UNDERGRADUATE CATALOG

2000 - 2002
The City University of New York

Board of Trustees

Herman Badillo
Chairman
Benno C. Schmidt, Jr.
Vice Chairman
Satish K. Babbar
John J. Calandra
Wellington Z. Chen
Kenneth E. Cook
Rev. Michael C. Crimmins
Alfred B. Curtis, Jr.
Ronald J. Marino
Randy M. Mastro
John Morning
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld
Md. Mizanur R. Biswas (ex-officio)
Bernard Sohmer (ex-officio)
Genevieve Mullin
Secretary
Roy Moskowitz
Acting General Counsel and Acting Vice Chancellor of Legal Affairs

Central Administration

Matthew Goldstein
Chancellor
Sherry Brabham
Vice Chancellor for Budget, Finance, and Information Services
David H. Freed
Senior Vice Chancellor and Chief Operating Officer
Jay Hershenson
Vice Chancellor for University Relations
Otis O. Hill
Vice Chancellor for Student Development and Enrollment Management
Emma Macari
Vice Chancellor for Facilities Planning, Construction, and Management
Brenda R. Malone
Vice Chancellor for Faculty and Staff Relations
Louise Mirrer
Executive Vice Chancellor for Academic Affairs
Frederick P. Schaffer
General Counsel and Vice Chancellor for Legal Affairs

Hunter College of the City University of New York

Evangelos J. Gizis, PhD
Interim President
Ann H. Cohen, PhD
Acting Provost and Vice President for Academic Affairs
Vita Rabinowitz, PhD
Acting Associate Provost
Sylvia E. Fishman, EdD
Vice President for Student Affairs/Dean of Students
Timothy B. Harwood, BA
Vice President for Institutional Advancement
Thomas Tyburszy, MPA
Acting Vice President for Administration
Linda Chin, JD
Dean of Staff and Faculty Relations/Special Counsel to the President
Robert Marino, PhD
Acting Dean of the School of Arts and Sciences
Laurie N. Sherwen, PhD
Dean of the Schools of the Health Professions
Herbert Budd, PhD
Dean of Research
Bogart R. Leashore, PhD
Dean of the School of Social Work
Courtland C. Lee, PhD
Dean of the School of Education
William Mendez Jr., JD
Affirmative Action Officer

Hunter College Web Site: http://www.hunter.cuny.edu/
# Table of Contents

Hunter College Mission Statement 5
The College 5
The Academic Program 6
Program of Study 6
  Policy on Remediation 6
  University Proficiency Examinations 6
  Courses Open to ESL Students 7
  Distribution Requirement 7
  Pluralism and Diversity Requirement 10
  Major Field of Study 17
  Special Programs 17
  Research Centers and Institutes 19
Admissions 22
Tuition and Fees 26
Financial Aid 27
Scholarships, Awards, and Prizes 32
Academic Honors 34
Academic Policies and Regulations 35
College Governance 40
College Regulations 41
  Health Regulations 41
  Computer and Network Use 41
  Drug-Free Schools and Campuses 41
  Hunter College Smoking Policy 42
  Sexual Harassment Policy and Procedures 42
Services and Facilities Available to Students 43
Course Designations 50
Abbreviations 51

School of Arts and Sciences 53
  Anthropology 54
  Art 56
  Asian American Studies 60
  Biological Sciences 61
  Black and Puerto Rican Studies 64
  Chemistry 66
  Chinese 69
  Classical and Oriental Studies 70
    Classics 70
    Archaeology 71
    Greek 71
    Latin 71
    Japanese 72
  Comparative Literature 72
  Computer Science 73
  Dance 75
  Economics 76
  Energy and Environmental Studies 80
  English 81
  English Language Arts 85
  Film and Media Studies 86
  Geography 90
  German 93
  Hebrew 96
  History 98
  Honors Program 100
  Interdisciplinary Courses 101
  Jewish Social Studies 102
  Latin American and Caribbean Studies 103
  Mathematics and Statistics 104
  Music 109
  Philosophy 112
  Physics and Astronomy 114
  Political Science 117
  Psychology 122
  Religion 126
  Romance Languages 129
    French 130
    Italian 131
    Spanish 132
    Portuguese 133
    Russian and Slavic Languages 134
    Russian 134
    Polish 135
    Ukrainian 135
    Sociology 136
    Theatre 139
    Urban Affairs and Planning 142
    Women’s Studies 144

School of Education 147
  Programs in Education 147
  Elementary Education 148
  Secondary Education 152
  Health Education and Physical Education 155
  SEEK 160

The Schools of the Health Professions 161
  School of Health Sciences 161
    Medical Laboratory Sciences 163
    Urban Public Health 164
    Community Health Education 164
    Nutrition and Food Science 166
    Field Instruction Centers 168
  The Hunter-Bellevue School of Nursing 170
    Generic Pathway 170
    RN Pathway 171

Faculty 173
  Professors Emeriti 179
  Administrative Personnel 181
  Students’ Rights Concerning Education Records 184
  Student Regulations and Rights 185
  Bylaws of the Board of Trustees 187
  Fire Safety Plan 192
  Degree, Certificate, and Diploma Programs 196
Index 198
Hunter College Mission Statement

Hunter College is a comprehensive teaching, research and service institution, long committed to excellence and access in the education of undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields: education, health sciences, nursing and social work.

Founded in 1870, Hunter is one of the oldest public colleges in the country, dedicated from its earliest days to serving a student body which reflects the diversity of New York City. Hunter takes pride in the success it has had over the years in enabling the people of New York to combine the strengths of their varied experiences with the skills they need to participate effectively in the wider society. Committed to the achievement of a pluralistic community, Hunter College offers a curriculum designed to meet the highest academic standards while also fostering understanding among groups from different racial, cultural and ethnic backgrounds.

The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While preparation for specific careers is an important objective of many programs, the fundamental aim of the college experience as a whole is to develop a student’s rational, critical and creative powers. Such development involves the abilities to conceptualize and analyze, to relate the concrete and particular to the abstract and general, and to think and write logically and coherently. It also includes a broadening and deepening of outlook; an awareness of one’s own and other cultures as well as of the enduring questions and answers concerning being, purpose, and value that confront humanity. Finally, the educational experience at Hunter is intended to inspire a zest for learning as well as to bring the recognition that learning is pleasurable and knowledge is useful.

While teaching and research are its primary missions, community service is also an essential goal of the College. Hunter faculty seek to generate new knowledge and to design programs to address the myriad cultural, social and political needs of New York City and the world.

The College

Hunter College is part of The City University of New York, which brings together all the city’s senior and community colleges.

Committed to access and excellence, Hunter College takes pride in a curriculum as diverse and wide-ranging as its community. Hunter faculty and students come from virtually every nation and culture in the world, enriching the Hunter community and the city with their myriad perspectives and experiences. The College seeks to help its students broaden their outlook on the world, achieve success in their chosen professions, and fulfill their personal, academic, and civic potential.

Originally called Normal College, the school was founded in 1870 by Thomas Hunter to educate young women who wished to be teachers. Today Hunter is a coeducational, fully accredited college with a large, distinguished faculty in the liberal arts and sciences and in several professional schools. Hunter offers both undergraduate and graduate degrees and enrolls more than 19,000 students.
The Academic Program

The Bachelor of Arts (BA) encompasses sciences, humanities and the arts, and the social sciences. It prepares students for positions in profit, nonprofit, and government organizations, or for graduate programs.

The Bachelor of Science (BS) provides training for a particular career and is therefore considered a professional degree. Hunter offers BS degrees in 10 fields.

The Bachelor of Fine Arts (BFA) is a program concentrating in art for highly qualified students. This program is described in detail in the section devoted to the Art Department.

The Bachelor of Music (BMus) is a program designed for students who intend to perform professionally or to teach the performance of music. This program is described in detail in the section devoted to the Music Department.

The Bachelor of Arts/Master of Arts (BA/MA) programs are designed for highly qualified students in particular areas of study and enable full-time students to complete both the BA and MA degrees in 4-5 years.

The Bachelor of Arts/Master of Science (BA/MS) in Sociology/Social Research and Biological Sciences/Environmental and Occupational Health Sciences require 4-5 years of full-time study. Interested students should see the department advisor at the earliest possible date.

The CUNY (City University of New York) Baccalaureate degree is a university-wide program. This degree, awarded by CUNY rather than by a specific undergraduate CUNY college, may be a BS or BA degree and is intended for students who have well-formulated individual academic and career goals. Students who are accepted work out their programs with a faculty committee of their choice which is willing to support the student’s plan of study. Students pursue their studies at one or more colleges in CUNY, according to their interests. Students must complete at least 15 but not more than 90 credits to be considered for admission to this program. Further information can be obtained from the CUNY/BA advisor in the Office of Student Services.

Program of Study

The program of study for an undergraduate BA, BFA, and BS degree consists of 120 credits.

Policy on Remediation

Beginning January 2000, students enrolling at Hunter College must prove their proficiency in reading, writing and mathematics through SAT scores, Regents scores, or assessment tests prior to registration. Remedial courses will no longer be offered by the College. Nonprofit ESL and SEEK students are exempt from this policy. SEEK and ESL students may enroll in special basic skills courses and workshops and must be proficient in the needed areas within one year of enrollment at Hunter College. ESL students may be restricted from taking some college-level courses, depending on their level of proficiency. SEEK students needing basic skill course work must consult with the director of the SEEK Program for course access and availability.

College Preparatory Initiative

Students who graduated from high school in spring 1993 or later are required to satisfy a set of prescribed educational competencies known as the College Preparatory Initiative (C.P.I.). Students who do not satisfy the Initiative through course work taken while in high school take appropriate college-level courses to meet the requirement.

University Proficiency Examinations

Effective fall 1999 all new first-time freshmen admitted to a degree program are required to pass the University Proficiency Examination to graduate from associate-degree programs, transfer into a senior college, and advance from the lower division to the upper division of a senior college. In addition, effective fall 2000 all transfer students entering degree programs are required to pass the University Proficiency Examination. Exemptions may be granted: a) to students holding bachelor’s or other advanced degrees from an accredited institution; b) for accommodations to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The University will administer the proficiency examination at the College several times each year. For information concerning the examination, students should consult Student Services. For examination dates please visit the OASIS, 217 HN.

Students must meet a distribution requirement of liberal arts courses (approximately 41-55 credits for a BA, 44-55 credits for a BS). See section on distribution requirement.

Pluralism and diversity requirement: Every student who entered Hunter College in the fall 1993 semester or later is required to complete 12 credits in designated courses that address issues of pluralism and diversity. For further details, and a list of courses accepted for the requirement, see section on pluralism and diversity requirement.

Students must choose a major field of study: two chosen subjects, the major and the minor, for the BA or one subject of specialization or professional study for the BS (approximately 36 credits for the BA and 60 for the BS). See “Major Field of Study” in latter part of this section (Program of Study).

Elective courses are courses chosen by the student, provided the prerequisites are met, to complete the total for the degree. See “Elective (or Optional) Credits” in latter part of this section (Program of Study).
Courses Open to ESL Students

The following table shows course availability for students registered in ENGL 002 SL, ENGL 004 SL and ENGL 005 SL. Also, most courses taught in languages other than English are open to students taking basic skills ESL course(s) in reading and writing; consult the department. In addition, certain courses not listed here — for example, choir, painting, and yoga — are available to students taking basic skills ESL courses. Again, consult the department if you think a course falls within this category.

<table>
<thead>
<tr>
<th>DEPT/PROGRAM</th>
<th>COURSES</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 002 ESL</td>
<td>ENGL 004 ESL</td>
<td>ENGL 005 ESL</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANTHC 100</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>ANTHC 101, 126</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>All others</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Art</td>
<td>ART H 111</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Astronomy</td>
<td>All</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>100 level</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>100 level</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Chemistry</td>
<td>111-151</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>211-251</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Classics</td>
<td>101, 110</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Computer Science</td>
<td>100</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Dance</td>
<td>113, 253, 254</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>221, 222, 322, 350</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>351, 411, 412, 480</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Economics</td>
<td>100</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>All others</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Film</td>
<td>151</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Geography</td>
<td>GEOG 150</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>GEOL 105</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danth</td>
<td>300</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>HED</td>
<td>200</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>MVMT</td>
<td>200</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>PEDCO</td>
<td>250</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>251</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>349</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>352</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>353</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Interdisciplinary</td>
<td>200</td>
<td>Y</td>
</tr>
<tr>
<td>Hebrew</td>
<td>210-296</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>History</td>
<td>100, 141.55</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Humanities</td>
<td>Interdisciplinary</td>
<td>110</td>
<td>Y</td>
</tr>
<tr>
<td>Japanese</td>
<td>301, 302</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Jewish Social Studies</td>
<td>All</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Latin American and Caribbean Studies</td>
<td>All</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

In addition to English composition, the distribution requirement for the BA and BFA degrees includes required courses in science, quantitative reasoning, foreign language, literature, humanities and social science. The BS degree typically has a large requirement in science/quantitative reasoning and either no requirement or an optional requirement in foreign language.

Only one course, English expository writing (ENGL 120), must be passed by every student. An equivalent may be presented. See “Category II: English Composition” on the distribution requirement chart which follows for complete details.

DISTRIBUTION REQUIREMENT

Through meeting the distribution requirement, many students eventually find their majors. Those who have an idea of their choice of a major should read the department’s statement to see whether any particular subjects in the distribution requirement are suggested as advantageous for that major.

Students should generally complete the distribution requirement before going on to their major and minor. The following students, however, should begin their major/minor courses and distribution requirement concurrently: (1) majors in departments that have sequential courses—especially mathematics, science, and foreign language, (2) elementary education students, and (3) candidates for the BFA and BS degree programs.

Choice of a Foreign Language. All students in the BA or BFA programs are required to meet a level of proficiency in a foreign language. Students in the BS degree program should check specific degree programs for requirements.
DISTRIBUTION REQUIREMENT

Regulations

1. Only one of the courses used to satisfy the requirements for a major may be used to satisfy the distribution requirement. Foreign language majors should refer to the major departments for specific distribution requirements. Correlative requirements for the major may be credited to the distribution requirement.

2. No more than two courses per department or program may be applied to satisfy the distribution requirement. Exceptions to this are ENGL 120, which is required of all students, and the foreign language requirement.

3. A course may be applied to satisfy the requirements in only one category of the distribution requirement.

4. Students who have demonstrated mastery of lower-level course material, to the satisfaction of the chair of the department involved or his/her designate, will be permitted to apply more advanced courses to fulfill the distribution requirement.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Science and Quantitative Reasoning (10-12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 1—LABORATORY COURSES A minimum of one course is required</td>
<td></td>
</tr>
<tr>
<td>ANTHROPOLOGY ANTHP 101 or 102</td>
<td></td>
</tr>
<tr>
<td>BIOLOGY BIOL 100, 102 (distribution credit only if both semesters are completed)</td>
<td></td>
</tr>
<tr>
<td>CHEMISTRY CHEM 100-101, 120-121, 102-103, 104-105, 111-112-103, 113-105 (distribution credit only if both lecture and the corresponding lab are completed). CHEM 111 and CHEM 112 can only satisfy the requirement when used together, and with CHEM 103 as the required lab.</td>
<td></td>
</tr>
<tr>
<td>GEOGRAPHY PGEOG 130, 231</td>
<td></td>
</tr>
<tr>
<td>GEOLOGY GEOL 101, 102</td>
<td></td>
</tr>
<tr>
<td>PHYSICS AND ASTRONOMY PHYS 101, 110, 111, 120, 121, 151, 152, 153</td>
<td></td>
</tr>
<tr>
<td>SCIENCE INTERDISCIPLINARY SCI 101, 102 (distribution credit only if both semesters are completed)</td>
<td></td>
</tr>
</tbody>
</table>

| GROUP 2—NON-LABORATORY COURSES |
| COMPUTER SCIENCE CSCI 120, 150 |
| PHYSICS AND ASTRONOMY ASTRO 100, 107 |

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>English Composition (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 120 OR EQUIVALENT: All students required to take ENGL 120 (or its equivalent) must do so no later than the second semester of attendance at Hunter, or no later than the second semester after completing the required basic skills ESL course(s) in reading and writing, or—in the case of part-time students—after accumulating no more than 24 credits at Hunter. Transfer students required to take basic skills ESL course(s) in reading and writing must also take ENGL 120 after completing the basic skills courses, or after accumulating no more than 24 credits at Hunter.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Humanities: Foreign Language (0-12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The foreign language requirement may be fulfilled in any of the following languages:</td>
<td></td>
</tr>
<tr>
<td>Chinese (CHIN) Greek (GRK) Japanese (JPN) Portuguese (PORT) Swahili (SWA)</td>
<td></td>
</tr>
<tr>
<td>French (FREN) Hebrew (HEBR) Latin (LAT) Russian (RUSS) Ukrainian (UKR)</td>
<td></td>
</tr>
<tr>
<td>German (GERMN) Italian (ITAL) Polish (POL) Spanish (SPAN) Yoruba (YOR)</td>
<td></td>
</tr>
<tr>
<td>Course of Study In each language a required course sequence (12 credits) is offered: Elementary I and II (2 three-credit courses or 1 six-credit intensive course) and Intermediate I and II (2 three-credit courses or 1 six-credit intensive course). The 4 three-credit courses are usually numbered 101-102 and 201-202.* The 2 intensive six-credit courses are usually numbered 103 and 203.** The first semester of a four-course sequence will not be credited without completion of the second semester.</td>
<td></td>
</tr>
</tbody>
</table>

*The Spanish for Native Speakers sequence is numbered SPAN 205-206, 207-208. Intermediate Greek is GRK 110 and GRK 202 or 203; Intermediate Latin is LAT 110 and LAT 201, 202, 203, or 204.

**Intensive courses are not offered in all languages. Exceptions to the usual numbering are CHIN 107, 207; GRK 107; LAT 107.

Students who change from a BS to the BA program must meet the foreign language requirement for the BA degree. Some students in BS programs elect to take foreign language as part of their liberal arts requirement and are thus prepared for either degree.

Those who plan graduate study at the doctoral level should inquire about foreign language requirements and prepare for these in their undergraduate study.
### Humanities: Foreign Language (Continued)

**Placement and Exemption**  
1. Students may be exempted from part or all of the foreign language requirement by virtue of successful completion of high school courses. Each year of language study completed in high school is equivalent to one semester (3 cr) of the same language in college. The requirement of four semesters of language courses or an equivalent combination of college and high school courses is fulfilled only if all four semesters are completed in the same language. Students who have completed four years of one foreign language in high school should apply for an exemption with the coordinator of academic appeals (1119HE); an official high school transcript is required. (Students who have passed a language Advanced Placement Test of the College Board with a grade of 5, 4, or 3 should contact the Office of Admissions.)  
2. Students may also be exempted from part or all of the foreign language requirement by virtue of courses taken at other colleges.  
3. Competency demonstrated through a proficiency examination fulfills part or all of the requirement; contact the appropriate departmental office to arrange for an examination.  
4. Note that exemption from the language requirement does not yield any credit unless the exemption is based on the satisfactory completion of college courses. In general, the following guidelines apply:  
5. Students who begin a foreign language should take the required course sequence (12 cr).

#### CATEGORY IV

**Humanities: Literature**  
(6 credits)

1. 3 credits in literature written in the English language: ENGL 220 or BLPR 235, 236, 237.

#### CATEGORY V

**Humanities and the Arts**  
(9 credits)

No more than one course (3 credits) may be taken in any one department or program.

**Group 1:** (A maximum of 6 credits may be taken from this group)  
- ART—ART H 111  
- DANCE—DAN 102, 232  
- FILM AND MEDIA STUDIES—FILM 101  
- MUSIC—MUSHL 101, 107, MUSTH 101  
- THEATRE—THEA 101  
- HUMANITIES INTERDISCIPLINARY—HUM 201

**Group 2:** (A maximum of 6 credits may be taken from this group)  
- FILM AND MEDIA STUDIES—MEDIA 180  
- PHILOSOPHY—PHILO 101, 103, 104, 106, 201, 203, 204  
- RELIGION—REL 110, 111, 204, 205, 207, 251, 252, 253, 254  
- HUMANITIES INTERDISCIPLINARY—HUM 110

**Group 3:** (A maximum of 3 credits may be taken from this group)  
- BLACK AND PUERTO RICAN STUDIES—BLPR 220, 222, 141, 243  
- CHINESE—CHIN 111, 112  
- CLASSICS—CLA 101, 110, 201, 203, 220, 225, 226, 227  
- FRENCH—FREN 241, 242  
- GERMAN—GERMN 240  
- HEBREW—HEBR 240, 259, 288, 290, 292, 295  
- ITALIAN—ITAL 280, 334  
- RUSSIAN—RUSS 155, 156, 157, 185, 259, 294  
- SPANISH—SPAN 241

#### CATEGORY VI

**Social Science**  
(12 credits)

- ANTHROPOLOGY ANTHC 101, 126, 151  
- BLACK AND PUERTO RICAN STUDIES—BLPR 100, 101, 201, 202, 203, 204, 209, 210; or one course chosen from 102, 103; or one course chosen from 241, 242, 244  
- ECONOMICS ECO 100, 200, 201  
- HISTORY HIST 111, 112, 121, 122, 151, 152, 201, 210, 277, 278, 288, 289  
- HUMAN GEOGRAPHY GEOG 101, 221, 226; also 251 or 260, but not both  
- POLITICAL SCIENCE POLSC 111, 112, 115, 117  
- PSYCHOLOGY PSYCH 100; an additional course may be selected from PSYCH 140, 150, 160, 170, 180, 195  
- SOCIOLGY SOC 101; an additional course may be selected from SOC 217, 218, 253, 257  
- URBAN AFFAIRS URBS 101, 102, 201
PLURALISM AND DIVERSITY REQUIREMENT

(For students who entered Hunter College in the fall 1993 semester or later.)

The growing interdependence of the world’s political, economic, and cultural relations, along with the increasingly diverse character of the American citizenry in general and the students of Hunter College in particular, make it imperative that Hunter undergraduates be exposed to a wide range of intellectual traditions, perspectives, and concerns arising from all corners of the globe. The emergence of sizable bodies of scholarship in recent decades reflecting that intellectual array makes it important for Hunter to present them as an integral part of the education of Hunter undergraduates.

In order to graduate from Hunter College, every student is required to complete 12 credits in designated courses that address issues of pluralism and diversity. Students choose three credits from each of the four groups below. A list of courses accepted for the requirement follows. (Additional courses will be approved by the Hunter College Senate, and an updated list will be published in the Schedule of Classes.)

Courses that satisfy the pluralism and diversity requirement may simultaneously meet a student’s distribution requirement or the courses necessary for a major or minor area of study. While some courses may be listed in more than one group of the requirement, students will be able to apply such a course to only one of the four areas.

Transfer students must complete the pluralism and diversity requirement. Work done at previous colleges may be counted toward the pluralism and diversity requirement. When a student is given course equivalence for a course that counts towards pluralism and diversity, that student will also be deemed to have met the pluralism and diversity requirement EXCEPT in the following cases: BIOL 100/102, SOC 101. In these exceptional cases, students must see the department to receive pluralism and diversity credit.

Four areas of pluralism and diversity:

**Group 1** — a course focusing on the scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific or social) that emerge from, are reflected in, or are primarily derived from the historical conditions, perspectives, and/or intellectual traditions of non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas;

**Group 2** — a course focusing on the scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific or social) that emerge from, are reflected in, or are primarily derived from the historical conditions, perspectives, and/or intellectual traditions of one or more of the following groups in the United States of America: African Americans, Asian Americans, Latino Americans, and Native Americans;

**Group 3** — a course focusing on the scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific or social) that emerge from, are reflected in, or are primarily derived from the historical conditions, perspectives, and/or intellectual traditions of women and/or deals with issues of gender or sexual orientation;

**Group 4** — a course focusing on the scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific or social) that emerge from, are reflected in, or are primarily derived from the historical conditions, perspectives, and/or intellectual traditions of Europe, which may include the ways in which pluralism and diversity have been addressed.

**LIST OF PLURALISM AND DIVERSITY REQUIREMENT COURSES: GROUP 1**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTCH 101</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ANTCH 200</td>
<td>Africa: Societies and Cultures</td>
</tr>
<tr>
<td>ANTCH 201</td>
<td>The Middle East: Societies and Cultures</td>
</tr>
<tr>
<td>ANTCH 204</td>
<td>East Asia: Societies and Cultures</td>
</tr>
<tr>
<td>ANTCH 211</td>
<td>Native North America: Societies and Cultures</td>
</tr>
<tr>
<td>ANTCH 213</td>
<td>Latin America: Societies and Cultures</td>
</tr>
<tr>
<td>ANTCH 214</td>
<td>The Caribbean: Societies and Cultures</td>
</tr>
<tr>
<td>ANTCH 226</td>
<td>Archaeology of Africa</td>
</tr>
<tr>
<td>ANTCH 228</td>
<td>Archaeology of the Near East</td>
</tr>
<tr>
<td>ANTCH 303</td>
<td>Kinship and Social Organization</td>
</tr>
<tr>
<td>ANTCH 304</td>
<td>Economic Anthropology</td>
</tr>
<tr>
<td>ANTCH 305</td>
<td>Psychological Anthropology</td>
</tr>
<tr>
<td>ANTCH 307</td>
<td>Anthropology of Religion</td>
</tr>
<tr>
<td>ANTCH 308</td>
<td>Human Ecology</td>
</tr>
<tr>
<td>ANTCH 309</td>
<td>Rural Societies</td>
</tr>
<tr>
<td>ANTCH 310</td>
<td>Political Anthropology</td>
</tr>
<tr>
<td>ANTCH 320.89</td>
<td>Archaeology of Mexico and Central America</td>
</tr>
<tr>
<td>ANTCH 401.55</td>
<td>Hunters and Gatherers</td>
</tr>
<tr>
<td>ANTCH 401.92</td>
<td>People and Environment in Amazonia</td>
</tr>
<tr>
<td>ANTCH 326</td>
<td>The Rise of Civilization</td>
</tr>
</tbody>
</table>

**Art**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART H 205</td>
<td>Egyptian Art</td>
</tr>
<tr>
<td>ART H 260</td>
<td>Islamic Art</td>
</tr>
<tr>
<td>ART H 263</td>
<td>Oriental Art II</td>
</tr>
<tr>
<td>ART H 270</td>
<td>Art of Africa and Oceania</td>
</tr>
</tbody>
</table>

**Black and Puerto Rican Studies**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLPR 101</td>
<td>Introduction to Afro-Caribbean History</td>
</tr>
<tr>
<td>BLPR 141</td>
<td>Puerto Rican Folklore</td>
</tr>
<tr>
<td>BLPR 143</td>
<td>The Image of Puerto Rican National Identity in Lit.</td>
</tr>
<tr>
<td>BLPR 201</td>
<td>African History from Human Origins to 1600</td>
</tr>
<tr>
<td>BLPR 202</td>
<td>African History since 1600 CE</td>
</tr>
<tr>
<td>BLPR 206</td>
<td>African Political and Social Change</td>
</tr>
<tr>
<td>BLPR 207</td>
<td>Afro-Caribbean Politics I (1492 to pol.indep.)</td>
</tr>
<tr>
<td>BLPR 208</td>
<td>Afro-Caribbean Politics II (Since pol.indep.)</td>
</tr>
<tr>
<td>BLPR 209</td>
<td>Introduction to Caribbean History to 1900</td>
</tr>
<tr>
<td>BLPR 210</td>
<td>Introduction to Caribbean History, 1900 to Present</td>
</tr>
<tr>
<td>BLPR 220</td>
<td>African Spirituality in the Diaspora</td>
</tr>
<tr>
<td>BLPR 222</td>
<td>African Civilization</td>
</tr>
<tr>
<td>BLPR 235</td>
<td>African Literature</td>
</tr>
<tr>
<td>BLPR 237</td>
<td>Afro-Caribbean Literature</td>
</tr>
<tr>
<td>BLPR 241</td>
<td>Puerto Rican History to 1897</td>
</tr>
<tr>
<td>BLPR 242</td>
<td>Puerto Rican History Since 1898</td>
</tr>
<tr>
<td>BLPR 243</td>
<td>Puerto Rican Culture</td>
</tr>
<tr>
<td>BLPR 245</td>
<td>Puerto Rican Literature I (16th - 19th Cent.)</td>
</tr>
<tr>
<td>BLPR 246</td>
<td>Puerto Rican Literature II (20th Century)</td>
</tr>
<tr>
<td>BLPR 290.20</td>
<td>Latino Literature</td>
</tr>
<tr>
<td>BLPR 290.35</td>
<td>Dominican Identity</td>
</tr>
<tr>
<td>BLPR 290.63</td>
<td>Modern South Africa</td>
</tr>
<tr>
<td>BLPR 306</td>
<td>Modern African International Relations</td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>BLPR 309</td>
<td>Afro-Americans and Africa</td>
</tr>
<tr>
<td>BLPR 313</td>
<td>Slavery (historical overview)</td>
</tr>
<tr>
<td>BLPR 320</td>
<td>African-Caribbean Culture</td>
</tr>
<tr>
<td>BLPR 322</td>
<td>African World View: Philosophy and Symbolic Thought</td>
</tr>
<tr>
<td>BLPR 342</td>
<td>Political Nationalism in Puerto Rico</td>
</tr>
<tr>
<td>BLPR 351</td>
<td>Major Puerto Rican Figures</td>
</tr>
<tr>
<td>BLPR 355</td>
<td>Spanish Afro-Antillean Poetry</td>
</tr>
<tr>
<td>BLPR 362</td>
<td>Folk Religion in Puerto Rico</td>
</tr>
<tr>
<td>BLPR 428.58</td>
<td>Cheikh Anta Diop</td>
</tr>
<tr>
<td>BLPR 428.59</td>
<td>African-Centered Theory</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Classics Division</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew Division</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian Division</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Film and Media Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>ANTHC 211</td>
<td>Peoples and Cultures of Native North America</td>
</tr>
<tr>
<td>ANTHC 320.89</td>
<td>Archaeology of Mexico and Central America</td>
</tr>
<tr>
<td>ANTHC 426.59</td>
<td>Archaeology of North America</td>
</tr>
</tbody>
</table>

**Asian American Studies Program**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIAN 210</td>
<td>Asians in the United States</td>
</tr>
<tr>
<td>ASIAN 220</td>
<td>Topics in Asian American Literature</td>
</tr>
<tr>
<td>ASIAN 230</td>
<td>Topics in Asian American Society</td>
</tr>
<tr>
<td>ASIAN 320</td>
<td>Advanced Topics in Literature of Asian Diaspora</td>
</tr>
<tr>
<td>ASIAN 320.01</td>
<td>Nation, Self, and Asian Identity</td>
</tr>
<tr>
<td>ASIAN 330</td>
<td>Advanced Topics in Asian American Society</td>
</tr>
<tr>
<td>ASIAN 330.01</td>
<td>Chinese in the U.S.</td>
</tr>
<tr>
<td>ASIAN 330.02</td>
<td>Korean Americans</td>
</tr>
<tr>
<td>ASIAN 330.03</td>
<td>South Asian Communities in the U.S.</td>
</tr>
<tr>
<td>ASIAN 340</td>
<td>Advanced Topics in Asian American Media</td>
</tr>
<tr>
<td>ASIAN 350</td>
<td>Topics of Asian American History</td>
</tr>
<tr>
<td>ASIAN 351</td>
<td>Asian American History of Labor and Politics</td>
</tr>
<tr>
<td>ASIAN 390</td>
<td>Seminar: Asian American Topics</td>
</tr>
<tr>
<td>ASIAN 390.01</td>
<td>International Migration</td>
</tr>
<tr>
<td>ASIAN 490</td>
<td>Advanced Seminar: Asian American Topics</td>
</tr>
<tr>
<td>ASIAN 491</td>
<td>Asian American Movement and Community Organizations</td>
</tr>
</tbody>
</table>

**Black and Puerto Rican Studies**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLPR 100</td>
<td>Introduction to Black Politics</td>
</tr>
<tr>
<td>BLPR 102</td>
<td>Latino Communities in New York</td>
</tr>
<tr>
<td>BLPR 103</td>
<td>Conquered Peoples in America</td>
</tr>
<tr>
<td>BLPR 141</td>
<td>Puerto Rican Folklore</td>
</tr>
<tr>
<td>BLPR 203</td>
<td>African-American History I</td>
</tr>
<tr>
<td>BLPR 204</td>
<td>African-American History II</td>
</tr>
<tr>
<td>BLPR 205</td>
<td>African-American Politics of Social Change</td>
</tr>
<tr>
<td>BLPR 220</td>
<td>African Spirituality in the Diaspora</td>
</tr>
<tr>
<td>BLPR 236</td>
<td>Afro-American Literature</td>
</tr>
<tr>
<td>BLPR 237</td>
<td>Afro-Caribbean Literature</td>
</tr>
<tr>
<td>BLPR 243</td>
<td>Puerto Rican Culture</td>
</tr>
<tr>
<td>BLPR 244</td>
<td>Puerto Ricans in the United States</td>
</tr>
<tr>
<td>BLPR 255</td>
<td>The Puerto Rican Child in American Schools</td>
</tr>
<tr>
<td>BLPR 290.20</td>
<td>Latino Literature</td>
</tr>
<tr>
<td>BLPR 290.35</td>
<td>Dominican Identity</td>
</tr>
<tr>
<td>BLPR 290.66</td>
<td>The Black Family</td>
</tr>
<tr>
<td>BLPR 304</td>
<td>Leaders and Movements of Black Urban Communities</td>
</tr>
<tr>
<td>BLPR 309</td>
<td>Afro-Americans and Africa</td>
</tr>
<tr>
<td>BLPR 313</td>
<td>Slavery</td>
</tr>
<tr>
<td>BLPR 319</td>
<td>Women in the African Diaspora</td>
</tr>
<tr>
<td>BLPR 320</td>
<td>African-Caribbean Culture</td>
</tr>
<tr>
<td>BLPR 351</td>
<td>Major Puerto Rican Figures</td>
</tr>
<tr>
<td>BLPR 356</td>
<td>Latino Literature in English</td>
</tr>
<tr>
<td>BLPR 382</td>
<td>Folk Religion in Puerto Rico</td>
</tr>
<tr>
<td>BLPR 387</td>
<td>Puerto Rican Ethnic Politics in N.Y.</td>
</tr>
<tr>
<td>BLPR 428.58</td>
<td>Cheikh Anta Diop</td>
</tr>
<tr>
<td>BLPR 428.59</td>
<td>African-Centered Critical Theory</td>
</tr>
</tbody>
</table>

**English**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 250.80</td>
<td>Autobiographies by Black Women Literary Artists</td>
</tr>
<tr>
<td>ENGL 250.88</td>
<td>Survey of African-American Literature</td>
</tr>
<tr>
<td>ENGL 250.92</td>
<td>Black Women Writers: Cross-Cultural Connections</td>
</tr>
<tr>
<td>ENGL 250.96</td>
<td>Issues in Asian-American Literature</td>
</tr>
<tr>
<td>ENGL 320</td>
<td>Multicultural African American Literature</td>
</tr>
<tr>
<td>ENGL 321</td>
<td>Studies in Native-American Literature</td>
</tr>
<tr>
<td>ENGL 324</td>
<td>Studies in Native-American Literature</td>
</tr>
<tr>
<td>ENGL 389.67</td>
<td>Toni Morrison</td>
</tr>
<tr>
<td>ENGL 494.69</td>
<td>Fiction and Contemporary Theory—Race, Class, and Gender</td>
</tr>
</tbody>
</table>

**Film and Media Studies**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 214.51</td>
<td>Multicultural Perspectives in Cinema: African-American Cinema</td>
</tr>
<tr>
<td>FILM/MEDIA 327</td>
<td>Special Topics: Representations of Race and Ethnicity in U.S. Media</td>
</tr>
</tbody>
</table>

**Geography**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 241</td>
<td>Population Geography</td>
</tr>
<tr>
<td>GEOG 342</td>
<td>Geography of International Migration and Ethnicity</td>
</tr>
</tbody>
</table>

**Music**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSHL 217</td>
<td>Jazz History</td>
</tr>
<tr>
<td>MUSHL 261.56</td>
<td>Black Music in World Culture</td>
</tr>
</tbody>
</table>

**Philosophy**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHILO 226</td>
<td>African-American Philosophy</td>
</tr>
</tbody>
</table>

**Religion**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 254</td>
<td>Tribal Religions: From Australia to North America</td>
</tr>
</tbody>
</table>

**Sociology**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 217</td>
<td>Race and Ethnic Relations</td>
</tr>
<tr>
<td>SOC 307</td>
<td>Sociology of Migration</td>
</tr>
</tbody>
</table>

**Theatre**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 214</td>
<td>Multicultural Perspectives in Theatrical Performance</td>
</tr>
<tr>
<td>THEA 215</td>
<td>Black Theatre</td>
</tr>
</tbody>
</table>

**Women’s Studies**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMST 200.68</td>
<td>Black Women Literary Artists</td>
</tr>
<tr>
<td>WOMST 200.92</td>
<td>The Black Child</td>
</tr>
</tbody>
</table>

---

**LIST OF PLURALISM AND DIVERSITY REQUIREMENT COURSES: GROUP 3**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHC 301</td>
<td>Gender in Anthropological Perspective</td>
</tr>
<tr>
<td>ANTHC 320.76</td>
<td>Language, Sex and Gender</td>
</tr>
</tbody>
</table>

**Asian American Studies Program**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIAN 220.01</td>
<td>Gender and Genre in Asian American Literature</td>
</tr>
</tbody>
</table>

