's University; Ph.D., New York University

Frankel, Deborah, Associate Professor of Mathematics
  Department of Mathematics; B.S., University of California (Berkeley); Ph.D., Massachusetts Institute of Technology

Galati, Frank, Associate Professor of Architectural Studies
  Department of Performing and Creative Arts; B.C.E., City College of New York; M.S., University of California (Berkeley), P.E., New York

Gallego, Antonio, Assistant to Higher Education Officer
  Assistant Director, Media Services, Library; A.S., B.S., College of Staten Island

Galvez, Kathleen F., Higher Education Officer
  Special Assistant for Legal Affairs and Labor Designee; B.S., Georgetown University; J.D., St. John's University; M.A., College of Staten Island

Gappa, John J., Senior College Laboratory Technician
  Department of Engineering Science and Physics; A.A.S., New York City Community College

Garaventa, Eugene, Professor of Management
  Department of Business; B.S., M.B.A., Ph.D., New York University

Garcia, Gloria, Assistant Professor
  Department of Student Services; B.A., University of Puerto Rico, Ed.M., Harvard University

Gershe, Donna, Higher Education Assistant
  Associate Director, Center for Environmental Science; B.S., Seton Hall University; M.S.Ed., M.A., College of Staten Island

Gerstner, David, Assistant Professor of Cinema
  Department of Media Culture; B.A., SUNY Buffalo; M.A., SUNY Buffalo; Ph.D., University of California (Los Angeles)

Giardina, Charles R., Professor of Computer Science
  Department of Computer Science; B.S., Fairleigh Dickinson University; M.S., Carnegie Institute of Technology; M.E.E., Ph.D., Stevens Institute of Technology

Giglioti, Eileen, Associate Professor of Nursing
  Department of Nursing; B.S., Hunter College; M.A., Ph.D., New York University; R.N., New York

Giordano, Ralph, Higher Education Assistant
  Campus Facilities; B.S., New York Institute of Technology; M.A., College of Staten Island; R.A., New York

Glazow, Kathleen, Higher Education Assistant
  Coordinator, Student Teaching, Department of Education, Division of Humanities and Social Sciences; B.A., M.S.Ed., College of Staten Island

Glynn, Audrey A., Professor
  Department of Student Services; B.Ed., Maryknoll College; M.Ed., Fordham University; Ed.D., Fairleigh Dickinson University

Goetz, Carol Stier, Assistant Professor of Nursing
  Department of Nursing; B.S., Alfred University; M.S., Seton Hall University; Ed.D., Teachers College, Columbia University; R.N., New York; R.N., New Jersey

Gold, Kenneth, Assistant Professor of Education
  Department of Education; B.A., Princeton University; M.A., Ph.D., University of Michigan

Goldner, Ellen, Assistant Professor of English
  Department of English, Speech, and World Literature; B.A., Cornell University; M.F.A., University of Massachusetts; Ph.D., Brandeis University

Gonzalez, Manuel, Higher Education Assistant
  Coordinator of Special Events; B.S., Wagner College

Goode, David A., Professor of Sociology
  Department of Psychology, Sociology, Anthropology, and Social Work; B.A., M.A., Queens College; Ph.D., University of California (Los Angeles)

Goodland, Katharine, Assistant Professor of English
  Department of English, Speech, and World Literature; B.S., United States Military Academy; M.A., Ph.D., Purdue University
Gordonov, Anatoliy, Assistant Professor of Computer Science
Department of Computer Science; M.S., Moscow Institute of Electronic Engineering; Ph.D., Russian Academy of Science

Gorokhovsky, Anshel, Professor of Physics
Department of Engineering Science and Physics; Dipl. (M.S. equivalent), Institute of Fine Mechanics and Optics (Leningrad); Ph.D. (equivalent), Institute of Physics, Estonian Academy of Sciences

Gottlieb, Max, Professor of Accounting
Department of Business; B.S., M.B.A., New York University; Ph.D. (equivalent) University of Gdansk (Poland); C.P.A., New York

Grafstein, Ann, Assistant Professor
Department of the Library; B.A., Bryn Mawr College; M.L.S., University of Western Ontario; Ph.D., McGill University

Graham, Alice G., Assistant Professor of Nursing
Department of Nursing; B.S., Jersey City State College; M.S., Rutgers University; R.N., New York; R.N., New Jersey

Gray, Timothy, Assistant Professor of English
Department of English, Speech, and World Literature; B.A., Franklin and Marshall College; M.A., Ph.D., University of California (Santa Barbara)

Green, Neila, Higher Education Assistant
Office of the Registrar; B.S. Brooklyn College; M.Ed., Rutgers University

Greenberg, Michael, Professor of History
Department of History; B.A., Hofstra University; M.B.A., Baruch College; M.A., Ph.D., Rutgers University

Greenfield, Matthew, Assistant Professor of English
Department of English, Speech, and World Literature; A.B., M.A., Ph.D., Yale University

Greenspan, Nathan, Assistant Professor of Political Science
Department of Political Science, Economics, and Philosophy; B.A., Brooklyn College; M.A., Columbia University

Gruber, Ori, College Laboratory Technician
Department of Computer Science; M.S., Polytechnic Institute of New York

Guerguevna, Natacha, Associate Professor of Computer Science
Department of Computer Science; BS., MS., Technical University, Sofia (Bulgaria); Ph.D. (equivalent), Moscow Technical University

Guerin, Keith, Higher Education Officer
Director of Institutional Research; B.A., Gettysburg College, M.S.W., West Virginia University

Guo, Chang, Senior College Laboratory Technician
Department of Computer Science; B.A., Northwestern University; B.S., Salem-Teikyo University

Hack, Edward M., Assistant Professor of History
Department of English, Speech, and World Literature; B.A., City College of New York; M.A., Columbia University

Haj, Samira, Associate Professor of History
Department of History; B.A., Beirut College for Women (Lebanon); M.A., Ph.D., University of California (Los Angeles)

Hamkins, Joel D., Associate Professor of Mathematics
Department of Mathematics; B.S., California Institute of Technology; C. Phil., Ph.D., University of California (Berkeley)

Harney, Stefano, Assistant Professor of Sociology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Harvard University; M.A., New York University; Ph.D., University of Cambridge (England)

Hauben, Myra, Assistant Professor of Chemistry
Department of Chemistry; B.A., Hunter College; M.S., Purdue University

Hegarty, Peter, Assistant Professor of Psychology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Trinity College (Dublin); Ph.D., Stanford University

Heller, Sherman, Associate Professor of Mathematics
Department of Mathematics; B.S., Queens College; M.S., Ph.D., Brooklyn Polytechnic Institute

Helm, Dorothy Ann, Higher Education Officer
Director, Center for International Service; B.A., University of Washington; M.A., Teachers College, Columbia University

Hernandez-Darwish, Zoraida, Assistant to Higher Education Officer
SEEK/Financial Aid; A.A.S., New York City Technical College; B.A., Baruch College

Herskovitz, Paul J., Associate Professor of Business
Department of Business; B.A., Brooklyn College; J.D., Brooklyn Law School; M.B.A., Baruch College

Hladik, James, Associate Professor of Mechanical Engineering
Department of Engineering Science and Physics; B.M.E., Cooper Union; M.M.E., Pratt Institute; P.E., New York

Hoeller, Hildegard, Assistant Professor
Department of English, Speech, and World Literature; B.A., B.S., University of Saarland (Germany); M.A., Ph.D., Rutgers University

Hoffner, Alan, Higher Education Officer
Registrar; A.A., Kingsborough Community College; B.A., Brooklyn College; M.S.Ed., Baruch College

Hogan, Michael, Research Associate
Center for Developmental Neuroscience and Developmental Disabilities, Department of Biology; B.S., Illinois Benedictine College; Ph.D., Loyola University

Holak, Susan L., Professor of Business
Department of Business; B.S., University of Pennsylvania; M.Phil., Ph.D., Columbia University

Holder, Calvin B., Professor of History
Department of History; A.B., City College of New York; A.M., Ph.D., Harvard University

Hu, Qiao-Sheng, Assistant Professor of Chemistry
Department of Chemistry; B.S., Shanghai University; M.S., Ph.D., Shanghai University

Hudacs, John, Vice President for Finance and Administration
B.S., University of Scranton; M.A., Miami University (Ohio)

Hulton-Baker, Robert J. Jr., Associate Professor of English
Department of English, Speech, and World Literature; B.A., M.A., Seton Hall University; Ph.D., New York University

Imberman, Susan, Assistant Professor of Computer Science
Department of Computer Science; B.A., Queens College; M.S., College of Staten Island
Ivison, Eric, Assistant Professor of History
Department of History; B.A., M.A., Ph.D., University of Birmingham (England)

Jackson, Carol L., Vice President of the Division of Student Affairs
Professor, Department of Student Services; B.S., University of Rochester; M.A., Teachers College, Columbia University; Ph.D., Fordham University

Jacobs, David, Higher Education Officer
Assistant Chief Financial Officer; B.B.A., Baruch College; C.P.A., New York