**Biological Sciences**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100 &amp; 102</td>
<td>Principles of Biology I and II (Completion of 9 credits)</td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BLPR 318</td>
<td>Women in Africa</td>
</tr>
<tr>
<td>BLPR 319</td>
<td>Women in the African Diaspora</td>
</tr>
<tr>
<td>CLA 305</td>
<td>Women and Slaves in Antiquity</td>
</tr>
<tr>
<td>HEBR 250.60</td>
<td>Images of Women in the Old Testament</td>
</tr>
<tr>
<td>HEBR 250.72</td>
<td>Women-Centered Literature</td>
</tr>
<tr>
<td>HEBR 250.73</td>
<td>Contemporary American Women Poets</td>
</tr>
<tr>
<td>ENGL 345</td>
<td>Women and Men in the Labor Market</td>
</tr>
<tr>
<td>ENGL 386.55</td>
<td>English and American Women Crime Writers</td>
</tr>
<tr>
<td>ENGL 386.56</td>
<td>Italian Women Writers</td>
</tr>
<tr>
<td>ITAL 337</td>
<td>Italian Women Writers from the Middle Ages to 18th Century</td>
</tr>
<tr>
<td>ITAL 338</td>
<td>19th- and 20th-Century Italian Women Writers</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Sociology of the Family</td>
</tr>
<tr>
<td>SOC 257</td>
<td>Sex and Gender Roles</td>
</tr>
<tr>
<td>SOC 325.93</td>
<td>Feminist Social Theory</td>
</tr>
<tr>
<td>WOMST 100</td>
<td>Introduction to Women’s Studies</td>
</tr>
<tr>
<td>WOMST 200.50</td>
<td>Women and Development</td>
</tr>
<tr>
<td>WOMST 200.54</td>
<td>Women, Crime and Punishment</td>
</tr>
<tr>
<td>WOMST 200.59</td>
<td>Women’s Stories and Reproductive Rights</td>
</tr>
<tr>
<td>WOMST 200.65</td>
<td>Family, Sex and Violence</td>
</tr>
<tr>
<td>WOMST 200.67</td>
<td>Women and Music in World Cultures</td>
</tr>
<tr>
<td>WOMST 200.70</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>WOMST 200.72</td>
<td>Feminism: Philosophical Theory</td>
</tr>
<tr>
<td>WOMST 200.73</td>
<td>African Women: Development and Politics</td>
</tr>
<tr>
<td>WOMST 200.77</td>
<td>Sexuality and Media Representations</td>
</tr>
<tr>
<td>WOMST 200.82</td>
<td>Reading Literature By Women</td>
</tr>
<tr>
<td>WOMST 200.86</td>
<td>Asian-American Women Writers</td>
</tr>
<tr>
<td>WOMST 200.89</td>
<td>Women in Jewish History</td>
</tr>
<tr>
<td>WOMST 200.90</td>
<td>[Women in Western Political Thought]</td>
</tr>
<tr>
<td>WOMST 209</td>
<td>Women Philosophers of the Past</td>
</tr>
<tr>
<td>WOMST 219</td>
<td>Women and the Law</td>
</tr>
<tr>
<td>WOMST 230</td>
<td>Feminism: Philosophical Theory and Practice</td>
</tr>
<tr>
<td>WOMST 235</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>WOMST 251</td>
<td>Women and Health</td>
</tr>
<tr>
<td>WOMST 257</td>
<td>Sex and Gender Roles</td>
</tr>
<tr>
<td>WOMST 260</td>
<td>Russian Women Writers</td>
</tr>
<tr>
<td>WOMST 261</td>
<td>Women and Politics</td>
</tr>
<tr>
<td>WOMST 262</td>
<td>Women, War, and Peace</td>
</tr>
<tr>
<td>WOMST 300.01</td>
<td>Women Philosophers: From the Middle Ages to the Early 20th Century</td>
</tr>
<tr>
<td>WOMST 300.03</td>
<td>Asian American Women</td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>WOMST 300.06</td>
<td>The Narrative of Trauma: The Political Aesthetics of Representing Personal and Social Catastrophe</td>
</tr>
<tr>
<td>WOMST 300.50</td>
<td>Black Women in the Americas</td>
</tr>
<tr>
<td>WOMST 300.51</td>
<td>Sex and Gender</td>
</tr>
<tr>
<td>WOMST 300.53</td>
<td>Language, Sex and Gender</td>
</tr>
<tr>
<td>WOMST 300.60</td>
<td>Feminist Social Theory</td>
</tr>
<tr>
<td>WOMST 300.63</td>
<td>Changing Role of Women in China and Japan</td>
</tr>
<tr>
<td>WOMST 300.64</td>
<td>Women in the Middle East</td>
</tr>
<tr>
<td>WOMST 300.65</td>
<td>Women and Music</td>
</tr>
<tr>
<td>WOMST 300.69</td>
<td>Decolonizing Desire</td>
</tr>
<tr>
<td>WOMST 300.72</td>
<td>Women and Society in Victorian England</td>
</tr>
<tr>
<td>WOMST 300.76</td>
<td>Renaissance English Literature by and About Women</td>
</tr>
<tr>
<td>WOMST 300.78</td>
<td>Women with Disabilities</td>
</tr>
<tr>
<td>WOMST 300.80</td>
<td>Women and Men in the Labor Market</td>
</tr>
<tr>
<td>WOMST 300.84</td>
<td>Asian American Women’s Narratives</td>
</tr>
<tr>
<td>WOMST 300.85</td>
<td>Native Women in American History</td>
</tr>
<tr>
<td>WOMST 300.87</td>
<td>Women and Work</td>
</tr>
<tr>
<td>WOMST 300.92</td>
<td>Gender, Culture, and British Colonialism</td>
</tr>
<tr>
<td>WOMST 300.95</td>
<td>International Women Writers</td>
</tr>
<tr>
<td>WOMST 300.98</td>
<td>Problems in European Women’s History</td>
</tr>
<tr>
<td>WOMST 300.99</td>
<td>Political Islam and Women</td>
</tr>
<tr>
<td>WOMST 301</td>
<td>Sex and Gender in Anthropological Perspective</td>
</tr>
<tr>
<td>WOMST 309</td>
<td>Feminist Political Theory</td>
</tr>
<tr>
<td>WOMST 351</td>
<td>Women and Science</td>
</tr>
<tr>
<td>WOMST 360</td>
<td>Feminist Social Theory</td>
</tr>
<tr>
<td>WOMST 384</td>
<td>Women and Media</td>
</tr>
<tr>
<td>WOMST 400.53</td>
<td>Body Politics: Sexuality and Reproduction</td>
</tr>
<tr>
<td>WOMST 400.54</td>
<td>Women’s Narratives, Female Identity, and Reproductive Rights</td>
</tr>
<tr>
<td>WOMST 400.59</td>
<td>Gender, Nationalism, Decolonization</td>
</tr>
</tbody>
</table>

**LIST OF PLURALISM AND DIVERSITY REQUIREMENT COURSES:**

**GROUP 4**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHC 227</td>
<td>Archaeology of Europe</td>
</tr>
<tr>
<td>ANTHC 318</td>
<td>History of Anthropological Theory</td>
</tr>
<tr>
<td>ANTHC 426.60</td>
<td>Archaeology of Colonialism</td>
</tr>
<tr>
<td>ART H 111</td>
<td>Introduction to the History of Art</td>
</tr>
<tr>
<td>ART H 215</td>
<td>Greek Art</td>
</tr>
<tr>
<td>ART H 216</td>
<td>Roman Art</td>
</tr>
<tr>
<td>ART H 220</td>
<td>Early Medieval Art</td>
</tr>
<tr>
<td>ART H 221</td>
<td>Later Medieval Art</td>
</tr>
<tr>
<td>ART H 225</td>
<td>Art of the Early Renaissance</td>
</tr>
<tr>
<td>ART H 227</td>
<td>Northern European Painting</td>
</tr>
<tr>
<td>ART H 230</td>
<td>Art of High Renaissance and Later 16th Century in Italy</td>
</tr>
<tr>
<td>ART H 235</td>
<td>Southern Baroque Art</td>
</tr>
<tr>
<td>ART H 240</td>
<td>Baroque Art of Northern Europe</td>
</tr>
<tr>
<td>ART H 243</td>
<td>Eighteenth-Century Art</td>
</tr>
<tr>
<td>ART H 244</td>
<td>Neo-Classicism and Romanticism</td>
</tr>
<tr>
<td>ART H 245</td>
<td>Issues in 19th-Century French Painting</td>
</tr>
<tr>
<td>ART H 246</td>
<td>American Art</td>
</tr>
<tr>
<td>ART H 249</td>
<td>Twentieth-Century Art I</td>
</tr>
<tr>
<td>ART H 250</td>
<td>Twentieth-Century Art II</td>
</tr>
<tr>
<td>ART H 253</td>
<td>Medieval Architecture</td>
</tr>
<tr>
<td>ART H 254</td>
<td>Architecture: Renaissance to Neo-Classicism</td>
</tr>
<tr>
<td>ART H 255</td>
<td>Twentieth-Century Architecture</td>
</tr>
<tr>
<td>ART H 370.50</td>
<td>Greek Vase Painting</td>
</tr>
<tr>
<td>ART H 399.57</td>
<td>Histories of Photography</td>
</tr>
<tr>
<td>ART H 399.79</td>
<td>The History of Art History</td>
</tr>
</tbody>
</table>

**Biological Sciences**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100 and 102</td>
<td>Principles of Biology I and II (completion of sequence will satisfy 3 credits of requirement)</td>
</tr>
</tbody>
</table>

**Classical and Oriental Studies**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA 101</td>
<td>Classical Mythology</td>
</tr>
<tr>
<td>CLA 201</td>
<td>Greek Civilization</td>
</tr>
<tr>
<td>CLA 202</td>
<td>Hellenistic Civilization</td>
</tr>
<tr>
<td>CLA 203</td>
<td>Roman Civilization</td>
</tr>
<tr>
<td>CLA 220</td>
<td>Aegean Archaeology</td>
</tr>
<tr>
<td>CLA 221</td>
<td>Greek Archaeology</td>
</tr>
<tr>
<td>CLA 222</td>
<td>Roman Archaeology</td>
</tr>
<tr>
<td>CLA 250</td>
<td>Greek and Roman Tragedy in Translation</td>
</tr>
<tr>
<td>CLA 251</td>
<td>Ancient Comedy</td>
</tr>
<tr>
<td>CLA 253</td>
<td>Homer and Vergil</td>
</tr>
<tr>
<td>CLA 302</td>
<td>Comparative Backgrounds of Classical Myth</td>
</tr>
<tr>
<td>CLA 304</td>
<td>Pagans and Christians</td>
</tr>
<tr>
<td>CLA 305</td>
<td>Women and Slaves in Classical Antiquity</td>
</tr>
<tr>
<td>CLA 307</td>
<td>Special Studies in Ancient Roman Culture</td>
</tr>
</tbody>
</table>

**Hebrew Division**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEBR 211</td>
<td>Masterpieces of Medieval Hebraic Literature</td>
</tr>
<tr>
<td>HEBR 214</td>
<td>Maimonides’s Guide to the Perplexed</td>
</tr>
<tr>
<td>HEBR 218</td>
<td>Masterpieces of Yiddish Literature</td>
</tr>
<tr>
<td>HEBR 310</td>
<td>Modern Hebrew Literature I</td>
</tr>
<tr>
<td>HEBR 322</td>
<td>Medieval Hebrew Literature</td>
</tr>
<tr>
<td>HEBR 323</td>
<td>Poetry of the Modern Hebrew Renaissance Period</td>
</tr>
<tr>
<td>HEBR 324</td>
<td>The Modern Hebrew Essay</td>
</tr>
<tr>
<td>HEBR 451.66</td>
<td>Seminar: The Woman in Modern Hebrew Literature</td>
</tr>
</tbody>
</table>

**Russian Division**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS 155</td>
<td>The Culture of Old Russia</td>
</tr>
<tr>
<td>RUSS 157</td>
<td>Contemporary Russian Culture</td>
</tr>
<tr>
<td>RUSS 250</td>
<td>19th-Century Russian Literature</td>
</tr>
<tr>
<td>RUSS 251</td>
<td>Tolstoy and Dostoevsky</td>
</tr>
<tr>
<td>RUSS 252</td>
<td>Modern Russian Literature</td>
</tr>
<tr>
<td>RUSS 253</td>
<td>Russian and Soviet Drama</td>
</tr>
<tr>
<td>RUSS 254</td>
<td>The Silver Age of Russian Literature</td>
</tr>
<tr>
<td>RUSS 255</td>
<td>Russian Folklore in Translation</td>
</tr>
<tr>
<td>RUSS 256</td>
<td>Special Topics in Slavic Literature and Culture</td>
</tr>
<tr>
<td>RUSS 294</td>
<td>Folklore and Literature</td>
</tr>
<tr>
<td>RUSS 321</td>
<td>Russian Short Story and Novella</td>
</tr>
<tr>
<td>RUSS 322</td>
<td>Classical Russian Poetry</td>
</tr>
<tr>
<td>RUSS 323</td>
<td>Modern Russian Poetry</td>
</tr>
<tr>
<td>RUSS 341</td>
<td>Tolstoy and Dostoevsky</td>
</tr>
<tr>
<td>RUSS 342</td>
<td>Modern Russian Literature</td>
</tr>
<tr>
<td>RUSS 343</td>
<td>Russian and Soviet Drama</td>
</tr>
<tr>
<td>RUSS 344</td>
<td>The Silver Age of Russian Literature</td>
</tr>
<tr>
<td>POL 250</td>
<td>Topics in Polish Literature</td>
</tr>
</tbody>
</table>

**Dance**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 232</td>
<td>20th-Century Dance</td>
</tr>
</tbody>
</table>

**English**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 250.54</td>
<td>Selected British and American Novels</td>
</tr>
<tr>
<td>ENGL 250.55</td>
<td>Poetic Tradition: Major Poets</td>
</tr>
<tr>
<td>ENGL 250.59</td>
<td>Tragic Vision</td>
</tr>
<tr>
<td>ENGL 250.67</td>
<td>Heroines</td>
</tr>
<tr>
<td>ENGL 250.75</td>
<td>Poetic Techniques</td>
</tr>
<tr>
<td>ENGL 250.89</td>
<td>Utopian Themes in British and American Literature</td>
</tr>
<tr>
<td>ENGL 252</td>
<td>Literary Analysis</td>
</tr>
<tr>
<td>ENGL 253</td>
<td>Survey of English Literature I</td>
</tr>
<tr>
<td>ENGL 254</td>
<td>Survey of English Literature II</td>
</tr>
<tr>
<td>ENGL 335</td>
<td>Chaucer</td>
</tr>
<tr>
<td>ENGL 351</td>
<td>The Age of Elizabeth I</td>
</tr>
<tr>
<td>ENGL 352</td>
<td>Shakespeare Survey</td>
</tr>
<tr>
<td>ENGL 353</td>
<td>Shakespeare I: The Early Plays</td>
</tr>
<tr>
<td>ENGL 354</td>
<td>Shakespeare II: The Later Plays</td>
</tr>
<tr>
<td>ENGL 360</td>
<td>The 17th Century</td>
</tr>
<tr>
<td>ENGL 361</td>
<td>Milton</td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>ENGL 362</td>
<td>English Drama of the Restoration and 18th Century</td>
</tr>
<tr>
<td>ENGL 364</td>
<td>The Age of Satire</td>
</tr>
<tr>
<td>ENGL 365</td>
<td>The Later 18th Century</td>
</tr>
<tr>
<td>ENGL 368</td>
<td>The 18th-Century English Novel</td>
</tr>
<tr>
<td>ENGL 369</td>
<td>The 19th-Century English Novel</td>
</tr>
<tr>
<td>ENGL 372</td>
<td>Romantic Poetry</td>
</tr>
<tr>
<td>ENGL 373</td>
<td>Victorian Literature</td>
</tr>
<tr>
<td>ENGL 374</td>
<td>20th-Century British Poetry</td>
</tr>
<tr>
<td>ENGL 376</td>
<td>20th-Century British Fiction</td>
</tr>
<tr>
<td>ENGL 378</td>
<td>20th-Century British Drama</td>
</tr>
<tr>
<td>ENGL 380</td>
<td>Irish Literary Renaissance</td>
</tr>
<tr>
<td>ENGL 386.50</td>
<td>British and American Romanticism</td>
</tr>
<tr>
<td>ENGL 386.52</td>
<td>Images of Women in Literature</td>
</tr>
<tr>
<td>ENGL 386.55</td>
<td>British and American Women Crime Writers</td>
</tr>
<tr>
<td>ENGL 386.73</td>
<td>Texts and Images: 19th-Century Literature and Art</td>
</tr>
<tr>
<td>ENGL 389.54</td>
<td>Virginia Woolf</td>
</tr>
<tr>
<td>ENGL 389.55</td>
<td>Jane Austen</td>
</tr>
<tr>
<td>ENGL 389.56</td>
<td>Thomas Hardy</td>
</tr>
<tr>
<td>ENGL 389.57</td>
<td>John Keats</td>
</tr>
<tr>
<td>ENGL 389.58</td>
<td>D.H. Lawrence</td>
</tr>
<tr>
<td>ENGL 389.59</td>
<td>James Joyce</td>
</tr>
<tr>
<td>ENGL 389.60</td>
<td>William Blake</td>
</tr>
<tr>
<td>ENGL 390.55</td>
<td>The Theatre of the Absurd</td>
</tr>
<tr>
<td>ENGL 393</td>
<td>Western Literary Backgrounds of British and Am.Lit.</td>
</tr>
<tr>
<td>ENGL 484.57</td>
<td>The Creative Act</td>
</tr>
<tr>
<td>ENGL 494.69</td>
<td>Fiction &amp; Contemporary Theory: Race, Class, Gender</td>
</tr>
<tr>
<td>FILM 101</td>
<td>Introduction to Cinema</td>
</tr>
<tr>
<td>FILM 211</td>
<td>Film History I: 1895-1942</td>
</tr>
<tr>
<td>FILM 212</td>
<td>Film History II: Since 1942</td>
</tr>
<tr>
<td>FILM 232</td>
<td>[Avant-Garde Cinema] Experimental Film and Video</td>
</tr>
<tr>
<td>FILM 311</td>
<td>Nonfiction Film</td>
</tr>
<tr>
<td>FILM 322</td>
<td>Contemporary Film Theory</td>
</tr>
<tr>
<td>GEOG 150</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>GEOG 278</td>
<td>Regional Geography of Russia and Central Asia</td>
</tr>
<tr>
<td>GEOR 240</td>
<td>German Thought and Culture: A Survey</td>
</tr>
<tr>
<td>GERMN 320</td>
<td>Studies in German Literature and Language</td>
</tr>
<tr>
<td>GERMN 321</td>
<td>Readings in Modern German Literature</td>
</tr>
<tr>
<td>GERMN 322</td>
<td>German Civilization</td>
</tr>
<tr>
<td>GERMN 322</td>
<td>The German Short Story and Novelle</td>
</tr>
<tr>
<td>GERMN 323</td>
<td>German Lyric Poetry</td>
</tr>
<tr>
<td>GERMN 327</td>
<td>Swiss Literature of the 19th and 20th Centuries</td>
</tr>
<tr>
<td>GERMN 329</td>
<td>German Drama from Naturalism to Present</td>
</tr>
<tr>
<td>GERMN 331</td>
<td>German Drama from Age of Goethe to Naturalism</td>
</tr>
<tr>
<td>GERMN 353</td>
<td>Readings in Classical Period of German Literature</td>
</tr>
<tr>
<td>GERMN 355</td>
<td>Literature of Weimar Republic</td>
</tr>
<tr>
<td>GERMN 356</td>
<td>Goethe's Faust</td>
</tr>
<tr>
<td>GERMN 357</td>
<td>East German Literature 1945-1990</td>
</tr>
<tr>
<td>GERMN 358</td>
<td>German Literature from Its Origins to the Age of Goethe</td>
</tr>
<tr>
<td>GERMN 364</td>
<td>Masterpieces of German Literature in English</td>
</tr>
<tr>
<td>GERMN 374</td>
<td>Translation</td>
</tr>
<tr>
<td>HIST 121</td>
<td>Early Modern Europe 1500-1815</td>
</tr>
<tr>
<td>HIST 122</td>
<td>Survey of 19th- and 20th-Century Europe</td>
</tr>
<tr>
<td>HIST 142</td>
<td>Introduction to the Holocaust</td>
</tr>
<tr>
<td>HIST 209</td>
<td>Law in Western Society</td>
</tr>
<tr>
<td>HIST 211</td>
<td>Medieval Civilization</td>
</tr>
<tr>
<td>HIST 242</td>
<td>Modern England: 1689 to the Present</td>
</tr>
<tr>
<td>HIST 302</td>
<td>Greek History</td>
</tr>
<tr>
<td>HIST 303</td>
<td>Roman History</td>
</tr>
<tr>
<td>HIST 304</td>
<td>Women in Western Political Thought</td>
</tr>
<tr>
<td>HIST 305</td>
<td>Jewish History in the Medieval and Early Modern</td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>POLSC 254</td>
<td>Government and Politics in Western Europe</td>
</tr>
<tr>
<td>POLSC 265</td>
<td>Government and Politics in Eastern Europe</td>
</tr>
<tr>
<td>POLSC 315</td>
<td>Social and Economic Policies in Western Europe and the U.S.</td>
</tr>
<tr>
<td>POLSC 378</td>
<td>Russian National Interests: Past and Present</td>
</tr>
<tr>
<td>POLSC 380</td>
<td>European Security</td>
</tr>
<tr>
<td>PSYCH 280</td>
<td>History of Psychology</td>
</tr>
<tr>
<td>REL 205</td>
<td>Faith and Disbelief</td>
</tr>
<tr>
<td>REL 206</td>
<td>Ideas of God in the West</td>
</tr>
<tr>
<td>REL 253</td>
<td>Western Religions</td>
</tr>
<tr>
<td>REL 333</td>
<td>Christianity</td>
</tr>
<tr>
<td>REL 333</td>
<td>Christian Theology</td>
</tr>
</tbody>
</table>

**Romance Languages**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 241</td>
<td>Early French Civilization: From Gothic to Revolution</td>
</tr>
<tr>
<td>FREN 242</td>
<td>Modern French Civilization: From Revolution to Present</td>
</tr>
<tr>
<td>FREN 251</td>
<td>French Literature and the Arts</td>
</tr>
<tr>
<td>FREN 253</td>
<td>Modern French Theatre: Theory and Practice</td>
</tr>
<tr>
<td>FREN 254</td>
<td>Film and the French Novel</td>
</tr>
<tr>
<td>FREN 259</td>
<td>French Theatre in Translation</td>
</tr>
<tr>
<td>FREN 260</td>
<td>French Novel in Translation (1600-1900)</td>
</tr>
<tr>
<td>FREN 261</td>
<td>Modern French Novel in Translation (1900 to Present)</td>
</tr>
<tr>
<td>FREN 262</td>
<td>Perspectives on Women in French Literature</td>
</tr>
<tr>
<td>FREN 275</td>
<td>Selected Masterpieces of French Literature</td>
</tr>
<tr>
<td>FREN 335</td>
<td>French Culture I</td>
</tr>
<tr>
<td>FREN 336</td>
<td>French Culture II</td>
</tr>
<tr>
<td>FREN 341</td>
<td>Survey of French Literature from the Middle Ages to the End of the 17th Century</td>
</tr>
<tr>
<td>FREN 342</td>
<td>Survey of French Literature from the 18th Century to the Modern Period</td>
</tr>
<tr>
<td>FREN 343</td>
<td>Medieval and Renaissance French Literature</td>
</tr>
<tr>
<td>FREN 344</td>
<td>17th-Century French Literature</td>
</tr>
<tr>
<td>FREN 346</td>
<td>18th-Century French Literature</td>
</tr>
<tr>
<td>FREN 348</td>
<td>19th-Century French Literature (1800-1850)</td>
</tr>
<tr>
<td>FREN 349</td>
<td>19th-Century French Literature (1850-1900)</td>
</tr>
<tr>
<td>FREN 350</td>
<td>20th-Century French Literature from 1930 to Present</td>
</tr>
<tr>
<td>FREN 351</td>
<td>20th-Century French Literature from 1930 to Present</td>
</tr>
<tr>
<td>FREN 360</td>
<td>French Literature: Special Topics</td>
</tr>
<tr>
<td>FREN 361</td>
<td>Middle Ages and the Renaissance: Special Topics</td>
</tr>
<tr>
<td>FREN 362</td>
<td>The 17th Century: Special Topics</td>
</tr>
<tr>
<td>FREN 363</td>
<td>The 18th Century: Special Topics</td>
</tr>
<tr>
<td>FREN 364</td>
<td>The 19th Century: Special Topics</td>
</tr>
<tr>
<td>FREN 365</td>
<td>The 20th Century: Special Topics</td>
</tr>
<tr>
<td>FREN 375</td>
<td>Seminar in French Literary History</td>
</tr>
<tr>
<td>FREN 391</td>
<td>Honors Course in French</td>
</tr>
</tbody>
</table>

**Italian**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 260</td>
<td>Dante’s Divine Comedy in English</td>
</tr>
<tr>
<td>ITAL 276</td>
<td>The Italian Renaissance: An Introduction</td>
</tr>
<tr>
<td>ITAL 280</td>
<td>Introduction to Italian Literature from the Middle Ages to the 16th Century</td>
</tr>
<tr>
<td>ITAL 341</td>
<td>Dante’s Vita Nuova and the Inferno</td>
</tr>
<tr>
<td>ITAL 342</td>
<td>Dante’s Purgatorio and Introduction to Paradiso</td>
</tr>
<tr>
<td>ITAL 343</td>
<td>Dante’s Paradiso and Major Prose Works</td>
</tr>
<tr>
<td>ITAL 344</td>
<td>Petrarch, Boccaccio, and the Literature of Humanism</td>
</tr>
<tr>
<td>ITAL 347</td>
<td>16th-Century Italian Literature</td>
</tr>
<tr>
<td>ITAL 348</td>
<td>17th- and 18th-Century Literature</td>
</tr>
<tr>
<td>ITAL 349</td>
<td>The Modern Italian Lyric</td>
</tr>
<tr>
<td>ITAL 350</td>
<td>The Modern Italian Novel</td>
</tr>
<tr>
<td>ITAL 264</td>
<td>Modern Italian Short Stories in English Translation</td>
</tr>
<tr>
<td>ITAL 276</td>
<td>Dante’s Divine Comedy in English</td>
</tr>
<tr>
<td>ITAL 280</td>
<td>The Italian Renaissance: An Introduction</td>
</tr>
<tr>
<td>ITAL 341</td>
<td>Introduction to Italian Literature from the Middle Ages to the 16th Century</td>
</tr>
<tr>
<td>ITAL 342</td>
<td>Dante’s Vita Nuova and the Inferno</td>
</tr>
<tr>
<td>ITAL 343</td>
<td>Dante’s Purgatorio and Introduction to Paradiso</td>
</tr>
<tr>
<td>ITAL 344</td>
<td>Dante’s Paradiso and Major Prose Works</td>
</tr>
<tr>
<td>ITAL 345</td>
<td>Petrarch, Boccaccio, and the Literature of Humanism</td>
</tr>
<tr>
<td>ITAL 346</td>
<td>Dante’s Purgatorio and Introduction to Paradiso</td>
</tr>
<tr>
<td>ITAL 347</td>
<td>Dante’s Paradiso and Major Prose Works</td>
</tr>
<tr>
<td>ITAL 348</td>
<td>Petrarch, Boccaccio, and the Literature of Humanism</td>
</tr>
<tr>
<td>ITAL 349</td>
<td>Dante’s Divine Comedy in English</td>
</tr>
<tr>
<td>ITAL 350</td>
<td>The Italian Renaissance: An Introduction</td>
</tr>
<tr>
<td>ITAL 351</td>
<td>Introduction to Italian Literature from the Middle Ages to the 16th Century</td>
</tr>
<tr>
<td>ITAL 352</td>
<td>Dante’s Vita Nuova and the Inferno</td>
</tr>
<tr>
<td>ITAL 353</td>
<td>Dante’s Purgatorio and Introduction to Paradiso</td>
</tr>
<tr>
<td>ITAL 354</td>
<td>Dante’s Paradiso and Major Prose Works</td>
</tr>
<tr>
<td>ITAL 355</td>
<td>Petrarch, Boccaccio, and the Literature of Humanism</td>
</tr>
<tr>
<td>ITAL 356</td>
<td>Dante’s Divine Comedy in English</td>
</tr>
<tr>
<td>ITAL 357</td>
<td>The Italian Renaissance: An Introduction</td>
</tr>
<tr>
<td>ITAL 358</td>
<td>Introduction to Italian Literature from the Middle Ages to the 16th Century</td>
</tr>
<tr>
<td>ITAL 359</td>
<td>Dante’s Vita Nuova and the Inferno</td>
</tr>
<tr>
<td>ITAL 360</td>
<td>Dante’s Purgatorio and Introduction to Paradiso</td>
</tr>
<tr>
<td>ITAL 361</td>
<td>Dante’s Paradiso and Major Prose Works</td>
</tr>
<tr>
<td>ITAL 362</td>
<td>Petrarch, Boccaccio, and the Literature of Humanism</td>
</tr>
<tr>
<td>ITAL 363</td>
<td>Dante’s Divine Comedy in English</td>
</tr>
<tr>
<td>ITAL 364</td>
<td>The Italian Renaissance: An Introduction</td>
</tr>
<tr>
<td>ITAL 365</td>
<td>Introduction to Italian Literature from the Middle Ages to the 16th Century</td>
</tr>
<tr>
<td>ITAL 366</td>
<td>Dante’s Vita Nuova and the Inferno</td>
</tr>
<tr>
<td>ITAL 367</td>
<td>Dante’s Purgatorio and Introduction to Paradiso</td>
</tr>
<tr>
<td>ITAL 368</td>
<td>Dante’s Paradiso and Major Prose Works</td>
</tr>
<tr>
<td>ITAL 369</td>
<td>Petrarch, Boccaccio, and the Literature of Humanism</td>
</tr>
</tbody>
</table>

**Spanish**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 241</td>
<td>Civilization of Spain, in English</td>
</tr>
<tr>
<td>SPAN 264</td>
<td>Contemporary Spanish Literature in Translation</td>
</tr>
<tr>
<td>SPAN 275</td>
<td>Readings in Modern Spanish Literature</td>
</tr>
<tr>
<td>SPAN 341</td>
<td>Introduction to Hispanic Literature I</td>
</tr>
<tr>
<td>SPAN 342</td>
<td>Introduction to Hispanic Literature II</td>
</tr>
<tr>
<td>SPAN 343</td>
<td>Spanish Literature of the Middle Ages</td>
</tr>
<tr>
<td>SPAN 345</td>
<td>Spanish Drama of the Golden Age</td>
</tr>
<tr>
<td>SPAN 346</td>
<td>Cervantes</td>
</tr>
<tr>
<td>SPAN 347</td>
<td>Spanish Prose of the Golden Age</td>
</tr>
<tr>
<td>SPAN 350</td>
<td>Spanish Poetry of the Golden Age</td>
</tr>
<tr>
<td>SPAN 353</td>
<td>Spanish Neoclassicism and Romanticism</td>
</tr>
<tr>
<td>SPAN 355</td>
<td>Spanish Literature from Realism to World War I</td>
</tr>
<tr>
<td>SPAN 357</td>
<td>Early 20th-Century Spanish Literature</td>
</tr>
<tr>
<td>SPAN 358</td>
<td>Post-Civil War Spanish Literature</td>
</tr>
<tr>
<td>SPAN 370</td>
<td>Special Topics in Spanish Literature</td>
</tr>
<tr>
<td>SPAN 375</td>
<td>Seminar in Spanish Literary History</td>
</tr>
<tr>
<td>SPAN 492</td>
<td>Honors Course in Spanish: Special Studies in Spanish Lit.</td>
</tr>
<tr>
<td>SPAN 495</td>
<td>Independent Study in Hispanic Literature</td>
</tr>
</tbody>
</table>

**Sociology**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 221</td>
<td>Development of Modern Sociological Thought</td>
</tr>
</tbody>
</table>

**Theatre**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 211</td>
<td>World Theatre I</td>
</tr>
<tr>
<td>THEA 212</td>
<td>World Theatre II</td>
</tr>
<tr>
<td>THEA 213</td>
<td>World Theatre III</td>
</tr>
<tr>
<td>THEA 231</td>
<td>Play Analysis</td>
</tr>
<tr>
<td>THEA 322</td>
<td>Theatre Theory and Criticism</td>
</tr>
<tr>
<td>THEA 331</td>
<td>Avant-Garde Theatre of the 20th Century</td>
</tr>
<tr>
<td>THEA 332</td>
<td>Theatre of Realism and Naturalism</td>
</tr>
<tr>
<td>THEA 333</td>
<td>Alternative Performance</td>
</tr>
<tr>
<td>THEA 362</td>
<td>Acting: Period Drama</td>
</tr>
</tbody>
</table>

**Women’s Studies**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMST 200.76 [209]</td>
<td>Women in Western Political Thought</td>
</tr>
<tr>
<td>WOMST 300.60</td>
<td>Feminist Social Theory</td>
</tr>
</tbody>
</table>
MAJOR FIELD OF STUDY (MAJOR AND MINOR)

A major is a concentration of courses in a particular subject area. A minor is a secondary concentration usually related to the student's educational goals. Very few students have any idea of a choice of major or minor when they enter college. As the appropriate time arrives to declare a major (45-60 completed credits), students may seek assistance from counselors and advisors. Talking with faculty in the areas of study should also be considered. Students are advised to attend the fall Departmental Major Day conferences and spring Major Day Fair.

To declare or change a major, a student should get a major/minor form from the OASIS, 217 HN, and confer with an advisor in the major department. The major department is responsible for approving the content and arrangement of both the major and the minor, except in the case of elementary education, which requires the approval of the School of Education.

To earn a Hunter degree, students must complete at least half of their major and minor courses at Hunter College.

Departmental Majors—BA degree These are majors concentrated within one department. The major typically consists of 24 credits. A minor in a related subject is chosen at the same time and usually consists of 12 credits. Both the major and the minor must lead to a BA.

In order to graduate, a student must have at least a 2.0 GPA in the courses designated for the major.

Some departments permit a limited number of credits used for the distribution requirement to be counted also toward a minor. Although this does not lessen the number of credits required for the degree, it frees those credits to be used in an elective area.

It is possible to have a double major in the BA degree. The student must complete all of the distribution requirement, satisfy the sequence of study for both majors, fulfill a minor approved by both departments, and file a major/minor form for each approved major. The double major and the minor must consist of liberal arts courses. Students fulfilling the requirements of two separate majors may be released from the requirement of completing a minor if the minor requirement is waived by both major departments. The following are departmental majors leading to the BA degree.

Anthropology Film and Media Philosophy
Art Studies Physics
Biology French Political Science
Black and Puerto Rican Studies Geography Psychology
Chemistry Greek German Religion
Chinese Hebrew Russian
Classical Studies History Languages
Computer Science Italian Sociology
Dance Latin Spanish
Economics Mathematics Statistics
English Music Theatre

Interdepartmental Fields—BA Degree The following programs leading to the BA degree involve courses in more than one department. For details and names of advisors, see the listing in the departmental section of this catalog.

Archaeology Jewish Social Studies
Comparative Literature Latin American and Caribbean Studies
English Language Arts Religion
Energy and Environmental Studies Urban Studies
Women's Studies

In addition to the interdepartmental fields of study, the College also offers individual interdisciplinary courses in the humanities, social sciences, sciences and mathematics, and health sciences.

Fields of Specialization or Professional Studies—BS, BFA, and BMus Degrees These programs, each requiring approximately 60 credits in the area of specialization, lead to the BS, BFA, or BMus degree. The following programs are available. For details and names of advisors, see the listing in the departmental section of this catalog.

Accounting Music (BS and BMus)
Community Health Education Nursing
Fine Arts (BFA degree—Art) Nutrition and Food Science
Health Education Physical Education
Medical Laboratory Sciences

Accelerated Bachelor's/Master's Degrees These programs enable highly qualified students to earn the bachelor's and master's degrees in a shorter period of time than is required for taking the degrees separately. The following departments offer these programs.

Anthropology (BA/MA) English (BA/MA)
Biological Sciences/ Biopharmacology (BA/MA) Mathematics (BA/MA)
Biological Sciences/ Environmental and Environmental and Economics (BA/MA)
Occupational Health Science Sociology/Social Research
(BA/MS) (BA/MA)

Departmental Advising

Each department has advisors to help students with such matters as course content, when a course is expected to be given, how a course is conducted (lecture, discussion), and the textbook(s) to be used. Students may want to discuss majoring in a subject before they make their official decision or to inquire about graduate school. Majors should see the department advisors frequently to discuss their interests.

ELECTIVE (OR OPTIONAL) CREDITS

These are credits needed to complete the degree beyond those taken to fulfill the minimum proficiency requirement, the distribution requirement, the pluralism and diversity requirement, and the major and minor. Students may choose as electives any courses for which they have the necessary prerequisites. They may take more courses in their major or minor, study another foreign language they will need for graduate work, or explore new horizons. The choice is the student's. No course may be repeated unless it is so stated in the course description in the catalog.

SPECIAL PROGRAMS

Hunter College provides many opportunities to pursue special programs. These programs prepare students to qualify for admission to professional schools and to pursue careers in specialized fields; they also provide the opportunity for study at other educational institutions in the U.S. and abroad. Students interested in these programs must also declare a major. This does not apply to the Special Honors Curriculum.

Preprofessional Programs Hunter College provides certain special programs to prepare students to qualify for careers in law, medicine, dentistry, veterinary medicine, pharmacy, and optometry. Students are encouraged to maintain a close relationship with the Preprofessional Advising Office to insure adequate preparation for admission to the appropriate professional school.
**Professional Option** Students preparing for a career in medicine, dentistry, or veterinary medicine may elect the professional option which enables them to earn the Hunter College BA degree by taking the last year of study at an accredited professional school. Students choosing this option must complete all the distribution requirements and all major and minor requirements of Hunter College prior to entering professional school. Before beginning professional studies, a formal application for a professional option must be submitted to and approved by the preprofessional advisor and registrar. Further details are available from the preprofessional advisor.

**Prelaw** There is no prescribed course of study or major for students planning to enter the legal profession. Legal educators agree that students planning to study law should take courses that best develop ability in comprehension and clear expression, critical understanding of human values and social institutions, and creative and independent thinking. A well-balanced liberal arts education is the best preparation for a successful legal career. Students who are considering such a career should consult with the prelaw advisor so that they can be adequately prepared for admission to law school.

**Pre-engineering** The pre-engineering program is organized for students who plan to transfer to an engineering school of another college after two years at Hunter. Students planning to go into engineering should consult the pre-engineering advisor during Preadmission Conference Days about the choice of science in the first term’s program. It is imperative that students maintain a close relationship with the Premedical Advising Office from the time they become interested in such a career so that they are adequately prepared for admission to a professional school.

**Pre-medical Professions** Students preparing for a career in medicine or other health professions (osteopathy, dentistry, optometry, podiatry, veterinary medicine) may elect any major or minor and should consult the premedical advisor during Preadmission Conference Days about the choice of science in the first term’s program. It is imperative that students maintain a close relationship with the Premedical Advising Office from the time they become interested in such a career so that they are adequately prepared for admission to a professional school.

**Preparation for Social Work** A major in one of the social or behavioral sciences is preferred for students planning to enter the field of social work. Specific entrance requirements vary for the different graduate schools of social work. Most schools recommend a minimum of 24 credits in the social sciences. A major in sociology or psychology is desirable for those interested in casework or groupwork; a major in sociology, political science, economics, or urban affairs is desirable for those interested in community organization. In addition, field placement courses that provide internship in social work agencies are highly recommended. Students planning to go to a graduate school of social work are encouraged to consult in their junior year with the Department of Sociology.

**Teacher Education** The teacher education program, which combines academic and field experiences, prepares students for careers in elementary and secondary schools. All teacher education programs meet certification and licensing requirements for New York State and New York City. For details, see the Education section of this catalog.

**Public Service Scholar** The Public Service Scholar program has been established to encourage Hunter’s best students to pursue public service careers. The program runs for a full academic year and combines internship experiences at high levels of government and the nonprofit sector with intensive seminars on public policy issues and nonprofit and public organizations. The program is open to any Hunter College student, regardless of major, who has a minimum 3.0 GPA and who is within 45 credits of graduation at the beginning of the fall semester. Selection is competitive. Application is made each spring. Students accepted as Public Service Scholars receive academic credit and a $5000 yearly stipend. Because women and minorities have been traditionally underrepresented in public policymaking positions, special efforts are taken to encourage them to apply for the program. Interested students should contact the Public Service Scholar Program, 1649 HW, 772-5599.

**CUNY/UPR Academic Exchange Program (Intercambio)** Intercambio is a program of academic interchange between the City University of New York (CUNY) and the University of Puerto Rico (UPR). The program has four major components: undergraduate student exchanges; visiting professorships; graduate students’ research projects; and joint research and other projects. The program serves all CUNY colleges. CUNY undergraduates may study for a semester, a summer, or the full year at the Río Piedras Campus of the UPR and receive full credit from their home college. Intercambio provides special activities and continuous support from UPR and CUNY program staff. For additional information contact: Ramón Bosque-Pérez (program director) or Ivelisse Rosario-Natal (assistant to the program director) at Center for Puerto Rican Studies, Hunter College (1441 HE), 685 Park Avenue, New York, NY 10021. Phones 772-5714 / 5716; Fax 650-3903; E-mail: intercambio@shiva.hunter.cuny.edu.

**CUNY-Caribbean Exchange Program** The CUNY-Caribbean Exchange promotes institutional, faculty, and student intellectual and scientific exchange with academic institutions in the Caribbean. Through a broad range of scholarly projects, this CUNY-wide program aims to: a) foster ongoing dialogue between faculty and students from CUNY and other universities and other scientific research centers in the Caribbean, b) contribute to an enhanced mutual understanding of culture and scholarship, c) strengthen the network of CUNY faculty and students whose research and professional interests focus on the Caribbean, and d) strengthen CUNY curricula pertaining to the Caribbean and advance the field of Caribbean studies.

**Career Opportunities in Research and Education (COR)** The Departments of Psychology, Anthropology, and Sociology jointly offer a program called COR (Career Opportunities in Research and Education). This interdisciplinary research training program for talented minority juniors and seniors is funded by the National Institute of Mental Health. Participants receive a monthly stipend, tuition and fee remission; they take a special curriculum and get individualized research training in a variety of areas under the supervision of a faculty mentor. The program has several levels of participation, and all minority students—especially freshmen and sophomores—intending to pursue a research-related career in the participating disciplines are urged to apply for admission to the program. Additional details and descriptive literature are available from the COR program advisor. For more information call 772-4562 or Prof. G. Turkewitz at 772-5816.

**Seminar/Internship Program in New York City Politics** This university-wide program bridges the gap between academic study and the practical world of New York politics. For details, see the descrip-
tion in the Political Science Department section of this catalog.

**Minority Access to Research Careers Program (MARC)** The National Institutes of Health's Division of General Medicine provides a special training program for competitively selected minority students to pursue research careers in natural sciences. Students who will go on for the PhD degree rather than to medical school are preferred. Students in the MARC program are all undergraduates and they receive a stipend of $9,492 per year. MARC students receive a full scholarship.

**Minority Biomedical Research Support Program (MBRS)** The National Institutes of Health's Division of General Medicine provides an opportunity for qualified minority students at Hunter College to participate in an experimental research project under the supervision of the science or psychology faculty. Part-time research is conducted by the student for a salary range as follows: PhD students receive $11,496/year, MA candidates are reimbursed at an annual rate of $8,962 and undergraduates receive $7,134 per year. Graduate students receive a full tuition scholarship and undergraduates receive partial tuition reimbursement. The program is intended to encourage and increase the participation of underrepresented minorities in biomedical research careers and in medicine.

For both the MARC and MBRS programs, Hunter College faculty members, representing the Departments of Biology, Chemistry, Physics and Psychology, provide research direction in a wide variety of projects that reflect their special expertise. Students interested in these programs can obtain an application in 314 HN or contact the MBRS Office at 772-5243 or the MARC Office at 772-5245.

The National Student Exchange Program (NSE) is a consortium of approximately 160 public colleges and universities throughout the U.S. which enables students at member campuses to spend 1-2 semesters at any participating college while paying tuition and fees at the home college or at the host college's in-state tuition rate. On-campus housing is usually available. Many study-abroad opportunities can also be obtained through this program. Sophomores through seniors in any major can apply for exchange. Generally, a GPA of at least 2.8 is required. Applications may be submitted from September through mid-February for exchanges taking place during the following fall and spring. Further information may be obtained in 1420-21 HE, by calling 722-4983, or by writing to the Programs Abroad/National Student Exchange Office, Hunter College, 695 Park Avenue, New York, NY 10021.

New York/Paris Exchange Program This is an exchange program with the Universities of Paris. Undergraduate as well as graduate students are invited to apply for either a semester or a year. Requirements include either four semesters of college-level French or an equivalent proficiency. Participants pay their tuition at Hunter College and receive elective credits at Hunter for the work they do in France. Students remain eligible for TAP and PELL tuition assistance grants during their time abroad. The program office in Paris assists students in finding housing and positions as au pairs with French families. Deadline for the fall semester is April 15th; deadline for the spring semester is November 30th. For further information and applications, please contact: Professor Julia Przybors, Romance Language Department, 1308 HW, (772-5097) or Dr. Maxine Fisher, The New York/Paris Exchange Program, Queens College, English Department, 65-30 Kissena Blvd., Flushing, NY 11367, (718) 997-4608.

**Special Honors Curriculum** The Thomas Hunter Honors Program provides exceptional students with an individualized course of study, suited to their needs and interests, leading to the BA degree. Open to sophomores who have high intellectual or artistic ability and an interest in interdisciplinary studies, it permits them to replace the usual requirements of the College with a special curriculum under the supervision of the Council on Honors. It also offers its participants the chance to study with faculty members who have shown an interest in working with outstanding students who wish to pursue interdisciplinary studies. For details, see the Honors Program section in this catalog.

**Study Abroad Programs** Opportunities exist for study abroad in summer, intersession, and academic-year programs. A leaflet, “Study Abroad,” and additional information are available in the Programs Abroad/National Student Exchange Office, 1420-21 HE.

**Independent Learning by Achievement Contract (ILBAC)** This interdisciplinary program offers students who have earned at least 30 college credits with a minimum GPA of 3.2 an opportunity to design an individualized part of their curriculum. Students must select a faculty committee and design a written contract that outlines the proposed work, a plan for progress reports, a method for evaluating the work, and the number of credits to be earned. The project may entail an oral presentation, written paper, artistic performance, laboratory experiment, public lecture, or research. Students must plan the project and gain approval the semester prior to registration. Interested students may obtain further information from the Office of Student Services.

**Research Centers and Institutes**

**Brookdale Center on Aging**

The Brookdale Center on Aging, established in 1974, is the largest multidisciplinary academic gerontology center in the tri-state area. The center has an operating budget of $3 million, and is supported by funding from Hunter College, grants from the Brookdale Foundation and other philanthropic and corporate foundations, grants and contracts from federal, state, and local governments, and contributions from the general public. A Board of Overseers, composed of leading citizens of New York City, acts in an advisory capacity to the faculty and staff of the Center.

The work of the center, which addresses the needs of all older people with particular attention to lower-income, minority, or frail aged individuals, is generally organized under the auspices of six institutes, departments, and divisions: the Institute on Law and Rights of Older Adults; the Institute on Intergenerational Education; the Institute on Mutual Aid and Self Help in the Field of Aging; the Training Division; the Research Department and the Student Scholarship and Placement Department. The Hunter College/ Mount Sinai Geriatric Education Center was established in 1985; its affiliates include the New York Medical College, the College of Podiatric Medicine, the SUNY School of Optometry, and over 100 other educational and service institutions in the tri-state area.

**Center on AIDS, Drugs, and Community Health**

The Center on AIDS, Drugs and Community Health defines its mission as helping New York City community organizations and human-service agencies to develop effective programs for the control of HIV/AIDS, substance abuse, tuberculosis, violence and related threats to health. By providing training, helping in program development, and conducting research and evaluation, the center enables communities that have been most adversely affected by these intersecting epidemics to mobilize for health.

The center also helps students at Hunter College and other CUNY units to develop the knowledge and skills needed to care for people with HIV. In addition, through internships, special courses, and faculty workshops, the center prepares students to bring accurate
AIDS prevention messages to their communities. Through its research and evaluation unit, the center is evaluating the impact of the New York City high school AIDS education/condom availability program as well as helping several community organizations to assess their AIDS prevention program.

The center is funded by several private foundations and city, state and federal governments.

**Center for Occupational and Environmental Health**

The Hunter College Center for Occupational and Environmental Health (COEH) was established in 1986 to improve workplace and environmental health by assisting worker and community efforts to understand and ameliorate hazardous conditions. Jointly sponsored by two academic programs within the School of Health Sciences (Community Health, and Environmental and Occupational Health Sciences), the center:

- conducts training classes to assist labor unions, government agencies and other groups to strengthen their capacity to respond to workplace hazards;
- develops and publishes curricula, conducts and evaluates the impact of worker training on occupational safety and health;
- conducts epidemiological and other public health research to discover associations between working and living conditions and health;
- assists communities in addressing urban environmental concerns;
- researches the impact of environmental hazards in NYC;
- collaborates with public health agencies to develop policy concerning occupational and environmental health;
- sponsors graduate student internships in occupational and environmental health.

Current areas of interest and study include asbestos, lead poisoning, hazardous waste and materials, community education, asthma, air pollution, ergonomics, and public health policy. The Center for Occupational and Environmental Health is funded by federal and state grants, labor unions, and private foundations.

**Center for the Study of Family Policy**

The Hunter College Center for the Study of Family Policy promotes research, dialogue, and action focused upon changing family needs and emerging family policies in the United States. The center is committed to an inclusive definition of the family that recognizes its central position in society and its diverse forms. Interdisciplinary research projects and focused educational programs contribute to the development of a viable family policy for our society, one that is universal, comprehensive, and sensitive to issues of race, gender, ethnicity, sexual orientation, social class and family structure.

Through its speaker series, scholar and advocate roundtables, research projects, and the activities of its advisory committee members and faculty associates, the center brings together researchers, policy makers, students, service providers, community activists, and others to:

- identify the diverse and changing needs of families in the United States;
- conduct relevant research on innovative ways of addressing the needs of families;
- assess the impact of local, state, and federal family policy initiatives;
- examine models of family policy from other societies;
- disseminate information that will further the current debate about family policy in the United States. Current center projects focus on:

  - reform of the child welfare system;
  - family preservation;
  - health care for immigrant families;
  - family resource centers;
  - homelessness prevention at the neighborhood level;
  - welfare rights and welfare policy.

**The Center for Puerto Rican Studies (Centro de Estudios Puertorriqueños)**

The Centro is the only university-based research institute in the United States dedicated to the interdisciplinary study of the Puerto Rican experience. Founded in 1973 by a coalition of students, community activists and academics, the Centro focuses on “activist research,” linking scholarly inquiry to social action and policy debates. The lessons learned from this involvement with the community enrich the Centro’s contributions to the development of basic theory and intellectual paradigms within the academy. Furthermore, in addressing major inequities in social conditions affecting Puerto Ricans, Centro research bears important implications for the study of Latinos in the U.S. and other contemporary global migrations.

The Centro has grown into a major research and educational resource distinguished for its collective form of self-governance and wide-ranging ties to academic, advocacy and community-based constituencies. The motto — *Aprender a Luchar, Luchar es Aprender* — brings home the driving concern with generating knowledge that contributes to individual and community self-affirmation and empowerment.

Centro staff are active in community outreach projects and scholarly and professional associations, and publish in national and international journals. They guide and mentor Latino and other students, assist and advise community organizations and other research institutions, and serve on local, national and international committees concerned with issues of social, economic, educational and cultural policy.

Currently, the Centro research areas are: cultural studies, higher education, history, language and education, and political economy of the migration. The Centro Faculty Fellows and Internship Programs afford opportunities to outside researchers to collaborate with Centro staff on projects of mutual interest.

**The Centro Library and Archives**, which houses the principal Puerto Rican research collection in the United States, is a major resource for scholarly inquiry, and for furthering the educational knowledge base of the Puerto Rican/Latino community. Also known as the Evelina López Antorreny Research Collection, the Centro Library and Archives is recognized as the preeminent resource for Puerto Rican studies, attracting laymen and scholars from around the country, from Puerto Rico and from abroad. Recently, the Centro Library was awarded custody by the Government of Puerto Rico of the Historical Archives of the Puerto Rican Migration to the United States. This collection will be accessible to researchers in the near future. The Centro Library and Archives is a noncirculating reference operation open to the general public free of charge.

The **Centro’s Journal** is the major publication for the compilation and dissemination of articles focusing on the Puerto Rican experience both in the USA and Puerto Rico that utilizes both academic and general audience formats.

*See sections on CUNY/UPR Academic Exchange Program (Intercambio) and CUNY Caribbean Exchange Program — both of which are administered by Centro — in section on Special Programs.*
Institute for Biomolecular Structure and Function

The Institute for Biomolecular Structure and Function, established in 1988, unites the efforts of chemists, biologists and psychologists working on biomolecular structure and interactions and their effects on gene function. Advanced experimental and theoretical methods are applied to the analysis of molecular structure, combined with biological dissection of molecular function in defined genetic systems. The institute includes facilities for nucleic acid and protein sequencing and synthesis, electron microscopy, x-ray diffraction, nuclear magnetic resonance, and computational chemistry and computer graphics. A facility for cell culture and monoclonal antibody production is expected to be added soon. Major funding has been obtained from the National Institutes of Health (NIH) and other national agencies.

Areas of investigation by institute scientists include:

• Structural studies of proteins and nucleic acids and their interactions;
• Analysis of DNA-protein and protein-protein cooperation in the transcription of DNA and translation of messenger RNA;
• Studies of gene regulation through signal transduction driven by hormones and other extra-cellular ligands;
• The design and synthesis of new drugs capable of binding to specific protein structures or DNA sequences;
• The application of new computer methods, combined with x-ray diffraction and spectroscopic measurements, for deciphering the structure of DNA-protein complexes, as well as drug molecule interactions with DNA and proteins;
• Interactions of steroid hormones in the CNS and its effects on neurotransmitters regulating behavioral and memory function.

With the addition of new faculty active in drug design and synthesis and theoretical chemistry, the program on new anti-viral and antibiotic drugs has been strengthened. Research on new compounds active against the AIDS-associated virus HIV is proceeding. The institute has been awarded additional funding from the NIH specifically for AIDS-related research. Collaborative projects in AIDS research (new drugs against HIV and opportunistic pathogens afflicting patients) are being initiated with institute staff and scientists at Memorial Sloan-Kettering Cancer Center. Anti-tumor drug studies involve interaction between institute scientists and investigators at Columbia University. It is expected that such collaborative research will continue to be an important part of the institute’s program.
Admissions

Office of Admissions
Hunter College
695 Park Avenue
New York, NY 10021
(212) 772-4490

Students may apply for admission to the College for either degree status (matriculation) or nondegree status (nonmatriculation). Application fees are nonrefundable.

DEGREE STATUS (MATRICULATION)
A matriculated student is one who has met all requirements for admission and who has been formally admitted to a degree program. A matriculated student may register as either part-time (fewer than 12 credits) or full-time (12 or more credits) and may earn a bachelor’s degree upon completion of all degree requirements.

NONDEGREE STATUS (NONMATRICULATION)
Students who are not interested in earning a degree but wish to enroll in courses relating to special interests, career advancement, preparation for graduate school, etc., may be admitted as nondegree students.

ADMISSION WITH DEGREE STATUS
Applications for degree status fall into one of three categories—freshman, transfer (advanced standing) and nondegree to degree, and readmission. Applications may be obtained at the Welcome Center, Hunter College 100 HN or by calling 772-4490.

1. Freshman Applications for this status are processed by the University Application Processing Center (UAPC), P.O. Box 350136, Brooklyn, NY 11235-0001; (212) 947-4800. An application fee of $40.00, in the form of a check or money order payable to UAPC, is required of all applicants.

2. Transfer (Advanced Standing) and Nondegree to Degree Applications for this status are processed by the University Application Processing Center (UAPC), P.O. Box 359023, Brooklyn, NY 11235-9023; (212) 947-4800. An application fee of $50.00, in the form of a check or money order payable to UAPC, is required of all applicants who are not currently attending a unit of CUNY.

3. Readmission Applications for this status are available at the Welcome Center, Hunter College 100 HN. A readmission fee of $10.00 in the form of a check or money order payable to Hunter College is required of all degree applicants.

FRESHMAN ADMISSION

Students who wish to apply to Hunter College will be considered on the basis of overall strength of academic preparation, which includes grades in individual subjects, overall high school average, the number of academic subjects and the distribution of those courses, as well as the applicant’s SAT/ACT scores. The College recommends four years of English, four years of social studies, three years of mathematics, two years of a foreign language, two years of laboratory sciences, and one year of performing or visual arts as the academic preparation needed for success in college.

Effective fall 2000, all transfer students with fewer than 45 credits...
Nondegree students who have attended Hunter College as well as those currently enrolled must have had a minimum grade point average of 2.0 in their Hunter course work to matriculate.

Deadline for Filing Transfer (Advanced Standing)/Nondegree to Degree Applications
Students whose City University transfer applications are completed on or before October 15 for spring admission or March 1 for fall admission are considered first. Applications completed after these dates will be processed on a space-available basis depending upon the program selected.

ADMISSION TO PROGRAMS IN THE SCHOOLS OF THE HEALTH PROFESSIONS: SCHOOL OF HEALTH SCIENCES AND SCHOOL OF NURSING

All students currently enrolled at Hunter as degree students who wish to be considered for admission to programs in the Schools of the Health Professions should consult the academic department that offers the specific program. Students enrolled in the lower division, pre-clinical phase of the nursing program who wish to make application to the upper division clinical phase should consult the Admissions Office for the appropriate application. All other applicants for the Schools of Health Professions file a transfer application.

School of Health Sciences
The requirements for consideration for admission to programs in the School of Health Sciences are as follows:

**Community Health Education** Completion of 60 credits; minimum GPA of 2.5; one semester of biology with lab.

**Medical Laboratory Sciences** Completion of 60 credits; minimum GPA of 2.5; one year of general chemistry with lab; one year of biology with lab.

**Nutrition and Food Science** Completion of 60 credits, including the following prerequisites: two semesters of anatomy and physiology; one semester of general chemistry with lab; one semester of organic chemistry with lab; one semester of biochemistry; one semester of microbiology with lab; one semester of introductory food science; one semester of introductory nutrition. A grade of C or better must be earned in all prerequisites. The introductory food science and nutrition courses may be completed in the summer session preceding entrance to the program. An overall GPA of 2.8 is required for consideration. Due to the competitive nature of the program, however, the actual GPA required for admission may be higher. Students who have completed 30 credits at Hunter College or at another City University institution at the time of application will be given priority in the selection process. Students can attend on a full or part-time basis during the day.

School of Nursing
The nursing program has two pathways: the Generic Pathway, for students without an RN license, and the RN Pathway, for those who have completed a nursing program and have, or are about to receive, a license to practice professional nursing in New York State. The Generic Pathway program consists of a lower division (pre-clinical phase) and an upper division (clinical phase). The RN Pathway is an upper-division program only. Freshmen or those with fewer than 60 credits may apply to the School of Nursing for the lower division (pre-clinical phase) and must reapply to the
School of Nursing after completing 60 credits, including specific prerequisite courses, for admission to the upper division (clinical phase).

Applicants to the upper-division programs must have a minimum overall GPA of 2.5 in all college-level coursework. However, the minimum GPA is variable and is determined by the academic strength of the applicant pool.

**Generic Pathway Program** By the time of enrollment, applicants for the upper division, clinical phase, must have completed 60 college credits (including credits in progress). See the Nursing section of this catalog for specific lower-division coursework required for upper-division consideration. The upper division of the Generic Pathway Program admits students in the fall semester only. Students must attend during the day on a full-time basis. Only matriculated Hunter students can apply to this program.

**RN Pathway Program** Applicants must have completed 36 credits of liberal arts and sciences (including credits in progress) at an accredited college, plus the equivalent of 24 credits in nursing. A maximum of 24 credits may be transferred for credit in the nursing curriculum upper division. However, applicants must validate knowledge (credits) from non-CUNY associate degree or diploma programs. Validation is done by taking the Regents College Examinations (RCE) in adult nursing, maternal and child nursing, and psychiatric-mental health nursing at the baccalaureate level. A score of 45 or better is acceptable. Graduates of CUNY associate degree nursing programs are not required to validate credits taken in CUNY nursing programs and will be granted 24 nursing credits through advanced standing. [For more information about the RCEs, contact the State Education Department in Albany, NY; (518) 464-8500.] All applicants must be licensed to practice professional nursing in New York State before the beginning of their first semester. A one-semester extension is granted for recent graduates of associate degree programs. The RN Pathway Program admits students in both the fall and spring semesters. RN Pathway students may attend during the day or evening on a full- or part-time basis.

**DEGREE READMISSION**

Undergraduate students who have not been in attendance for one or more semesters and did not receive a degree from the College must apply for readmission. However, there is no need to apply for readmission if you received an official withdrawal ("W" grade) for the semester prior to the one in which you would like to return. Students with a grade point average of 2.0 or higher who have no stops on their record are generally approved for readmission. The Office of Student Services must review all records of students with GPAs below 2.0. Students are encouraged to file their applications for readmission at least three months in advance of the printed deadline. Deadlines for readmission are September 15 for spring, April 15 for summer and fall admission. The current *Schedule of Classes* should be consulted for changes in readmission policy and deadlines.

SEEK students who have not been in attendance for four or more semesters and/or have been in the program for 10 semesters will not be readmitted to SEEK. Students who do not wish to return to SEEK must receive a release from the director of the SEEK program.

**INTERNATIONAL DEGREE APPLICANTS**

International applicants are expected to have a firm command of the English language before they apply. No provisional admission is offered whereby a student may come to the university and spend a semester or a year learning English.

Applicants whose native language is not English and who hold a temporary visa are required to take the Test of English as a Foreign Language (TOEFL) and to achieve a score of at least 500 on the examination. The TOEFL is administered several times during the year. Information about TOEFL may be obtained by writing to: Test of English as a Foreign Language, Educational Testing Service, Princeton, NJ 08540, USA.

Applicants are responsible for the payment of all tuition fees at the time of registration. Because no financial assistance is available to international students, they must be in a position to finance the cost of their education and living expenses (estimated at $18,000 to $20,000 per year).

If the applicant plans to enter or remain in the U.S. on a student visa (F-1), it will be necessary to complete a Certification of Finances form and provide documented proof of financial support confirming that he or she has the funds necessary to cover all College tuition and personal expenses. This form and documentation are required in order to obtain the I-20 AB Certificate of Eligibility.

Overseas applicants who are interested in attending Hunter College are advised *not* to come to the U.S. on a B-2 Visitor’s Visa. Unless prearranged through the American consul (and unless the visa is marked “prospective student”), the B-2 Visitor’s Visa will not be changed to the F-1 student visa once the applicant enters the U.S.

The I-20 AB form (required by the U.S. Immigration Office) is issued only to students who have been accepted as full-time matriculants.

Hunter College does not make housing arrangements for students; it is essential that students be prepared to make their own housing arrangements upon arrival.

**ADMISSION WITH NONDEGREE AND PERMIT STATUS**

**General Rules for Nondegree Admission**

All students wishing to enroll in a nondegree status must obtain an application for nondegree admission from the College Welcome Center. This application along with verifications of at least high school diploma or 24 earned college credits must be submitted to the Office of Admissions. See back of the nondegree application for further information. A nondegree admission fee of $40.00 will be charged at the student’s first registration.

Nondegree students may register for any course for which space is available at the time of registration, provided they have met the prerequisites and have taken and passed applicable placement exams. Such students: (1) are permitted to attempt up to 12 credit hours before they are required to take the Freshman Skills Assessment Test (FSAT), and—providing they pass this test in its entirety— (2) must either matriculate or leave the College when they have attempted 24 credits. Courses in which the student receives a grade of W do not count toward the 12 or 24 credit limits. Students are permitted to take the FSAT at any time before the 12-credit limit. Generally, the FSAT must be taken *in its entirety,*
with the understanding that failing any part of the test means the student cannot register for any courses at Hunter College (for student options in this case, see below). Check with the appropriate departments for more information concerning prerequisites and placement information.

Credits earned as a nondegree student are transferable into a degree program at Hunter and are generally accepted at other accredited colleges. Applications for all categories of nondegree students must be filed by May 1 for summer, July 1 for fall, and December 1 for spring.

Students who have failed any part of the FSAT cannot re-enroll at Hunter in a nondegree or matriculated status. Remediation is available at CUNY community colleges for students who fail the FSAT, but generally students must matriculate at these colleges before they can take the appropriate remedial courses. Upon completing relevant courses, students may apply for readmission to Hunter. Baccalaureate, master’s, or doctoral degree holders (from a college or university accredited by a regional U.S. accrediting association) are exempt from testing and the 24-credit limit, provided proof of degree is submitted along with their application.

High School Seniors
High school students may register as nondegree students while continuing their high school studies with the written approval of their high school principal.

Nondegree Readmission
Undergraduate students who have not been in attendance for one or more semesters must apply for readmission. However, a student need not apply for readmission if he/she received an official withdrawal (“W” grade) for the semester prior to the one in which he/she would like to return. Students with a grade point average of 2.0 or higher and who meet the minimum proficiency requirements are approved for readmission. Students are encouraged to file their applications for readmission in advance of the printed deadline in order to allow enough time for processing. Deadlines for readmission are December 1 for spring, May 1 for summer, and July 1 for fall. The readmission fee of $10.00 will be charged at registration.

Currently Enrolled Students or Students Readmitted
Nondegree students who are currently enrolled or students who apply for nondegree readmission and have more than 12 attempted credits at Hunter must test if they have not yet taken the CUNY skills assessment tests before enrolling in further courses at Hunter. Students who do not meet minimum proficiency requirements will not be allowed to enroll. (See Policy on Remediation under Program of Study.)

Permission Students from CUNY Colleges
Students matriculated at another unit of CUNY must complete the CUNY Permit Application with the registrar of their home college. They must then file the approved permit with the Hunter College OASIS. No fee will be required for this transaction. Permission students do not file a nondegree application.

CREDIT FOR COLLEGE-LEVEL WORK
Degree students can earn credit for college-level work by one or more of the following avenues. However, to earn a Hunter College degree, the minimum proficiency requirement, distribution requirement and the pluralism and diversity requirement must be met, and at least 30 credits of Hunter coursework, including half the major and half the minor, must be taken at Hunter College. In the case of an interdepartmental field, half of the total credits required must be taken at Hunter College.

Credit Earned at Other Institutions (Transfer Credit)
Coursework taken at other institutions is evaluated by the Evaluation Unit of the Admissions Office, which determines whether and how much credit is granted. (For students who have studied abroad, see below.)

Credits Eligible for Transfer Generally, all college-level liberal arts courses taken at an accredited institution in which the student earned a grade of C or better (D or better for colleges within the City University) are accepted for credit up to the maximum allowed. Although grades in courses taken at other institutions are considered in making admissions and transfer-credit decisions, they are not entered on the student’s Hunter College record, nor are they computed in the student’s cumulative grade point average at Hunter. However, all credits and grades earned at Hunter College while in a nondegree status will be credited toward the degree and calculated in the cumulative grade point average. Courses taken at institutions not accredited by one of the regional accrediting associations are not transferable.

Number of Credits Transferable The maximum total number of credits that may be transferred from all other accredited institutions to Hunter College is 90. There is a 70-credit limit on the number of credits that may be transferred from two-year institutions.

Student Reporting Requirements Students must list all institutions attended on the admissions application and submit official transcripts. Failure to do so will result in denial of transfer credit for courses taken at schools not listed and referral to the Admissions Review Committee for reconsideration of eligibility for admission status.

The student is responsible for submitting updated transcripts for coursework that was in progress at the time the student filed an application within one year of the date of admission to Hunter College. Updated official transcripts should be sent to the Evaluation Unit of the Admissions Office.

Courses Taken Abroad Coursework taken in other countries is evaluated for transfer-credit decisions after the student has been admitted and has registered for the first semester at Hunter. The international student advisor in the Office of Student Services makes the evaluation. Applicants for transfer credit should submit catalogs or detailed descriptions of postsecondary-level courses taken to facilitate transfer decisions.

College Credit Earned While in High School Students who have completed college-level courses at an accredited institution while still in high school must submit an official transcript from the college where the courses were taken. Students should have this transcript sent to the Hunter College Admissions Office, Evaluations Unit, 203 HN.

Credit Earned by Examination A maximum of 30 credits may be accepted by any or all of the following outside examinations (AP, CLEP, and RCE).

College Entrance Examination Board Advanced Placement (AP) Tests Students who have had a college-level course in secondary school and who pass the Advanced Placement Tests of the
College Entrance Examination Board with grades of 5 or 4 (high honors or honors) are exempt from taking a corresponding course or equivalent requirement at Hunter. Those who are similarly prepared but whose score is 3 (creditable) may also be exempt from a corresponding course at Hunter, provided the appropriate Hunter department so recommends.

**College-level Examination Program (CLEP)** Hunter College participates in the College-level Examination Program (CLEP). Up to 30 credits may be earned through outside examination. Names of CLEP subject examinations honored at Hunter and minimum scores needed for credit are available in the Office of Student Services.

**Regents College Examinations (RCE)** Students who have taken the Regents College Examinations (RCE) must set up an interview with an advisor from the department concerned if they wish credit. Awarding of credit is solely up to the individual department.

**Departmental Examinations** Some departments give examinations in a course for which student and department advisor believe the student has adequate preparation. Passing these examinations may not always grant credit, but it does permit the student to go directly into more advanced study or excuse a student from a required course.

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

Currently enrolled degree students may take courses at other accredited institutions (CUNY or other) provided a permit was obtained from the OASIS before taking the course. Permits are authorized by the appropriate department and are administered by the Office of the Registrar. A department may refuse to authorize a permit if, in its judgment, it is inappropriate to do so.

It is the responsibility of students who study at other institutions to have official transcripts of their work sent to the Office of the Registrar.

**Note:** Hunter students may not take courses on permit during their final semester prior to graduation.

**Graduation-in-Absentia** Students within 15 credits of graduation who have completed the distribution requirement, the pluralism and diversity requirement, and the major and minor requirements and have demonstrated minimum proficiency may apply for graduation-in-absentia if they must leave the city before completing their studies. They may attend an accredited college in the United States or abroad. The Graduate Audit Division of the Registrar’s Office has further information. Students who must leave before these criteria are met should apply for transfer to another college.

**Bursar’s Office**

238 Hunter North

This office collects all tuition and fees and issues the Bursar’s Receipt (the student copy of the fee card). The Bursar’s Receipt is the only valid proof of registration in courses. The Bursar’s Office will issue a duplicate Bursar’s Receipt to replace a lost one for a fee of $5.00. This office also accepts cash and issues receipts for payments to other Hunter offices which do not have the facilities to accept cash. For example, readmission application and transcript fees are paid here.

**Financial Obligations** The Board of Trustees has ruled that students delinquent in their financial accounts (e.g., breakage fees, tuition, loans, library fines) may not be issued grades, transcripts, or degrees.

**Tuition and Fees**

**Effective spring 2000**

The City University of New York has adopted the revised schedule of student tuition and fee charges below.

All resident senior or community college first-time freshmen who enroll in any CUNY undergraduate degree program on or after June 1, 1992, shall be entitled to a waiver of 100 percent of all resident tuition charges for the final semester of study culminating in a baccalaureate degree, on a one-time basis only, regardless of original CUNY college or program of enrollment, subject to verification of completion of baccalaureate degree requirements at any CUNY college.

**Undergraduate — Matriculated — enrolled prior to 6/1/92 at a CUNY Institution**

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$1,475</td>
<td>$3,275</td>
</tr>
<tr>
<td>Part-time</td>
<td>$125 cr.</td>
<td>$275 cr.</td>
</tr>
</tbody>
</table>

**Undergraduate — Matriculated — 1st-time freshmen or non-CUNY transfer**

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$1,600</td>
<td>$3,400</td>
</tr>
<tr>
<td>Part-time</td>
<td>$135 cr.</td>
<td>$285 cr.</td>
</tr>
</tbody>
</table>

**Undergraduate — Nondegree**

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$160 cr.</td>
<td>$325 cr.</td>
</tr>
<tr>
<td>Part-time</td>
<td>$50 cr.</td>
<td>$130 cr.</td>
</tr>
</tbody>
</table>

**Senior Citizen**

$65 (also pay $5 consolidated services fee)

**Graduate (Masters) — All**

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$2,175</td>
<td>$3,800</td>
</tr>
<tr>
<td>Part-time</td>
<td>$185 cr.</td>
<td>$320 cr.</td>
</tr>
<tr>
<td>Excess hour</td>
<td>$65</td>
<td>$85</td>
</tr>
</tbody>
</table>

**Maintaining Matriculation**

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$250</td>
<td>$403</td>
</tr>
</tbody>
</table>

**Consolidated Services Fee**

— all students including senior citizens

$5.00

**Student Activity Fees**

**Fall and Spring**

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$68.35</td>
<td>$110.35</td>
</tr>
<tr>
<td>Part-time</td>
<td>$46.95</td>
<td>$77.95</td>
</tr>
<tr>
<td>Graduate</td>
<td>$  7.85</td>
<td>$  7.85</td>
</tr>
</tbody>
</table>

**Summer**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| Undergraduates only | $23.05│
Refunds

As of June 1994, three diverse refund policies were implemented for CUNY students. They are: CUNY, Federal Pro Rata refund and Federal other than Pro Rata refund. The latter two refund policies apply only to federal financial aid recipients.

CUNY Policy: This policy relates to all students who withdraw from courses prior to the 1st day of the 4th week of classes. The refund policy is as follows:

- 100% tuition and fees prior to 1st day of class
- 75% tuition only prior to 1st day of 2nd week of class
- 50% tuition only prior to 1st day of 3rd week of class
- 25% tuition only prior to 1st day of 4th week of class

Federal Pro Rata: The refund relates to students who totally withdraw in the 1st semester of attendance and have federal financial aid at Hunter. A refund is calculated by the number of weeks that a student has attended. Fall and spring semesters consist of 15 weeks. A student's refund is prorated up until the 60% point of the semester, usually the end of the ninth week. The bursar, along with the Financial Aid Office, will calculate and determine how the refund will be disbursed to federal programs and the student. A recalculated tuition liability will be produced by the Bursar's Office.