Jayatilleke, Raja, Associate Professor
Department of the Library, B.S., University of Ceylon; M.A., Beacon College; M.L.S., Columbia University

Jeffreys, Marianne, Associate Professor of Nursing
Department of Nursing; B.S.N., SUNY Plattsburgh; M.Ed, M.A., Ed.D., Teachers College, Columbia University; R.N., New York, R.N., New Jersey

John, Linda, Higher Education Assistant
Manager, Microcomputer Labs/Systems and LAN, Office of Information Technology; B.S., St. John's University; M.S., College of Staten Island

Johnson, Rhonda, Assistant Professor
Department of the Library; B.A., M.L.S., Clarion University; M.A., CUNY Graduate School

Jones, Wilma L., Deputy Chief Librarian
Associate Professor, Department of the Library; A.A., Parkland Community College; B.A., M.A., Northern Illinois University

Kahan, Sylvia, Assistant Professor of Music
Department of Performing and Creative Arts; B.A., Oberlin Conservatory; M.A., Michigan State University; D.M.A., Graduate School and University Center/CUNY

Kandiyoti, Dalia, Assistant Professor
Department of English, Speech, and World Literature; B.A., Columbia University; M.A., M.Phil, Ph.D., New York University

Kantrowitz, Arnold, Professor of English
Department of English, Speech, and World Literature; B.A., Rutgers University; M.A., New York University

Kaste, Janine, Assistant Professor of Education
Department of Education; B.S., M.S., SUNY Oswego; Ph.D., Georgia State University

Kaufman, Frederick, Assistant Professor of English
Department of English, Speech, and World Literature; B.A., Yale University; M.A., Ph.D., CUNY Graduate School

Kee, Debra, Higher Education Assistant
Coordinator, Student Clubs and Organizations, Division of Student Affairs; B.A., University of Charleston; M.S., Eastern Illinois University

Keil, Peter, Assistant Professor of English
Department of English, Speech, and World Literature; B.A., M.A., New York University

Kerekes, Judit, Assistant Professor of Education
Department of Education; M.Ed., Ed.D., Eotvos Lorand University (Hungary)

Kest, Benjamin, Associate Professor of Psychology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., New York University; M.A., Queens College; Ph.D., CUNY Graduate School

Keyser, Lester J., Professor of English
Department of English, Speech, and World Literature; B.A., La Salle College; M.A., Tulane University; M.A., New York University

Khnai, Stephan, Associate Professor of English
Department of English, Speech, and World Literature; A.B., Harvard University; Ph.D., Johns Hopkins University

Kiine, Hugo, Higher Education Officer
Director of Professional and Continuing Education; M.S., Free University (Netherlands); Ph.D., Delft University of Technology (Amsterdam)

Kim, Chang-Min, Associate Professor of Mechanical Engineering
Department of Engineering Science and Physics; B.S., Sung Kyun Kwan University (Seoul, Korea); M.S., Ph.D., University of Wyoming

Kim, Eunyoung, Assistant Professor of Education
Department of Education; B.A. Ewha Women's University (Seoul); M.A., Ed.M., Ed.D., Teachers College, Columbia University

Kilianer, Roberta, Lecturer
Department of Computer Science; B.S., M.A., Brooklyn College

Knoopp, William, Higher Education Associate
Laboratory Safety Officer, Division of Science and Technology; B.S., Brooklyn College; M.S., Hunter College

Kramer, Charles, Associate Professor of Biology
Department of Biology; B.S., Richmond College; M.S., Ph.D., New York University

Kress, Michael, Assistant Vice President for Technology Systems
Professor of Computer Science, Department of Computer Science; A.A.S., Staten Island Community College; B.S., M.A., Richmond College; M.S., Ph.D., New York University

Kritt, David, Assistant Professor of Education
Department of Education; B.S., Michigan State University; M.A., University of Rochester; Ph.D., CUNY Graduate School

Krosney, Beatrice C., Higher Education Associate
Purchasing Officer; B.S., St. Peter's College; M.S., New School for Social Research

Kruger, Norman, Associate Professor of Dramatic Arts
Department of Performing and Creative Arts; B.A., Brooklyn College; M.A., New York University

Kuklov, Anatoly, Associate Professor of Physics
Department of Engineering Science and Physics; M.S., Moscow Engineering and Physics Institute; Ph.D., Odessa University

Kupennsmith, Judith, Associate Professor of Psychology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Bard College; M.A., New School for Social Research; Ph.D., Union Graduate School

L'Amoreaux, William, Assistant Professor of Biology
Department of Biology; B.S., Arkansas State University; M.S., Memphis State University; Ph.D., University of Memphis

Lang, Dorothy, Associate Professor of Management
Department of Business; A.B., Barnard College; M.B.A., Baruch College; Ph.D., CUNY Graduate Center

Larsen, Mary L., Senior College Laboratory Technician
Department of Biology; A.A.S., College of Staten Island

Lauria, Thomas, Higher Education Associate
Director of Office Automation and User Support, Office of Information Technology; B.S., M.S., College of Staten Island
Lavender, Catherine J., Assistant Professor of History
  Department of History; B.A., M.A., Ph.D., University of Colorado
LeBlanc, Jacqueline M., Professor of Biology
  Department of Biology; B.S., Wagner College; M.S., University of Maryland; Ph.D., New York University
Lee, C. Elizabeth, Higher Education Assistant
  Department of Performing and Creative Arts, Division of Humanities and Social Sciences; B. F. A., Webster University; M. F. A., Brandeis University
Lee, Frances, Assistant to Higher Education Officer
  Counselor, Office of Student Financial Aid; B.A., Hunter College
Levine, Alfred M., Professor of Engineering/Physics
  Department of Engineering Science and Physics; Center for Environmental Science; B.E.E., Cooper Union; M.A., Ph.D., Princeton University; P.E., New York
Lewental, Mark, Higher Education Officer
  Director of Media Services, Department of the Library; A.A., Kingsborough Community College
Liebman, Herbert, Professor of English
  Department of English, Speech, and World Literature; B.A., Brooklyn College; M.A., Ph.D., New York University
Livolsi, Lydia, Senior College Laboratory Technician
  Department of Biology; A.A.S., Queensborough Community College; B.S., College of Staten Island
Lombardi, Giancarlo, Assistant Professor of Italian
  Department of Modern Languages; Laurea, Università di Roma, "La Sapienza"; M.A., Ph.D., Cornell University
Lubrano, Ann, Acting Director of Affirmative Action and Special Assistant to the President
  Higher Education Associate, B.A., M.A., Brooklyn College; M.Phil., Ph.D., CUNY Graduate Center
Luchow, Jed P., Associate Professor of Education
  Department of Education; A.B., Johns Hopkins University; M.A., Ed.D., Teachers College, Columbia University
Lufrano, Richard, Associate Professor of History
  Department of History; B.A., SUNY New Paltz/Binghamton; M.A., Ph.D., Columbia University
Luise, Barbara Kraynyak, Associate Professor of Nursing
  Department of Nursing; B.S., M.S., University of Pennsylvania; Ed.D., Rutgers University; R.N., New Jersey, R.N., Pennsylvania
Lunney, Margaret, Professor of Nursing
  Department of Nursing; A.A.S., Staten Island Community College; B.S., M.S., Hunter College; Ph.D., New York University; R.N., New York; R.N., New Jersey
Malarkey, Louise, Professor of Nursing
  Department of Nursing; B.S., Columbia University; M.S., Hunter College; M.Ed., Ed.D., Teachers College, Columbia University, R.N., New York
Malz, Abraham, Senior College Laboratory Technician
  Department of Chemistry; B.S., SUNY New Paltz
Manganel, Dorothy, Higher Education Assistant
  Coordinator, Remedial Mathematics, Department of Mathematics; B.A., Hunter College; M.A., Columbia University
Manister, Craig, Assistant to Higher Education Officer
  Supervisor, Art Studio, Gallery, Slide Collection, and Photography, Department of Performing and Creative Arts, Division of Humanities and Social Sciences; A.A.S., Queensborough Community College; B.A., Richmond College; M.F.A., New York Studio School; Professional Certificate, New York University
Marcinkiewicz, Ronald, Higher Education Assistant
  Manager, Online/Special Projects, Office of Information Technology; A.A.S., M.S., College of Staten Island
Marcum, James W., Chief Librarian
  Professor, Department of the Library; B.A., M.A., Texas A&I College; Ph.D., University of North Carolina (Chapel Hill); M.P.A., University of Oklahoma; M.S.L.S., University of North Texas
Marcus-Delgado, Jane, Assistant Professor of Spanish
  Department of Modern Languages; B.A., University of Chicago; M.A., Ph.D., Johns Hopkins University
Mares, Terence, Higher Education Assistant
  College Editor; B.A., M.A., Northern Illinois University
Marius, Philippe-Richard, Higher Education Associate
Martel, Ralph W., Jr., Professor of Art
  Department of Performing and Creative Arts; Certificate of Design, Cooper Union
Martin, Barry, Assistant Professor of Accounting
  Department of Business; B.S., M.S., Long Island University; C.P.A., New York
Martinez, Eugene, Campus Security Director
  A.S., B.S., John Jay College; M.P.A., Long Island University
Massoni, Margaret, Assistant Professor of Nursing
  Department of Nursing; B.S., Long Island University; M.S., Wagner College; Ed.D., Rutgers University; R.N., New York
Mathies, Fred, Higher Education Associate
  Budget Office; B.S., Fordham University
McCarthy, Lynn, Chief College Laboratory Technician
  Department of Biology; B.A., Notre Dame College of St. John's University
McCarthy, Thomas, Senior College Laboratory Technician
  Department of Modern Languages; B.A., Wagner College; M.A., Rutgers University
McCoy, Elena, Associate Professor of Biology
  Department of Biology; B.S., Quinnipiac College; M.S., Ph.D., University of Connecticut
McCurn, James W., Chief Librarian
  Professor, Department of the Library; B.A., M.A., Texas A&I College; Ph.D., University of North Carolina (Chapel Hill); M.P.A., University of Oklahoma; M.S.L.S., University of North Texas
McCormick, Mary Ellen, Professor of Nursing
  Department of Nursing; B.S., M.A., Seton Hall University; M.S., Ed.D., Rutgers University; R.N., New York
Meehan, Edward, Professor of Psychology
  Department of History; B.A., M.A., Wagner College; M.A., Rutgers University
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., M.A., Ph.D., Adelphi University
Melman, Clara R., Associate Professor of Sociology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., M.A., Brooklyn College; Ph.D., New School for Social Research
Meltzer, Yale, Assistant Professor of Economics
Department of Political Science, Economics, and Philosophy; B.A., Columbia University; M.B.A., New York University
Merritt, Harold M., Higher Education Officer
Director, Sports and Recreation Center; B.A., SUNY Albany; M.S., Ed.D., Northern Arizona University
Miller, Edward, Assistant Professor of Communications
Department of Media Culture; B.A., University of Massachusetts; M.A., Ph.D., New York University
Miller, John P., Associate Professor of English
Department of English, Speech, and World Literature; B.A., Amherst College; M.A., New York University
Miller, Marie A., Higher Education Officer
Director of Grants and Research; B.A., Holy Family College; M.A., Hunter College
Miliner, Sherry, Professor of Cinema Studies
Department of Media Culture; B.F.A., California Institute of Arts; M.F.A., University of California (San Diego)
Misra, Prabuddh Ram, Professor of Mathematics
Department of Mathematics; B.S., Ewing Christian College (India); M.S., Allahabad University (India); Ph.D., Indian Institute of Technology (Kanpur)
Monaghan, William, Professor of Engineering/Physics
Department of Engineering Science and Physics; B.S., Manhattan College; M.S., Ph.D., New York University; P.E., New York
Moore, Lisa, Assistant Professor of Sociology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Tufts University; M.P.H., University of California (Berkeley); Ph.D., University of California (San Francisco)
Morgan, Peter, Assistant Professor
Department of Education; B.A., M.Ed, University of Massachusetts (Amherst); Ed.D., Teachers College, Columbia University
Morrino, Thomas, Assistant to Higher Education Officer