Federal other than Pro Rata refund: This refund applies to federal financial aid recipients who totally withdraw within the 50% point of attendance for the semester. This is for students who are beyond their first semester of attendance at Hunter. The end of the eighth week is considered the 50% point of attendance for the semester. The percentage of refunds is as follows:

- 100% tuition and fees prior to 1st day of class
- 90% tuition only prior to 3rd week of class
- 50% tuition only prior to 5th week of class
- 25% tuition only prior to 9th week of class

The bursar, along with the Financial Aid Office, will calculate and disburse refunds to federal programs and the student accordingly. A recalculated tuition liability will be produced by the Bursar’s Office.

Financial Aid

Financial aid is available to matriculated students in the form of grants, loans, and employment. Grants provide funds that do not have to be repaid. Loans must be repaid in regular installments over a prescribed period of time. Employment consists of part-time employment, either on campus or in an outside agency.

Students who want to apply for financial aid should contact the OASIS, located in 217 HN. The office is open on Monday, Tuesday, Wednesday and Thursday from 9am to 7pm and on Friday 9am to 5pm.

Financial Need

Aid from all federal student aid programs available at Hunter College is awarded on the basis of financial need (except for unsubsidized Federal Direct Loan and PLUS Loans).

When you apply for federal student aid, the information you report is used in a formula, established by the U.S. Congress, that calculates your Expected Family Contribution (EFC), and the amount you and your family are expected to contribute toward your education. If your EFC is below a certain amount, you will be eligible for a Federal Pell Grant, assuming you meet all other eligibility requirements.

There is not a maximum EFC that defines eligibility for the other financial aid programs. Instead, your EFC is used in an equation to determine your financial need:

\[
\text{Expected Family Contribution (EFC)} = \text{Financial need}
\]

The Financial Aid Office takes your Cost of Attendance (COA) and subtracts the amount you and your family are expected to contribute toward that cost. If there is anything left over, you are considered to have financial need. In determining your need for aid from the Student Financial Assistance programs, the Financial Aid Office must first consider other aid you are expected to receive.

The Cost of Education

The cost of education is an important consideration when deciding upon attending college. A student budget is used as an estimate of the amount of money it will cost a student to attend college. It includes tuition, fees, books, transportation, housing, and food expenses. Additional allowances may be made for unusual expenses such as child care costs.

Student budgets are set each year by the University. They reflect the average expenses of all students who are living with their parents or living away from their parents. Students with disabilities should speak to a financial aid counselor about budget adjustments for their special needs.

The 2000-2001 Hunter College budgets for full-time in-state undergraduates for the fall and spring semesters are as follows:

<table>
<thead>
<tr>
<th>Living with parents</th>
<th>Living away from parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$3,200.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$146.70</td>
</tr>
<tr>
<td>Books &amp; fees</td>
<td>$600.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$578.00</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Personal</td>
<td>$2,695.00</td>
</tr>
<tr>
<td>Total</td>
<td>$8,719.70</td>
</tr>
<tr>
<td></td>
<td>$13,966.70</td>
</tr>
</tbody>
</table>

Please note: Tuition charges are estimates for full-time New York State residents based on 1999-2000 tuition charges. Actual tuition charges for New York State residents, out-of-state residents, and international students for full-time and part-time study can be found in the schedule of classes.

Student Resources

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

Financial Aid Programs

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

Packaging

Rather than using one source to finance your education, a combination of monies from all of the programs for which you are eligible may be used. This system for allocating aid is called packaging. Funds will be allocated first to meet the basic costs of attendance (tuition, books, transportation). If funding permits, other living expenses will then be addressed.

Applications for financial aid must be filed each year. Students should apply as soon as the new applications are available, which is usually in early spring.

Application Procedures

Hunter College participates in all state and federal student financial aid programs. Financial aid is available to matriculated students in the form of grants, loans and work-study. Grants provide funds that do not have to be repaid. Loans have to be repaid in regular installments over a prescribed period of time. Work-study consists of part-time employment, either on campus or at an off-campus agency.

In order to apply for financial aid, the student completes the Free Application for Federal Student Aid (FAFSA) and mails the application in the envelope enclosed with the application. The U.S. Department of Education will mail some students a Renewal FAFSA if they filed a FAFSA the previous year. The Renewal FAFSA is preprinted with some of the application information the student provided the previous year. The Renewal FAFSA can be used in place of a FAFSA to apply for financial aid. An alternative application method is to complete the FAFSA on the Web. (See http://fafsa.ed.gov/)

Regardless of the method of application, the student should include Hunter College as one of the colleges that should receive a record of the student’s application information. When the FAFSA is processed, CUNY will receive an electronic record of the student’s application information. The student may be required to provide additional documentation to verify the application information or to clarify any discrepancies in the application information.

When CUNY receives the electronic record of the application, CUNY’s University Application Processing Center (UAPC) prints and mails a TAP/APTS Application and CUNY Supplement to the student. The student completes the application, obtains all required signatures and returns the application to UAPC. UAPC provides Hunter College with an estimate of the student’s TAP award and forwards the application to the New York State Higher Education Services Corp. (NYSHESC) in Albany, which determines the TAP award, and notifies Hunter College and the student of the award.

If the student wants to apply for a Federal Direct Loan at Hunter College, a Request for a Federal Direct Loan form, available at the OASIS in 217 HN, must be completed and returned to the OASIS.

Study Abroad

Students who enroll in an overseas program of study approved by Hunter College are eligible to receive federal financial aid and, in some cases, state aid. The course work for which they enroll must be applicable to their degree at Hunter. Contact the Financial Aid Office for further information.

Student Eligibility

To be eligible for federal and state aid, a student must be a United States citizen or an eligible non-citizen who is making satisfactory academic progress toward a degree. Students who have defaulted on a loan or owe a repayment of a federal grant at any post-secondary school must make satisfactory repayment arrangements with that institution before they will be eligible to receive aid at Hunter.

Satisfactory Academic Progress

All recipients of financial aid must be making satisfactory progress toward a degree. There are two different formulas used to make this determination, one for state aid and another for federal aid.

State Program Eligibility

State Academic Performance Chart

<table>
<thead>
<tr>
<th>TAP</th>
<th>Payment number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursuit</td>
<td>Credits Completed</td>
<td>Prior semester</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Minimum Cumulative Credits Earned</td>
<td>0</td>
<td>6</td>
<td>18</td>
<td>31</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td>Minimum grade</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1.2</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

For example, to receive your fifth payment of TAP, you would have to have completed 9 credits the prior semester for a total of at least 31 cumulative credits with a minimum grade point average of 2.00.

Waiver of Academic Standing Requirements

Students who become academically ineligible to receive assistance from state programs because of an unusual circumstance for which documentation can be provided (e.g. illness) may apply for a one-time waiver of the Satisfactory Academic Progress requirements. For further information, contact the Office of Student Services.

Federal Program Eligibility

The federal Satisfactory Academic Progress standard applies to students seeking assistance from all federal student financial aid programs available at Hunter College. To be eligible, an undergraduate student must achieve at least the GPA required for probationary status at Hunter after two years of enrollment at the College, at least a C average or academic standing consistent with the requirements for graduation; and must also accumulate credits toward the degree according to the following standards:

A. Attempted credits are not more than 150% of the credits normally required for completion of the degree.
   AND
B. Accumulated credits are equal to or greater than two-thirds of
the cumulative credits attempted at the institution.
If the standard in paragraph B is not met, eligibility may be retained by meeting conditional standards:
C. For students who are pursuing a baccalaureate degree, the accumulated credits must be equal to or greater than \((.75 \times \text{cumulative credits attempted}) - 18\).

Students will be measured against the satisfactory academic progress standard at the end of the spring term to determine eligibility for receipt of Title IV student financial assistance for the upcoming year.

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Credits Completed</th>
<th>Credits Completed For Conditional Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>36</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>48</td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td>60</td>
<td>40</td>
<td>27</td>
</tr>
<tr>
<td>72</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>84</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>96</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>108</td>
<td>72</td>
<td>63</td>
</tr>
<tr>
<td>120</td>
<td>80</td>
<td>72</td>
</tr>
<tr>
<td>132</td>
<td>88</td>
<td>81</td>
</tr>
<tr>
<td>144</td>
<td>96</td>
<td>90</td>
</tr>
<tr>
<td>156</td>
<td>104</td>
<td>99</td>
</tr>
<tr>
<td>168</td>
<td>112</td>
<td>108</td>
</tr>
<tr>
<td>180</td>
<td>120</td>
<td>117</td>
</tr>
<tr>
<td>189</td>
<td>126</td>
<td>126</td>
</tr>
</tbody>
</table>

This chart would be used by a student pursuing a BA degree requiring 126 credits. In this example, if you have attempted 36 credits you must successfully complete at least 24. To maintain conditional eligibility you must successfully complete 9 credits.

**FEDERAL PROGRAMS**

A Federal Pell Grant is a grant and does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor’s or professional degree. For many students, Pell grants provide a foundation of financial aid to which other aid may be added.

Awards for the 2000-2001 award year (July 1, 2000 to June 30, 2001) will depend on program funding. The maximum award for the 2000-2001 award year is $3,300. The amount of the student’s Federal Pell Grant Award depends on the student’s EFC, the cost of attendance, the student’s enrollment status (full- or part-time), and the number of terms the student attends during the academic year.

**Campus-Based Programs**

Federal Supplemental Educational Opportunity Grant (FSEOG) Program, Federal Work-Study (FWS) Program and the Federal Perkins Loan Program are considered campus-based programs because they are administered directly by the Financial Aid Office. How much aid a student receives depends on the student’s financial need, the amount of other aid the student will receive, and the availability of funds. Students must apply early in order to be considered for these funds and should check with the Financial Aid Office for deadlines. When funds are no longer available, no more awards can be made that year.

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

FSEOG is for undergraduates with exceptional financial need, that is, students with the lowest Expected Family Contributions (EFCs). An FSEOG does not have to be paid back.

The amount of the FSEOG Award the student may receive depends on when the student applies, the student’s level of need, and availability of funds. There is no guarantee that every eligible student will receive an FSEOG award; students at each college are paid based on the availability of funds in the University.

**Federal Work-Study**

The Federal Work-Study (FWS) Program provides jobs for students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student’s course of study. The FWS salary will be at least the current federal minimum wage, but it may be higher, depending on the type of work the student does and the skills required. The total FWS award depends on when the student applies, level of need, and availability of funds.

**Federal Perkins Loans**

A Federal Perkins Loan is a low-interest (5 percent) loan for students with exceptional financial need. Federal Perkins Loans are made through Hunter as the lender, and the loan is made with government funds. Students must repay this loan. Eligible students may borrow up to $3,000 for each year of undergraduate study. The maximum total amount an undergraduate can borrow is $15,000. The actual amount of the loan is dependent on financial need and the availability of funds.

**William D. Ford Federal Direct Loan**

The Federal Direct Student Loan Program, established by the Student Loan Reform Act of 1993, provides low-interest loans for students and parents. Under the Direct Loan Program, the federal government makes loans directly to students and parents through the College.

There are three kinds of Direct Loans:

**Federal Direct Stafford Loans**

A subsidized loan is awarded on the basis of financial need. (See “Financial Need” section above.) If you qualify for a subsidized loan, the federal government pays interest on the loan (“subsidizes” the loan) until you begin repayment and during authorized periods of deferment thereafter.

**Federal Direct Unsubsidized Stafford Loans**

An unsubsidized loan is not awarded on the basis of need. If students qualify for an unsubsidized loan, they will be charged interest from the time the loan is disbursed until it is paid in full. Students can choose to pay the interest or allow it to accumulate. If students allow the interest to accumulate, it will be capitalized—that is, the interest will be added to the principal amount of the loan and will increase the amount that has to be repaid. If the interest is paid as it accumulates, the student will have less to repay in the long run.
Federal Direct PLUS Loans

Parents of a dependent student can borrow a PLUS loan to pay for the student’s education.

Federal Direct Stafford and Unsubsidized Stafford Loans

Matriculated students enrolled in an eligible program of study at least half-time may receive a direct loan. They must also meet other general eligibility requirements. (See “Federal Program Eligibility” above.)

The maximum amount that may be borrowed under the Direct Loans Program by a dependent undergraduate student is:

- $2,625 for first-year students enrolled in a program of study that is at least a full academic year;
- $3,500 if that student has completed the first year of study and the remainder of the student’s program is at least a full academic year;
- $5,500 a year if the student has completed two years of study and the remainder of the student’s program is at least a full academic year.

For periods of undergraduate study that are less than an academic year, the amounts that can be borrowed will be less than those listed above.

The maximum amount that may be borrowed under the Direct Loan Program by an independent undergraduate student is:

- $6,625 if the student is a first-year student enrolled in a program of study that is at least a full academic year. (At least $4,000 of this amount must be in unsubsidized loans.)
- $7,500 if the student has completed the first year of study and the remainder of the student’s program is at least a full academic year. (At least $4,000 of this amount must be in unsubsidized loans.)
- $10,500 a year if the student has completed two years of study and the remainder of the student’s program is at least a full academic year. (At least $5,000 of this amount must be in unsubsidized loans.)

For periods of undergraduate study that are less than an academic year, the amount a student can borrow will be less than those listed above.

Note: Direct Loans are not made to undergraduates enrolled in programs that are less than one-third of an academic year.

The total debt a student can have outstanding from all Direct Loans and Federal Family Education Loan (FFEL) Program Loans combined is:

- $23,000 as a dependent undergraduate student;
- $46,000 as an independent undergraduate student (no more than $23,000 of this amount may be in subsidized loans).

For students whose Direct Loans were first disbursed on or after July 1, 1994, the interest rate is variable, but it will never exceed 8.25 percent. The interest rate is adjusted each year on July 1. Students will be notified of interest rate changes throughout the life of their loan.

To apply for a Direct Loan the student must complete the Free Application for Federal Student Aid (FAFSA), the Renewal FAFSA, or FAFSA on the Web and the Request for a Direct Loan form available in the OASIS. Hunter College will certify the student’s enrollment, the student’s cost of attendance, the student’s academic standing, any other financial aid for which the student is eligible, and the student’s financial need. (Need is evaluated to determine if the student qualifies for a less costly subsidized Federal Direct Stafford Loan).

Once a Direct Loan is made, it is managed and collected by the U.S. Department of Education’s Direct Loan Servicing Center. The toll-free telephone number is 1-800-848-0979.

Federal Direct PLUS Loans (for Parents)

For parent borrowers, the Direct Loan Program offers the Federal Direct Plus Loan (Direct PLUS Loan).

These loans enable parents with good credit histories to borrow to pay the educational expenses of each child who is a dependent undergraduate student enrolled at least half-time.

To be eligible to receive a Direct PLUS Loan, parents are generally required to pass a credit check. If they do not pass the credit check, they may still be able to receive a loan if someone, such as a relative or friend, is able to pass the credit check, agrees to co-sign the loan and promises to repay it if the student’s parents should fail to do so. Parents may also qualify for a loan even if they do not pass the credit check if they can demonstrate that there are extenuating circumstances. Students and their parents must also meet other general eligibility requirements for federal student financial aid.

The yearly limit on either type of PLUS Loan is equal to the cost of attendance minus any other financial aid for which a student is eligible. For example, if a student’s cost of attendance is $6,000 and the student is eligible for $4,000 in other financial aid, the student’s parents could borrow up to $2,000 but no more than $2,000.

The interest rate is variable, but will never exceed 9 percent.

The interest rate is adjusted each year on July 1. Parents will be notified of interest rate changes throughout the life of their loan(s). Interest is charged on the loan from the date the first disbursement is made until the loan is paid in full.

Parents will pay a fee of up to 4 percent of the loan, deducted proportionately each time a loan payment is made. A portion of this fee goes to the federal government to help reduce the cost of the loans. Also, if parents do not make their loan payments as scheduled, they may be charged late fees and collection costs.

In order to apply for a Direct PLUS Loan, parents must fill out a Request for a Direct PLUS Loan form available in the OASIS. CUNY requires that students complete the FAFSA as a requisite if the parents wish to apply for a Direct PLUS Loan.

Direct Consolidation Loans

A Direct Consolidation Loan is designed to help student borrowers simplify loan repayment. Even though a student may have several different federal student loans, a student will need to make only one payment a month for all the loans the student may consolidate. The student may even consolidate just one loan into a
Direct Consolidation Loan to get benefits such as flexible repayment options.

Most federal student loans or PLUS Loans can be consolidated. The Direct Loan Servicing Center provides students with a complete listing of eligible loans. The toll-free telephone number of the Servicing Center’s Consolidation Department is 1-800-557-7392.

**Federal Aid to Native Americans**

Awards are granted to applicants who are at least one-quarter American Indian, Eskimo or Aleut and a member of a tribe, band, or group on record with the Bureau of Indian Affairs. In addition, the student must be enrolled full-time in a degree-granting program and demonstrate need.

For further information or to obtain applications, write to:

Department of Education
Indian Fellowship Program
400 Maryland Avenue SW, Room 2177
Washington, DC 20202

**NEW YORK STATE FINANCIAL AID PROGRAMS**

**Tuition Assistance Program (TAP)**

This grant is awarded to New York State residents who are enrolled full-time in a degree-granting program and who meet the income criteria.

Awards ranging from $100 to $2,880 are made to dependent students and independent students with dependents whose New York State taxable income is $50,500 or less, or to independent students with no dependents if the taxable income is $10,000 or less.

Students may receive awards for eight semesters; SEEK students may receive awards for ten semesters.

A student with a disability that prevents attendance on a full-time basis may be eligible to receive TAP while attending on a part-time basis.

**CUNY Student Tuition Assistance (CUSTA)**

Students who are otherwise eligible for a maximum TAP award but whose award is reduced because they have received four semesters of payment may be eligible for a CUSTA award up to $100.00 a semester.

**Aid for Part-time Study (APTS)**

This award provides assistance to students who attend less than full-time, have accrued a minimum of 6 credits (not equated), and have not exhausted their TAP eligibility. In order to be eligible, a student must be a New York State resident and enrolled for at least 6 credits.

**Vietnam Veterans Award Program**

To qualify, undergraduate students must meet New York State residency requirements, must have served in the armed forces in Indochina between December 1961 and May 1975 and must satisfy all other eligibility requirements including filing for TAP and Federal Pell grants. Students must demonstrate good academic standing and meet college guidelines for pursuit of program. Awards are $1,000 per semester for full-time study and $500 per semester for part-time study. Awards cannot exceed the cost of tuition. In addition, the applicant must file a Vietnam Veterans Tuition Assistance Supplement (VVTA) to establish eligibility. After the initial year eligibility is established, students must refile a supplement yearly. Supplements are available on request from New York State Higher Education Services Corporation: (518) 473-7087. All applications must be completed by May 1 of the academic year for which an award is sought. For more information see the Web Site www.hesc.com/vvta.html.

**Army Reserve National Guard-Army Continuing Education System (ARNG-ACES)**

The New York State Army Reserve National Guard offers tuition assistance through two programs for full- and part-time students. All current and future members of the New York Army Reserve National Guard (ARNG) are eligible except for members serving on active or full-time duty and those on Active Guard Reserve status. ARNG members who also receive veterans’ benefits are not eligible. For full-time students, the program is limited to tuition costs, instructional fees in lieu of tuition, and laboratory or shop fees specifically required as a condition of enrollment in a course. Part-time students must be enrolled half-time (7 or fewer credits).

Commissioned officers must agree to remain in the ARNG for four years after the last course for which tuition assistance has been provided is completed. For more information on these programs, contact Tom Labuda, Civilian Education Office, at (518) 786-4973 or 4500.

**State Aid to Native Americans**

The student must be a member on the official tribal roll of a New York State tribe or a child of a member. Applicants must provide documentation. Awards are available for two-, four-, or five-year programs. Awards are $775 for 12 or more credits per semester. Prorated amounts are available for students taking fewer than 12 credits. Contact Native American Education Unit, New York State Education Department, Room 543 Education Building, Albany, New York 12234. Call (518) 474-0537 for information. The deadlines are July 15 for the fall semester, December 31 for the spring semester, and May 20 for the summer semester.

**Congressional Teacher Scholarship**

Congressional Teacher Scholarships are available to undergraduate students who agree to teach in areas in which there is a critical shortage of teachers. Recipients must agree to teach two years in the U.S. for each annual payment received. The service obligation must be fulfilled within 10 years of completing the undergraduate education program. Recipients who fail to meet these requirements must repay all or part of the award plus accrued interest.

Applicants must be or have placed in the top 10% of their high school graduating class and be New York State residents who are or will be enrolled in a specific program during the upcoming academic year. Winners receive up to $5,000 a year for a period of no more than four years of full-time undergraduate study. For more information or for an application, contact the Bureau of Higher and Professional Education Testing, Albany, NY 12230; (518) 474-6394.

**Child of Veteran Award**

This award provides aid for children of veterans who are deceased, disabled, or missing in action as a result of service during World War I, World War II, the Korean conflict, or the Vietnam era. A recipient of a Child of Veteran Award can receive $450 for four years of undergraduate study without consideration of income or tuition costs. However, the combined Child of Veteran Award and TAP award may not exceed the amount of tuition charges.
Child of Deceased Police Officer/Firefighter Award

This award is granted to the children of police officers or firefighters who died as a result of injuries sustained in the line of duty.

A recipient of the award can receive up to $450 a year without consideration of income or tuition costs. However, this award combined with the TAP award may not exceed the amount of tuition charges.

Applicants must complete the TAP application and contact the Higher Education Services Corporation to obtain a Child of Deceased Police Officer/Firefighter Supplement.

Professional Opportunity Scholarships

Professional Opportunity Scholarships (for approved professional programs, e.g., accounting, architecture, engineering, nursing, occupational therapy, ophthalmic dispensing, pharmacy, physical therapy, dental hygiene, landscape architecture, physician’s assistant, law, podiatry, optometry, psychology, social work, veterinary medicine, speech/language, pathology/audiology) are available to U.S. citizens and permanent NYS residents. Students must be enrolled full-time (matriculated) in an approved program of study in NYS. Students must agree to practice in NYS for one year in their chosen profession for each annual payment received. Students must demonstrate good academic standing and meet college guidelines for pursuit of program.

Recipients must be chosen in the following order of priority:

1. Economically disadvantaged (prescribed criteria) and a minority group member historically underrepresented in the profession.
2. Minority group member underrepresented in the profession.
3. Candidate who is enrolled in or is a graduate of COLLEGE DISCOVERY (CD), SEARCH FOR EDUCATION, ELEVATION AND KNOWLEDGE (SEEK), EDUCATIONAL OPPORTUNITY PROGRAM (EOP), HIGHER EDUCATIONAL OPPORTUNITY PROGRAMS (HEOP).

Awards range from $1,000 to $5,000 a year for up to four years or five years in certain programs. TAP and some other benefits may supplement this award. Contact the College Financial Aid Office or the NYS Education Dept., Bureau of Postsecondary Grants Administration, Cultural Education Center, Rm. SB68, Albany, NY 12230, (518) 474-5705. Applications must be submitted each year. The deadline each year is March 1 of the award year. (Example: the deadline for 2000-2001 is March 1, 2001.)

Special Program

Special Program funds are designed for students who need academic and financial support in order to complete college.

Search for Education, Elevation and Knowledge (SEEK)

The SEEK Program provides financial aid and support services (concentrated counseling, remedial instruction, tutoring) to educationally and economically disadvantaged students attending a senior or technical college. Applicants must be residents of New York State; have received a New York State high school diploma or equivalency; be ineligible for admission under normal standards, but demonstrate potential for completing a college program; and meet family income guidelines as determined by the state.

Students apply for entry to the SEEK program through CUNY Admissions. Students must file a FAFSA and provide the Financial Aid Office with supporting documentation to have their eligibility confirmed.

Scholarships, Awards and Prizes Available to Matriculated Students

Hunter College is committed to providing its students with the maximum amount possible of both financial and scholarship support. Financial aid is available through the Financial Aid office (see preceding section on financial aid); following is a brief summary of the various kinds of scholarships available.

The Hunter-Bellevue School of Nursing Scholarship Program makes awards to graduate and undergraduate nursing students. The scholarship program is funded by The Louis and Rachel Rudin Foundation.

The Charlotte W. Newcombe Scholarship

This award is designed to assist the mature woman student, who is at least halfway through the completion of her degree, in pursuing higher education. Awards vary according to academic promise and financial need. Applications are available in the Office of Student Services. Student must file a FAFSA.

Wald Scholarships

Each semester several Wald Scholarships are awarded to undergraduate students who are serving in internships arranged through the CUNY Internship Program or through the Office of the Dean of the School of Arts and Sciences. These scholarships were established in memory of Nathalie Sher Wald, Class of ’44, by her family.

Belle Zeller Scholarship Program

This program was created by the Professional Staff Congress-CUNY in 1980 to honor Belle Zeller, its first president, for her contribution to scholarship, to higher education, and to faculty unionism. This CUNY-wide annual competition is open to all full-time registered students who have completed 16 credits with an overall GPA of at least 3.75 at a CUNY college. (Graduating seniors are not eligible.) Three letters of recommendation attesting to academic performance and service to the College and/or community are required. These tuition scholarships are renewable up to three years; scholarships are awarded entirely on the basis of merit. Applications are available in the Office of Student Services in late October.

Scholarship and Welfare Fund

The Scholarship and Welfare Fund of the Alumni Association, a not-for-profit group established in 1949, administers a number of funds to provide financial assistance to superior students who otherwise might not be able to complete their education. From 1949 to 1999, more than $12 million has been awarded to qualified students. Contributions from alumni, friends, chapters and classes have provided the funds needed for this support.

Many endowed scholarships have been established through funds donated in the names of individuals, classes, and chapters of the Alumni Association to provide assistance to students on the basis of both scholarship and financial need. They include College-wide
award and awards to graduating seniors.

### Undergraduate Grants (S&W)
These are awards for highly qualified and needy students. To be eligible, a student must have filed the FAFSA and CUNY FAF. Applicants are recommended to the Scholarship and Welfare Fund by the Office of the Vice President for Student Affairs and the Financial Aid Office, and grants are given on the basis of need and academic achievement. A separate S&W application is required for each semester the student applies. It is obtained from the Financial Aid Office. Students must maintain a minimum 3.0 GPA to be eligible for this grant.

### Hunter College Scholars Program (S&W)
The Hunter College Scholars Program offers an award to high school seniors who have maintained a high level of academic achievement during high school and have demonstrated a potential for superior scholarship. These awards are independent of any financial assistance a student may receive from other sources and are made possible through contributions to the Scholarship and Welfare Fund. Applicants must be U.S. citizens or permanent residents to be eligible. Awards are made to students who are admitted in the fall semester only.

The Scholars Award is granted for a maximum of four years. To be considered, a student must have achieved a 90% or better high school average and a minimum combined SAT score of 1200. This competitive award is based on interview, essay, and recommendations.

Students must enroll for 12 or more credits per semester to maintain eligibility for these awards. The student’s scholastic achievement will be reviewed each year in order to determine continued eligibility. Interested students may apply for the program through the Admissions Office or through their College advisor.

### Dormitory Scholars (S&W)
A limited number of scholars are also eligible for dormitory scholarships. These scholarships guarantee the fees for a room in the Hunter dormitory for four years.

### Graduating Senior Scholarships (S&W)
Graduating Hunter College seniors are eligible to apply to the Scholarship and Welfare Fund through the Office of the Dean of Students for special awards to assist them in meeting the cost of their first year of graduate study.

### The Hunter College Foundation
The Hunter College Foundation, established in 1991, is dedicated to ensuring continued access to the highest quality public higher education to all in New York who qualify, and to helping Hunter maintain its longstanding reputation for academic distinction. Toward this end, the Foundation offers a wide range of scholarships, prizes and awards in various disciplines and for graduate study at Hunter College. Some of the most prominent are listed below. (For information on financial assistance that may be available in your specific academic area, please contact the school or the department directly.)

The Athena Scholars Program provides a full, four-year undergraduate scholarship that covers the cost of tuition, books and living expenses to attract the highest achieving students. (For more information, please contact the Admissions Office at 212-772-4490.)

<table>
<thead>
<tr>
<th>Scholarship Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Avon/Tukman Scholars Program</td>
<td>Provides awards to students participating in the Summer Research Residency Program. The program encourages highly motivated women and minorities who are underrepresented in academia to pursue academic careers. (For more information, please contact the Associate Provost's Office at 212-772-4150.)</td>
</tr>
<tr>
<td>The Richard Eaton Scholarship</td>
<td>Awarded to minority students pursuing an undergraduate degree in communications with the Department of Film and Media Studies.</td>
</tr>
<tr>
<td>The Ruth Fizdale Scholarship Fund</td>
<td>Provides awards to students studying in the field of Social Work Education.</td>
</tr>
<tr>
<td>The George Getzel Family AIDS Scholarship</td>
<td>Awarded to students in the School of Social Work who are working in the field of AIDS. Students must demonstrate a commitment to working with people who have HIV/AIDS, and have an outstanding academic record.</td>
</tr>
<tr>
<td>The Gertrude Goldstein Orcutt Fund</td>
<td>Offers low-interest loans to female residents of New York State. Applicants must have legal or physical custody of a child or children. They must also be pursuing their first undergraduate degree at Hunter and would be unable to attend college without these funds. The Orcutt Fund makes approximately $25,000 available per year to matriculated freshman and sophomore female students who are eligible for grants of up to $2,500 per year. Junior and senior women students may receive up to $3,000 per year. (For more information, please contact the Financial Aid Office at 212-772-4820.)</td>
</tr>
<tr>
<td>The Samuel and Elisabeth Leeman Boksenbom Scholars Fund</td>
<td>Provides scholarship assistance to a deserving undergraduate and/or graduate Hunter student. The fund currently supports a study-abroad program run by the Department of Art.</td>
</tr>
<tr>
<td>The Joan Pincus Scholarship in Political Science</td>
<td>Awarded to dedicated students in the sophomore year or beyond who are majoring in political science. The student(s) will have an outstanding academic record and a commitment to the field. All else being equal, preference will be given to the student who has an outstanding academic record and is, at the same time, dependent upon scholarship assistance to complete his or her education.</td>
</tr>
<tr>
<td>The Yue-Sai Kan Scholarship Fund</td>
<td>Gives students whose native language is Chinese the opportunity to learn English or to increase their fluency in the English language. The scholarship enables deserving students to study English during an eight-week course offered by the International English Language Institute at the College. (For more information, please contact the International English Language Institute at 212-772-4290.)</td>
</tr>
<tr>
<td>The Adele Steinhauer Mullins Scholarship Fund</td>
<td>Makes awards to both undergraduate and graduate students who are over the age of 35 and wish to obtain an education or to re-educate themselves in order to pursue a new career. (For more information, please contact the Dean of Students at 212-772-4878.)</td>
</tr>
<tr>
<td>Presidential Scholarships</td>
<td>The President's office also makes a variety of scholarships available to students who are engaged in research, or who are working directly with faculty members. Please note the communications from the President’s office for availability</td>
</tr>
</tbody>
</table>

Many other scholarships are available. For more information,
please contact the department you are interested in.

Academic Honors

Dean’s List At the end of each fall and spring semester the dean of students recognizes matriculated students with excellent academic records. The criteria for inclusion on the Dean’s List are: a grade point average of 3.5 or higher with traditional letter grades (A, B, or C) in courses other than ESL basic skills courses in reading and writing. If ESL basic skills courses are taken, those grades will be excluded. No grades of D, F, NC, IN or WU are allowed in any course completed or attempted. Full-time students must complete 12 credits or more in one semester; part-time students must complete 6-11½ credits in two consecutive semesters.

Graduation with General College Honors A student who has completed 60 credits of traditional letter grades at Hunter College may be considered for graduation honors. Students with a cumulative GPA of 3.900 or higher will be graduated Summa Cum Laude. Students with a GPA from 3.750 to 3.899 will be graduated Magna Cum Laude. Students with a GPA from 3.500 to 3.749 will be graduated Cum Laude.

Graduation with Departmental Honors On recommendation of any department or interdepartmental field, students with at least 24 credits in the department or field may be graduated “With Honors” in that department or field, provided they graduate in the term for which they file for honors. Of these credits, 21 (or, in exceptional cases, 18) must be taken at Hunter. Students who participate in the Study Abroad Program or the Exchange Program within the United States may be considered for departmental honors even if they have earned fewer than 18 credits at Hunter in courses approved for the major.

Students are eligible for departmental honors if their GPA in the major or field is not less than 3.5 and if their cumulative GPA is not less than 2.7 at the time of graduation. The student must also elect at least 2 credits (but no more than 6 credits) in honors courses offered in that department or field and present to the department’s Committee on Honors a piece of independent work. Honors courses include seminar, laboratory, reading, and tutorial courses and independent study projects established for the instruction of honors students.

Honor Societies Two kinds of honor societies are recognized at Hunter College: academic and professional. In general the requirements for nomination are: for academic societies, a cumulative GPA of 3.0 and a departmental GPA prescribed by the department concerned, although in no case less than 3.0; for professional societies, a cumulative GPA of 2.8 and a departmental GPA and professional qualifications that meet departmental requirements. All honor societies except Phi Beta Kappa and Sigma Xi are subject to the rules and regulations established by a committee of the Hunter College Senate.

Students may qualify for the following honor societies:

<table>
<thead>
<tr>
<th>Society Name</th>
<th>Field/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Kappa Delta</td>
<td>Sociology</td>
</tr>
<tr>
<td>Dobro Slowo</td>
<td>Slavic Language and Literature</td>
</tr>
<tr>
<td>Eta Beta Rho</td>
<td>Hebrew</td>
</tr>
<tr>
<td>Gamma Theta Upsilon</td>
<td>Geography</td>
</tr>
<tr>
<td>Kappa Delta Pi</td>
<td>Education</td>
</tr>
<tr>
<td>Kappa Mu Epsilon</td>
<td>Music (academic)</td>
</tr>
<tr>
<td>Kappa Pi</td>
<td>Art</td>
</tr>
<tr>
<td>Omicron Delta Epsilon</td>
<td>Economics</td>
</tr>
<tr>
<td>Omicron Nu</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Phi Alpha Theta</td>
<td>History</td>
</tr>
<tr>
<td>Phi Sigma</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Phi Upsilon Omicron</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Pi Delta Phi</td>
<td>French</td>
</tr>
<tr>
<td>Pi Mu Epsilon</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Pi Sigma Alpha</td>
<td>Political Science</td>
</tr>
<tr>
<td>Psi Chi</td>
<td>Psychology</td>
</tr>
<tr>
<td>Sigma Delta Pi</td>
<td>Spanish</td>
</tr>
<tr>
<td>Sigma Epsilon Phi</td>
<td>German</td>
</tr>
<tr>
<td>Sigma Pi Sigma</td>
<td>Physics</td>
</tr>
<tr>
<td>Sigma Theta Tau</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

Phi Beta Kappa is a national honor society. Students do not apply for membership; they are elected on the basis of academic excellence. Eligibility is calculated on the basis of liberal arts courses under Phi Beta Kappa rules, which differ from those used in awarding other honors at Hunter College.

The Society of the Sigma Xi has as its purpose the encouragement of original investigation in pure and applied science. The Society now has about 190,000 members, organized in chapters.
at colleges and universities across the United States. These men and women have been elected to membership by their respective chapters because of their engagement in and commitment to the promotion of scientific research. The Hunter chapter was installed in May 1969.

Academic Policies and Regulations

Students are expected to be familiar with the various requirements and procedures as given in this catalog and to follow them.

At Hunter, the only source of academic rules and regulations is the Hunter College Senate and its committees, composed of faculty, students, and administrators, whose authority comes from the Board of Trustees. Any exceptions to these rules may be granted only by designated individuals. The Senate constantly studies possible areas of change. New rulings are always published in the Senate News Bulletin. Those affecting large numbers of students are published in the student newspapers and are also available in appropriate offices. For example, information on course changes is available in departmental offices; general and distribution requirement regulations can be obtained in the Office of Student Services.

Regulations are subject to interpretation according to the specific nature of any individual case. Students are encouraged and expected to make inquiries regarding a possible variance if they believe their circumstances warrant it. In order to avoid misunderstandings, students should not accept statements contrary to what is stated here without getting the exception in writing on a proper form from someone who has the authority to make an exception:

1. The only authority in the area pertaining to the distribution requirement and College regulations in general is the appeals coordinator in the Office of Student Services.

2. The only authority in matters pertaining to the major/minor is the chair of the major department or his/her designated representative.

3. The only authority in matters pertaining to the pluralism and diversity regulations is the Hunter College Senate.

4. The procedure for grade appeals is outlined on page 38.

Students should be especially careful of informally given advice. Every student is obliged to determine that all requirements for the degree have been met before the date of graduation. No changes may be made to the student record card after the graduation date. Any “STOPS” not cleared by the graduation date will result in the withholding of diploma and transcripts. IN grades received in the final semester must be completed by the graduation date. If not, an application to graduate for the following semester must be filed with the Graduation Audit Unit of the Registrar’s Office.

Students who are uncertain about the interpretation of any matter may learn under whose authority the matter rests by inquiring in the Office of Student Services.

This catalog covers the general academic requirements consonant with earning a degree at Hunter when this catalog went to press in 2000. Students are responsible for knowing all current regulations.

GRADING SYSTEM

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D, and F).

Retention Standards The Board of Trustees has mandated uniform student retention standards for all the colleges that are part of the City University system. Under these standards, decisions about whether or not students may continue in a CUNY college are made on the basis of the grade point average (GPA). In order to make these decisions, course grades are assigned quality points (which count toward the GPA), as shown in the following table:
ALERT/NOTE: ELIGIBILITY FOR SOME FINANCIAL AID GRANTS MAY BE AFFECTED BY THE CHOICE OF CREDIT/NO CREDIT GRADES. THIS MUST BE CHECKED BY STUDENTS BEFORE THE OPTION OF CREDIT/NO CREDIT GRADE IS MADE.

There are certain restrictions about how and when the student may choose the Credit/No Credit system:

a) A maximum of four courses (including repeated courses) at Hunter College may be taken on a Credit/No Credit basis excluding remedial/developmental courses and any courses with mandatory CR/NC grading.

b) Credit/No Credit grades are not allowed for students on probation.

c) When a student chooses the Credit/No Credit option and earns a D as the final grade, the student may choose to receive either the D or a grade of No Credit.

d) If (as a result of a student’s request) a Credit/No Credit is given where it is not an allowed grade according to existing regulations, it will be converted to a letter grade by the Registrar’s Office. Credit grades will be changed to C; No Credit grades will be changed to F.

e) With approval of the Senate, departments may prohibit the use of Credit/No Credit grades in major courses, especially in those areas in which outside certification is required. Credit/No Credit grades are not permitted in education, nursing, pre-engineering, premedical, health sciences, nutrition and food science, and prelaw. All students should check with their departmental advisors for specific policies.

The Credit/No Credit system may be elected by students up until the beginning of the final exam (or the due date for handing in the last term paper if there is no final exam). Requests must be made on a form obtained from the Registrar’s Office. When departmental policies allow, request forms must be accepted by the instructor. Students requesting grading according to this system must satisfy whatever attendance requirement has been set by the instructor, complete all the assignments, and take the final examination. It should be noted that the grade of No Credit shall be used only to replace the academic grades of D and F. It shall not be used to replace the grades of WU or IN. A No Credit grade may not override the FIN grade.

Retention on the Basis of Grade Point Average General scholarship is indicated by a college GPA (also referred to as the “cumulative index” or “index”). Each student is expected to know how to figure the GPA and is expected to compute it each semester.

Students admitted with advanced standing or transfer credits can not use previous grades earned at other colleges in the computation of the GPA, but the number of their transfer credits will be added to the total Hunter College credits to determine retention. This means that students must have achieved a given GPA by the time they have completed a certain number of credits or they will be placed on probation, and if insufficient improvement is made within a specified period, they will be subject to dismissal for poor scholarship. The standards guiding these decisions are as follows:

Retention and Probation — Undergraduate The grade point average earned over the total period of a student’s attendance indicates the adequacy of each student’s scholarship. Below you will find minimum standards for retention and probation. Students who fail to achieve the required academic standards will be placed on academic probation. During this probationary period students who make satisfactory academic progress will continue to maintain their academic standing with the College and their concurrent eligibility for financial aid. Students who fail to achieve the required academic standards while on probation will be dismissed from Hunter College and the University system. Reminder: Academic requirements are the student’s responsibility. A student is automatically on probation when he/she fails to achieve the required standards, whether he/she has received notification of such probation from the College or not. Therefore, always keep in mind your probation status when registering for the next semester.

The following table shows the minimum grade point average which each undergraduate student must meet:

<table>
<thead>
<tr>
<th>Total Credits Earned</th>
<th>Minimum Cumulative GPA (Index)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.5</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25 and over</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Hunter’s normal probation appeals procedure will continue to consider individual cases and to make such exception to these policies as circumstances may warrant.

Students dropped from the College may not be readmitted until they have been separated from the University for at least one semester or equivalent calendar time. Students must obtain an application for readmission at the OASIS, 217 HN. Students who are separated from the College may not enroll for credit-bearing courses in any unit of the University in any status.

Dismissal from the College and the City University Students who fail to achieve the required academic standards will be placed on academic probation. Students who fail to achieve the required academic standards while on probation will be dismissed from Hunter College and the University system.

Students may appeal an academic dismissal and should discuss the preparation of such an appeal with a counselor or advisor in the Office of Student Services. The Senate Committee on Student Standing reviews all appeals and makes the final determinations.

Tuition and fees will be refunded to a student who is dismissed for failure to meet the required academic standards after having registered.

Students who withdraw from the College when their GPA is below the required academic standards will be automatically dismissed from the University. Students who have been dismissed or who have withdrawn when their GPA is below required academic standards may not be readmitted until they have been separated from the University system for at least one fall or spring semester.
Students who wish to apply for readmission after separation of one or more semesters must file an application at the Welcome Center, 100 HN. Applications must be filed at least three months prior to the beginning of the semester in which the student plans to reenter. Until such time as they are eligible to apply for readmission, students who are separated from the University may not enroll for credit-bearing courses in any unit of the University in any status.

Incompletes Work in Course When a student for valid reason does not complete the work assigned in a course (including the final exam, papers, etc.), and in the view of the instructor still has a reasonable chance to pass the course, the student shall be given the grade IN (incomplete). The student must explain the reason to the instructor or, in the absence of the instructor, to the department chair, and arrange a schedule for making up the missing coursework. These steps must be taken as soon as possible and no later than the end of the second week of the following semester. The student shall then be given the opportunity to complete the course without penalty beyond previously established penalties for lateness.

The length of time permitted for completing missing coursework remains at the discretion of the instructor and shall be indicated in writing to the student, but shall not extend beyond the end of the semester following the one in which the course was taken. Unless the student submits the work by the date specified by the instructor, the grade will automatically become FIN on the student’s permanent record. (Under certain circumstances, where the student must repeat class sessions or laboratories in a course not given during the following semester, the FIN grade may later be corrected to the appropriate letter grade.)

Instructors and departments may choose to have make-up final examinations administered by the College. Such examinations will be given before Monday of the seventh week of the following semester. It is the responsibility of the student who must take an absent examination to determine from the instructor or department whether it will be administered by the College, to file the appropriate form, and to pay any required fee by the deadline specified by the College.

If the faculty member wishes to extend the deadline for the student to complete the coursework beyond one semester, the faculty member and the student must enter into a written contract clearly specifying the deadline. This contract must be written during the semester following the one in which the course was taken. The student must be aware that the IN grade will change to a FIN grade until the work is completed. The written contract must accompany the change of grade form. If the student has not filed a contract with the faculty member but still wishes to complete the work and have a FIN grade changed, the student can appeal to the Senate Grade Appeals Committee. The appeal must include the reason for failing to complete the work and must be accompanied by a supporting letter from the faculty member who issued the IN grade or, if the faculty member is no longer at the college, from the department chair. Appeals with no endorsement will be denied.

Repeating Courses

1. Students shall not be permitted to repeat a course in which they have received a grade of A, B, C, or CR unless that course has been designated as repeatable in the course description of the College catalog.

2. Students may repeat a course in which a D was received. The credit for that course will be applied toward the degree once, but both the grade of D and the second grade earned are calculated in the grade point average. If the course is part of a sequence, it should be repeated before continuing the sequence.

3. A student who has received a grade of D or NC twice (or any combination of these grades) in the same course may only reregister for the course with the permission of the department offering the course. This rule does not apply to ENGL 120.

4. If a student receives a failing grade (F, WU, FIN) in a course and then re-takes that course and receives a grade of A, B, C, or CR, the initial failing grade will remain on his/her academic record, but will no longer be computed into the grade point average. A “Failing Grade Course Repeat Form” must be filed in the OASIS, 217 HN.

   • The original course in which the failing grade was received must have been taken after September 1, 1984 and repeated after September 1, 1990.

   • No more than 16 credits may be deleted from the calculation of the cumulative grade point average.

   • If two or more failing grades have been received for the same course and a grade of C, CR, or better is subsequently earned, all of the failing grades for that course will be deleted from the grade point average, subject to the 16-credit limit.

   • The 16-credit limit applies cumulatively to courses taken at all CUNY colleges.

   • The repeated course must be taken at the same college as the initially failed course.

School of Nursing In order to be allowed to continue in the nursing major, students must receive minimum grades of “C” in all
required nursing courses. **One failed required nursing course (NURS 200, 310, 312, 331, 332, 410, 412, 419, 421) is repeatable once** by students who have received a “D” or less. Students who fail a second required nursing course in the sequence may not repeat that course and may not continue in the nursing major. This policy applies even though a grade appeal is in progress.

**Please note:** Other colleges, graduate schools, professional schools, services and employers may calculate a grade point average inclusive of the failing grades. If you have any questions regarding this policy, check with the Office of Student Services.

### OTHER ACADEMIC REGULATIONS

**Absence of Instructor** If a class finds that the instructor is still absent after 10 minutes of the period has elapsed, a representative should be sent to the appropriate department office for instructions. The class should remain until the representative returns.

**Academic Calendar and Sessions** The fall semester starts approximately September 1, the spring semester starts approximately February 1, and a summer program of six weeks begins in June. Consult the Schedule of Classes for specific starting dates.

Courses are offered from early morning to late evening each semester and in the summer. Students are expected to attend both the fall and spring semesters; students who do not must apply for readmission.

Attendance in the summer program is optional. Students who receive financial aid under the New York State Tuition Assistance Program (TAP) should realize that these awards are available for no more than a total of eight semesters (ten for SEEK). TAP assistance for a summer session will count as one-half a semester; the other half may be used only in a subsequent summer session.

**Academic Honesty - Plagiarism** Any deliberate borrowing of the ideas, terms, statements or knowledge of others without clear and specific acknowledgment of the source is plagiarism. It is, in fact, intellectual theft. Serious students, scholars and teachers agree that they cannot tolerate plagiarism.

It is not, of course, plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Any conscientious student will, from time to time, consult critical material and may wish to include some of the insights, terms, or statements encountered. When this happens, the source must be given full credit. This means listing the source in a footnote and/or appended bibliography and footnoting all quotations or close paraphrasing, including the page number of the passage in the source.

Plagiarism will result in disciplinary proceedings. A more detailed explanation of plagiarism and the accepted procedures for acknowledging sources is available from the Department of English or the Office of the Hunter College Senate.

**Academic Honesty - Purchase of Written Assignments and “Cheating”** Sale of term papers, student essays, reports, and other written assignments for use in credit courses is a misdemeanor under section 213-b of the Education Law. This law is interpreted to include material advertised to be used for “research purposes.” The use of material (whether or not purchased) prepared by another and submitted by students as their own will result in disciplinary proceedings. Similarly, copying or otherwise obtaining another’s answers to questions on examinations or assignments (commonly called “cheating”) will result in disciplinary proceedings.

### Appeals - Rules and Regulations

*Appeals for administrative exceptions to academic rules and regulations—including such matters as exceptions to approved program loads (except credits), variations of the distribution requirement, extension of time to take absentee exams, and other academic situations involved with coursework—are heard in the Office of Student Services.*

**Review Commission on the Distribution and Pluralism and Diversity Requirements of the Hunter College Senate** Students may submit appeals to this commission to seek substitutions or exemptions from specific Distribution and Pluralism and Diversity course requirements as follows:

1. The student is able to present clear evidence that it is impossible for him/her to complete the requirement as specified in the catalog and proposes an adequate substitute that completes the academic objectives of the requirement;

2. The student is able to present clear evidence that a “special topics” course he/she has taken fulfills the academic objectives of the requirement, but has not yet been approved by the Hunter College Senate as fulfilling the requirement; or

3. The student is able to present clear evidence that a course transferred from another college/university adequately fulfills the academic objectives of the requirement.

The commission does not consider appeals customarily reviewed by the Office of Student Services or appeals from students who are near graduation and have not yet completed the Distribution and Pluralism and Diversity requirement. Any student wishing to formulate an appeal as described above should do so through the office of the Hunter College Senate (1018 HE).

**Appeals - Grades** When a student considers a final course grade unsatisfactory, the student should first confer with the instructor regarding the accuracy of the grade received. This conference should be held within the first three weeks of the semester following receipt of the grade. At this time, errors may be corrected. If the grade is not an error, the student and instructor must together review all class material pertinent to the grade. If the student is not satisfied, or if the instructor does not confer with the student within the first three weeks of the semester, the student should promptly contact the department chair by submitting a written appeal, consisting of a statement giving the factual reasons and basis for the complaint. The student has the right to request in writing that the chair appoint a student as a member to a department/school appeal committee. This appeal at the department/school level must be submitted within the first five weeks of the semester following receipt of the grade, in accordance with the “College-wide Grade Appeals Procedures” adopted by the Senate in fall 1985. Copies of this procedure may be obtained in the Senate Office, the Office of Student Services, or departmental offices.

Students appealing the grade to the School of Nursing or the School of Health Sciences should direct their appeal to the director of the school. Students appealing the grade to the School of Social Work should direct the appeal to the dean of the school, who shall carry out the responsibilities of the department chair.

**Auditing** Students are required to file an application in the OASIS 217 HN, at the time of registration, to obtain permission to audit a course. Auditors must register in the normal manner and pay required tuition and fees. No credit or grade will be given for audited classes. Auditor status cannot be changed to credit status after the closing date for late registration. Likewise, credit status cannot be changed to auditor status after late registration.
Class Attendance All students (even those for whom attendance is optional) must report to classes during the first week of classes. Students will lose their place in some science laboratory classes if they do not attend the first class meeting. (See the “Notes” for biology and chemistry in the Schedule of Classes.)

Except for students who have earned fewer than 15 credits, the limitations on class cuts were removed in 1969. This does not preclude the keeping of attendance records by instructors, nor can absence from class be offered as an excuse for not fulfilling all requirements for passing a course. In cases where class participation is necessary to evaluate progress, students must attend class regularly. Attendance as a course requirement is always the prerogative of the instructor. Students who have earned fewer than 15 credits of college-level work are limited in the number of cuts they may take in a course without loss of credit:

1-cr course — 2 hrs of cuts
2-cr course — 4 hrs of cuts
3-cr course — 6 hrs of cuts
4-cr course — 8 hrs of cuts (equal to 1 lab period and 1 lecture)

College Calendar: Schedule of Final Examinations A final examination is required in each course at the College during the examination period scheduled by the registrar, except in those courses in which the department has ruled that no examination is given. Since the final examination week is part of the semester hour requirement as mandated by the State Education Department, the period scheduled for final examinations should be used either for the final examination in the course or as an instructional period.

Students in an examination room may not have in their possession or within their reach any books or papers except those permitted by the instructor for use in the examination. Notes normally carried in pockets or handbags should be placed completely out of reach. Students taking a drawing examination should bring their own implements. Students are not to possess an examination book at any time except during the examination period. Students should carefully fill out all information asked for on the front cover of every examination book used. If scratch paper is needed, students should use the back pages of the examination book; no other paper of any kind is to be used. All matter that is not intended to be read and marked by the examiner should be crossed out (but not torn out) before the examination book is handed in. No pages are to be torn from examination books.

The student is responsible for making sure that the instructor receives the examination book. Students may leave the examination room as soon as they finish. Quiet should be maintained in passing through the halls.

Students obliged to withdraw from an examination because of illness will be counted as absent from the examination and are permitted to take an absentee examination, as explained in the section on Incomplete Work in Course.

For information on absence from final examination for other reasons, see section on Incomplete Work in Course.

Suspension of Classes Announcements concerning emergency suspension of classes will be made on the following radio stations:

- WFAS 1230 AM and 104 FM
- WINS 1010 AM
- WADO 1280 AM (Spanish-speaking)
- WCBS 880 AM and 101.1 FM
- WBLS 107.5 FM
- WLIB 1140 AM

The NYC telephone information number, 999-1234, will also carry the announcement. Do not call College offices or broadcasting stations for information.

ID CARD OFFICE
217 North Building, OASIS

To obtain an ID card, bring a validated (stamped “paid”) Bursar’s Receipt for the current semester and other proof of identification, such as a Social Security card or a driver’s license, to the OASIS, 217HN.

Change of Name and Address Students should report to OASIS all changes of name and address to receive forms for change of name or address. Change of address should also be filed with the student’s local U.S. Post Office.

Access to College Files Board of Trustees guidelines and the Federal Education Rights and Privacy Act (FERPA) of 1974 permit the following information concerning current and former students to be made available to those parties who have a legitimate interest in the information: name, attendance dates, most recent address, major field of study, degrees received, and date.

By filing a letter with the Office of the Registrar at the OASIS, a student or former student may request that any or all of the above information not be released without the student’s prior written consent. This letter may be completed, withdrawn, or modified at any time.

Students may have access to their College records by completing a request form available in the OASIS. The office informs students when and where records may be inspected. Students are charged a fee for the duplication of a requested record. The parent(s) of a student who is younger than 18, and who is a dependent within the definition of Section 152 of the United States Internal Revenue Code of 1954, have right of access to those student records to which the student has right of access. When a student has waived access right to a particular document or record, the parent(s) have no access right. Dependency status may be demonstrated by submitting a copy of the last filed federal income tax form or other appropriate documents. Parent(s) of a student 18 years of age or older have no right of access, regardless of their child’s dependent status, without the consent of the student.

The FERPA states that parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still refuses to make the correction, the parent or eligible student has the right to place a statement in the records commenting on the contested information in the records.

Further information may be obtained from the Dean of Students.

Withdrawal from Part of Program The Board of Trustees has ruled that students have until the end of the third week of classes (or during the summer session the end of the first week of classes) to drop a course without penalty. This period coincides with the refund period. The course will not appear on the student’s record.

A student may withdraw officially, with a grade of W, between the end of the third week of classes and the first day of the tenth week of classes. (During the summer session a student may withdraw officially between the second week of classes and the first day of the fifth week of classes.) To do so, a student should obtain a withdrawal form from the OASIS. After the deadline, official withdrawals will be recommended by the Office of Student Services only when it is clear that the student has good and sufficient rea-
2. Academic requirements and standards

1. Curriculum

Hunter College has authority to determine College policy in matters related to:

- Governance Charter with the CUNY Board of Trustees. The Senate is the principal governance body of the College and the only such body that holds a Governance Charter with the CUNY Board of Trustees. The Senate has authority to determine College policy in matters related to:
  1. Curriculum
  2. Academic requirements and standards

3. Instruction and the evaluation of teaching

4. College development, including master plan

5. Computing and technology

Representatives of the faculty, student body, and administration constitute the voting membership of the Senate and serve for a term of two years. The elected officers of the Senate include the chairperson, vice-chairperson, secretary, and the chairperson of the Evening Council, who constitute the Senate Administrative Committee. Sixteen standing committees, including an Evening Council, and a varying number of special and ad-hoc committees accomplish much of the work of the Senate. Membership on committees is representative and open to all faculty and students by election of the full Senate from a slate recommended by the Nominating Committee and by member nominations from the Senate floor.

Regular meetings of the Senate are planned for one and one-half hours and are held twice a month. Additional monthly meetings are called as needed.

Election of faculty and student membership to the Senate occurs during the spring semester.

Faculty members and students are encouraged to become involved in the meetings of the Hunter College Senate and its committees. Further information may be obtained by visiting the Senate Office.

Hunter College Ombudsman 1016 East Building

The ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the College community (student, faculty, staff, or administration) about a problem or condition in the College. When requested and where possible, the anonymity of a complainant will be protected, and names will not be used in any reports the Ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate College officers, or recommend changes in College procedures or regulations that would eliminate such injustices in the future. The ombudsman may be reached at 772-4203.

Faculty Personnel and Budget Committee (FP&B)

Composed of the president, the provost, and the chairs of departments, FP&B is concerned with appointment, reappointment, promotion, and other faculty personnel matters.

Departmental Committees

Each department has bylaws approved by the Senate. These bylaws provide for a number of committees, most of which are open to student members. Further information is available in the appropriate departmental office.

The Faculty Delegate Assembly 1414 East Building

The Faculty Delegate Assembly is the official faculty organization of the College. Composed of two faculty members elected from each department/school, as well as the 10 representatives of the College to the University Faculty Senate, it works closely with the president, the provost, the Hunter College Senate and the Professional Staff Congress to maintain the academic standing of the College and to implement the suggestions of the faculty. In addition, the FDA publishes The Faculty Voice twice each semes-
The Student Governments

Undergraduate  121 North Building
Graduate  218 Thomas Hunter

These elected student groups have an essential role in the life of the College by allocating the "student activity fee," by chartering of student organizations, and by serving as representatives of students on matters of College policy.

College Name  The official name of the College, which must be used in correspondence and on application forms for employment, admission to graduate school, and transfer to other institutions, is "Hunter College of The City University of New York." Merely referring to "The City University of New York" or "CUNY" will result in the correspondence or application being sent to the Board of Trustees, thereby causing delay in processing.

College Regulations

Students should be aware of the following regulations:

- Students may not have personal or business mail or telegrams addressed to them at the College.
- The College cannot deliver messages to students except in cases of grave emergency.
- If a student has a visitor, a visitor's pass from the Office of Student Services is required.
- Students are required to present proper identification (Hunter ID Card) upon the request of any College official.
- The College does not provide a check-cashing service.
- No student or outsider may use any part of the College buildings (including bulletin boards) for soliciting or selling any merchandise without written permission from the dean of students.
- No student may be a self-appointed representative of the College.
- No pets or animals (except seeing-eye dogs) may be brought into College buildings.
- The use, possession, and/or distribution of hallucinogenic drugs, barbiturates, amphetamines, narcotics, and other dangerous drugs is prohibited by law and therefore by College regulations.
- Only wine and beer may be served at student sponsored functions. A representative of the sponsoring group must be present at the bar to assure compliance with the minimum drinking age.

Health Regulations

Health Standards  The following are the general health standards for admission, readmission, and continuing attendance at Hunter College:

1. The student's health status shall not constitute a danger to any individual or group at Hunter College.
2. The health condition shall not be such that it may be aggravated or intensified by the demands of attendance at the College.
3. Any limitations of activity necessitated by a health problem shall be such that program adjustments will still enable the student to conform to the College's academic requirements.
4. A student's health status shall be such that the student may be expected to continue his/her college work, taking a reasonable number of hours on a continuing basis.

Immunizations  Public Health Law 2165 requires college students to present a complete record of two live immunizations against measles, and single immunization against mumps and rubella. Students born on or after January 1, 1957 must submit a complete immunization record signed by a health practitioner.

Noncompliance will prohibit a student from registering for classes.

Medical Records and Examinations  Matriculated students (including transfer students) are required to submit a medical report by a recognized physician upon admission into certain programs. If a student's medical report or other factors indicate a health problem, the College may require from the student's physician a report from a medical specialist in the area of the student's disability.

Student Physical Activity Cards  Permissions for physical education and recreational activities are obtained in the Office of Health Services, 307 HN. As noted above, the prerequisite for issuance of approved cards is a completed medical report on file. These cards are valid for two years; then they must be renewed.

Computer and Network Use

The use of college computer, video and network facilities is subject to the rules and regulations of the college and any misuse of these facilities will be subject to college disciplinary process and applicable Federal laws regarding computer and communications theft. Rules for acceptable use and availability of systems are posted in each computer work area of the college.

Additional information can be found in the section on Student Regulations and Rights.

Drug-Free Schools and Campuses, Public Law 101-226

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

All Hunter College organizations sponsoring events must, in advance of the event, agree to the following conditions:

1. No person shall sell or provide an alcoholic beverage to a person under the age of 21. Where documentation of age is unavailable or not reasonably certain, the law requires denial of an alcoholic beverage to that person.

2. No person shall sell or provide an alcoholic beverage to a person actually or apparently under the influence of alcohol.

3. No person shall sell or provide an alcoholic beverage to a person known to be a habitual excessive drinker.

4. All advertising, promotion, publicity, invitations, etc. stating the availability of alcoholic beverages at an event, must include the following statement:

The unlawful possession, use or distribution of drugs is prohibited...
on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees By-Laws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees By-Laws and Article XIV, respectively.

Assistance is available by calling:
- Hunter College Emergency Medical Services — 772-4801
- Employee Assistance Program — 772-4051
- Student Services — 772-4882

The Hunter College Smoking Policy

Hunter College is a non-smoking environment (facility) pursuant to New York City Law.

Sexual Harassment Policy and Procedures

Sexual harassment is illegal. It is a form of sex discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, and the official policy of The City University of New York. The City University of New York issued a policy in 1982 which was updated and reissued in October 1995. The policy prohibits sexual harassment of faculty, staff, and students:

"It is the policy of The City University of New York to prohibit harassment of employees or students on the basis of sex. This policy is related to and is in conformity with the equal opportunity policy of the University to recruit, employ, retain and promote employees without regard to sex, age, race, color, or creed. Prompt investigation of allegations will be made to ascertain the veracity of complaints, and appropriate corrective action will be taken.

"It is a violation of policy for any member of the University community to engage in sexual harassment. It is also a violation of policy for any member of the University community to take action against an individual for reporting sexual harassment."

Hunter College adheres to CUNY policy and condemns all forms of sexual intimidation and exploitation. For the purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other intimidating verbal or written communications or physical conduct of a sexual nature. This behavior constitutes sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual;
3. such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working or learning environment."

To implement CUNY’s policy, Hunter College created a Sexual Harassment Panel. The panel 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/or deputy coordinator will fully investigate the complaint and report the results of the investigation to the College President (and dean of students, if the accused is a student).

Any student or other member of Hunter College may report allegations of sexual harassment to any member of the Sexual Harassment Panel. The names and phone numbers of the panel members are available in the panel coordinator’s office and in departments and offices in the College. The complaint will be promptly investigated and will be handled as confidentially as possible. Students, faculty or staff who are found, following applicable disciplinary proceedings, to have violated the CUNY Policy Against Sexual Harassment are subject to various penalties, including ter-
mination of employment and permanent dismissal from the University.

Further information on the panel is available from members of the panel in the panel’s office, located in 1206 East Building. Pamphlets on sexual harassment, and the official policy and procedures can be found in every department of the College as well as in the panel’s office. The panel coordinator is Professor Sandra Clarkson (phone number and fax number (212) 650-3660). For additional information please call the Sexual Harassment Panel Office at (212) 650-3084. In addition, the Chair of the Sexual Harassment Education Committee is:

William Mendez, Jr., Esq.
Affirmative Action Office, 1706 HE
Phone: 772-4242, Fax: 772-4724

*These criteria are based on Guidelines issued by the Office of Civil Rights, Department of Education.

Services and Facilities
Available to Students

The hours during which each of the offices serving students is open vary during the year. Each office can give you specific information about its own schedule.

Office of Student Services 1119 East Building
This office offers advice to all students on questions regarding procedures and regulations, course requirements, and curricula. It receives student appeals for exceptions to academic regulations. It provides information on graduate schools, on scholarships and fellowships in the United States and abroad, and on opportunities to study in other countries. It advises on special programs, including preprofessional preparation, the CUNY baccalaureate, and the BA/MA and BA/MS degrees. Welfare and consumer education can be obtained from the Office of Student Services.

Advising and Counseling Services 1119 East Building

Academic Advising
Academic advising is designed to assist students by guiding them through the process of course selection, program planning, degree requirements and the exploration of a major/minor. The range of academic services available to students include: Major Day receptions, pre-major conferences, Orientation Seminar, individual counseling, workshops and group activities with faculty.

Personal Counseling
Personal counseling is a therapeutic process through which students are helped to define goals, make decisions, and solve problems related to personal, social, educational and career concerns in a confidential setting.

Personal and psychological counseling are available to all students. Counselors will be glad to talk with students about anything that concerns them, ranging from information questions to discussions about the most suitable types of counseling for a problem. Students who wish to drop a course after the ninth week of the semester must see a counselor for possible approval of "withdrawal without penalty" (W). Students who are considering withdrawing from school altogether are encouraged to see a counselor before reaching a decision.

Counselors offer a variety of workshops in such areas as study skills, test anxiety, test-taking skills, assertiveness training, and choosing a major and minor. Students may attend as many of these workshops as they wish. Information about the dates and content of the workshops to be offered each semester is available in this office.

Hunter Athletics B317 West Building

Hunter College’s men’s and women’s intercollegiate athletic teams have established a legacy of success in recent decades at the conference, regional and national levels of competition. Hunter sponsors 20 men’s and women’s athletic teams competing at the NCAA Division III level. Student-athletes benefit from a fine academic environment, highly qualified coaches, and superior facilities for competition and practice.

Hunter’s athletic squads meet some of the finest Division III schools in the region, and compete in numerous tournaments and postseason contests. Over the last decade, Hunter has proven to be the dominant institution in the City University of New York Athletic Conference (CUNYAC). In that time, Hunter has captured 59 team championships, far more than any other CUNYAC col-
The Office of Career Development helps Hunter College students prepare for the competitive job market through a variety of career development services. These include:

**Internships** Internships provide the opportunity to gain career-related, preprofessional work experience related to a student’s major course of study. Interns work in corporations, government agencies and nonprofit organizations. Students gain new and related job skills, develop contacts for future employment, demonstrate related experience on a résumé and in an interview, and earn academic credit (or stipends). Matriculated undergraduate and graduate students are eligible to apply. Some projects may require related course work and a specific class standing (e.g., sophomore, junior, or senior class status). The number of academic credits and accompanying assignments are determined by the academic department in the student’s major or minor area of academic concentration. These experiences greatly improve students’ career opportunities after graduation in a competitive job market.

Assignments are available in the arts, social services, publishing, television production, computer programming, financial services, laboratory research, music, international affairs, dance, anthropology, sports, journalism, data analysis, theatre, historical research, environmental conservation, public affairs, health education, and others. Internships are available in the fall, spring and summer sessions.

**Employer Recruiting** Representatives from corporations, banks, brokerage houses, accounting firms, insurance companies, retail stores, computer and software companies, nonprofit organizations, and government agencies recruit on—and off—campus in the fall and spring by interviewing students for a variety of professional positions.

**Employer Visits** Employers and successful professionals come to Hunter to discuss career opportunities in their respective areas. Panelists explore current trends in various fields, offer suggestions for preparing for the competitive job market, and describe their own careers. From these experiences, students learn about specific companies, their products and services, hiring trends, and career opportunities.

**Job Listings** Businesses, industries, government agencies, schools, hospitals, and nonprofit organizations post entry-level and advanced-level part-time and full-time positions with our office. The Senior/Alumni Job Bank provides lists of jobs requiring a degree and can be accessed by appointment or during walk-in hours.

**Résumé Referral Program** Graduating seniors have the opportunity to enroll in the Résumé Referral Program. Approved résumés are sent directly to employers for review. Employers select those candidates they are interested in and conduct the interviews on and off campus.

**Career Resource Library** A wide variety of general career information is available to students: reference books, current publications in business, directories, recruiting literature, company annual reports, and employment guide books about career planning and job search strategies. For more information, call the office at 772-4850.

**Central Reservations** 711 West Building
All reservations by students, faculty, and staff for temporary use of space during the day and evening (including weekends) should be made through Central Reservations.

The initial assignment of rooms for scheduled classes, and room changes during the first two weeks of a semester, are made by the
Financial Aid and counseling should consult the director or coordinator. Students who have special problems or who need academic advising should consult various College offices and faculty. Evening and nondegree students. It helps students locate information and interpret office rules. This office serves as a liaison and facilitator for evening and nondegree students. It helps students locate information and interpret office rules. There is a 504 Grievance Procedure for disabled students at Hunter College. The Section 504 and ADA Coordinator at Hunter College, Professor Tamara Green, is responsible for policies related to the disabled. She can be contacted in 1429 West Building; 772-5061. Services include priority registration (after course approvals have been obtained from departments if needed), alternate testing, readers, notetakers and interpreters. There is a Disabled Student Access Center in 205 TH where readers/tutors are available on a drop-in basis. Equipment includes Visualtek machines (print enlarger), large print computer, voice synthesizer, adjustable height computer work stations, wireless auditory assistance kits, telephone devices for the deaf, magnifier table, large print dictionaries, large print typewriter, Braille writer, 4-track tape recorders, voice recognition software and text-to-speech software. Individual reading rooms are available on the second floor of the Waxler Library in the East Building.

For information, contact the Office of Disabled Students in Student Services, 1128 East Building; 772-4857.

There is a 504 Grievance Procedure for disabled students at Hunter College. Information is available from Student Services, 1103 East Building.

The Section 504 and ADA Coordinator at Hunter College, Professor Tamara Green, is responsible for policies related to the disabled. She can be contacted in 1429 West Building; 772-5061.

Emergency Loan Policy

The emergency loan program was established to assist students with an immediate problem concerning essential needs for school-related expenses. The program makes provision for emergency loans primarily as a substitute for financial aid checks not available on distribution dates because of College error. Emergency loans are generally not given unless the student has a viable method of repayment, such as stipends, wages, or expected financial aid loans. All emergency loans must be repaid prior to the end of the semester in which they are issued. All students receiving emergency loans must sign a limited Power of Attorney which will allow the College to recoup funds that have been advanced.

Counselors in the Financial Aid Office will help students with such emergencies. Additional information is available in the Financial Aid Office.

This program is funded, in part, by a bequest from Sara Feldmesser, Class of 1918.

Office of Health Services

The Office of Health Services provides emergency on-campus care by certified NYS Emergency Medical Technicians and infirmi-arya facilities for students requiring short-term rest. Physicians and nurse practitioners are on duty for a limited number of hours to provide: physicals with consultation, walk-in hours for general health care, limited rapid tests including tests for strep and TB, vaccinations for flu, hepatitis B, and tetanus and state-required immunizations. Also provided are free blood pressure screenings and health education information. In addition, the office is also responsible for the maintenance of all immunization records and the distribution of physical activity cards (required for use in all recreation programs and facilities).

The Sylvia and Danny Kaye Playhouse

The commitment to excellence that has always been the hallmark of a Hunter education extends to the performing arts. From 1943 until 1975, when the Hunter College Concert Bureau was closed during the city’s fiscal crisis, Hunter’s major performance spaces at the Lexington Avenue campus provided the city with a premier center for outstanding theatre, music and dance. Those who appeared at Hunter under the aegis of the bureau constitute a Who’s Who of the world’s greatest artists. Since the opening of The Sylvia and Danny Kaye Playhouse in 1993, Hunter is well on its way to serving the city once again as a center for preeminent cultural and educational events.

For most performances at The Sylvia and Danny Kaye Playhouse, a limited number of free tickets are available to Hunter students, and for most performances there are discounted tickets for all students, usually starting around $10. There are also employment opportunities for Hunter students at The Kaye Playhouse, including positions as ushers and box office personnel, as well as intern- ships. Box office (212) 772-4448; administrative office (212) 772-5207.

Recreation and Intramurals

B315 West Building
Hunter College recreational and intramural programs are designed to provide broad and diversified activities and services for students, faculty, staff and alumni at the College in order to enhance the quality of life. The intramural-recreational programs are flexible and provide for a variety of healthful and enjoyable experiences at all levels of skill and participation.

Recreational activities promote physical fitness, relaxation, wellness and enjoyment to members of the College. Activities offered include weight room/cardiovascular fitness, racquetball, swimming, dance/aerobics, basketball, volleyball, tennis and martial arts.

Over 20 different intramural sports are contested to provide Hunter students with the opportunity to compete in various organized activities, games and sports against members of the College. Some of the more popular sports include flag football, racquetball, fencing, basketball, volleyball, the Turkey Trot and Olympic Day.

Special Services/Tutoring
1215 East Building

The Special Services Program is a federally funded program designed to help students maintain good academic standing, stay in college, and graduate. It offers free tutoring, counseling, and other student support services to low-income, first-generation, and physically challenged Hunter students.

Free tutoring is available in many entry-level courses. Students should not wait until they are hopelessly behind in their course work but should come early in the semester if they experience difficulty in any subject. Tutors arrange both individual and group sessions. Tutoring may consist of a few brushup meetings or a series of intensive workshops, depending upon the nature of the students' problems.

Study Skills Resource Center
C001 North Building

The Study Skills Resource Center is designed to provide students with the opportunity to develop and enhance their study methods. The staff of the Resource Center conduct workshops in time management, note-taking, reading textbooks effectively, test-taking, vocabulary building, stress management, math-anxiety reduction, and goals and decision-making skills. Individualized study skills assistance and counseling are also available by appointment or on a walk-in basis. Reference materials, computerized study skills programs, and daily video presentations are provided for all students. Students who are interested in forming independent study groups are welcome to use the center's space. For more information, call the office at 772-4890.

Veterans Counseling Service
1119 East Building

The Veterans Counseling Service is staffed by counselors who are veterans themselves and helps students who are veterans with benefits and other matters. The Service has funds for tutors and welcomes those who wish to tutor as well as those who desire tutoring.

Ellen Morse Tishman Women’s Center
1214 East Building

The center provides a common meeting ground for students of diverse ethnicities, ages, concerns, and interests. It offers short-term counseling, support groups, and referral services. Programs of workshops, films, and discussion groups are regularly scheduled.

Assembly and Meeting Hours

Several periods are set aside each week during which no classes are scheduled. These periods, called “Deans’ Hours,” are reserved for official College assemblies, guidance meetings, and other academic and administrative purposes, and for student organization meetings.

Hunter College Libraries

The four College libraries—the main Jacqueline Grennan Wexler
Library and the Art Slide Library at 68th Street, the Health Professions Library at the Brookdale Campus, and the Social Work Library at 79th Street—are open stack collections and hold 750,000 volumes, 2,500 periodicals, 1,130,000 microforms, 200,000 art slides, and 2,000+ digital images. All Hunter libraries provide access to the CUNY+ online catalog of university-wide holdings, the Athena Network of CD-ROMs, and Internet access to remote online databases and full-text periodical articles. The entrance to the nine-floor main library is on the third-floor walkway level of the East Building where the Circulation Desk and the Center for Puerto Rican Studies are located. The floors are dedicated to specific areas: 1st floor – Education; 2nd floor – Reserve, Archives and Special Collections, Music and Video stations; 4th floor – Reference; 5th floor – General Periodicals; 6th floor – Science; 7th floor – Art and History. Floors B1 and B2 hold the remainder of the book collection, including social sciences and literature. The main library has individual and group study rooms, special facilities for students with disabilities, and networked computer classrooms and labs for word processing and Internet and access. The Health Professions Library also has a computer lab and classroom.