**Media Specialist, Department of the Library; B.S., M.A., Brooklyn College**

Naider, Fred, Distinguished Professor of Chemistry/Biochemistry
Department of Chemistry; B.S., M.S., Cornell University; Ph.D., Polytechnic Institute of Brooklyn

Nasaw, David, Professor of History
Department of History; B.A., Bucknell University; M.A., Ph.D., Columbia University

Natowitz, Allen, Associate Professor
Department of the Library; B.A., Brooklyn College; M.L.S., Pratt Institute; M.A., New York University

Nelson, Arthur, Professor of Physical Therapy
Department of Biology; B.S., Brockport State Teachers College; B.S., M.S., Ph.D, New York University

Nelson, Roger, Professor of Physical Therapy
Department of Biology; B.S., New York University; M.S., Boston University; Ph.D., University of Iowa

Neptune, Harvey, Assistant Professor
Department of History; B.A., St. Francis College; M.A., New York University

Newmark, Joseph, Professor of Mathematics
Department of Mathematics; B.S., M.A., Brooklyn College; Ph.D., New York University

Ngoelet, Francois, Associate Professor of History
Department of History; B.A., Omar Bongo University (Gabon); M.A., Ph.D. (equivalent), Université (Paul Valéry) Montpellier III (France)

Nowak, Laura S., Professor of Finance
Department of Business; B.A., City College of New York; M.A., Hunter College; Ph.D., CUNY Graduate Center

O'Donnell, Mary E., Associate Professor of Nursing
Department of Nursing; B.S., M.S., New York University; Ph.D., Adelphi University; R.N., New York

O'Donnell, Michael J., Assistant Professor
Department of the Library; B.A., St. Francis College; M.A., New York University; M.L.S., Pratt Institute

Ohan, Anderson, Assistant Professor of Geology
Department of Engineering Science and Physics; B.A., Hunter College; M.S., New York University

Okere, E. Wilson, Associate Professor of Engineering
Department of Engineering Science and Physics; B.S., Fachhochschule Niederrhein (Germany); M.S., Ph.D., Pennsylvania State University

Olsen, John F., Associate Professor of Chemistry
Department of Chemistry; B.S., Wagner College; M.S., Ph.D., New York University

Oppenheimer, John R., Associate Professor of Biology
Department of Biology; Center for Environmental Science; B.A., University of Connecticut; M.S., Ph.D., University of Illinois

Orchard, Robert A., Professor, Department of Computer Science
B.S., Farleigh Dickinson University; M.S., Ph.D., Stevens Institute of Technology

**Orlowsky, Wallace J., Associate Professor of Psychology**

Department of Psychology, Sociology, Anthropology, and Social Work; B.A., St. John Fisher College; M.A., Ph.D., Fordham University

Ortiz, Rose, Associate Professor of English
Department of English, Speech, and World Literature; B.A., Brooklyn College; M.A., Hunter College

Osakue, John U., Assistant Professor of Economics
Department of Political Science, Economics, and Philosophy; B.S., University of Ibadan (Nigeria); M.A., University of Wisconsin; Ph.D., University of Nebraska

Owens, John D., Associate Professor of Computer Science
Department of Computer Science; B.S., Columbia University; M.S., New York University

Owusu-Ansah, Edward, Assistant Professor
Department of the Library; M.L.S., Queens College; M.A., Ph.D., Eotvos Lorand University (Hungary)

Ozimr, Ercument, Professor of Mathematics
Department of Mathematics; M.S. (equivalent), Technical University of Istanbul (Turkey); M.S., Ph.D., University of Michigan