**Chanin Language Center**
209 West Building

The Chanin Language Center is a new state-of-the-art facility located in 209 HW. The center includes a classroom and an independent study lab equipped with 55 multimedia workstations. Students can supplement their language learning from the elementary to an advanced level of study by working with computerized study modules, CD-ROMs and digitized audio programs based on textbooks or lab manuals. The center provides Internet access to dictionaries and other writing and research tools. It also houses an extensive collection of films and video programs on VHS and DVD. Audiocassette home borrowing is available for students enrolled in a foreign-language course. Tutoring assistance is available for SEEK-status students enrolled in Spanish, French and Italian.

**Center hours:**
- **Mon-Thurs:** 10:00 AM-6:55 PM
- **Friday:** 10:00 AM-3:55 PM
- **Saturday:** 1:00 PM-3:55 PM

**Dolciani Mathematics Learning Center**

The Dolciani Mathematics Learning Center (formerly called the Math Learning Resource Center) is located in Rooms 300 through 305 HN. The center is a resource center providing computer-assisted tutorials, audio-visual materials, videotapes, and workshops for students enrolled in basic skills, algebra, elementary education, pre-calculus, calculus, statistics, and other mathematics and statistics courses.

**Instructional Computing and Information Technology**
http://www.hunter.cuny.edu/oicit

The Office of Instructional Computing and Information Technology (OICIT) provides a 250-seat computer work area in 1001 Hunter North for Hunter students, a 14-seat faculty development room, a 10-seat computer training room and two distance learning centers. Other services available to faculty, students and staff include: computer training, consultation, audio-visual services, teleconferencing and videoconferencing services, telephone and voice mail services, computer networking services (on campus and off campus), software licenses, and student information services. The access to and use of these services and facilities are defined in posted rules and regulations for each facility and are subject to the Rules and Regulations of the College.
The Bertha and Karl Leubsdorf Art Gallery, located at the 68th Street campus, houses professionally organized exhibits that support the educational programs of the Art Department of Hunter College.

The MFA Gallery, located at 450 West 41st Street, is an 8,500-sq.-ft. space renovated by graduate students and faculty. The entire exhibition program maximizes student and faculty participation to expand the parameters of the graduate programs in both fine arts and art history.

Dormitory Facilities

The Hunter College Residence Hall is located at 425 East 25th Street and houses 650 undergraduate and graduate students. All rooms are single-occupancy and contain basic furnishings. Each floor has a main lounge, bathroom facilities, and a kitchen.

There is a $50 application fee. For more information, contact the Residence Hall Office, 481-4311.

The Student Center

417 West Building

The Student Center offers programs, activities, and services to enhance the academic and extracurricular opportunities for new students. In concert with the Freshman Orientation Seminars and Block Programming initiatives, at the New Student Center students can connect with faculty, staff, and other students. They can obtain information regarding advising, financial aid, career counseling, residence living, health information, registration, and program planning. Programs link students with workshops, tutoring, campus and off-campus cultural and recreational events and promote participation in these activities.

The Registrar’s Office

217 North Building
Web Site: http://registrar.hunter.cuny.edu

This office prepares and maintains student academic records. Each semester, the Registrar’s Office mails a transcript to each student. Students should review these carefully and report any errors immediately. A student who does not receive one should inquire here.

The Registrar’s Office issues the Schedule of Classes prior to each registration period and sends registration materials to each student. This office also accepts and/or issues:

a. notices to students with IN grade notations with instructions concerning absentee examinations;
b. withdrawals from part of a program up to the first day of the tenth week of class;
c. permit forms to attend classes at other colleges;
d. major/minor forms to be approved by the major department and then filed here;
e. forms for change of name, address, and forms for recording new or corrected Social Security numbers;
f. certification of attendance for any valid reason;
g. application for graduation and final evaluation and certification for graduation.

Requests for transcripts are made through this office. Transcripts are sent outside of the College only on the signature of the student. There is a fee of $4.00 per transcript, except for transcripts sent to other units of the City University, which are free.

The OASIS (The Office of AdminiStrative and Information Services)

The Office of AdminiStrative and Information Services combines the most vital administrative services at Hunter College into one conveniently located office in Room 217HN. The OASIS incorporates the information services of the Registrar’s, Bursar’s and Financial Aid Offices. The OASIS is designed to make students’ business in Hunter’s administrative offices go smoothly and comfortably, eliminating most of the “traveling” previously done between offices. In addition, the OASIS is conveniently located next door to the Registrar’s Office, around the corner from the Bursar, Financial Aid and Admissions Offices, one floor up from the Hunter College Welcome Center and one floor down from the Medical Office.
College Bookstore

The bookstore stocks required, supplementary, and recommended textbooks (new and used), regulation school supplies, special course requirements, and other academic and nonacademic items. The bookstore also purchases used student textbooks.

Lost and Found

Lost articles should be returned as follows:
College library books — to the Wexler Library
College physical education equipment — to the Physical Education Department

All other articles should be returned to Lost and Found in the East Building (1119 HE) or Lost and Found depositories located on the first floor of the North building and in the lobby of the West building.

PUBLIC SAFETY AND SECURITY

Building Hours

In order to improve security services, the following schedule and procedures have been adopted for the Hunter College complex of buildings:

Fall and Spring Semesters
Monday through Thursday 7:00 AM-10:00 PM
Friday, Saturday, Sunday 7:00 AM-6:00 PM

Summer Session and between Sessions
Monday through Friday 7:00 AM-10:00 PM

Entry into the buildings at times and days other than those scheduled above is governed by the following security procedures:

1. Everyone must show proper identification to the security officers on duty. A sign-in and sign-out log will be maintained by the security officers.

2. Advance written notice, approved by a department head or a faculty member, should be submitted to the Public Safety and Security Office. The note should include the name(s) of the student(s) or, if a class, the number of students entering the building, the room and floor to be visited, and the approximate duration of the visit. If for any reason a written notice is not possible, a phone call to the Public Safety and Security Office with the same information is acceptable, provided it is followed up by a letter of confirmation.

Information and Complaints

Requests for information and complaints concerning security services should be made to John Williams, Director, Public Safety and Security, B122 West Building.

Security and Emergencies

A Public Safety and Security unit functions in each building in which Hunter holds classes. The phone number is posted prominently in each building. The security unit should be notified first in case of health or security emergencies. Persons other than those authorized should not call an ambulance unless they are prepared to pay for it.

Alumni Association
Course Designations

Numbering System  Each course in the curriculum is defined by an alphabetical prefix and a 3-digit number. The 3-digit number indicates the level of study: 100- and 200-level courses are lower division; 300- and 400-level courses are upper division; 500-, 600-, and 700-level courses are graduate courses.

000-level course designation  Remedial courses; placement determined by college-wide testing of entering students.

100-level course designation  Courses with no prerequisites, survey courses, or courses defining basic concepts and presenting the terminology of a discipline.

200-level course designation  Courses of intermediate college-level difficulty, courses with 100-level course(s) as prerequisite(s), or survey courses devoted to particular areas or fields within a discipline.

300-level course designation  Courses of advanced college-level difficulty taken by majors and upper-division students; these are often considered to be courses in the major, offered for students clearly interested in and qualified in the subject.

400-level course designation  Advanced upper-division courses and/or seminars, tutorials, and honors courses for majors and upper-division students.

Alphabetical Prefixes  The following prefixes are used, preceding the 3-digit number, to designate the field of study. They are listed here alphabetically, with the field and department or program to which they pertain. Specific departments and programs appear alphabetically in the table of contents, the index, and the HEGIS Code section.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Field</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACSK</td>
<td>Academic skills</td>
<td>SEEK (academic skills)</td>
</tr>
<tr>
<td>ANTHC</td>
<td>Cultural anthropology (anthropological linguistics, archaeology)</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ANTHP</td>
<td>Physical anthropology (genetics, paleontology, primate ecology, human evolution)</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ARTCR</td>
<td>Art (creative)</td>
<td>Art</td>
</tr>
<tr>
<td>ART H</td>
<td>Art (theory and history)</td>
<td>Art</td>
</tr>
<tr>
<td>ASIAN</td>
<td>Asian American Studies Program</td>
<td>Asian American Studies</td>
</tr>
<tr>
<td>ASTRO</td>
<td>Astronomy</td>
<td>Physics &amp; Astronomy</td>
</tr>
<tr>
<td>BIOCH</td>
<td>Biochemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biological sciences</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>BLPR</td>
<td>Black &amp; Puerto Rican studies</td>
<td>Black &amp; Puerto Rican Studies</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CHIN</td>
<td>Chinese</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>CLA</td>
<td>Classical culture and archaeology education</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>COMHE</td>
<td>Community health education</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>COMPL</td>
<td>Comparative literature</td>
<td>Comparative Literature</td>
</tr>
<tr>
<td>COMMSC</td>
<td>Communication sciences</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>COUNS</td>
<td>Counseling</td>
<td>Programs in Education</td>
</tr>
<tr>
<td>CSCI</td>
<td>Computer science</td>
<td>Computer Science</td>
</tr>
<tr>
<td>CUNBA</td>
<td>CUNY independent study fieldwork</td>
<td>CUNY Baccalaureate Program</td>
</tr>
<tr>
<td>DAN</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics and accounting</td>
<td>Economics</td>
</tr>
<tr>
<td>EDCS</td>
<td>Curriculum and teaching</td>
<td>Programs in Education</td>
</tr>
<tr>
<td>EDFDN</td>
<td>Educational foundations</td>
<td>Programs in Education</td>
</tr>
<tr>
<td>EDFS</td>
<td>Educational foundations</td>
<td>Programs in Education</td>
</tr>
<tr>
<td>EDUC</td>
<td>Curriculum &amp; teaching</td>
<td>Programs in Education</td>
</tr>
<tr>
<td>EOHS</td>
<td>Environmental &amp; occupational health sciences</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>ENGL</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>EEPS</td>
<td>Energy &amp; environmental studies</td>
<td>Energy &amp; Environmental Studies</td>
</tr>
<tr>
<td>FILM</td>
<td>Film</td>
<td>Film and Media Studies</td>
</tr>
<tr>
<td>FREN</td>
<td>French</td>
<td>Romance Languages</td>
</tr>
<tr>
<td>GEOG</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>GEOL</td>
<td>Geology</td>
<td>Geography</td>
</tr>
<tr>
<td>GERMN</td>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>GRK</td>
<td>Greek</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>GTECH</td>
<td>Geographic techniques &amp; methods</td>
<td>Geography</td>
</tr>
<tr>
<td>HEBR</td>
<td>Hebrew</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>HED</td>
<td>Health education</td>
<td>Education</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>HONS</td>
<td>Special honors curriculum interdisciplinary</td>
<td>Council on Honors</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities — interdisciplinary</td>
<td>School of Arts and Sciences</td>
</tr>
<tr>
<td>ILBAC</td>
<td>Independent learning by achievement contract</td>
<td>Office of Student Services</td>
</tr>
<tr>
<td>ITAL</td>
<td>Italian</td>
<td>Romance Languages</td>
</tr>
<tr>
<td>JPN</td>
<td>Japanese</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>JSS</td>
<td>Jewish social studies interdisciplinary</td>
<td>Jewish Social Studies</td>
</tr>
<tr>
<td>LACS</td>
<td>Latin American &amp; Caribbean studies</td>
<td>Latin American &amp; Caribbean Studies</td>
</tr>
<tr>
<td>LAT</td>
<td>Latin</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
<td>Mathematics and Statistics</td>
</tr>
<tr>
<td>MEDIA</td>
<td>Media studies (including journalism)</td>
<td>Film and Media Studies</td>
</tr>
<tr>
<td>MLS</td>
<td>Medical laboratory sciences</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>MODGK</td>
<td>Modern Greek</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>MUSHL</td>
<td>Music (history &amp; literature)</td>
<td>Music</td>
</tr>
<tr>
<td>MUSIN</td>
<td>Music (individual study project)</td>
<td>Music</td>
</tr>
<tr>
<td>MUSPF</td>
<td>Music (performance)</td>
<td>Music</td>
</tr>
<tr>
<td>MUSTH</td>
<td>Music (theory)</td>
<td>Music</td>
</tr>
<tr>
<td>MVMT</td>
<td>Movement</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>NFS</td>
<td>Nutrition &amp; food science</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>NURS</td>
<td>Nursing education</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>ORSEM</td>
<td>Orientation seminar</td>
<td>Office of Student Services</td>
</tr>
<tr>
<td>PEDCO</td>
<td>Physical education (coed)</td>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>PGEOG</td>
<td>Physical geography</td>
<td>Geography</td>
</tr>
<tr>
<td>PH</td>
<td>Urban public health</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>PHILO</td>
<td>Philosophy</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics</td>
<td>Physics &amp; Astronomy</td>
</tr>
<tr>
<td>PHYSC</td>
<td>Physical science</td>
<td>Physics &amp; Astronomy</td>
</tr>
<tr>
<td>POL</td>
<td>Polish</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>POLSC</td>
<td>Political science</td>
<td>Political Science</td>
</tr>
<tr>
<td>PORT</td>
<td>Portuguese</td>
<td>Romance Languages</td>
</tr>
<tr>
<td>Prefix</td>
<td>Field</td>
<td>Department/Program</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-------------------</td>
</tr>
<tr>
<td>PSYCH</td>
<td>Psychology</td>
<td>Psychology School of Health Sciences</td>
</tr>
<tr>
<td>PT</td>
<td>Physical therapy</td>
<td></td>
</tr>
<tr>
<td>QSTA</td>
<td>Quest</td>
<td>Curriculum &amp; Teaching Education Foundations Religion</td>
</tr>
<tr>
<td>QSTB</td>
<td>Quest</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>REL</td>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>RUSS</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td>Sciences and mathematics—interdisciplinary</td>
<td>School of Arts and Sciences</td>
</tr>
<tr>
<td>SHS</td>
<td>Health sciences—interdisciplinary</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Field</th>
<th>Department/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOSCI</td>
<td>Social sciences—interdisciplinary</td>
<td>School of Arts and Sciences</td>
</tr>
<tr>
<td>SPAN</td>
<td>Spanish</td>
<td>Romance Languages</td>
</tr>
<tr>
<td>STAT</td>
<td>Statistics</td>
<td>Mathematics and Statistics</td>
</tr>
<tr>
<td>SWA</td>
<td>Swahili</td>
<td>Black &amp; Puerto Rican Studies</td>
</tr>
<tr>
<td>TEL</td>
<td>Theatre</td>
<td></td>
</tr>
<tr>
<td>THEA</td>
<td>Theatre</td>
<td></td>
</tr>
<tr>
<td>UKR</td>
<td>Ukrainian</td>
<td>Classical &amp; Oriental Studies</td>
</tr>
<tr>
<td>URBP</td>
<td>Urban planning</td>
<td>Urban Affairs</td>
</tr>
<tr>
<td>URBS</td>
<td>Urban studies</td>
<td>Urban Affairs</td>
</tr>
<tr>
<td>WOMST</td>
<td>Women's studies—interdisciplinary</td>
<td>Women's Studies</td>
</tr>
<tr>
<td>YOR</td>
<td>Yoruba</td>
<td>Black &amp; Puerto Rican Studies</td>
</tr>
</tbody>
</table>

Abbreviations

ABS | Absence
APT | Advanced placement test
APTS | Aid for Part-Time Study
BA | Bachelor of Arts
BFA | Bachelor of Fine Arts
BMus | Bachelor of Music
BS | Bachelor of Science
CR/NC | Credit/no credit
CLEP | College-level Examination Program
conf | Conference
COR | Career Opportunities in Research and Education
coreq | Corequisite
CPE | College Placement Examination
CPI | College Preparatory Initiative
cr | Credit(s)
CRT | Cathode ray tube
CUNY | City University of New York
D | Day
demo | Demonstration
department | Department
disc | Discussion
E | Evening
Fa | Fall
ff | Following
FIN | Failure-Incomplete
FP&B | Faculty Personnel and Budget Committee
Fr | Freshman
FSAT | Freshman Skills Assessment Test
FWS | Federal Work Study
G | Graduate
GED | Test of General Educational Development
GPA | Grade point average
HEGIS | Higher Education General Information Survey
hr(s) | Hour(s)
ID | Identification
IN | Incomplete

Instr | Instructor
Jr | Junior
K-12 | Kindergarten through 12th grade
lab | Laboratory
lec | Lecture
MA | Master of Arts
MARC | Minority Access to Research Careers
MBRS | Minority Biomedical Research Support
MS | Master of Science
MSEd | Master of Science in Education
MSW | Master of Social Work
MUP | Master of Urban Planning
N-6 | Nursery—6th Grade
perm | Permission
PhD | Doctor of philosophy
PLUS | Parent Loans for Undergraduate Students
prereq | Prerequisite
rec | Recommendation
recit | Recitation
Sec. Ed. | Secondary Education
SEEK | Search for Education, Elevation, and Knowledge
sem | Semester
So | Sophomore
Sp | Spring
Sr | Senior
Su | Summer
TBA | To be arranged
TOEFL | Test of English as a Foreign Language
TTT | Training Tomorrow's Teachers
U | Undergraduate
W | Student withdrawal without penalty
WA | Administrative withdrawal without penalty
WU | Withdrew, failing or without approval
yr | Year
Hunter College’s School of Arts and Sciences was established in July 1998. It represents the merging into a single unit of Hunter’s three former divisions of liberal arts and sciences: Humanities and the Arts; Sciences and Mathematics; and Social Sciences. The School of Arts and Sciences offers most of the courses that students are required to take in order to fulfill their general education, or distribution, requirement. In addition, the school is the home of majors in the liberal arts and sciences, offering students a rich variety of research and performance opportunities. Many of the programs work closely with the School of Education to prepare future teachers. The twenty-three departments of the School of Arts and Sciences are:

- Anthropology
- Art
- Biological Sciences
- Black and Puerto Rican Studies
- Chemistry
- Classical and Oriental Studies
- Computer Science
- Economics
- English
- Film and Media Studies
- Geography
- German
- History
- Mathematics and Statistics
- Music
- Philosophy
- Physics and Astronomy
- Political Science
- Psychology
- Romance Languages
- Sociology
- Theatre
- Urban Affairs and Planning

Within some of these departments, there are a number of discrete programs. For instance, the Department of Classical and Oriental Studies offers courses in Greek, Latin, Chinese, Japanese, Hebrew, Russian, Polish and Ukrainian languages, as well as courses in classical studies. As another example, the Department of Geography offers courses in geology, human geography, physical geography, and geographic techniques and methods. Studies in accounting are provided by the Department of Economics. The Department of Music is the home of the Dance Program, whose emphasis is on modern dance. Students are advised to read the descriptive introductions to each departmental set of requirements and course listings in order to discover the rich array of subjects they can learn about in the school.

A wide variety of interdisciplinary courses and programs has resulted from the interests of Hunter faculty and students. Moreover, the Thomas Hunter Honors Program and a number of other honors opportunities for Hunter students draw their faculty and research facilities primarily from the School of Arts and Sciences.

In addition to the departments, a number of programs, many of them interdisciplinary, are housed in the School of Arts and Sciences. They are:

- Asian American Studies (offers minor only)
- Comparative Literature
- Dance
- English Language Arts
- Jewish Social Studies
- Latin American and Caribbean Studies
- Religion
- Women’s Studies

Furthermore, the School of Arts and Sciences provides students with a number of learning centers, performance arenas, laboratories, as well as opportunities to study abroad or at other American colleges and to engage in community service and a variety of internships and cooperative programs.

The School of Arts and Sciences offices are located on the 8th floor of the East Building at Lexington Avenue and 68th Street. The reception area is Room 812 East Building, and the telephone number is (212) 772-5121. The school’s departments and programs are spread out in the East, West, Thomas Hunter, and North Buildings of Hunter College, as well as, for Studio Art, in a West Side building near the Times Square area.
Anthropology

Department Office 772 North Building; 772-5410
Chair Gregory Johnson
Professors Bendix, Bromage, DeWind, Edelman, Johnson, Lees, McGovern, McLendon, Oates, Parry, Smith, Susser, Szalay
Associate Professors Creed, Lennihan
Assistant Professor Bulag
Advisors Marc Edelman, Susan Lees
BA/MA Program Marc Edelman

Web Site: http://maxweber.hunter.cuny.edu/anthro/

Anthropology is the scientific study of past and present peoples. Among the social sciences, anthropology is distinguished by its comparative approach to peoples and cultures. As a major in a liberal arts curriculum, it provides students with basic and advanced training in all four branches of the discipline: cultural anthropology (ethnology), archaeology, physical anthropology, and anthropological linguistics. Major and minor programs are designed to prepare students for postgraduate activities, which include graduate studies and research, teaching, social work, and work in museums, government, and industry, both domestic and overseas. Many use anthropology as a pre-medical degree. The anthropology major consists of 25 credits as follows:

<table>
<thead>
<tr>
<th>Field</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology</td>
<td>ANTHC 126</td>
<td>3</td>
</tr>
<tr>
<td>Cultural anthropology</td>
<td>ANTHC 318</td>
<td>3</td>
</tr>
<tr>
<td>General</td>
<td>ANTHC 314</td>
<td>3</td>
</tr>
<tr>
<td>Linguistics</td>
<td>ANTHC 151</td>
<td>3</td>
</tr>
<tr>
<td>Physical anthropology</td>
<td>ANTHP 101 or 102</td>
<td>4</td>
</tr>
<tr>
<td>Elective courses, selected from the above fields</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

The minor consists of 12 credits. Sociology, history, education, languages, biology, geology, psychology, art, art history, and classics are often selected as minor concentrations, but they are not the only suitable choices. The sequence in secondary education is an appropriate minor for students preparing to become social studies teachers at the secondary school level. The minor for the anthropology major should be selected after consultation with the undergraduate advisor or the department chair.

It is also possible for the major to minor in one of the four fields of anthropology by combining relevant courses from other departments:

- Anthropological Linguistics—relevant courses in anthropological linguistics (in the Department of Anthropology), and in classics, English, film and media, German, Hebrew, philosophy, Romance languages, Russian, and theatre.
- Archaeology—relevant courses in prehistoric archaeology (in the Department of Anthropology), and in art, chemistry, classics, geography, geology, history, mathematics, and physics.
- Cultural Anthropology or Ethnology—relevant courses in cultural anthropology (in the Department of Anthropology), and in classics, education, economics, English, geography, geology, Latin American and Caribbean studies, mathematics, music, philosophy, political science, psychology, sociology, and foreign languages.
- Physical Anthropology—relevant courses in physical anthropology (in the Department of Anthropology) and in biological sciences, chemistry, geography, geology, mathematics, and physics.

*Preparation for Secondary School Teaching* In cooperation with the School of Education, the Department of Anthropology provides opportunities for students to prepare for a career in teaching at the secondary or elementary school level. Students who want to qualify for teaching social studies in secondary schools should see the History Department section in this catalog for specific requirements in the social sciences and see the Education section of this catalog for other requirements. Advising is also available in the Office of Educational Services, Room W1000.

Honors Work Honors work is possible in each of the major branches of anthropology. The emphasis is on independent student research under the supervision of a faculty member. In order to graduate with departmental honors in anthropology, a student must (1) have taken at least 2 credits of ANTHC 400; (2) have a GPA in the major of not less than 3.5 and a GPA of not less than 2.8 at the time of graduation; and (3) complete a departmental honors form available from the departmental undergraduate advisor.

ANTH 400 Honors Project (available to students in each of the four fields of anthropology) Open to qualified juniors and seniors every semester. Research under supervision of a faculty member. From 2 to 3 credits per semester, depending on the nature of the student’s work. May be taken for 1, 2, or 3 semesters for a maximum of 6 credits. To apply, students must (1) present a research plan prepared in conjunction with a faculty member, (2) have this plan approved by the undergraduate advisor and the department chair, (3) obtain approval prior to preregistration.

Interdepartmental Fields Students who want to do work in anthropology as part of an interdepartmental field, such as Black and Puerto Rican studies, energy and environmental studies, Latin American and Caribbean studies, religion, urban affairs and planning, or women’s studies, should refer to descriptions under the department or field of their interest.

*This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional informa-
tion from the Office of Educational Services, 1000 Hunter West, 772-4624.

Four-year BA/MA Program in Anthropology  For a limited num-
ber of outstanding students, the department offers a four-year
BA/MA program in anthropology. The program is designed for
freshmen, but in certain circumstances sophomores can be con-
sidered. Interested and qualified students should consult the pro-
gram’s advisor or the department chair at the earliest possible date.

COURSE LISTINGS
Most courses are not offered every semester. Courses which are offered
every semester are noted below in the course description.

Biological Anthropology, Genetics, and Paleontology
ANTHP 101 Human Evolution 6 hrs (3 lec, 3 lab), 4 cr. Offered every
semester. Ethology, morphology, paleontology, and genetics pertaining to liv-
ing and extinct hominids.

ANTHP 102 Human Variation 6 hrs (3 lec, 3 lab), 4 cr. Offered every
semester. Genetic and racial analysis of contemporary human populations.
Lab experiments and demonstrations.

ANTHP 301 Human Fossil Record 3 hrs, 3 cr. Prereq: ANTHP 101,102, or
equiv. The hominid fossil record of Africa, Asia, and Europe. Human evolution as
evidenced in fossil record.

ANTHP 310 Primate Ecology and Behavior 3 hrs, 3 cr. Prereq: ANTHP
101 or 102 or BIOL 100 or 102. Examination of ecological factors responsible
for the distribution and behavior of living primate species.

ANTHP 311 Primate Evolution 3 hrs, 3 cr. Prereq: ANTHP 101 or perm
instr. Evolution of primate behavior and morphology; interdependence of ecol-
ogy, behavior, and morphology.

ANTHP 316 Human Evolutionary Adaptations 3 hrs, 3 cr. Prereq:
ANTHP 101 or 102 or BIOL 100 or 102. Studies adaptive significance of dis-
tinctive biological features of human species, including brain size, secondary
sexual characteristics, sparse body hair, and use of complex language.

ANTHP 400 Seminars in Selected Topics 3 hrs, 3 cr. Prereq: depends on
topic. Course provides in-depth study of specific topics in field of physical
anthropology.

Cultural Anthropology and Ethnology
ANTHC 101 Introduction to Cultural Anthropology 3 hrs, 3 cr. Offered
every semester. Comparative and historical examination of the human condi-
tion through a focus on diverse responses to universal problems, such as
making a living, resolving conflict, organizing family/kin relations, and finding
meaning in the world.

ANTHC 102 Contemporary Issues in Anthropological Perspectives 3 hrs,
3 cr. Anthropological perspectives on current issues such as crime, war,
sex differences, cults, and energy crisis.

ANTHC 200 Africa: Societies and Cultures 3 hrs, 3 cr. Pre-colonial, colo-
rial, and contemporary communities, subsistence and exchange systems,
and ecological adaptations.

ANTHC 201 The Middle East: Societies and Cultures 3 hrs, 3 cr. Peasant,
nomadic, and urban society; kinship, ethnic, religious, and ecological diversi-
ty; colonialism and modernization.

ANTHC 204 East Asia: Societies and Cultures 3 hrs, 3 cr. Historical and
regional variation in various East Asian societies, with a focus on political eco-
omy, kinship, community, and national minorities.

ANTHC 211 Native North America: Societies and Cultures 3 hrs, 3 cr.
Adaptive strategies and cultural variations in pre- and post-contact periods;
problems in contemporary societies.

ANTHC 213 Latin America: Societies and Cultures 3 hrs, 3 cr. Develop-
ment and organization of tropical forest Indians, hacienda and plantation
economies, peasant and urban societies.

ANTHC 214 The Caribbean: Societies and Cultures 3 hrs, 3 cr. Indigenous
peoples, colonization, and slavery; minorities, race relations; family life, reli-
gion, and economy.

ANTHC 301 Gender in Anthropological Perspective 3 hrs, 3 cr. Prereq:
ANTHC 101 or perm instr. Men and women in different societies, division of
labor, socialization, stratification, political activism, and gender construction.

ANTHC 304 Economy and Culture 3 hrs, 3 cr. Prereq: ANTHC 101 or perm
instr. Various systems of production, consumption, and exchange; relation-
ship to politics and ecology; connections between rural, urban, and global
economies.

ANTHC 305 Psychological Anthropology 3 hrs, 3 cr. Prereq: ANTHC 101
or perm instr. Factors related to cross-cultural variation in personality, includ-
ing male-female relationships and sexual preferences. Psychological expla-
nations of different customs (initiation, folktales, games).

ANTHC 306 Folklore and Myth 3 hrs, 3 cr. Cultural and psychological func-
tions and symbolic meanings.

ANTHC 307 Anthropology of Religion 3 hrs, 3 cr. Emphasis on non-Western
societies; theories of religion, magic; functions and symbolic meaning.

ANTHC 308 Human Ecology 3 hrs, 3 cr. Prereq: ANTHC 101 or perm instr.
Relationship between human populations and environment; ecosystems, pop-
ulation interactions, resource management and environmental movements.

ANTHC 310 Politics and Power in Anthropological Perspective 3 hrs,
3 cr. Prereq: ANTHC 101 or perm instr. Leadership, conflict, inequality, deci-
sion-making, and law in different societies; interaction of local politics with
state and global institutions.

ANTHC 311 Anthropology of Art 3 hrs, 3 cr. Symbolic forms of human
behavior: paleolithic cave art, tribal art, ethnomusicology.

ANTHC 314 Research Design in Anthropology 3 hrs, 3 cr. Prereq: ANTHC
101. Introduction to basic principles of research design employed in anthro-
pology. Normally offered once each year.

ANTHC 315 Applied Anthropology 3 hrs, 3 cr. Prereq: ANTHC 101 or
perm instr. Practical applications of theory and methods to contemporary
social problems; community development; intercultural relations.

ANTHC 318 History of Anthropological Theory 3 hrs, 3 cr. Prereq: ANTHC
101 or perm instr. Changing approaches to the study of society and culture.
Political and historical context of the development of theory, the link between
theory and method, and the impact of theory on policy. Normally offered every
semester.

ANTHC 320 Problems in Anthropology 3 hrs, 3 cr. Prereq: Offered every
semester. Topic to be announced. Recent courses have looked at energy
policy, women and economic development, and international migration.

ANTHC 321 Women and Globalization 3 hrs, 3 cr. Prereq: ANTHC 101 or
perm instr. The situation of women from less developed countries with atten-
tion to the local and global forces shaping their lives. Topics include migra-
tion, the international division of labor, and worldwide adoption. Includes both
theoretical approaches and practical issues related to improving women’s
place in society.

ANTHC 325 Special Projects and Independent Research in Anthrop-
ology 3 hrs, 3 cr. Prereq: perm instr. Offered every semester.

ANTHC 332 East Asia: Societies and Cultures 3 hrs, 3 cr. Prereq: ANTHC
101 or perm instr. Historical and regional variation in various East Asian soci-
esties with a focus on political economy, kinship, community, and national
minorities.

ANTHC 334 Latin America: Societies and Cultures 3 hrs, 3 cr. Prereq:
ANTHC 101 or perm instr. Changing views of US and Latin American anthro-
pologists on ethnic, class and gender relations, underdevelopment, migration,
and social movements.

ANTHC 400 Honors Projects Prereq: perm chair. Offered every semester.

ANTHC 401 Seminars in Selected Topics Topics to be announced.

Linguistics
ANTHC 151 Introduction to Linguistics 3 hrs, 3 cr. Offered every semes-
ter. Structure and analysis of human languages; language history; language
in society, culture, and mind; language universals.

ANTHC 260 North American Indian Languages and Cultures 3 hrs, 3 cr.
Linguistic analysis and sociocultural background of North American Indian
languages.

ANTHC 263 Afro-New World Languages and Cultures 3 hrs, 3 cr.
Linguistic analysis, history, sociocultural background of Caribbean Creole lan-
guages, other African-American speech forms.
ANTHC 351 Language and Culture 3 hrs, 3 cr. Semantics; uses of languages in culture, cognition, society; linguistic archaeology; structural models in social science.

ANTHC 352 Language in Society 3 hrs, 3 cr. Offered once a year either spring or fall. Language, dialect, bilingualism in social and political life; language and ethnic identity; anthropology of communication.

ANTHC 353 Phonological Analysis and Theory 3 hrs, 3 cr. Prereq: ANTHC 151 or equiv. Phonetics of diverse languages, their phonemic analysis at different levels of theory, including distinctive feature analysis and phonological links to grammar.

ANTHC 354 Grammatical Analysis and Theory 3 hrs, 3 cr. Prereq: ANTHC 151 or equiv. Methods of syntax and morphology in work with diverse languages; syntactic theories and their development relative to universals, semantics, pragmatics, discourse.

Archaeology

ANTHC 126 Introduction to Prehistoric Archaeology 3 hrs, 3 cr. Offered every semester. Human social and cultural evolution from the earliest hominids to the rise of the first civilizations.

ANTHC 127 Introduction to Archaeological Techniques 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Strategies of data collection; determination of age of deposits, environmental reconstruction, examination of artifacts.

ANTHC 226 Archaeology of Africa 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Prehistory; origins, adaptations, cultural evolution of early hominids; origins of agriculture, early complex societies.

ANTHC 227 Archaeology of Europe 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Prehistory; early hunting and gathering adaptations, beginnings of sedentary village life, development of complex societies.

ANTHC 228 Archaeology of the Near East to 2000 BC 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Sociocultural development of Near East from early hunter-gatherers to first states and empires.

ANTHC 230 Prehistory of North American Indians 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Examination of adaptation and change in prehistoric cultural systems, employing archaeological and ethnohistorical sources.

ANTHC 231 Archaeology of Mesoamerica 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Sociocultural development from early hunter-gatherers to first pre-Hispanic states and empires.

ANTHC 232 Archaeology of South America and the Caribbean 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Sociocultural development from early hunter-gatherers to first pre-Hispanic states and empires.

ANTHC 236 Rise of Old and New World Civilizations 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Theoretical and empirical examination of development of urbanism and state, in Old and New Worlds.

ANTHC 237 Prehistoric Cultural Ecology 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Survey of selected problems in human evolution and adaptation from an ecological perspective.

ANTHC 346 Analytic Methods in Archaeology 5 hrs (3 lec, 2 lab), 4 cr. Prereq: ANTHC 126 or perm instr. Theory and methods of analysis of materials recovered from archaeological excavations and surveys.

ANTHC 426 Seminar in Archaeological Field Methods 3 hrs, 3 cr. Prereq: ANTHC 126 or perm instr. Introduction to field methods and techniques in survey and excavation; involves weekend fieldwork on nearby sites.

Courses probably not offered in 2000-2002:

ANTHC 203 Kinship and Social Organization
ANTHC 306 Folklore and Myth
ANTHC 309 Country and City in Comparative Perspective
ANTHC 316 Quantitative Methods in Anthropology
ANTHC 317 Field Methods in Cultural Anthropology
ANTHC 328 Technology and Material Culture

ANTHC 324 Theory of Evolution

ANTHR 214 Theory of Evolution

ART

Department Office 11054 North Building; 772-4995
Chair Sanford Wurmfeld
Distinguished Professors DeCarava, Morris
Professors Agee, Bates, Braun, Crile, Dynes, Feldstein, Hofmann, Jaudon, Moore, Panzera, Sánchez, Stapleford, Swain, Wurmfeld
Associate Professors Blum, Carreiro, Mongrain, Roos, Vergara, Weaver
Assistant Professors Evertz, Siegel, Ward
Advisors Wayne Dynes, Katy Siegel, Richard Stapleford, Lisa Vergara (Art History); Susan Crile, Gabriele Evertz, Jeffrey Mongrain, Anthony Panzera (Studio Art)

The Department of Art offers a wide variety of courses for majors and non-majors. In studio art, two academic degree programs are offered: the BA and the BFA. In art history, we offer a BA degree.

Art history is the study of works of art and architectural monuments in their cultural environment. Students learn first to develop their powers of critical visual analysis. Then, by concentrated study of certain significant periods in the history of Western and non-Western art, they learn to relate the forms of art to contemporary historical, political, economic, religious, social, and cultural phenomena.

The department’s broad range of studio courses begins with Introduction to Visual Studies and Beginning Drawing, which are prerequisites for all advanced studio courses except ARTCR 203, 204, and 261. In the beginning classes, the student learns the basic principles in various media; the advanced courses emphasize individual exploration.

Distribution Requirement ART H 111 (Introduction to the History of Art) is the only course applicable to the distribution requirement (Category V, Group 1).

STUDIO ART

The 24-credit Major The standard major is available to the student interested in a liberal arts education. It consists of eight courses in the major subject, normally one 3-credit course per semester, and includes ARTCR 101 and 221 followed by an additional 18 credits selected from 200- and 300-level courses. The department recommends that the minor associated with the 24-credit studio major consist of 12 credits in art history.

The 42-credit Major (BA) An intensive major is available for the student who prefers a greater concentration in studio art and particularly for the student who plans to do graduate study in art. It consists of 11 courses in the major, including ARTCR 101 and 221, plus a concentration of 9 credits in one study area (e.g., painting, sculpture, drawing, graphics, applied design, ceramics, photography). Nine credits of study in art history are required.

Students should consult with a department advisor for guidance in the selection of 200-level courses. The plan for the area of concentration should be submitted to an advisor for tentative approval at the beginning of the junior year and for final approval in the lower senior term.
A maximum of 35 credits in studio art may be applied toward the BA degree. There is no minor associated with the 42-credit major.

The 61-credit Major (BFA) This degree is open to the student who wants to complete work in studio art beyond the 42-credit major, and particularly the student who intends to pursue a career as a professional artist and attend graduate school. Students follow the regular distribution requirement for the BA degree.