Pagel, Jean R., Assistant Professor of Nursing
Department of Nursing; B.S., M.S., St. John's University; R.N., New York
Palsson, Eirikur, Assistant Professor of Biology
Department of Biology; B.S., M.S., University of Oslo, M.A., M.A., Ph.D., Princeton University
Panizza, Sandra, Assistant Professor of Computer Science
Department of Computer Science; B.S., M.S., Ph.D., University of Milan
Park, Tai, Chief College Laboratory Technician
Department of Chemistry; B.S., Korea University (Seoul); M.A., Brooklyn College; M.S., Polytechnic University
Parker, Blanford, Associate Professor of English
Department of English, Speech, and World Literature; B.A., Cornell College; M.A., Ph.D., Harvard University
Peirano, Howard G., Associate Professor of Health and Physical Education
Department of Nursing; B.S., M.S., Ithaca College
Peters, Jonathan, Assistant Professor
Department of Business; B.S., College of Staten Island, M.A., Hunter College; Ph.D., CUNY Graduate School
Pentingi, Louis, Assistant Professor of Computer Science
Department of Computer Science; B.S., Rutgers University; M.S., Ph.D., Stevens Institute of Technology
Petratsos, Vasilios, Associate Professor of Economics
Department of Political Science, Economics, and Philosophy; B.A., City College of New York; Ph.D., New York University
Pickman, Evan, Associate Professor of Health and Physical Education
Department of Nursing; B.S., M.S., Brooklyn College; Ph.D., University of Utah
Pierce, Valerie, Assistant Professor of Biology
Department of Biology; B.A., Rutgers College; Ph.D., University of Chicago
Pierr-Hyland, Dorian, Assistant to Higher Education Officer
Help Desk Manager, Office of Information Technology; B.A., College of Staten Island
Pirott, Laura, Assistant Professor of Spanish and French
Department of Modern Language; B.A., University of Southern California; M.A., M.A., Ph.D., Brown University
Ploog, Bertram, Assistant Professor of Psychology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., M.A., Ph.D., University of California (San Diego)
Poddell, David M., Dean of Humanities and Social Sciences
Professor of Education, Department of Education; B.A., University of Pennsylvania; M.Ed., Harvard University; Ph.D., New York University
Poenignt, David, Assistant to HEO I
ReproGraphics
Poje, Andrew, Assistant Professor of Mathematics
Department of Mathematics; B. E., SUNY Stony Brook; Ph.D., Cornell University
Poirot, Theodora, Associate Professor of Education
Department of Education; B.A., Southern Illinois University; M.S., Bank Street College of Education; Ed.D., Teachers College, Columbia University
Popper, Deborah E., Associate Professor of Geography
Department of Political Science, Economics, and Philosophy; A.B., Bryn Mawr; M.L.S, Rosary College; M.A., Ph.D., Rutgers University
Powars, Richard G., Professor of History
Department of History; A.B., College of the Holy Cross; Ph.D., Brown University
Pugh, Christina, Assistant Professor
Department of English, Speech, and World Literature; B.A., Wesleyan; M.F.A., Emerson College; Ph.D., Harvard
Puryear, Lynda, Higher Education Assistant
Coordinator, SEEK Tutoring, Division of Student Affairs; B.A., Hofstra University; M.A., New York University
Quart, Leonard, Professor of Cinema Studies
Department Media Culture; B.A., City College of New York; M.A., Ohio University
Raffel, Caryll, Higher Education Assistant
Office of Financial Aid; B.S., College of Staten Island
Raggi, Francine C., Higher Education Assistant
Alumni Director; B.A., College of Staten Island
Ragir, Sonia R., Professor of Anthropology
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., University of Chicago; Ph.D., University of California (Berkeley)
Raychaudhuri, Arundhati, Professor of Mathematics
Department of Mathematics; B.S.E.E., Indian Institute of Technology (Kharagpur); M.S., M.S.E.E., SUNY Stony Brook; Ph.D., Rutgers University
Reese, Linda, Associate Professor of Nursing
Department of Nursing; B.S., Hunter College; M.A., New York University; R.N., New York
Reilly, Mary Beth, Higher Education Officer
Director of the Office of Admissions and Recruitment, Division of Student Affairs; A.A., Bergen County Community College; B.S., Manhattan College; M.S., Baruch College
Rezai, Ali Reza, Assistant Professor of Education
Department of Education; B.S. Shiraz University (Iran); M.A., University of Khartoum (Sudan); Ph.D., University of Calgary
Richard, Sidney, Assistant Professor of Mathematics
Department of Mathematics; B.S., Brooklyn College; M.S., New York University
Richter, Michaela, Associate Professor of Political Science
Department of Political Science, Economics, and Philosophy; B.A., City College of New York; Ph.D., CUNY Graduate Center
Rizvi, Syed, Associate Professor of Electrical Engineering
Department of Engineering Science and Physics; B.S.E.E., University of Engineering and Technology (Pakistan); M.S., Ph.D., SUNY Buffalo
Robbins, Irving K., Associate Professor of Physics
Department of Engineering Science and Physics; B.S., City College of New York; M.S., New York University
Roccas, Linda, Assistant Professor
Department of the Library; B.A., New York University; M.A., Hunter College; Ph.D., New York University; M.S.L.S., Rutgers University

Rosen, Jay, Professor of Mathematics  
Department of Mathematics; B.A., Harvard University; Ph.D., Princeton University  
Rosen, Martin H., Associate Professor of Biology  
Department of Biology; B.S., M.A., Brooklyn College; Ph.D., New York University  
Rosen, Steven M., Professor of Psychology  
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Brooklyn College; M.A., American University; Ph.D., CUNY Graduate Center  
Rothkopf, Elliot M., Professor of Engineering  
Department of Engineering Science and Physics; B.E.E., City College of New York; M.S.E.E., Polytechnic Institute of Brooklyn; Ph.D., Hebrew University of Jerusalem  
Rothman, Jeffrey, Professor of Physical Therapy  
Department of Biology; B.S., SUNY Brockport; M.A., New York University; Ed.D., Rutgers University  
Rowan, Keith, College Laboratory Technician  
Department of Engineering Science and Physics; B.A., Brooklyn College  
Ruggiero, Jeanne, Assistant Professor of Nursing  
Department of Nursing; B.S., Wagner College; M.S., Rutgers University  
Salomon, Nanette, Professor of Art  

Department of Performing and Creative Arts; B.A., Queens College; M.A., Ph.D., New York University

Sammarco, Angela, Assistant Professor of Nursing  
Department of Nursing; B.S., Marquette University; M.S., Hunter College; Ph.D., Adelphi University  
Sanchez, George, Assistant Professor of Drama  
Department of Performing and Creative Arts; M.F.A., Bard College  
Sanchez, Sandra, Higher Education Assistant  
Executive Secretary to the President; B.A., M.A., College of Staten Island  
Sandler, John, Assistant Professor of Accounting  
Department of Business; B.S., Queens College; M.S., C.W. Post College  
Sassi, Jonathan D., Assistant Professor of History  
Department of History; A.B., Princeton University; M.A., Ph.D., University of California (Los Angeles)  
Scarinci, Cynthia, Assistant Professor  
Department of Business; B.B.A., M.B.A., Pace University; C.P.A., New York  
Schanker, Herbert, Associate Professor of Computer Science  
Department of Computer Science; B.E.E., M.E.E., City College of New York; P.E., N.Y.  
Schonbuch, Stanley, Associate Professor of Psychology  
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., M.Ed., City College of New York; Ph.D., Michigan State University  
Schreiber, William, Professor of Physics  
Department of Engineering Science and Physics; B.A., M.A., Ph.D., Yeshiva University  
Schulman, Sarah, Assistant Professor of English  
Department of English, Speech, and World Literature; B.A., Empire State College (SUNY)  
Schwartz, Joel, Professor of History of Biology  
Department of Biology; A.B., University of Rochester; M.S., Ph.D., New York University  
Schwartz, Martin, Higher Education Associate  
Director, Small Business Development Center; B.A., Baruch College; M.B.A., New York University  
Schwarz, Samuel, Professor of Economics  
Department of Political Science, Economics, and Philosophy; B.A., City College of New York; M.A., M.Phil., Ph.D., Columbia University  
Sciarrino, Ursula, Higher Education Assistant  
Pell/UPAC Specialist, Office of Financial Aid; A.A.S., Kingsborough Community College; B.S., Regents College at Albany  
Seals, Gregory, Assistant Professor of Education  
Department of Education; B.S., Missouri Western State College; M.A., University of Iowa; Ph.D., Georgia State University  
Seeley, David S., Professor of Education  
Department of Education; B.A., J.D., Yale University; Ed.D., Harvard University  

Senator-Schiavo, Carolyn, Higher Education Assistant  
Assistant Registrar; B.A., Pace University  
Shen, Zuowang, Assistant Professor  
Department of Library; B.A., Beijing University; M.A., University of Massachusetts (Boston); M. Lib. Sci., University of Rhode Island  
Shepardson, Suzy, Higher Education Assistant  
Department of Library; B.S., SUNY Oneonta; M.S., Russell Sage College  
Shew, Chwen-Yang, Assistant Professor of Chemistry  
Department of Chemistry; B.S., M.S., National Tsing Hua University (Taiwan); Ph.D., CUNY Graduate School  
Shor, Ira, Professor of English  
Department of English, Speech, and World Literature; B.A., University of Michigan (Dearborn); M.A., Ph.D., University of Wisconsin (Green Bay)  
Shuman, Vivian, Assistant Professor of Education  
Department of Education; B.A., City College; M.Phil., Ph.D., CUNY Graduate School  
Sider, Gerald M., Professor of Anthropology  
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., University of Pennsylvania; M.A., University of Toronto; Ph.D., New School for Social Research  
Sigler, Phil S., Associate Professor of Sociology  
Department of Psychology, Sociology, Anthropology, and Social Work; B.A., Youngstown State University; M.A., Ohio State University; Ph.D., Boston University  
Silverstein, Alvin, Professor of Biology  
Department of Biology; B.A., Brooklyn College; M.S., University of Pennsylvania; Ph.D., New York University  
Simmonds, Effie P.M., Associate Professor of Education
Alumni Office; B.A., Mount St. Vincent College

Vakil, Sephrdad, Higher Education Assistant
WAN/Microcomputer Hardware Support Specialist, Office of Information Technology; B.S., M.S., College of Staten Island

Veit, Richard, Associate Professor of Biology
Department of Biology; B.A., M.S., University of Massachusetts; Ph.D., University of California (Irvine)

Venditti, Margaret, Higher Education Assistant
Coordinator of Disabilities Services, Division of Student Affairs; B.A., Notre Dame College of Staten Island

Verzani, John, Associate Professor of Mathematics
Department of Mathematics; B.A., Whitman College; M.S., University of Colorado; Ph.D., University of Washington

Vogel, Roberta, Professor
Department of Student Services; B.A., M.A., Temple University; Ph.D., Michigan State University

Vouyouka-Sereti, Maria, Assistant Professor of Sociology
Department of Psychology, Sociology, Anthropology, and Social Work; M.A., Ph.D., SUNY

Stony Brook

Wallace, William, Assistant Professor of Biology
Department of Biology; A.A., Middlesex County Community College; B.S., Stockton State College; M.S., Ph.D., SUNY at Stony Brook

Wang, Hsin, Higher Education Assistant
NMR Facilities Manager/Spectroscopist; Division of Science and Technology; B.S., National Taiwan University; Ph.D., California Institute of Technology

Watkins, Caryl, Higher Education Officer
Director, Career Planning Center, Division of Student Affairs; B.A., Seton Hall University; M.A., Fairleigh Dickinson University

Wege, Simone, Assistant Professor of Economics
Department of Political Science, Economics, and Philosophy; B.A., University of California (Berkeley); M.A., Ph.D., Northwestern University

Weiner, Howard R., Associate Professor of History
Department of History; B.A., New York University; M.A., Columbia University; Ph.D., New York University

Weiss, Aron, Associate Professor of Accounting
Department of Business; B.B.A., M.B.A., City College of New York; C.P.A., New York

Whitney, H. Sherman, Jr., Higher Education Officer
Director of Financial Aid; B.A., St. Vincent College; M.Ed., University of Pittsburgh

White, Mark D., Assistant Professor of Economics
Department of Political Science, Economics, and Philosophy; B.S., B.A., Ohio Northern University; Ph.D., University of Cincinnati

Wickstrom, Maurya, Assistant Professor of Dramatic Arts
Department of Performing and Creative Arts; B.A., Franklin and Marshall College; M.F.A., Tulane University

Wierzusko, Andrzej, Professor of Neuroscience
Department of Biology; M.Sc., Warsaw University (Poland); Ph.D., Polish Academy of Science

Wilensky, Mark, Lecturer
Department of Business; B.A., Queens College; M.B.A., Fordham University; C.P.A., New York

Winkler, Leonard, Associate Professor of Electrical Engineering
Department of Engineering Science and Physics; B.S., M.S., Ph.D., Polytechnic Institute of Brooklyn

Wollman, Stephen, Associate Professor of Mathematics
Department of Mathematics; B.A., M.S., Ph.D., University of New Mexico

Wong, Cindy, Assistant Professor of Communications
Department of Media Culture; B.A., University of South Florida; M.A., University of Southern California; Ph.D., Annenberg School for Communications, University of Pennsylvania

Wood-Miller, Gail, Higher Education Assistant
Coordinator, Learning Center; A.A.S., Fashion Institute of Technology; B.A., College of Staten Island; M.A., Ph.D., New York University

Wray, David, Assistant Professor of French
Department of Modern Languages; B.A., University of Chicago; M.A., Ph.D., Princeton University

Xia, Ming, Associate Professor of Political Science
Department of Political Science, Economics, and Philosophy; B.Law, M.Law, Fudan University (China); Ph.D., Temple University

Yang, Nan-Loh, Professor of Chemistry
Department of Chemistry; B.S., National Taiwan University (Republic of China); Ph.D., Polytechnic Institute of Brooklyn

Yousef, Mohamed M., Professor of Engineering
Department of Computer Science; B.S., Cairo University (Egypt); M.S., Polytechnic Institute of Brooklyn; M.S.E., University of Michigan; P.E., New York

Yurman, Robert, Associate Director of Campus Security
B.S., M.P.A., John Jay College

Zalwinski, Andrzej, Assistant Professor
Department of Business; M.Sc., Marie Curie-Sklodowska University (Poland); Ph.D., Academy of Mining and Metallurgy (Poland)

Zimmerman, Alan, Assistant Professor of Business
Department of Business; B.A., Temple University; M.B.A., Duquesne University; D.P.S., Pace University

Zimmerman, Stanley F., Senior College Laboratory Technician
Department of the Library; A.A.S., New York City Community College; B.A., Queens College; M.L.S., Pratt Institute of Technology

Zirbel, Esther, Assistant Professor of Astronomy
Department of Engineering Science and Physics; B.S., University of Newcastle upon Tyne (England); M.S., Sussex University and Royal Greenwich Observatory (England);

M. Phil., Ph.D., Yale University

Zuckermann, Steven, Professor
Department of Student Services; A.B., City College of New York; M.A., Ph.D., New York University

Professors Emeriti and Emeritae

Joseph Albanese, Biology
Appendix

Student Rights and Responsibilities and College Regulations

College of Staten Island of The City University of New York

Appendix i
Campus Behavior Code


Rules and Regulations for the Maintenance of Public Order pursuant to Article 129 A of the Education Law

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 freedom: 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 or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the university community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges, which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education. With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

" THE PRESIDENT. The president, with respect to his educational unit, shall:
" a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;
" b. Be the advisor and executive agent of the Board and of his 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 superintending over the concerns, officers, employees and students of his educational unit.
In this document. As a user of CUNY computer resources:

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the right of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.

4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his 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 provide or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun or firearm or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/college premises, or as part of any University/college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.

II. Penalties:

1. Any student engaging in any manner in conduct prohibited under Substantive Rules 1-8 shall be subject to the following range of sanctions as hereafter defined: 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 1-8 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 Board of Higher Education, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities. In addition, if the case involves a tenured faculty member, or tenured member of the administrative or custodial staff, engaging in any manner in conduct prohibited under substantively Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

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 which authorized 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 Trustees.

Sanctions defined:

A. Admonition: An oral statement to the offender that he has violated university rules.

B. Warning: Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

C. Censure: Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any university regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation: Exclusion from participation in privileges or extra-curricular 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.

Appendix ii

Computer User Responsibilities

The computer resources of The City University of New York and The College of Staten Island must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources:

- You are required to have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized.

- You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.

- You are responsible for the safeguarding of your computer account. For a mainframe computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resource is being used.
- You may not circumvent system protection facilities.
- You may not knowingly use any system to produce system failure or degraded performance.
- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not copy material protected by copyright.
- You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
- You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profit-making or illegal purposes.
- You may not use computer resources to engage in abuse of computer personnel or other uses. Such abuse includes the sending of abusive or obscene messages within CUNY or beyond via network facilities.
- The use of college computer resources may be subject to college regulations, and you are expected to be familiar with those regulations.
- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in the regulations.

The University reserves the right to monitor, under appropriate conditions, all data contained in the system to protect the integrity of the system and to ensure compliance with regulations.

Any user who is found to be in violation of these rules is 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;
- Other legal action, including action to recover civil damages and penalties.

"Computer Resources" is an inclusive term referring to any and all computing/information technology: hardware, software, and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software, and stand-along software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-along personal computing systems and other relevant technology.

Appendix iii
Immunization Requirement
New York State law requires that students attending postsecondary institutions be immunized against measles, mumps, and rubella. Specifically, all matriculated students born on or after January 1, 1957 must file a form with the Medical Office, signed by a physician, certifying immunity to these diseases prior to registering for more than five credits.

Appendix iv
New York State Education Law Section 224-a
Students unable because of religious beliefs to attend classes on certain days:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he/she is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his/her 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 each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which he/she 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 the said student such equivalent opportunity.
4. If classes, examinations, study, or work requirements are held on Friday after four o'clock post meridiem 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 any student because of his availing himself of the provisions of this section.
6. Any student, who is 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 his/her rights under this section.
6-a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of The State University of New York or of the Board of Trustees of The City of New York or any community college.

Appendix v.
Access to Student Records
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section “6” below on your right to prevent the disclosure of directory information. The FERPA rights of students are:
(1) The right to inspect and review your education records.
Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.
You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college’s FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

(3) The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks.

A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities.

Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor for Legal Affairs
The City University of New York
535 East 80th Street
New York, NY 10021.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605.

(6) The college will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, email address, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors and awards received. By filing a form with the Registrar’s Office, current and former students may request that any or all of this directory information not be released without your prior written consent. This form is available in the Registrar’s Office and may be filed, withdrawn, or modified at any time.

Appendix vi.
Section 504

Statement of Nondiscrimination
The College of Staten Island 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, handicap, disability, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

Dr. Ann Lubrano is the acting College affirmative action officer and coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, and coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs. The office is located in the South Administration Building (1A), Room 102, and the telephone number is 718.982.2250.

Professor Jeffrey Rothman is the College compliance coordinator for the Americans with Disabilities Act and Section 504, which prohibit discrimination on the basis of disability. His office is located in the Engineering Technologies East Building (5N), Room 203 and his telephone number is 718.982.3153 or 3156. The resources of the Office of Disability Services, Center for the Arts (1P), Room 101, telephone 718.982.2510, are also available to assist students.

Appendix vii.

Federal Rehabilitation Act

The 1973 Federal Rehabilitation Act as amended (29 U.S.C. 794) and 1990 Americans with Disabilities Act (ADA) require reasonable accommodation and prohibit discrimination on the basis of disability. Section 504 states, in part, that “no otherwise qualified individual with handicaps . . . shall, solely by reasons of his/her handicap, be excluded from the participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . .”

Policies and Procedures for Moving Programs/Activities to Accessible Areas

The campus of the College of Staten Island was designed according to the accessibility guidelines at the time of its construction. However, events such as broken equipment or elevators, or unique needs of a student or College employee with a disability may require reasonable accommodations. The student or employee requiring that a class, academic program, or academic activity on campus be moved to make it accessible should contact the Office of Disability Services, 1P-101, extension 2510. Ms. Margaret Venditti, Director of Disability Services, 1P-101D, extension 2513, is responsible for arranging for the change of site to an accessible area. It is the responsibility of the student or employee to make the Office of Disability Services aware of the need for accommodations to allow adequate time for the change.