Departmental approval of the 61-cr BFA concentration is required. Some of the 61 credits may, with departmental approval, be earned in other departments. Required courses are as follows:

Year 1  
ARTCR 101, 221  
ART H 111 (see below)  
6 cr

Year 2  
4 of the following 5 courses OR 3 of the following 5 courses plus one 300-level course:  
ARTCR 225, 235, 251, 257, 271  
12 cr

Year 3  
At least one area of concentration with two 300-level courses repeated in either of:  
ARTCR 326, 336, 352, 357, 372  
6 cr

Additional studio art requirements:  
Courses chosen from all other 200- and 300-level studio art courses. Special-topic advanced studio courses will also be offered each semester for advanced art students.  
6 cr

Art history requirements:  
To be completed by the end of year three. ART H 111, 249, 250, and 6-9 additional credits chosen from 200- and 300-level courses.  
15 cr

Year 4  
ARTCR 405, 459, 460  
16 cr

Minor in Studio Art

A minor in studio art is composed of 12 credits of studio art courses.

Note: All art materials are to be supplied by the student. The College is not responsible for work left in the studios beyond the date assigned for removal. The department reserves the right to retain students’ work for purposes of exhibition and for illustrative material for classroom use. This work may be returned at graduation upon application to the instructor.

ART HISTORY

The Department of Art offers introductory, intermediate, and advanced courses in art history. It offers a choice of either a 24-credit standard major or a 42-credit intensive major. A 12-credit minor in art history is also available; it is planned in consultation with the student’s major advisor and an art history advisor (see below).

The 24-credit Major A BA in art history is available to students interested in a liberal arts education in the humanities. A broad range of courses from different fields, rather than specialization in one area, is encouraged. Students who have completed 9 credits in art history are eligible to take the required advanced Research Seminar (ART H 368), to be programmed in consultation with an art history advisor. A minor of 12 credits is required, and it may be taken in a related field such as classics, anthropology, history, etc. Majors must consult with an art history advisor during an early semester concerning their choice of a minor.

Majors planning graduate study in art history should discuss graduate language requirements with an art history advisor during an early semester.

Required Courses:

ART H 111, 121, or 122 (Survey courses do not count toward art history major credit.)

Six courses, including at least one in each of three different areas:
Ancient
Medieval
Renaissance
Baroque
19th- and 20th-century Western
Islamic, Chinese and Japanese
African, Pre-Columbian, and Oceanic 18 cr

Advanced topics or theme course selected from any of the offerings 3 cr

ART H 368 3 cr

Total 24 cr

The 42-credit Intensive Major in art history is recommended for students desiring concentrated advanced work in art history. It requires 36 cr of course work in art history and 6 cr in studio art. It does not include a minor; however, with permission of the art history advisor, up to 6 credits of work in related areas—studio art, literature, or history, for example—may be substituted for art history courses within the required 36 credits.

As in the case of the 24-credit major, the sequence begins with one of the introductory courses, is followed by five elective courses in art history, and includes the advanced Research Seminar (ART H 368).

A. Required Courses:

ART H 111 or 121 or 122 (Survey courses do not count toward art history major credit.)

Nine courses, including at least one in each of five different areas:  
Ancient
Medieval
Renaissance
Baroque
19th- and 20th-century Western
Islamic, Chinese and Japanese
African, Pre-Columbian, and Oceanic 27 cr

Advanced studies and/or theme course selected from any of the offerings (e.g. ART H 299 and/or 300- or 400-level courses) 6 cr

ART H 368 Research Methods Seminar 3 cr

B. Studio courses to be chosen in consultation with an advisor 6 cr
Minors in Art History A minor in art history (consisting of 12 credits) may be arranged in consultation with a departmental advisor.

Electives All courses, unless otherwise specified, are open to qualified students majoring in other areas.

Graduate Study The Department of Art offers a number of courses, listed in the Graduate Catalog, that may be credited toward the degree of master of arts. Qualified students in the senior year may be admitted to these courses with the approval of the graduate art history advisor.

COURSE LISTINGS

Studio Art
ARTCR 101 and 221 are prerequisites to all studio courses except 203 and 204. (Prerequisites may be waived by perm instr.)

ARTCR 101 Introduction to Study of Visual Experience 4 hrs, 3 cr, + 3 hrs open studio. Introduction to conceiving and formulating ideas for visual experience. Students work in 3 different areas in day session, 2 in evening session.

ARTCR 203 Visual Studies I 4 hrs, 3 cr, + 6 hrs open studio. Variables of visual experience as they apply to visual expression. Lecture, criticism, and assigned studio problems in 2 dimensions.

ARTCR 204 Visual Studies II 4 hrs, 3 cr, + 6 hrs open studio. Prereq: ARTCR 203. Continuation of ARTCR 203 in 3 dimensions.

ARTCR 208 Lettering and Typography 4 hrs, 3 cr, + 5 hrs open studio. Offered daily. History and development of styles in lettering and typography; comparison of humanistic and machine styles. Studio practice.

ARTCR 221 Drawing 4 hrs, 3 cr, + 5 hrs open studio. Prereq: ARTCR 101 or perm instr before end of preceding semester. Basic principles in various media and subjects. Eye-hand coordination, perceptual acuity, spatial organization; interpretation of directly observed subjects.

ARTCR 225 Graphic Arts Workshop 4 hrs, 3 cr, + 5 hrs open studio. Techniques of woodcut, intaglio, lithography, silkscreen, and related media.

ARTCR 235 Painting 4 hrs, 3 cr, + 5 hrs open studio. Basic principles of painting. Studio practice using varied paint media, varied paint surfaces, paper, and canvas.

ARTCR 240 Watercolor Painting 4 hrs, 3 cr, + 5 hrs open studio. Basic principles of watercolor painting.

ARTCR 251 Sculpture 4 hrs, 3 cr, + 5 hrs open studio. Basic principles of sculpture. Studio practice in varied materials.

ARTCR 257 Ceramics 4 hrs, 3 cr, + 5 hrs open studio. Introduction to pottery and ceramic sculpture, including hand forming, throwing on the wheel, glazing, and kiln operation.

ARTCR 261 Technical Drawing 4 hrs, 3 cr, + 5 hrs open studio. Recommended for pre-engineering students and art majors. Elementary architectural and engineering drawing; use of drafting equipment, lettering and dimensioning.

ARTCR 271 Principles of Photography 3 hrs, 3 cr, + 6 hrs open studio. Black and white photography as creative medium; camera and its functions; exposure and film development, contact printing and enlarging.

ARTCR 280 Design in Light and Motion 3 hrs, 3 cr, + 6 hrs open studio. Basic aesthetics and mechanics of film and related materials. Making visual experience in time.

ARTCR 301 Advanced Studio 3 hrs, 3 cr, + 5 hrs open studio. Student projects with emphasis on contemporary methods such as video, film, tape, conceptual art, environmental art, earth art.

ARTCR 309 Graphic Communication 4 hrs, 3 cr, + 5 hrs open studio. Offered daily. Prereq: ARTCR 203, 208. Word and image and their use in graphic communication; studio practice in graphic design; layout and rendering.

ARTCR 322 Advanced Drawing 4 hrs, 3 cr, + 5 hrs open studio. Prereq: ARTCR 221. May be repeated once. Continued experience in drawing with emphasis on drawing from life.

ARTCR 326 Advanced Graphic Arts Workshop 4 hrs, 2 cr, + 5 hrs open studio. Prereq: ARTCR 225. May be repeated once. Advanced study of one or more graphic art methods. Individual exploration emphasized.

ARTCR 336 Advanced Painting 4 hrs, 3 cr, + 5 hrs open studio. Prereq: ARTCR 235. May be repeated once. Continued experience in painting with possible concentration upon one medium and theme. Individual exploration emphasized.

ARTCR 352 Advanced Sculpture 4 hrs, 3 cr, + 5 hrs open studio. Prereq: ARTCR 251. May be repeated once. Continued experience in sculpture with possible concentration in one material. Individual exploration emphasized.


ARTCR 360 Special Projects 3 hrs, 3 cr, + 6 hrs open studio. Advanced students only. Advanced projects are announced prior to registration each term.

Recent examples of Special Projects courses: Color Photo; Advanced Photo Darkroom Process; Collage and Assemblage; Color as Communication; Computer Graphics; Projects in Clay; Advanced Watercolor Painting; Experiment: Photography and Graphics; Site-Specific Painting; Projects in 2-D.

ARTCR 372 Advanced Photography 3 hrs, 3 cr, + 6 hrs open studio. Prereq: ARTCR 271. May be repeated once. Techniques and aesthetics of black and white photography; self-expression and exploration; classroom critiques.

ARTCR 381 Advanced Design in Light and Motion 3 hrs, 3 cr, + 6 hrs open studio. Prereq: ARTCR 280. Cinema as an extension of still photography. Basic methods and structural principles of non-narrative films.

ARTCR 402 Independent Study in Studio Art 1-3 hrs, 1-3 cr per semester. Prereq: perm instr.

ARTCR 405 Art and Current Ideas II 3 hrs, 3 cr. Prereq: BFA students or permission of department. Lecture and discussion, a non-studio course. Topics of concern in art today as brought forth by current exhibitions. Scheduled trips to galleries and museums. Reading assignments, papers, and oral reports will focus on issues relative to the exhibitions.

ARTCR 459 Professional Experience in Art I 3 hrs + 15 hrs open studio, 6.5 cr. Prereq: perm BFA committee at end of Jr yr; BFA majors, seniors only. Not credited toward BA degree. Advanced projects may include activities outside the College, as well as within the department.

ARTCR 460 Professional Experience in Art II 3 hrs + 15 hrs open studio, 6.5 cr. Continuation of ARTCR 459.

ARTCR 498 Internship 1-5 crs, hrs to be arranged. Prereq: perm dept. Qualified undergraduates work for academic credit in professional and community art institutions.

Theory and History of Art

Note: ART H 111 is the prerequisite for all advanced art history courses and may be used toward the distribution requirement for humanities and the arts (Category V, Group 1) by all students except those accepted into the 61-credit BFA program. It may not be credited toward art history major requirements.

ART H 111 Introduction to History of Art 3 hrs, 3 cr. Changing forms and subjects of art in several periods of Western civilization, including ancient Greece and Rome, Middle Ages in Western Europe, Renaissance, baroque, modern, American; also Islamic and African art.

ART H 205 Egyptian Art 3 hrs, 3 cr. Geographical, historical, and social conditions of the Nile. Influence of Egyptian art.

ART H 215 Greek Art 3 hrs, 3 cr. Offered evening/fall, day/spring. Sculpture and painting from the geometric period to the Hellenistic (ca. 750-100 BC). Emphasis on historical reliefs, portraits, and wall painting.

ART H 216 Roman Art 3 hrs, 3 cr. Offered day/spring, evening/fall. Roman sculpture and painting from Roman period to Age of Constantine (ca. 100 BC-315 AD). Emphasis on historical reliefs, portraits, and wall painting.

ART H 220 Early Medieval Art 3 hrs, 3 cr. Offered evening/spring, day/fall. Sculpture, painting, mosaics, and minor arts in West from dissolution of Roman Empire through Carolingian revival, including early Christian and Byzantine art.

ART H 221 Later Medieval Art 3 hrs, 3 cr. Offered evening/fall, day/spring.
Ottonian, Romanesque, and Gothic art; architecture, sculpture, painting, and minor arts.

**ART H 225 Art of Early Renaissance** 3 hrs, 3 cr. Offered evening/fall, day/spring. Painting, sculpture, and related architecture in 14th- and 15th-century Italy. Major artists from Giotto to Botticelli.

**ART H 227 Northern European Painting** 3 hrs, 3 cr. Late 14th-16th centuries with emphasis on early Netherlandish painting and later masters, such as Dürer, Bosch, Bruegel.

**ART H 230 Art of High Renaissance and Later 16th Century in Italy** 3 hrs, 3 cr. Offered day/spring. Sculpture and painting of 16th-century Italy. Emphasis on Leonardo, Raphael, Michelangelo, and Titian.

**ART H 235 Southern Baroque** 3 hrs, 3 cr. Offered day/spring, evening/fall. Sculpture, painting of 17th-century Italy, France, Spain: Caravaggio, Caravaggio, Reni, Bernini; Ribera, Velasquez, Zurbaran, Murillo; Poussin, Claude Lorrain.

**ART H 240 Baroque Art of Northern Europe** 3 hrs, 3 cr. Offered day/fall, evening/fall. Sculpture and painting in 17th-century Flanders, Holland, and England. Rubens, Van Dyck, Rembrandt; landscape.

**ART H 243 Eighteenth-century Art** 3 hrs, 3 cr. European painting and sculpture; Watteau, Fragonard, and Houdon in France, Hogarth and Reynolds in England, Tiepolo in Italy.

**ART H 244 Neo-Classicism and Romanticism: the Age of Revolution, 1789-1848** 3 hrs, 3 cr. Neo-classicism and romanticism in France, Germany, England, Spain, David, Ingres, Delacroix; Friedrich, Runge, the Nazarenes; Blake, Reynolds, Constable; Goya.


**ART H 246 American Art** 3 hrs, 3 cr. Offered day/fall. Nineteenth-century American painting, architecture, sculpture, graphics, photography in social, historical, and environmental background of period.

**ART H 249 Twentieth-century Art I** 3 hrs, 3 cr. Western art to World War II.

**ART H 250 Twentieth-century Art II** 3 hrs, 3 cr. Western art since World War II.

**ART H 252 Ancient Architecture** 3 hrs, 3 cr. Major architectural styles with emphasis on Greece and Rome. Technical, cultural, and aesthetic significance of the monuments.

**ART H 253 Medieval Architecture** 3 hrs, 3 cr. Major styles and buildings in West from ancient world through Middle Ages; technical, cultural, and aesthetic significance.

**ART H 254 Architecture: Renaissance to Neo-Classic** 3 hrs, 3 cr. Architecture in West from Renaissance through the 19th century; baroque, rococo, and neo-classical styles.

**ART H 255 Twentieth-century Architecture** 3 hrs, 3 cr. Architecture since 1850; leading architects’ works; history of structural theory as it relates to architectural form and new building types.

**ART H 260 Islamic Art** 3 hrs, 3 cr. Art and architecture of Islamic world from 7th to 17th century, covering both East and West.

**ART H 262 Indian and Southeast Asian Art** 3 hrs, 3 cr. Emphasis on Hindu and Buddhist painting, sculpture, and temple architecture.

**ART H 263 Chinese and Japanese Art** 3 hrs, 3 cr. Chinese and Japanese art with emphasis on painting and sculpture.

**ART H 270 Art of Africa and Oceania** 3 hrs, 3 cr. Survey of African art; function, subjects, forms, and styles of the arts in the cultural contexts.

**ART H 299 Special Topics in History of Art** 3 hrs, 3 cr. Examination of broad general topics, stylistic or cultural. Topics vary each semester.

**ART H 368 Research Methods of Art History** 3 hrs, 3 cr. Prereq: perm instr and 9 cr in advanced history courses. Training in bibliographical material and research methods through examination of a problem in art history. Preparation for advanced work.

**ART H 369 Advanced Studies in Art History** 3 hrs, 3 cr. Prereq: perm instr. Study of special topics. Individual research under direction of an instructor; meetings, conferences, and reports.

**ART H 370 Advanced Studies in Ancient Art** 3 hrs, 3 cr.

**ART H 375 Advanced Studies in Medieval Art** 3 hrs, 3 cr. Study of special topics. Lectures, readings, and reports dealing with various facets of one significant aspect of medieval art.

**ART H 380 Advanced Studies in Renaissance and Post-Renaissance Art** 3 hrs, 3 cr. A study of one significant aspect within fields of Renaissance and post-Renaissance art (14th through 18th centuries).

**ART H 390 Advanced Studies in Oriental Art** 3 hrs, 3 cr. Study of special topics of art from India, Southeast Asia, China, or Japan.

**ART H 399 Special Topics in History of Art** 3 hrs, 3 cr. Prereq: perm. art history advisor. Combination undergrad/graduate course. May be used to fulfill honors requirements. Specific topic varies each term.

Recent examples of Special Topics courses: Islamic Object; Post-Impressionism; Vermeer Seminar: Architecture of the Italian Renaissance; Rodin to Brancusi; Women Photographers; The Avant Garde; History and Theory of Abstraction; English Tradition in Painting: Hogarth; Futurism: Art, Literature, Politics, Theory; Giulio Romano; Van Eyck, Bosch, and Bruegel; 19th-Century American Drawings; Mexican Art.

**ART H 402 Independent Study in Art History** 3 hrs, 3 cr. Prereq: perm instr.

**ART H 498 Internship** Hrs. to be arranged, 1-6 cr. Prereq: perm. of departmental advisor. Qualified undergraduates work for academic credit in professional and community art institutions. Students must also contact and apply at the internship office, where all College-approved internships are listed.

Courses not offered in 2000-2002:

ARTCR 206 Fabric and Fiber Design
ARTCR 307 Advanced Fiber Structure
ARTCR 311 Clothing Design
ART H 121, 122 Survey of Western Art I and II
ART H 382 History of Film as a Visual Art
Asian American Studies Program

Program Office  1708 West Building; 772-5559

Director  Peter Kwong

Advisory Committee  Alexander (English), Fung (Bilingual Education Programs), Green (Classical and Oriental Studies), Perinbanayagam (Sociology), Wallach (Political Science)

Advisor  Peter Kwong

The Asian American Studies Program was established on the initiative of students and faculty in 1993. The curriculum provides for a creative and multidisciplinary study of historical, contemporary, and imminent issues that Asian Americans influence and are affected by. Areas examined in Asian American Studies include immigration and social history, race relations theory, gender studies, critical literary analysis, public policy, labor market stratification and entrepreneurship, community development, and bicultural/biracial identities. The faculty’s educational backgrounds and work experiences encompass such disciplines as education, film and media studies, history, law, linguistics, literature, political science, sociology, and urban affairs and planning.

The program prepares students for careers in education, government, and community organizations; for entrance to professional schools in areas such as law, social work, and urban planning; and for graduate study and research in the social sciences and humanities.

Students majoring in nursing or the health sciences, psychology, political science, sociology, history, and many other areas would find Asian American Studies useful, particularly when their career interests include activities within Asian communities or issues that affect Asians and Asian Americans.

Program of Study

Note: A collateral major is being developed. At this time students may minor in Asian American Studies.

Minor  At present students may choose Asian American Studies as a minor in consultation with their department’s supervisor. A minor consists of 12 credits. Students are encouraged to take a concentration of courses related to their major area of study.

COURSE LISTINGS

Introductory Courses

ASIAN 210.00  Asians in the United States  3 hrs, 3 cr. This survey course studies the Asian American experience of discrimination and exclusion in the context of American historical racial, labor and foreign policy developments and the impact of the current rapid expansion of Asian American communities on America’s social and political order.

Literature Courses

ASIAN 220.01  Asian American Women Writers  3 hrs, 3 cr. Examines Asian American literary representations of gender and the bearing of national, class, sexual, generational, and religious formations upon these representations.

ASIAN 320.01  Nation, Self, and Asian Identity  3 hrs, 3 cr. Prereq: ENGL 220. Literature of the Asian diaspora, including works of authors in the U.S., England, Canada, Brazil, Korea, and the Caribbean.

Social Science Courses

ASIAN 330.01  Chinese in the U.S.  3 hrs, 3 cr. History of the Chinese in the U.S. from the mid-19th century to the present examined in the context of American domestic political and economic changes, U.S.-China relations and the history of modern China.

ASIAN 330.02  Korean Americans  3 hrs, 3 cr. Traces the historical development of Korean Americans in the U.S. through the examination of demographic and community characteristics, including family, religion, education, and economy.

ASIAN 330.03  South Asian Communities in the U.S.  3 hrs, 3 cr. Examines sociohistorical patterns in the spread of migration from the South Asian region—comprising countries such as India, Pakistan, Bangladesh, and Sri Lanka—to communities in the U.S. and New York City in particular.

ASIAN 330.04  Japanese in the United States  3 hrs, 3 cr. Analyzes issues pertinent to the lives and work of Japanese Americans, including emigration in the late 19th century; Issei immigrants and the formation of permanent ethnic communities in North America and in Hawaii; the WW II watershed era; postwar conditions and identity concerns of fifth-generation Japanese Americans.

Media Courses

ASIAN 340.01  Asian Pacific American Media  3 hrs, 3 cr. Addresses Asian Pacific American experiences of assimilation, displacement, marginalization, multiculturalism, and resistance to the cultural “norm” within Asian Pacific communities through screening a wide range of films and videos, and reviewing critical and fictional writing. Guest artist may also lecture.

History Courses

ASIAN 351.00  Asian American History of Labor and Politics  3 hrs, 3 cr. This seminar explores the interconnected issues of race, class and nationality through the study of the history of Asian immigrant labor in the U.S. in the context of American economic needs and political environment.

Seminar and Special Topics Courses

ASIAN 390.01  International Migration  3 hrs, 3 cr. This interdisciplinary course examines the origins and processes of migration and settlement, past and present. Includes a series of lectures by leading scholars from a variety of academic fields and immigrant communities. Topics include: immigration and labor; race and gender; social and cultural identity; immigration policy and political action; transnationalization of education and family life.

ASIAN 390.02  Asian American Civil Rights and the Law  3 hrs, 3 cr. Surveys major immigration and civil rights laws and Supreme Court cases which have affected Asians.

ASIAN 491.00  Asian American Movement and Community Organizations  3 hrs, 3 cr. An analysis of the development of pan-ethnic Asian Ameri-
can consciousness and institutions since late 1960s, with a focus on this movement’s impact on community organizations of Asian national sub-groups examined in the context of larger American racial and ethnic politics.

**Biological Sciences**

**Department Office** 927 North Building; 772-5293  
**Chair** Shirley Raps  
**Distinguished Professor** Filbin  
**Marie L. Hesselbach Professor** Eckhardt  
**Professors** Chappell, Cohen, Dottin, Foster, Friedman, Henderson, Lipke, Raps, Rudner, Shahn  
**Associate Professors** Angulo, Bargonet-Chavarría, Figueiredo-Pereira, Persell, Schmidt-Glenewinkel  
**Assistant Professors** Brazil, Ortiz  
**Advisors** Advisors are assigned to majors on an individual basis. Contact department office.

The Department of Biological Sciences at Hunter College stresses excellence in both teaching and research. Fully equipped research laboratories are supported by major federal grants, and students are strongly encouraged to get involved in laboratory research. Additional advanced research facilities have been established via the Center for Gene Structure and Function, consisting of faculty from the Departments of Biological Sciences, Chemistry and Psychology working in the areas of biomolecular structure and function. These include a state-of-the-art DNA and protein synthesis and separations facility, and a bioimaging laboratory housed within the department.

The core curriculum in biological sciences prepares students for admission to both graduate and medical schools and for careers in the biological sciences, including teaching and the growing industry of biotechnology. The curriculum emphasizes cell biology, molecular biology, developmental biology, genetics, and neurobiology as the foundation for future careers in fields related to the biological sciences.

**Majoring in the Biological Sciences** The Department of Biological Sciences offers two major programs: Major I is for students who intend to prepare for graduate study, medicine, dentistry, secondary school teaching, biotechnology and industry. Major II is for students preparing to teach in elementary schools. Students planning to pursue Major I are strongly encouraged to declare their major as soon as possible after completing one semester of Principles of Biology. Declared majors are assigned a permanent faculty advisor who will assist in individual curriculum planning. Students are required to meet with their advisor at least once each semester throughout their undergraduate career to discuss their program and progress.

*Major I*

This plan consists of 9 credits of introductory biology (BIOL 100-102) and a 28-credit concentration in biology at the 200 level and higher. The Biology Concentration consists of an 18-credit core — BIOL 200, 202, 300, 302 — and 10 credits of electives. Together, introductory biology and the concentration (37 cr) satisfy the major requirement for certification as a teacher of biology in grades 7-12.

**Additional science and math requirements for Major I** CHEM 102, 103, 104, 105, 222, 223, 224, 225; PHYS 110, 120 (or 111, 121); MATH 150; MATH 155 or STAT 213.

**Electives** (10 cr) Students may select the remainder of their credits toward Major I from advanced courses in the biological sciences. At least one course must be at the 300 level, in addition to BIOL 300 and 302. At least one special-topics course must also be taken (BIOL 470 or 471; various topics offered each semester). Students with strong interdisciplinary interests may select advanced course offerings in other departments or SCI 302 (an interdisciplinary course), after approval by their advisor.

**Minor for Major I** 12 credits in a field approved by faculty advisor. Note that although other minors may be taken, chemistry is the usual minor, as the required courses CHEM 102-105 and 222-225 fulfill the minor requirements. For students preparing to teach biology at the secondary school level, secondary education is an appropriate minor.

**Curriculum Guide for Major I**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BIOL 100</td>
<td>BIOL 102</td>
</tr>
<tr>
<td></td>
<td>*CHEM 102, 103</td>
<td>*CHEM 104,105</td>
</tr>
<tr>
<td>2</td>
<td>BIOL 200</td>
<td>BIOL 202</td>
</tr>
<tr>
<td></td>
<td>*CHEM 222, 223</td>
<td>*CHEM 224,225</td>
</tr>
<tr>
<td></td>
<td>*MATH 150</td>
<td>*MATH 155 or STAT 213</td>
</tr>
<tr>
<td>3</td>
<td>BIOL 300</td>
<td>BIOL 302</td>
</tr>
<tr>
<td></td>
<td>*PHYS 110 or 111</td>
<td>*PHYS 120 or 121</td>
</tr>
<tr>
<td></td>
<td>BIOL electives (300 level)</td>
<td>BIOL electives (300 and 400 level)</td>
</tr>
<tr>
<td>4</td>
<td>BIOL electives (300 &amp; 400 level)</td>
<td>BIOL electives (300 and 400 level)</td>
</tr>
</tbody>
</table>

*We recommend that math, physics and chemistry courses be completed as early as the student's schedule allows. Note that CHEM 224 must be taken prior to BIOL 300; otherwise, instructor permission is required. Students who are behind in the chemistry sequence are urged to take advantage of the summer session, during which these chemistry courses are offered.

**Major II** (for students planning to teach in childhood education; grades 1-6)

This plan consists of 26 credits in biological science, 12 credits in additional science, and 6 credits in math. Major II satisfies the major requirements for certification as a teacher for grades 1-6.

A. BIOL 100, 102 (9 cr)  
B. Courses approved by advisor selected from the 200 or 300 level (17 cr)

**Minor for Major II** Childhood education (grades 1-6) is a collateral major. See the School of Education section of this catalog for requirements.

**Additional science and math requirements for Major II**  
CHEM 100, 101, 120, 121; PHYS 101 (or PHYS 110, 120); MATH 104 and 105.

**Grades in Major:** Only a letter grade (A, B, C, D, including + or -) will be accepted by the department in the required science and mathematics courses for the biology Major I and Major II.
DISTRIBUTION REQUIREMENT AND THE PLURALISM AND DIVERSITY REQUIREMENT

Distribution Requirement  BIOL 100 and 102 may be used for the science distribution requirement. Distribution credit is awarded only if both semesters are completed.

Pluralism and Diversity Requirement  BIOL 100 and 102 may be used for either Group 3 or Group 4 of the pluralism and diversity requirement. Pluralism and diversity credit is awarded only if both semesters are completed.

Minor  For the biology minor, the department recommends at least two courses beyond the distribution requirement (BIOL 100, 102), at the 200 level or above. Please note that the major department approves the minor.

OPPORTUNITIES FOR UNDERGRADUATES IN BIOLOGICAL SCIENCES

Undergraduate Research  Students who wish to undertake a research project under the supervision of a faculty member must first obtain written permission from that faculty member and then register for BIOL 480-483. Research opportunities for undergraduates at Hunter are available in cell and molecular biology, developmental biology, neuroscience, cancer biology, AIDS, microbiology, and a variety of other contemporary areas. In some cases students may be permitted to work at one of the several neighboring research institutions. Synopses of faculty research interests can be obtained in the department office or from the Department of Biological Sciences Web site. Please note that, to qualify for departmental honors at graduation, there is a research requirement (see below).

Honors Work  In order to qualify for departmental honors, students must have a departmental GPA of 3.5 and an overall GPA of 2.8. They may also satisfy a research requirement consisting either of BIOL 410 or at least 2 credits of BIOL 480-483, including a written report resulting from that work.

MA Program in Biological Sciences  See Career Planning — Graduate Study below

BA/MA Program in Biopharmacology  A special biological sciences BA/MA combined degree program in biopharmacology is open to a limited number of undergraduate majors. It offers students the opportunity to complete both the bachelor’s and master’s degree requirements in five years, taking the final two years of lab and course work in the Department of Pharmacology at the Mount Sinai School of Medicine. Interested students should contact the Department of Biological Sciences as early as possible regarding eligibility and curriculum requirements.

BA/MS Program in Biological Sciences/Environmental and Occupational Health Sciences  This is an accelerated program leading to a BA in biology and an MS in environmental and occupational health sciences in five years. Biology majors admitted to the program start graduate work in their senior year. Interested students should contact a departmental advisor early in their undergraduate studies, as well as the office of the director of the Environmental Health Sciences Program at the Brookdale Campus. The program provides biology majors with a career option in public health.

CAREER PLANNING

Graduate Study  The department offers a master of arts in the biological sciences, and courses taken in the MA program can later be credited toward the PhD upon acceptance into the CUNY doctoral program in biology. Interested students should obtain the Hunter College Graduate Catalog and contact the biology master’s program advisor. Laboratory research under faculty supervision (see undergraduate research, above) is extremely valuable for gaining admission to graduate schools. Students planning to apply to graduate school should consult with their advisor as early in their college career as possible.

Professional Schools  Students who plan to apply to schools of medicine, dentistry, or veterinary medicine should consult with their advisor and see the preprofessional advisor in 812 HE.

Preparation for Teachers of Biology (Grades 7-12)  In cooperation with the School of Education, the Department of Biological Sciences offers opportunities for students to prepare for a teaching career in the secondary schools. Students who want to teach biology at the secondary level should select Major I. BIOL 460 is strongly recommended as an elective. See the School of Education section of this catalog for other requirements.

Preparation for Biotechnology  Students interested in careers in the rapidly growing field of biotechnology should select Major I and consult with their advisor as early as possible. Advanced courses taken as electives should include BIOL 410 and those special topics courses (BIOL 470-471) that are most relevant to biotechnology.

OFFERED COURSES

†BIOL 100 Principles of Biology I 7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr. Prereq: MATH 101 or equivalent. Offered fall. The chemical basis of life; basic structure and function of pro- and eucaryotic cells; bioenergetics; Mendelian and molecular genetics; development and mechanisms of control of gene expression at all levels; population genetics and evolution.

†BIOL 102 Principles of Biology II 7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr. Prereq: BIOL 100 or perm instr; and MATH 101 or equivalent. Offered spring. Taxonomy; homeostasis; internal transport and gas exchange in plants and animals; plant hormones; osmoregulation; mechanisms of action in the muscular, nervous, and neuroendocrine systems; the senses, behavior; ecology.

BIOL 120 Anatomy and Physiology I 6 hrs (3 lec, 3 lab), 4.5 cr. Prereq: CHEM 100, 101; coreq: CHEM 120,121. Offered fall. Cell structure and function; histology; nervous, muscular, and skeletal systems; integument. (Required for admission to the nursing program. Not accepted for credit towards the biology major.)

BIOL 122 Anatomy and Physiology II 6 hrs (3 lec, 3 lab), 4.5 cr. Prereq: BIOL 120 or equiv. Offered spring. Structure and function of circulatory, digestive, excretory, endocrine, and reproductive systems. Basic concepts of metabolism, embryology. (Required for admission to the nursing program. Not accepted for credit towards the biology major.)

†BIOL 200 Cell Biology I: Microorganisms 7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr. Prereq: BIOL 100 and 102 or equiv; CHEM 102, 103, 104, 105 or equiv; coreq: CHEM 222, 223 or perm instr. Offered fall. Structure and function of prokaryotic cells and viruses; cultivation, growth, evolution, metabolism, and genetics of microorganisms. Laboratories include light microscopy techniques, cultivation, growth, metabolism, and genetics of microorganisms and viruses. (For Major II students, chem. prereq is CHEM 100, 101; coreq: CHEM 120,121).

†BIOL 202 Cell Biology II: Eucaryotic Systems 7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr. Prereq: BIOL 200; coreq: CHEM 224, 225 or perm instr. Offered spring. Structure and function of eucaryotic cells and organelles; membrane systems, cell cycle, cell division, signaling, cytoskeletal systems, motility; specialized cells; modern research tools and approaches. Laboratories include plant and
animal cell culture; studies of cell division, the cytoskeleton, motility; light and electron microscopic methods; fluorescence labeling; protein electrophoresis, immunoblotting, and immunolocalization.

†A $5 materials fee is required
††A $10 materials fee is required

BIOL 220 Topics in Genetics and Evolution 3 hrs (lec), 3 cr. Prereq: BIOL 100 or equiv. Classical genetic phenomena as related to multicellular organisms; genetic anomalies; genetics of populations as related to evolution.

BIOL 230 Fundamentals of Microbiology 5 hrs (lec, 3 lab), 3 cr. Prereq: CHEM 100, 101, 120, 121 or equivalent and BIOL 120. Coreq: BIOL 122. Topics include scope, historical aspects, taxonomy, survey of the microbial world, viruses, infectious diseases, control of microorganisms, and immunology. (Required for admission to the nursing program. Not accepted for credit towards the biology Major I.)

BIOL 280 Biochemistry of Health and Nutrition 3 hrs (lec), 3 cr. Prereq: BIOL 100, 102 or 120, 122, CHEM 100, 120. Basic biochemistry in areas related to human health and nutrition. Designed for students in the dietetics program. (Not accepted for credit towards the biology Major I.)

††BIOL 300 Molecular Biology 7 hrs (lec, 3 lab, 1 disc), 4.5 cr. Prereq: BIOL 202, CHEM 224, 225. Offered fall. Molecular aspects of cellular function; properties of biomolecules, their biosynthesis and breakdown; structure and function of proteins and enzymes, metabolites, membranes, and nucleic acids; cellular mechanisms of energy transduction; integration and control of cell metabolism. Experiments cover a variety of modern techniques in molecular biology.

††BIOL 302 Molecular Genetics 7 hrs (lec, 3 lab, 1 disc), 4.5 cr. Prereq: BIOL 300. Offered spring alt yrs. A comparison of viral, procaryotic, and eucaryotic systems; review of classical Mendelian principles; bacterial DNA replication, transcription, and their control; mechanisms of gene mutation, repair, recombination, and transposition; applications of recombinant DNA technology; organization of nucleic acid into chromosomes; control of gene expression, the cell cycle, and cell development in eucaryotes.

BIOL 304 Environmental Microbiology 3 hrs (lec), 3 cr. Prereq: BIOL 100, 102, 200 or perm instr. Offered spring alt yrs. Role of microorganisms in normal and polluted environments: bioremediation, waste and water treatment, heavy metals, nutrient cycles, microbes as a food source, algal toxins, microbial pesticides, microbial indicators of mutagens and pollutants, microbial leaching of ores.

BIOL 306 Developmental Biology 3 hrs (lec), 3 cr. Prereq: BIOL 300. Offered fall. Classical, genetic, and molecular analysis of the development of organisms through their life cycles, from gametogenesis to fertilization and embryonic development. Topics include differential gene expression, with the goal of understanding how genetic information and the spatial organization of the egg are coordinated, and the use of mutants and genetic transformation as analytic tools.

BIOL 322 Evolution 3 hrs (lec), 3 cr. Prereq: BIOL 300. Modern synthetic theory, genetic basis of variation, gene pool in populations.

BIOL 350 Regulation of Cell Proliferation 3 hrs (lec), 3 cr. Prereq: BIOL 202, 300, or perm instr. Offered spring alt yrs. Control of cell division examined in the context of cancer, which is the loss of this control. Topics include: cell cycle, the cell cycle, hormones, receptors, intracellular signal transduction, oncogenes, tumor suppressor genes, and the etiology of human cancer.

BIOL 360 Cellular and Molecular Immunology 4 hrs (lec, 1 disc), 3.5 cr. Prereq or coreq: BIOL 300 and perm instr. Offered fall. Study of the immune system from a molecular perspective. Molecular genetics of antibody and T cell receptor diversity, hemopoiesis and lymphocyte development, humoral and cellular immunity, histocompatibility.

BIOL 370 Physiology of the Nervous System 5 hrs (lec, 2 lab), 3 cr. Prereq: BIOL 100, 102, 200, 202 or perm instr. Offered spring. Neuron structure, conduction; neuroanatomy, synapses, integration; neuroembryology. Laboratory covers major concepts presented in lectures: neurophysiological experiments, histology, anatomy and development of the nervous system.

BIOL 376 Endocrinology 3 hrs (lec), 3 cr. Prereq: BIOL 100, 102 or BIOL 120, 122 or perm instr. Cellular organization of the endocrine system; molecular mechanisms of hormone action; hormonal physiology of metabolism and reproduction; integration of endocrine responses by the central nervous system.

BIOL 380 Molecular Neurobiology 3 hrs (lec), 3 cr. Prereq: BIOL 300 or perm instr. Offered fall alt yrs. Molecular components and molecular mechanisms involved in the cell biology of neurons and glia, neuronal signaling, neuronal development, learning, memory, and diseases of the nervous system.

BIOL 390 Laboratory In Cell Structure 5 hrs (1 lec/demo, 4 lab), 3 cr. Prereq or coreq: BIOL 300, or BIOL 202 and perm instr. Offered fall. Applications of light and electron microscopy to study of cell structure and function. Lab projects utilize thin sectioning, negative Staining, scanning, darkroom printing, digital imaging, and other techniques.