If an activity or program other than a class or an academic program/activity needs to be moved, the responsibility to ensure accessibility lies with the sponsoring agent.

Informal Procedure for Handling a Complaint

Students and employees may avail themselves of an informal procedure for handling complaints. Ms. Margaret Venditti may be contacted by students at Room 101D Center for the Arts, telephone 982.2513. Employees may contact Professor Jeffrey Rothman, 504/ADA Compliance Coordinator. His office is located in the Engineering Technologies East Building (5N), Room 203, and his telephone number is 718.982.3153 or 3156. Discussions of complaints will be entirely informal and Ms. Venditti and Professor Rothman will attempt an informal resolution.

Formal Procedures for Handling a Complaint

A formal complaint shall be filed with the 504/ADA Coordinator, Professor Jeffrey Rothman. The complaint, which may be transmitted in writing or verbally, should briefly describe the alleged violation of the regulations and contain the name, address, and telephone number of the person filing it. The complaint must be filed within 45 days after the complainant becomes aware of the alleged violation. This requirement can be waived at the discretion of the 504/ADA Committee.
An investigation, as may be appropriate, shall follow a filing of a complaint. The 504/ADA Coordinator may request the assistance of one or more members of the 504/ADA Committee. The investigation will afford all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint. Under the Office for Civil Rights regulations, the College need not process complaints from applicants for employment or from applicants for admission to post-secondary educational institutions.

A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the 504/ADA Coordinator and a copy forwarded to the complainant no later than 45 days after its filing. This requirement extended an additional 45 days at the discretion of the 504/ADA Committee. The 504/ADA Compliance Coordinator shall maintain the files and records of the College relating to the complaints filed.

A complainant may appeal a determination directly to the Office of the President. An appeal shall be made in writing within 15 days after the delivery of the decision. This requirement may be waived in a particular case for good cause by the President, who shall consider the appeal and communicate her/his decision to the complainant within 20 days of receipt.

Appendix viii.

Policy Against Sexual Harassment
Action of The City University Board of Trustees
at the meeting of June 26, 1995: Policy Statement

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, handicap, and veteran or marital status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred.

Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. 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 or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
2. 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.

C. 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;
- 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.

D. Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged. For purposes of this section, an individual has "professional responsibility" for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid or awards or other remuneration, or that may impact upon other academic or employment opportunities.
E. Academic Freedom
This policy shall not be interpreted so as to constitute interference with academic freedom.

F. False and Malicious Accusations
Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

G. Procedures
The University shall develop a procedure to implement this policy. The President of each constituent college of the University, the Deputy Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

H. Enforcement
There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and permanent dismissal from the University.

Procedures for Implementation of the City University's Policy Against Sexual Harassment
The following are procedures for the implementation of the Policy Against Sexual Harassment of The City University of New York (hereinafter "Policy"):

1. Responsibilities of the Presidents
The President of each constituent college of The City University of New York, the Deputy Chancellor at the Central Office, and the Dean of the Law School (hereinafter "President") shall:
   a. Appoint and provide for appropriate training to a Sexual Harassment Coordinator Department (hereinafter "Coordinator") to be available to students and employees who wish to make complaints of sexual harassment. The structure of the Coordinator Department and respective responsibilities of the various Coordinator Departments are set forth in paragraph 4.1 below.
   b. Appoint and provide for appropriate training to a Sexual Harassment Education Committee to be responsible for educating the college community about sexual harassment, through printed materials, workshops, and the like.
   c. Disseminate the Policy against sexual harassment, including the names, titles, telephone numbers, and office locations of college Coordinator Department members, annually to all students and employees. It is recommended that such information be included in student, faculty, and staff handbooks and newsletters.
   d. Submit annually to the Chancellor, or his/her designee, a report regarding sexual harassment, including a summary of the educational activities undertaken at the college during the year and a summary of the number of complaints filed and the general outcomes thereof. An annual summary report will also be provided to the Board of Trustees.

2. Structure and Responsibilities of the Sexual Harassment Panel
   a. The Panel shall consist of a Coordinator, a Deputy Coordinator, and four to six additional members, all of whom shall be appointed by and serve at the pleasure of the President. The President must include among that number two instructional staff members selected by the College-wide Personnel and Budget (P&B) Committee, or equivalent personnel committee, from among a list of four to six instructional staff member nominees submitted to it by the President. It is strongly recommended that the President select one of these two Panel members as the Deputy Coordinator. Further, it is strongly recommended that the Panel reflect the diversity of the college, be composed of faculty, administrators, staff, and students, and include the college Affirmative Action Officer.
   b. Panel members shall be appointed by the President as described in paragraph 2(a) above for two-year terms and may be reappointed for additional two-year terms, subject to at-will removal by the President at any time. The initial appointments shall be staggered, as follows: half of the Panel members, including the Coordinator, shall be appointed for three-year terms; the remaining members of the Panel, including the Deputy Coordinator, shall be appointed for two-year terms. Thereafter, terms for all Panel members shall be two years. An appointment to fill a vacancy on the Panel shall be made pursuant to the procedures described above, and shall be for the remainder of the unexpired term of the vacancy.
   c. All members of the Panel shall be available to receive complaints of sexual harassment from any member of the college community, to explain the University complaint procedures, and to refer individuals to appropriate resources. All Panel members have an obligation to maintain confidentiality to the fullest extent possible.
   d. The Panel Coordinator is responsible for reviewing all complaints of sexual harassment; and for making efforts to resolve those complaints informally, if possible. When informal resolution is not possible, the Panel Coordinator and the Deputy Coordinator shall fully investigate the complaint; and the Panel Coordinator shall report to the President (and the Chief Student Affairs Officer, if the accused is a student) the results of the investigation. The Deputy Coordinator may also assume responsibility for the informal resolution or investigation of a complaint to the extent directed by the Panel Coordinator or Deputy Coordinator.
   e. In the event that the Panel Coordinator is unavailable, the functions of the Panel Coordinator shall be performed by the Deputy Coordinator.
   f. In the event that the complainant, the accused, or a third party believes that any member of the panel, including the Panel Coordinator or Deputy Coordinator, has a conflict of interest or for some other reason should not participate in the informal resolution or investigation of a particular complaint, he or she may ask the Panel Coordinator not to allow the Panel member (including the Panel Coordinator him or herself) to participate. Alternatively, the individual raising the issue may ask the President to direct that a particular Panel member not be involved in the informal resolution or investigation of a particular complaint.

3. 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 shall be protected. Information obtained in connection with the bringing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality and no such promises should be made by any member of the Panel or other University employee who may be involved in the complaint process.

4. Making a Complaint of Sexual Harassment
Any member of the University community may report allegations of sexual harassment to any member of the Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures, within the time limits provided in those agreements, to report allegations of sexual harassment; or, they may report such allegations directly to a member of the Panel as provided in these Procedures. Members of the University community who believe themselves to be aggrieved under the Policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint may make it more difficult for the college to investigate the allegations.

5. Responsibilities of Supervisors
   a. Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his or her area of jurisdiction for the implementation of the Policy and must report to the Panel Coordinator any complaint of sexual harassment made to him or her and any other incidents of sexual harassment of which he or she becomes aware or reasonably believes to exist. Having reported such complaint or incident to the Panel Coordinator, the supervisor should keep it confidential and do not disclose it further, except as necessary during the complaint process.
b. Each supervisor shall arrange for the posting, in his or her area, of the University policy against sexual harassment; the names, titles, telephone numbers, and office locations of college Panel members; and any other materials provided to him or her by the Sexual Harassment Education Committee for posting.

6. Responsibilities of the University Community-At-Large

Members of the University Community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to a member of the Panel.

7. Informal Resolution of Sexual Harassment Complaints

a. Any member of the Panel who receives a complaint of sexual harassment shall promptly advise the Panel Coordinator or, in his or her absence, the Deputy Coordinator of the complaint. Once the Panel Coordinator becomes aware of a complaint of sexual harassment, either through a member of the Panel or through another source, he or she shall conduct a preliminary investigation and make efforts, whenever possible, to resolve the complaint informally, i.e., by an arrangement that is acceptable to the complainant, the accused, and the college. Examples of informal resolutions include, but are not limited to:
   - arranging for a workshop on sexual harassment to be conducted for the unit, division, or department in which the sexual harassment is alleged to have occurred;
   - having a supervisor or a member of the Panel speak to the accused regarding the allegations of sexual harassment and counsel the accused as to appropriate behavior;
   - arranging for a meeting between the complainant and the accused, with a third party present, to discuss and resolve the allegation;
   - having the accused write a letter of apology.

Whenever possible, an informal resolution should be acknowledged in writing, signed by the complainant. The accused should also be asked to sign such an acknowledgment.

b. If no informal resolution of a complaint is achieved following the preliminary investigation, the Panel Coordinator and the Deputy Coordinator shall conduct a formal investigation of the complaint. It is recognized, however, that complaints may be resolved by mutual agreement of the complainant, the accused, and the college at any time in the process.

8. Investigations of Sexual Harassment Complaints

While the investigation of sexual harassment complaints may vary depending upon the nature of each case, it is recommended that an investigation include the following, to the extent feasible:

a. The Panel Coordinator and the Deputy Coordinator should interview the complainant. The complainant may request that the Panel member to whom he or she originally brought the complaint be present at the interview. The complainant should be informed that an investigation is being commenced, that interviews of the accused and possibly other people will be conducted, and that the President (or the Chief Student Affairs Officer, if the accused is a student) will determine what action, if any, to take after the investigation is completed. A written statement, signed and dated by the complainant, should be obtained, which sets forth the particulars of the complaint, including dates and places, as well as the impact of the alleged harassment. The complainant should also be asked for the names of potential witnesses or others who may have relevant information.

b. The Panel Coordinator and the Deputy Coordinator should receive, that an investigation has begun, which may include interviews with third parties, and that the President (or the Chief Student Affairs Officer, if the accused is a student) will determine what action, if any, to take after the investigation is completed. The accused should be advised that a complaint of sexual harassment has been

   - receiving a letter of apology.

   a. The Panel Coordinator and the Deputy Coordinator should interview the accused. The accused should be advised that a complaint of sexual harassment has been
   - arranging for a workshop on sexual harassment to be conducted for the unit, division, or department in which the sexual harassment is alleged to have occurred;
   - having a supervisor or a member of the Panel speak to the accused regarding the allegations of sexual harassment and counsel the accused as to appropriate behavior;
   - arranging for a meeting between the complainant and the accused, with a third party present, to discuss and resolve the allegation;
   - having the accused write a letter of apology.

Whenever possible, an informal resolution should be acknowledged in writing, signed by the complainant. The accused should also be asked to sign such an acknowledgment.

b. If no informal resolution of a complaint is achieved following the preliminary investigation, the Panel Coordinator and the Deputy Coordinator shall conduct a formal investigation of the complaint. It is recognized, however, that complaints may be resolved by mutual agreement of the complainant, the accused, and the college at any time in the process.

9. Action Following Investigation of Sexual Harassment Complaints

a. Promptly following the completion of the investigation, the Panel Coordinator shall make a report of the findings to the President. In the event that the accused is a student, the Panel Coordinator shall also submit the report to the Chief Student Affairs Officer.

b. Following receipt of the report, the President (or the Chief Student Affairs Officer, if the accused is a student) shall promptly take such action as he or she deems necessary and proper to correct the effects of or to prevent further harm to an affected party or others similarly situated, including commencing action to discipline the accused under applicable University Bylaws or collective bargaining agreements. In addition to initiating disciplinary proceedings, corrective action may include, but is not limited to, transferring a student to another class section, transferring an employee, or granting a benefit wrongfully withheld.

c. The complainant and the accused should be apprised of action taken as a result of the complaint.

10. Immediate Preventive Action

The President can, in extreme cases, take whatever action is appropriate to protect the college community.

11. False Complaints

In the event that the Panel Coordinator concludes that a complainant made a complaint of sexual harassment with knowledge that the allegations were false, the Panel Coordinator shall state this conclusion in his or her report. The failure to substantiate a sexual harassment complaint, however, is not in and of itself sufficient to demonstrate that a complaint was false.

12. Records and Reports

a. The Panel Coordinator shall keep the President informed regarding complaints of sexual harassment and shall provide the information necessary to prepare the annual report to the Chancellor referenced above in paragraph 1(d).

b. Records regarding complaints of sexual harassment shall be maintained in a secure location.

13. Applicability of Procedures

a. These Procedures are applicable to all of the colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.

b. These Procedures are intended to provide guidance to the Presidents and Panel members for implementing the University policy against sexual harassment; these procedures do not create any rights or privileges on the part of any others.
Appendix ix

Campus Safety and Security

The main Campus Public Safety office is located in the North Administration Building (2A), Room 108. Two satellite desks are located in the lobbies of the Campus Center and the Library. Campus Public Safety officers are on duty at the main gate and patrol the campus 24 hours a day. Emergency pull stations, identified by a blue light, are located throughout the campus, indoors and outdoors. The Office of Public Safety is charged with the maintenance of security and personal safety of all members of the College community and visitors while on campus. All students and members of the faculty and staff are required to have a valid, updated college identification card in their possession while on campus.

Crime Awareness and Campus Security Act

The Federal Crime Awareness and Campus Security Act of 1990 mandates that every college in the United States publish the incidents of crime reported on their campus. Following is the current CSI report.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offenses</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Violation*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggrevated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Abuse*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possession*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

*arrests only

No Smoking Policy

The College complies with the City University policy regarding smoking which prohibits smoking inside all facilities of the College.

Index

About the College .................................................. 8
Academic Divisions .............................................................. 27
Academic Freedom.............................................................. 47
Core/Major Requirements ................................................................. 56
Course numbering ................................................................................. 58
500-level courses .................................................................................. 58
Counseling ............................................................................................. 31
Credit: advanced placement ................................................................. 12
degrees .................................................................................................. 50
examination ........................................................................................... 46
general education ................................................................................. 50
graduate courses .................................................................................. 45
load ........................................................................................................ 41
requirements ......................................................................................... 50
transfer ................................................................................................. 11, 12

CUNY Baccalaureate ............................................................................. 103
CUNY Basic Skills Tests ...................................................................... 14, 42, 50
CUNY Proficiency Examination .......................................................... 43
Dance minor .......................................................................................... 104
Dean's list ............................................................................................... 41
Degrees offered ....................................................................................... 48
Degree requirements:
core/major requirements ................................................................. 56
COR 100 ............................................................................................... 51
English ................................................................................................... 51
en-route associate's degree ................................................................. 43
general education requirements ....................................................... 50
Liberal Arts and Sciences requirements ............................................. 56
Physical Education requirement ......................................................... 51

Departments:
Biology ................................................................................................. 26
Business ............................................................................................... 26
Chemistry ............................................................................................. 26
Computer Science .............................................................................. 27
Education ............................................................................................. 27
Engineering Science and Physics ....................................................... 27
English, Speech, and World Literature ............................................. 28
History ................................................................................................. 28
Library .................................................................................................. 28
Mathematics ........................................................................................ 28
Media Culture ....................................................................................... 29
Modern Languages ............................................................................. 29
Nursing ................................................................................................. 29
Performing and Creative Arts ............................................................ 29
Political Science, Economics, and Philosophy .................................. 29
Psychology, Sociology, Anthropology, and Social Work .................. 30
Student Services .................................................................................. 30
Discovery Institute .............................................................................. 37
Disability Services ............................................................................. 32
Disability Studies minor ..................................................................... 105
Division of Student Affairs ............................................................... 31
Double Majors/Degrees ..................................................................... 57
Dramatic Arts (B.S.) ............................................................................ 105
Early Childhood Education .............................................................. 113
Economics (B.A. and B.S.) ................................................................. 108
Business specialization ................................................................. 109
Finance specialization .......................................................................... 109
Education ............................................................................................. 113
Adolescence Education ..................................................................... 114
certification ......................................................................................... 113
Childhood Education ........................................................................ 114
Early Childhood Education ............................................................. 113
Special Education ............................................................................. 114
Electives ............................................................................................... 56
Electrical Engineering ......................................................................... 121
Electrical Engineering Technology (A.A.S.) .................................... 118
Requirements:

Repeating courses ................................................................. 44
Registration ........................................................................ 14
Readmission ....................................................................... 13, 42
Public Administration minor ........................................... 198
Psychology (B.A.) ................................................................. 194
Pre-professional programs ............................................... 192
Political Science ................................................................. 188
Policy against sexual harassment, appendix viii ............... 225
Pluralism and Diversity Requirement ............................ 51, 55
Plagiarism ......................................................................... 46
Physics (B.S.) ...................................................................... 184
Physician Assistant (B.S.) ................................................... 183
Physical Therapy (B.S./M.S.) ............................................... 180
Physical Education Requirement ..................................... 51, 180
Part-time students ............................................................... 16
Permits ............................................................................... 13, 45
Philosophy .......................................................................... 176
dual major with Political Science ........................................ 176
Photography ......................................................................... 68, 179
Physical Education Requirement ..................................... 51, 180
Physical Therapy (B.S./M.S.) ............................................... 180
Physician Assistant (B.S.) ................................................... 183
Physics (B.S.) ...................................................................... 184
Placement exams .............................................................. 43
Plagiarism ................................................................. 46
Pluralism and Diversity Requirement ............................ 51, 55
Policy against sexual harassment, appendix viii ............... 225
Sexual Harassment Committee, appendix viii ............... 227
Political Science (B.A.) ........................................................ 188
dual major with Philosophy .............................................. 176
Pre-professional programs ............................................... 192
Professional school affiliations .......................................... 193
Psychology (B.A.) ................................................................. 194
Public Administration minor ........................................... 198
Readmission ................................................................. 13, 42
Registration ....................................................................... 14
Repeating courses ................................................................. 44
Requirements:

admission ................................................................. 11
core/major ................................................................. 56
English ................................................................. 14, 42
general education ........................................................... 50
graduation ................................................................. 43
honors ......................................................................... 43
language ................................................................. 51
liberal arts and sciences ................................................... 56
major ........................................................................ 40
mathematics ................................................................. 14, 42
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>orientation</td>
<td>14, 32, 50</td>
</tr>
<tr>
<td>physical education</td>
<td>50</td>
</tr>
<tr>
<td>pluralism and diversity</td>
<td>51</td>
</tr>
<tr>
<td>residency</td>
<td>43</td>
</tr>
<tr>
<td>University</td>
<td>42, 43</td>
</tr>
<tr>
<td>Research Centers</td>
<td>212</td>
</tr>
<tr>
<td>Residency requirement</td>
<td>43</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>198</td>
</tr>
<tr>
<td>Scholarships</td>
<td>25</td>
</tr>
<tr>
<td>Science, Letters, and Society (B.A.)</td>
<td>199</td>
</tr>
<tr>
<td>Scientific Analysis</td>
<td>51, 52, 53</td>
</tr>
<tr>
<td>Section 504, appendix vi</td>
<td>224</td>
</tr>
<tr>
<td>SEEK</td>
<td>13, 24, 33, 200</td>
</tr>
<tr>
<td>Senior citizen</td>
<td>13</td>
</tr>
<tr>
<td>Senior standing</td>
<td>41</td>
</tr>
<tr>
<td>Social Scientific Analysis</td>
<td>51, 52, 53</td>
</tr>
<tr>
<td>Social Work (B.A.)</td>
<td>201</td>
</tr>
<tr>
<td>Sociology-Anthropology (B.A.)</td>
<td>202</td>
</tr>
<tr>
<td>Spanish (B.A.)</td>
<td>206</td>
</tr>
<tr>
<td>Adolescence Education</td>
<td>206</td>
</tr>
<tr>
<td>Special Education</td>
<td>114</td>
</tr>
<tr>
<td>Sophomore standing</td>
<td>41</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>31</td>
</tr>
<tr>
<td>athletics</td>
<td>32</td>
</tr>
<tr>
<td>clubs</td>
<td>31</td>
</tr>
<tr>
<td>disabled student services</td>
<td>32</td>
</tr>
<tr>
<td>government</td>
<td>33</td>
</tr>
<tr>
<td>health and wellness services</td>
<td>32</td>
</tr>
<tr>
<td>Program Development Committee (PDC)</td>
<td>33</td>
</tr>
<tr>
<td>publications</td>
<td>33</td>
</tr>
<tr>
<td>WSIA</td>
<td>33</td>
</tr>
<tr>
<td>Student classification</td>
<td>11, 16, 41</td>
</tr>
<tr>
<td>Student retention</td>
<td>14</td>
</tr>
<tr>
<td>Student rights and responsibilities, appendix i</td>
<td>223</td>
</tr>
<tr>
<td>College Regulations, appendix i</td>
<td>223</td>
</tr>
<tr>
<td>Student Services courses</td>
<td>208</td>
</tr>
<tr>
<td>Student status</td>
<td>16</td>
</tr>
<tr>
<td>class/standing/rank</td>
<td>41</td>
</tr>
<tr>
<td>full- or part-time</td>
<td>16</td>
</tr>
<tr>
<td>matriculated</td>
<td>11</td>
</tr>
<tr>
<td>non-matriculated</td>
<td>11</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>35</td>
</tr>
<tr>
<td>Summer Session</td>
<td>35</td>
</tr>
<tr>
<td>TAP</td>
<td>22</td>
</tr>
<tr>
<td>progress chart</td>
<td>23</td>
</tr>
<tr>
<td>Testing</td>
<td>11, 37, 42</td>
</tr>
<tr>
<td>credit by examination</td>
<td>46</td>
</tr>
<tr>
<td>C/ARST, C/AWST</td>
<td>126</td>
</tr>
<tr>
<td>CMAT</td>
<td>155</td>
</tr>
<tr>
<td>placement examinations</td>
<td>14, 43</td>
</tr>
<tr>
<td>departmental challenge</td>
<td>46</td>
</tr>
<tr>
<td>Textual, Aesthetic, and Linguistic Analysis</td>
<td>51, 52, 54</td>
</tr>
<tr>
<td>Topics courses</td>
<td>58</td>
</tr>
<tr>
<td>Transcript</td>
<td>40</td>
</tr>
<tr>
<td>Tuition, Fees, and Expenses</td>
<td>15</td>
</tr>
<tr>
<td>last semester free</td>
<td>15</td>
</tr>
<tr>
<td>refunds</td>
<td>17</td>
</tr>
<tr>
<td>University Proficiency Examination</td>
<td>43</td>
</tr>
<tr>
<td>Veterans</td>
<td>13, 22</td>
</tr>
<tr>
<td>Weekend Session</td>
<td>35</td>
</tr>
<tr>
<td>West and the World</td>
<td>51, 52, 54</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>18, 44</td>
</tr>
<tr>
<td>Women's Studies (B.A.)</td>
<td>209</td>
</tr>
</tbody>
</table>
Travel Information

2800 Victory Boulevard

Victory Boulevard buses - St. George/Travis
S62 - frequent weekday service and service every 30 minutes on Saturdays and Sunday.
From 8:30 a.m. to 11:30 p.m. to the ferry, and from 7:30 a.m. to 12:20 a.m. from the ferry; the S62 makes a stop inside the Victory Boulevard entrance to the campus.
S92 - commuter schedule from Travis every 15 minutes from 6:30 to 7:42 a.m. and from St. George every 15 minutes from 4:50 to 6:00 p.m.

Richmond Avenue buses - North/South route
The Richmond Avenue and Victory Boulevard stop is two blocks from the entrance to the campus.
S44 - frequent service on weekdays and runs every 30 minutes on Saturday and Sunday.
S59 - every 30 minutes every day.

Forest Hill Road buses - South Shore/St. George route
S61 - frequent daily and weekend service.
S91 - commuter schedule weekdays.

Brooklyn bus - Port Richmond/Bay Ridge-95th Street
S53 - frequent weekday service; stops at Victory Boulevard for transfer to S62 or S92.

Manhattan/Staten Island Express bus
X-10 Express bus - frequent daily schedule from 57th Street and 3rd Avenue to Victory Boulevard and the return route; stops at the campus main entrance.

Call 718.330.1234 for information and schedules for local buses and Manhattan/Staten Island express busses.

By automobile from the Staten Island Expressway (Interstate 278)
Traveling westbound on the Staten Island Expressway from the Verrazano-Narrows Bridge, take the Victory Boulevard Exit (#10). At Victory Boulevard, turn left and continue under the Expressway and turn left into the campus at the first traffic light. Eastbound on the SI Expressway, take the Victory Boulevard Exit (#8) and turn left onto Victory Boulevard, and turn right at the traffic light to enter the campus.

Parking
Students are sold permits for on-campus parking at the time of registration on a first-come, first-served basis.
Speed limit: 25 m.p.h.

Transportation within the Campus
Loop Bus - leaves the main gate approximately every ten minutes for a trip around the campus with regular stops; in operation during regular class schedule with adjusted hours for advisement and registration periods.

Van for Disabled
Dispatched by the Office of Operational Services or Security as requested (extension 3220 or 2112).
Statement of Nondiscrimination

The College of Staten Island is an Equal Opportunity and Affirmative Action institution. The College is committed to a campus environment that reflects and respects our pluralistic and culturally diverse society. The College admits students without regard to age, alienage or citizenship, color, gender, handicap, national or ethnic origin, race, religion, sexual orientation, veteran or marital status. The College does not discriminate in its employment, access to programs, and administration of educational policies. In welcoming new students to our campus, we are committed to providing equal educational opportunity in a learning environment in which students are free to realize their full potential as productive members of the community.

Affirmative Action, Title IX, 504
The College Acting Affirmative Action Officer and Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, is Dr. Ann Lubrano. The Affirmative Action Office is located in the South Administration Building (1A), Room 103; telephone number 718.982.2250.

504 compliance efforts are coordinated by Professor Jeffrey Rothman, Physical Therapy Program, and Professor Carol Goetz, Department of Nursing. Complaints by students may be addressed to Professor Goetz, telephone 982.2512; complaints by employees may be addressed to Professor Rothman, telephone 982.2838.

For information, telephone:
College of Staten Island 718.982.2000
Office of Student Recruitment/Admissions 718.982.2010
Office of Financial Aid 718.982.2030
Security (Office) 718.982.2116
(Emergency) 718.982.2111
Affirmative Action Office/Title IX 718.982.2250
CSI Website: www.csi.cuny.edu

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause.

Published by the College of Staten Island of The City University of New York
2800 Victory Boulevard
Staten Island, NY 10314