BIOL 400 Special Topics In Advanced Laboratory Techniques 4 hrs (lab), 2 cr. Prereq: BIOL 300 or perm instr. Advanced laboratory techniques used in contemporary biological research, including areas such as immunology, microbiology, and molecular neurobiology. Topics change from term to term.

BIOL 410 Workshop In Biotechnology 30 hrs/week for 4 weeks, 4 cr. Prereq: BIOL 200, 202, and perm instr. A series of laboratory-intensive experimental projects, each lasting one week or more, which introduce current research techniques and include individual participation in planning and preparation of experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics. This course satisfies the research requirement for graduation with departmental honors, and is a component of the interdisciplinary BS/MA (MLS/Biol) Program in Biotechnology.

BIOL 450 Individual Tutorial In Biology 1 or 2 cr. Prereq: 18 cr in biology, approval of advisor in addition to the sponsor. This course may be taken only once. Research paper written under the direction of a full-time faculty member in Department of Biological Sciences.

BIOL 460 Introduction to Planning and Teaching of Laboratory Work in Biology 5 hrs (2 planning, 3 lab), 2 cr. Prereq: 16 cr in BIOL, 12 cr in CHEM, 2 letters from faculty required. Participation in discussions and assisting in the teaching of laboratories in an introductory course, or peer mentoring in the undergraduate biological sciences research Techniques Facility.

BIOL 470, 471 Special Topics In Biology 2 hrs (lec), 2 cr per sem. Prereq: BIOL 300. Specific area of contemporary interest in biology. Topics change from term to term. An oral presentation and a written paper are required.

BIOL 480-483 Introduction to Experimental Biology 1 or 2 cr per sem; hours to be arranged. Prereq: BIOL 100 and 102, BIOL 200 or 202 (or the equiv.), and written permission of instructor prior to registration. Laboratory research under guidance of faculty member. Work at another institution may be permitted in some cases, under auspices of a faculty member. Written report required upon completion of research. A minimum of 2 credits satisfies the research requirement for graduation with departmental honors.

Courses not offered in 2000-2002

BIOL 208 Ecology
BIOL 210 Advanced Physiology, lec.
Program of Study (Category III).

Yoruba to meet the foreign language distribution requirement for graduate study of this subject select French, Spanish, Swahili or Yoruba. The department suggests that students who are considering graduate study of this subject select French, Spanish, Swahili or Yoruba to meet the foreign language distribution requirement (Category III).

Program of Study

Black and Puerto Rican Studies

Department Office 1711 West Building: 772-5035

Chair Joyce Toney
Professors Flores, Hernández, López-Adorno, Richards, Torres-Santiago, Zentella
Assistant Professor Gregg
Associate Professors Toney, Iweriebor
Lecturers Edey-Rhodes, Kassem-Ali, Rodriguez
Advisor Jaafar Kassem-Ali

The Department of Black and Puerto Rican Studies offers an interdisciplinary course of study combining humanities and social science approaches in the School of Arts and Sciences. The curriculum of the department is devoted to the exploration and analysis of the history and culture of two heritages—African people in the Americas, Caribbean, and Africa; and Puerto Rican people. The Puerto Rican sequence also addresses the Dominican Republic and Cuba, as well as other Latino groups in the U.S. Where it is applicable, the similarities and experiences of the two societies are emphasized, but, generally speaking, the curriculum treats the two sequences as separate entities.

Because of the department’s emphasis on intellectual, analytical, and research development, the student with a background in Black and Puerto Rican studies is well prepared to enter the job market or to pursue graduate or professional study. Education, law, journalism, social work, urban planning, public health, medicine, nursing, business, politics, international affairs, and government are some of the fields that can utilize a background in Black and Puerto Rican studies. Generally, occupations in the public sector, central cities, and urban institutions, as well as jobs involving intergroup and intercultural relations, also benefit from such a background.

Distribution Requirement No courses offered toward fulfillment of the major may also be offered toward the distribution requirement. The department suggests that students who are considering graduate study of this subject select French, Spanish, Swahili or Yoruba to meet the foreign language distribution requirement (Category III).

COURSE LISTINGS

BLPR 100 Introduction to Black Politics 3 hrs, 3 cr. Offered day/fall. General survey of politics of African world with major emphasis on politics in Black America.

BLPR 102 Latino Communities in New York 3 hrs, 3 cr. Migration, ethnicity, community life, and public policy issues of Latino groups compared; an introduction to the field of Puerto Rican studies.

BLPR 103 Conquered Peoples in America 3 hrs, 3 cr. Consequences of 19th-century US territorial expansion: an introductory study of the Puerto Rican experience compared with experiences of American Indian, Chicano, and Pacific island peoples.

BLPR 141 Puerto Rican Folklore 3 hrs, 3 cr. Study of Puerto Rican folklore: traditional beliefs, legends, religious rites, and typical music.

BLPR 143 The Image of the Puerto Rican National Identity in Its Literature 3 hrs, 3 cr. Prereq: ENGL 120 and reading knowledge of Spanish. Offered evening/fall. Analysis of literary works of Puerto Rican authors and their images of Puerto Rican society.

BLPR 181 Language and Ethnic Identity 3 hrs, 3 cr. Role of language in perception of self and world.

BLPR 182 Culture and Ethnic Identity 3 hrs, 3 cr. Acquaints students with social structure and world view as aspects of culture.

BLPR 201 African History from Human Origins to 1600 CE 3 hrs, 3 cr. African history as part of world history; role Africans played in development of other nations and civilizations.

BLPR 202 African History Since 1600 CE 3 hrs, 3 cr. Main currents of African history from 1600 CE to present.

BLPR 204 African-American History II 3 hrs, 3 cr. Survey of historical experiences of African people in U.S. from Reconstruction era to present.


BLPR 206 African Political and Social Change 3 hrs, 3 cr. Introductory study of political and social change in Africa during the 2nd half of the 20th century.

BLPR 207 Afro-Caribbean Politics I 3 hrs, 3 cr. Examines political economy of slavery and colonialism, and responses of Caribbean people from 1492 to political independence.

BLPR 208 Afro-Caribbean Politics II 3 hrs, 3 cr. Prereq: BLPR 207. Begins with attainment of political independence by major Caribbean countries; focuses on nation-building.

BLPR 209 Introduction to Caribbean History to 1900 3 hrs, 3 cr. Prereq: ENGL 120. Introduction to the major themes in Caribbean history to 1900.

BLPR 210 Introduction to Caribbean History: 1900 - Present 3 hrs, 3 cr. Prereq: ENGL 120. Introduction to the major themes in Caribbean history after 1900.

BLPR 211 Black Economic History 3 hrs, 3 cr. Survey of economic behavior of Black Americans since 1619, with African background.

BLPR 220 African Spirituality in the Diaspora 3 hrs, 3 cr. The nature and expressions of the spiritual ethos enabling the survival of classical African human values in dehumanizing circumstances during and after enslavement in North America, South America and the Caribbean.

BLPR 222 African Civilization 3 hrs, 3 cr. Introduction to study of African civilization from Afrocentric perspective.

BLPR 235 African Literature 3 hrs, 3 cr. Prereq: ENGL 120. Introduction to contemporary African literature originally written in English. The course is conducted in English; all course requirements are in English.

BLPR 236 Afro-American Literature 3 hrs, 3 cr. Prereq: ENGL 120. Introduction to Afro-American writing, from earliest expressions to present.

BLPR 237 Afro-Caribbean Literature 3 hrs, 3 cr. Prereq: ENGL 120. Introduction to poetry, novels, and "protest" literature of the Caribbean, originally written in English. The course is conducted in English; all course requirements are in English.

BLPR 241 Puerto Rican History to 1897 3 hrs, 3 cr. Sociohistorical analysis of Puerto Rico from the Tainos to the Charter of Autonomy.

BLPR 242 Puerto Rican History Since 1898 3 hrs, 3 cr. Sociohistorical analysis of Puerto Rico dating from the U.S. invasion to the present.

BLPR 243 Puerto Rican Culture 3 hrs, 3 cr. General study of Puerto Rican culture and ethnic mixtures that went into making of that culture.

BLPR 244 Puerto Ricans in the United States 3 hrs, 3 cr. Survey of the origins, contemporary and future life patterns of continental Puerto Ricans.

BLPR 245, 246 Puerto Rican Literature I & II 3 hrs, 3 cr each. Prereq: SPAN 202 or equiv. or perm instr. Sociohistorical survey of periods of Puerto Rican literature: movements, authors, canonical texts. Conducted in Spanish.

BLPR 247 Puerto Ricans in the U.S. as a Literary Theme 3 hrs, 3 cr. Prereq: ENGL 120 and reading knowledge of Spanish. Analysis of literary texts dealing with Puerto Rican communities in U.S. and their migration experiences.

BLPR 248 Caribbean Spanish 3 hrs, 3 cr. Linguistic analysis of Spanish as spoken in Puerto Rican, Dominican, and Cubans communities.

BLPR 255 The Puerto Rican Child in American Schools 3 hrs, 3 cr. Survey of educational system viewed as an enculturating institution.

BLPR 270 Economic History of Puerto Ricans 3 hrs, 3 cr. Prereq: BLPR 242 or 244. Stages of change in economic structures and labor conditions among Puerto Ricans in Puerto Rico and the U.S.

BLPR 276 The Puerto Rican Family 3 hrs, 3 cr. Investigation of structure and function of Puerto Rican family as integrating unit on island and mainland.

BLPR 281, 282 Fieldwork in African-American/Latino Communities I, II 3 hrs, 3 cr each. Fieldwork involvement and sociopolitical analysis of a community organization in the Black and/or Puerto Rican community.

BLPR 290 Selected Topics in Black and Puerto Rican Studies 3 hrs, 3 cr. Experimental course. Topics change according to instructor.

BLPR 304 Leaders and Movements of Black Urban Communities 3 hrs, 3 cr. Prereq: BLPR 203, 204. Personalities and movements that have influenced Black communities of U.S.; focuses mainly on 20th century.


BLPR 307 Contemporary African Politics 3 hrs, 3 cr. Study of post-independence nationalism, political systems, regional and inter-nation cooperation of African nations.

BLPR 308 Contemporary International Relations of the Afro-Caribbean 3 hrs, 3 cr. Examination of use of foreign policy for economic development in Caribbean and as instrument of transformation.

BLPR 309 Afro-Americans and Africa 3 hrs, 3 cr. Prereq: BLPR 203, 204. Major evidence of Black American involvement and interest in Africa from 1775 to present.

BLPR 313 Slavery 3 hrs, 3 cr. Prereq: BLPR 203 or perm instr. Historical overview of slavery from antiquity to slavery in Americas. Evolution as critical factor.

BLPR 314 Blacks in Labor and Politics 3 hrs, 3 cr. Prereq: BLPR 204, 205, or perm instr. Black labor from emancipation to present. Emphasis on period between New Deal and present.

BLPR 318 Women in Africa 3 hrs, 3 cr. Prereq: BLPR 222 or perm instr. Examination of African womanhood in traditional setting during colonialism and neo-colonialism, independence, and revolution.

BLPR 319 Women in the African Diaspora 3 hrs, 3 cr. Prereq: BLPR 204 or perm instr. The cultural-historical role of women of African descent in North America and the Caribbean in relation to the family, to political resistance, and in sustaining African culture and values.


BLPR 322 African World View: Philosophy and Symbolic Thought 3 hrs, 3 cr. Prereq: BLPR 222 or perm instr. Offered every other sem. Examination of African religious systems, metaphysical conceptions, and philosophy.

BLPR 323 Islam and Christianity in Africa 3 hrs, 3 cr. Prereq: BLPR 222 or perm instr. Examination of relationship of Islam and Christianity to primary African religion and their political role in African history.

BLPR 324 Afro-American Ethnology 3 hrs, 3 cr. Prereq: BLPR 220 or perm instr. Ethnohistorical survey of development of Black culture in the diaspora; reinterpretation of African forms in Western European environment.

BLPR 330 Autobiography as a Special Theme in Black Literature 3 hrs, 3 cr. Prereq: ENGL 120. Offered every other year. Treatment of autobiographical works of Black authors in U.S., Caribbean, and Africa during 19th and 20th centuries.

BLPR 336 Afro-American Women Writers 3 hrs, 3 cr. Prereq: BLPR 236 or perm instr. Afro-American female authors from slavery to present; novels, short stories, essays, plays, poetry, teenage fiction, and children's books.

BLPR 342 Political Nationalism in Puerto Rico 3 hrs, 3 cr. Analyzes nationalist ideology in Puerto Rico: its impact on contemporary political movements and economy.


BLPR 352 Power Structure in Puerto Rico 3 hrs, 3 cr. Historical survey of colonial policies since 16th century; Puerto Rican political movements and parties.

BLPR 355 Spanish Afro-Antillean Poetry 3 hrs, 3 cr. Prereq: reading
knowledge of Spanish. The Black theme in Antillean poetry through its main figures.

BLPR 356 Latino Literature in English 3 hrs, 3 cr. Prereq: ENGL 120. Latino writing in English in the U.S.; analysis of cultural, linguistic, and ideological factors as found in the work of such authors as Sandra Cisneros (Chicana), Pedro Pietri (Puerto Rican), and Oscar Hijuelos (Cuban-American).

BLPR 360 Politics in Puerto Rico 3 hrs, 3 cr. Comprehensive study of political situation in Puerto Rico; topics include the status issue, political parties and participation.


BLPR 370 Sociolinguistic Fieldwork in Black and Puerto Rican Speech Communities 3 hrs, 3 cr. Prereq: BLPR 181 or ANTHC 151 or 351. Sociolinguistic theory applied to linguistic varieties spoken in Afro-American, Afro-Caribbean, Puerto Rican, and other Hispanic communities.

BLPR 384 Poverty in Society 3 hrs, 3 cr. Causes and effects of various kinds of deprivation with emphasis on Black and Puerto Rican society.


BLPR 390 Problems in Black and Puerto Rican Studies 3 hrs, 3 cr. Jr/Sr only. Experimental course. Topics change according to instructor.

BLPR 401 Pan-Africanism 3 hrs, 3 cr. Prereq: BLPR 201, 202, or 206. Not open to freshmen. Seminar traces development of Pan-Africanism through the 20th century.

BLPR 402 Afro-American Political Thought 3 hrs, 3 cr. Prereq: BLPR 205 or 202. Comparative theorists: methods and ideological currents.

BLPR 403 Development Strategies in the Afro-Caribbean 3 hrs, 3 cr. Analysis of developmental strategies used by Caribbean nations after independence.

BLPR 420 The Black Church and Social Change 3 hrs, 3 cr. Prereq: BLPR 201 or 202 or perm instr. In-depth study of the sociopolitical role of Black church in political struggle of Black people with special emphasis on America.

BLPR 428 Selected Topics in Black Studies: Social Science 3 hrs, 3 cr. Prereq: perm dept. Experimental course. Topics change according to instructor.

BLPR 442 History of Puerto Rican Labor Movement 3 hrs, 3 cr. Historical development of Puerto Rican working class, its movements and organizations from 19th century to present.

BLPR 499 Honors 3 hrs, 3 cr. Prereq: perm dept; upper Jr/Sr with 2.8 cumulative GPA, 3.2 major GPA. Individual research, honors essay under direction of a department member.

Swahili

SWA 101, 102 Swahili I, II 3 hrs, 3 cr each. Credit for SWA 101 is not given until SWA 102 is completed. Introduction to Swahili, pronunciation and elements of grammar.

SWA 201 Swahili III 3 hrs, 3 cr. Prereq: SWA 202 or demonstrated competence in speaking and writing. Grammar review, composition, oral practice.

SWA 202 Swahili IV 3 hrs, 3 cr. Prereq: SWA 201 or demonstrated competence as a native speaker. Review of morphology and syntax, original composition, intensive oral practice.

Yoruba

YOR 101, 102 Yoruba I, II 3 hrs, 3 cr each. Credit for YOR 101 is not given until YOR 102 is completed. Elementary Yoruba. Introduction to language and culture of Yoruba people of Nigeria.

YOR 201 Yoruba III 3 hrs, 3 cr. Prereq: YOR 102 or demonstrated competence in speaking and writing. Writing and reading of Yoruba language, including study of grammar and syntax.

YOR 202 Yoruba IV 3 hrs, 3 cr. Prereq: YOR 201 or demonstrated competence as a native speaker. Intensive writing and reading of Yoruba language and continuation of study of grammar and syntax.

Chemistry

Department Office 1307 North Building; 772-5330
Chair William Sweeney
Professors Dannenberg, Diem, Franck, Goss, Grohmann, Massa, Mootoo, Quigley, Santoro, Sweeney, Tomasz
Associate Professors Day, Drain, Francesconi, Mills
Assistant Professors Krishnamachari, Polonova
Advisors (day) Pamela Mills, (evening) Jack Day

The Department of Chemistry offers courses to prepare the science major for professional work and further study in chemistry and other fields of pure and applied science. Courses for the non-science major are designed to present those essentials of chemical fact and theory which will contribute to the student’s understanding of present-day scientific knowledge.

Distribution Requirement No more than 9 credits of chemistry may also be offered toward the distribution requirement. We suggest, but do not require, that students who are thinking of continuing the study of chemistry on the doctoral level elect German, French or Russian to meet the foreign language portion of the distribution requirement. We also recommend that students learn a programming language.

No chemistry course can satisfy the distribution requirement unless credit has been earned in both lecture and corresponding lab.

Major There are two chemistry majors: Major I, a 40-credit concentration in addition to a 10-credit general chemistry core, is designed to prepare the student with intensive training for professional research and graduate study. Major II consists of two options: Option 1 for students interested in the chemical industry; and Option 2 (the biochemistry option) for students in the pharmaceutical industry, medicine, dentistry, veterinary medicine and physical therapy. Major II includes a minimum concentration of 23.5 credits in 200-level and above chemistry courses, in addition to a 9-credit general chemistry core. Both Options 1 and 2 are appropriate for students pursuing teacher education programs.

Students considering a chemistry major should consult the departmental advisor during their first semester to plan the proper sequence of courses, and they are urged to consult with the advisor at least once each succeeding semester. General Chem lecture I and II and General Chem Labs 1 and 2 are prerequisites for admission to both Major I and Major II.

Chemistry Major I The requirements for this major consist of 40 credits in chemistry. There is no allied minor. This major is recommended for students preparing for admission to graduate school or for careers in chemical research. It will also be useful to students seeking a position in the chemical or allied industries, as it is accredited by the Committee on Professional Training of the American Chemical Society.

The 40-credit major consists of CHEM 222 with 223, 224 with 225, 249, 352, 354 or 356 with 255, 257, 349 and 366. In addition, two additional lecture courses must be chosen from among the following: CHEM 322, 354 or 356, 376, 377 and 345. Also acceptable for completion of Major I are PHYS 330, PHILO 362 or 379. Students
should be aware, however, that if either of the philosophy courses is used to complete the Major I requirements, the major will not be eligible for accreditation by the American Chemical Society. One year of physics, PHYS 111 and 121, and four semesters of mathematics, MATH 150, 155, 250 and 254, are also required for this major; CHEM 249, MATH 150 and 155, and PHYS 121 are prerequisites for CHEM 352 and should be completed by the end of the sophomore year. College Russian or German sufficient to meet Hunter’s distribution requirement in foreign languages is recommended.

Major I is required of all students who wish to be considered for certification by the American Chemical Society upon graduation. It is recommended for all students intending to enter the profession of chemistry through either graduate study or employment in industry or government.

Students who can attend only in the evenings should consult the department advisor regarding the feasibility of completing Chemistry Major I.

Chemistry Major II

General Chemistry Core: CHEM 102-105

Option 1: For students interested in a career in the chemical industry. It consists of a 26-credit general chemistry core, and 21 credits in allied courses. This option, which includes 35 credits of chemistry, is appropriate for students pursuing teacher education programs.

Required chemistry courses: CHEM 222-225, 249, 352, 354, or 356, 355, and 357
Required allied courses: MATH 150, 155, 250, and PHYS 111, 121

Option 2 (Biochemistry option): For students preparing for admission to medical, dental, veterinary schools or physical therapy programs, or for students interested in a career in the pharmaceutical industry. It consists of a 23.5-credit concentration in chemistry, a 9-credit general chemistry core, and 30.5 credits in allied courses. This option, which includes 35 credits of chemistry, is appropriate for students pursuing teacher education programs.

Required chemistry courses: CHEM 222-225, 350, 376-378
Required allied courses: MATH 150, 155, 250, and PHYS 110, 120

Minors for Major II Any combination of the required physics and math courses, totaling 12 credits, may be used as a minor. If students prefer to elect a different minor, they must consult with the department advisor or chair. For students preparing to become chemistry teachers at the secondary level, the 21-credit secondary education sequence is an appropriate minor.

Honors Work Opportunity for individual research experience is provided by an honors course, CHEM 491 (Introduction to Research).

Electives Advanced lecture courses in special areas of chemistry, and lab courses providing training in inorganic and organic chemistry and in research techniques, are offered as electives for Major I and are open to students enrolled in Major II who have fulfilled the course prerequisites.

Graduate Study Qualified chemistry majors may be admitted to 700-level courses in the graduate program. Permission of the department is required.

Preparation for Teaching In cooperation with the School of Education, the Department of Chemistry provides opportunities for students to prepare for careers in teaching at the secondary level in the area of chemistry. Students who want to qualify for New York City licensing and New York State certification for teaching in secondary schools should consult the Education section of this catalog for additional requirements.

COURSE LISTINGS

*CHEM 100 Essentials of General Chemistry Lecture 4 hrs (3 lecture, 1 recitation), 3 credits. Course presents essential facts, laws, and theories of general chemistry.

*CHEM 101 Essentials of General Chemistry Laboratory 4 hrs (3 laboratory, 1 recitation), 1.5 credits. Prereq or coreq: CHEM 100. Experiments designed to illustrate fundamental laws and techniques of general chemistry.

**CHEM 102 General Chemistry I 4 hrs (3 lecture, 1 recitation), 3 cr. Prereq or coreq: MATH 120 or equivalent. In-depth introduction to stoichiometric calculations, atomic and molecular structure and chemical bonding.

Note: Credit is not granted for both CHEM 100 and 102.

**CHEM 103 General Chemistry Laboratory I 4 hrs (3 lab, 1 recitation), 1.5 cr. Pre- or coreq: CHEM 102. Study of experiments designed to illustrate fundamental laws and techniques of chemistry.

**CHEM 104 General Chemistry II 4 hrs (3 lecture, 1 recitation), 3 cr. Prereq: CHEM 102 and 103, or CHEM 100 with perm chair. In-depth introduction to thermodynamics, redox reactions, electrochemistry and chemical equilibrium.

**CHEM 105 General Chemistry Laboratory II 3 hrs, 1.5 cr. Prereq: CHEM 103; prereq or coreq: CHEM 104. Laboratory experiments illustrating and applying theory of solutions to qualitative analysis.

**CHEM 120 Essentials of Organic Chemistry Lecture 4 hrs (3lec, 1 recit), 3 cr. Prereq: CHEM 100. Course presents essential facts, laws and theories of organic chemistry.

*CHEM 121 Essentials of Organic Chemistry Laboratory 4 hrs (3 lab, 1 recit), 1.5 cr. Prereq or coreq: CHEM 120; prereq: CHEM 101. Experiments designed to illustrate fundamental laws and techniques of organic chemistry.

**CHEM 130 Preprofessional Science: Core 1 2 hrs, 1.5 cr. Coreq: MATH 130, PHYS 130 and PHYSC 130 Lab. The chemistry component of the second semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include properties of linear functions and their graphs, mechanics, introductory thermodynamics and stoichiometry.

**CHEM 131 Preprofessional Science: Core 2 2 hrs, 1.5 cr. Prereq: MATH 130, PHYS 130; CHEM 130 and PHYSC 130 Lab. The chemistry component of the first semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include properties of polynomial, rational, exponential, and logarithmic functions and their graphs, chemical equilibrium, electrochemistry and further topics in thermodynamics. Completion of CHEM 130 and 131 is equivalent to completion of CHEM 102.

**CHEM 132 Preprofessional Science: Core 3 2 hrs, 1.5 cr. Prereq: MATH 131, PHYS 131, CHEM 131 and PHYSC 131 Lab. Coreq: MATH 132, PHYS 132 Lab. The chemistry component of the third semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include trigonometric functions, topics in analytic geometry, waves, the structure of the atom, and chemical bonding.

**CHEM 133 Preprofessional Science: Core 4 2 hrs, 1.5 cr. Prereq: MATH 132, PHYS 132, CHEM 132 and PHYSC 132 Lab. Coreq: MATH 133, PHYS 133 and PHYSC 133 Lab. The chemistry component of the fourth semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include trigonometric identities, applications of trigonometry, chemical kinetics, electricity and magnetism, optics and nuclear physics. Completion of CHEM 132 and 133 is equivalent to completion of CHEM 104.

CHEM 222, 224 Organic Chemistry Lectures I and II 4 hrs (3 lecture, 1 recitation), 3 cr each. Prereq: CHEM 104; for CHEM 224, CHEM 222. Structure, bonding, and reactions of organic molecules. Synthesis, stereo-
CHEM 100-101 and 120-121 are primarily for nursing, nutrition and food science, and health science students.

**CHEM 102-105 or CHEM 130-133 are primarily for pre-med, medical laboratory technician and science majors.

CHEM 223 Organic Chemistry Laboratory I 5 hrs, 2.5 cr. Prereq: CHEM 105; prereq or coreq: CHEM 222. Offered evening/fall, day/fall, spring. Various organic syntheses, crystalization, distillation, extraction, chromatography, qualitative analysis, spectroscopy.

CHEM 225 Organic Chemistry Laboratory II 5 hrs, 2.5 cr. Prereq: CHEM 222, 223, prereq or coreq: CHEM 224. Offered evening/fall, day/fall, spring. Continuation of CHEM 223.

CHEM 249 Quantitative Analysis 9 hrs (3 lec, 6 lab), 6 cr. Prereq: CHEM 104 and 105. General survey of modern quantitative methods, emphasizing acid-base and redox equilibria and chemical separations.

CHEM 291 Chemical Investigations 4 hrs, 1 cr or 8 hrs, 2 cr. Prereq: CHEM 224 and perm chair: coreq or prereq: CHEM 249. Original chemical investigations under supervision of faculty member. Written report required. Enrollment for maximum of 2 semesters.

CHEM 295 Introduction to Planning and Teaching of Laboratory Work in Chemistry 5 hrs (2 planning, 3 lab), 2 cr. Prereq: CHEM 104 and CHEM 105, and two letters from faculty who have taught the student. Participate in supervised teaching of experiments that demonstrate important principles of chemistry.

CHEM 322 Organic Chemistry Lecture III 3 hrs, 3 cr. Prereq: CHEM 224 and perm instr: Selected topics such as advanced synthesis, reaction mechanisms, MO theory, natural products, NMR spectroscopy.

CHEM 345 Computers in Chemistry 5 hrs (2 lec, 3 lab), 3 cr. Prereq: CHEM 352 or perm instr. Laboratory data acquisition, reduction, instrument control. Graphics. Hands-on laboratory. No previous programming experience necessary.

CHEM 349 Instrumental Analysis 8 hrs (2 lec, 6 lab), 5 cr. Prereq: CHEM 354 or 356 with 255. Offered day/fall. Principles of modern instrumental techniques; emphasis on spectroscopic and electrometric methods.

CHEM 350 Biophysical Chemistry 4 hrs, 4 cr. Prereq: CHEM 224, BIOL 102 and MATH 150. Offered fall or spring. Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, and equilibria.

CHEM 352 Physical Chemistry I 3 hrs, 3 cr. Prereq: CHEM 249, MATH 155, PHYS 121. Offered fall. Ideal and real gases. Laws of thermodynamics with applications to properties of solutions and phase equilibria in general.

CHEM 354 Physical Chemistry II-F 3 hrs, 3 cr. Prereq: CHEM 352, MATH 250. Offered fall. Selected topics from statistical thermodynamics, electrochemistry, kinetic theory and rate processes.

CHEM 355 Physical Chemistry Laboratory I 3 hrs, 1.5 cr. Prereq: CHEM 249. Offered fall. Laboratory course involving experiments based on topics covered in CHEM 352 on chemical systems.

CHEM 356 Physical Chemistry II-S 3 hrs, 3 cr. Prereq: CHEM 352, MATH 250. Offered spring. Selected topics from quantum chemistry, molecular structure, and spectroscopy.

CHEM 357 Physical Chemistry Laboratory II 3 hrs, 1.5 cr. Prereq: Offered spring. Prereq: CHEM 352 or perm chair. Laboratory course involving experiments based on topics covered in CHEM 354 on chemical systems.

CHEM 358 Inorganic Chemistry 3 hrs, 3 cr. Prereq: CHEM 352. Offered day/fall. Treatment of structure, bonding and reactivity of inorganic compounds.


CHEM 377 Biochemistry II 3 hrs, 3 cr. Prereq: CHEM 376 or BIOL 300 or perm instr. Offered spring. Biosynthesis of lipids, amino acids, carbohydrates. Muscle contraction, hormones, immune response, DNA sequencing.

CHEM 378 Biochemistry Laboratory 4 hrs (3 lab, 1 rec), 2.5 cr. Prereq: CHEM 223; CHEM 376 or CHEM 640. A set of laboratory experiments, performed by individual students, covering important areas of biochemistry such as protein analysis, enzyme purification, enzymatic assays, recombinant DNA and the polymerase chain reaction.

CHEM 379 Topics of Current Interest in Chemistry 3 hrs, 3 cr. Prereq: CHEM 352 and CHEM 356 or perm of instructor. Offered subject to adequate student interest and enrollment. Taught by specialists from department faculty. The specific topic will be listed in the Schedule of Classes for a given semester.

CHEM 390 Current Laboratory Methods in Chemistry 4 hrs, 2 cr. Prereq: CHEM 257 or permission of instructor. Offered subject to adequate student interest and enrollment. Taught by specialists from department faculty. The specific topic will be listed in the Schedule of Classes for a given semester.

Honors Course

CHEM 491 Introduction to Research 4 hrs, 1 cr or 8 hrs, 2 cr. Prereq: CHEM 224, 354, 349, Jr/Sr only; perm chair. Similar to CHEM 291. Written report required. Fulfills requirement for departmental honors course.

Note: No student may receive credit for both CHEM 100-101 and 102-103, or
for CHEM 120-121 and 222-223. No student may receive credit for more than one of the following: CHEM 100 or CHEM 102. No student may receive credit for both CHEM 101 and 103 or for both CHEM 121 and 223.

Chinese

DIVISION OF CLASSICAL AND ORIENTAL STUDIES

Division Office 1429 West Building; 772-4965
Assistant Professors Cartelli, Chao, Xu
Advisors Cartelli, Chao

The Chinese Division of the Department of Classical and Oriental Studies offers courses in Chinese (Mandarin) language and literature and in Chinese culture. It participates in interdepartmental and interdisciplinary programs and works closely with these programs in curricular planning. Many majors go on to graduate school, in the United States or abroad, upon completing their bachelor's degrees. Others find their knowledge of Chinese useful in a variety of careers, e.g., government service, business, journalism, or bilingual education.

Distribution Requirement Chinese language courses may be used to fulfill the foreign language requirement (Category III). Literature courses in Chinese as well as in English translation may be used to fulfill the literature requirement (Category IV, Part 2). The requirement for humanities and the arts (Category V, Group 3) may be fulfilled by CHIN 111 or 112. The major in Chinese language and literature consists of 24 credits chosen from the following CHIN-prefixied courses: 201, 202, 301, 302, 303, 304, 307, 401, 402.

Major The major consists of a minimum of 12 credits beyond CHIN 101-102.

Allied Minor A Chinese major may take a minor in any department or program but may not apply to the minor more than 3 credits also offered for the distribution requirement.

*Preparation for Secondary School Teaching Students interested in teaching Chinese in New York schools may count 12 credits of courses from the secondary education sequence as a minor. This minor may count towards the course requirements for New York State certification or New York City licensing, but will not by itself be sufficient for either of these. Students interested in a teaching career should consult with the School of Education (Office of Educational Services, Room 1000 W).

Advanced Placement Students who elect Chinese as their required language and have studied the language abroad or at home must consult the head of the Chinese division for advanced placement or exemptions.

Electives All courses, unless otherwise stated in course descriptions, are open to qualified students majoring in other disciplines.

COURSE LISTINGS

CHIN 101, 102 Elementary Chinese I & II 3 hrs. each sem, 8 cr. 101 offered day, evening/fall; 102 offered day, evening/spring. Beginning course in Mandarin. First 4 weeks devoted to pronunciation and basic structure, in romanization only; characters introduced thereafter. CHIN 101 not credited without 102.

CHIN 111 Chinese Culture I 3 hrs, 3 cr. Offered day, evening/fall; spring. Introduction to Chinese culture with emphasis on classical tradition. Lectures and readings in English.

CHIN 112 Chinese Culture II 3 hrs, 3 cr. Emphasis on modern transformation against background of classical tradition. Lectures and readings in English.

CHIN 201 Intermediate Chinese I 3 hrs, 3 cr. Prereq: CHIN 102 or equiv. Reading of literature in pai-hua (vernacular style) with emphasis on structural use of "function words" and vocabulary-building.

CHIN 202 Intermediate Chinese II 3 hrs, 3 cr. Prereq: CHIN 201 or equiv. Continued reading of literature in pai-hua.

CHIN 211 Topics in Chinese Culture 3 hrs, 3 cr. Topics include Chinese religion, Buddhism, archaeology, Taoism, and theatre.

CHIN 251 Topics in Chinese Literature in English Translation 3 hrs, 3 cr. Including 20th-century literature, contemporary literature.

CHIN 301 Journalistic Chinese Literature I 3 hrs, 3 cr. Prereq: CHIN 202 or equiv. Offered day/fall. Intensive reading and translation of literature written in journalistic style.

CHIN 302 Journalistic Chinese Literature II 3 hrs, 3 cr. Prereq: CHIN 301 or equiv. Offered day/spring. Extensive reading and translation of literature written in journalistic style.

CHIN 303 Classical Chinese Literature I 3 hrs, 3 cr. Prereq: CHIN 301 or equiv. Offered day/fall. Intensive study of some of the masterpieces in wen-yen or classical style, with attention to the technical problems of syntax and literary styles.

CHIN 304 Classical Chinese Literature II 3 hrs, 3 cr. Prereq: CHIN 303 or equiv. Offered day/spring. Continuation of CHIN 303. Selected readings in literature written in wen-yen or classical style.

CHIN 306 20th-century Chinese Literature 3 hrs, 3 cr. Prereq: CHIN 202 or equiv. Selected readings of leading thinkers and writers.

CHIN 307 Classical Chinese Poetry 3 hrs, 3 cr. Prereq: CHIN 303 or equiv. Close textual and stylistic analysis of texts selected from standard verse forms, with emphasis on T'ang shih and Sung z'yu.

CHIN 355 Classical Chinese Fiction in English Translation 3 hrs, 3 cr. Introduction to Chinese fictional writings from early times to 19th century, e.g., Dream of the Red Chamber, Monkey, All Men Are Brothers, Romance of the Three Kingdoms.

CHIN 357 Chinese Poetry in English Translation 3 hrs, 3 cr. Major poets from the earliest times to the present day, with emphasis on the T'ang period.
The Department of Classical and Oriental Studies consists of the Classics, Chinese, Hebrew, and Russian divisions. Each of these divisions is listed alphabetically in this catalog. In addition, the Classics Division offers a six-semester sequence in Japanese.

**Department Office** 1425 West Building; 772-4960

**Chair** Tamara M. Green

### Classics

**DIVISION OF CLASSICAL AND ORIENTAL STUDIES**

#### Division Office
1425 West Building; 772-4960

**Division Head** Tamara M. Green

**Distinguished Professor** Pomeroy

**Professors** Green, White

**Associate Professors** Ancona, Haft, Koehl

**Assistant Professor** Spurza

**Lecturer** Mayer

**Advisors** (day) Tamara M. Green; (evening) William J. Mayer

The ancient cultures of Greece and Rome have shaped much of our own civilization: our government, education, and even our ways of thinking. The themes and ideas of classical mythology and literature deeply influenced the development of the art, music, and literature of Western Europe; classical studies thus can provide the keys to understanding both other cultures and our own.

The Classics Division of the Department of Classical and Oriental Studies offers a full range of studies in the worlds of ancient Greece, Rome, and the Mediterranean, from a single course in classical mythology or Egyptian archaeology to majors in Greek, Latin, classical archaeology, or classical studies. Students who want to know about the classical world without learning its languages can choose from courses in civilization, literature, myth and religion, and archaeology. In addition, the division participates in Hunter’s interdepartmental programs in religion, comparative literature, archaeology, and women’s studies.

Careers in research, government, and education use skills developed in classical studies, and a major in classics provides an excellent foundation for many professional programs, such as law. In addition, specialized careers—such as college and high school teaching, museum work, and library cataloging—are open to professional classicists and archaeologists.

### Distribution Requirement

No more than 6 credits of the major or the minor may also be offered toward the distribution requirement. Greek, Latin, or Japanese may be taken to fulfill the foreign language requirement (Category III). The literature requirement (Category IV, Part 2) may be fulfilled by a literature course in the original language or in English translation. One of the following courses may be taken to fulfill the humanities and the arts component (Category V, Group 3): CLA 101, 110, 201, 203, 220, 225, 226, 227.

### Majors

Students who want to major in classics have five choices:

1. **Greek** 24 credits of Greek above 101-102, and a corequisite of LAT 101-102 or equivalent.
2. **Latin** 24 credits of Latin above 101-102, and a corequisite of GRK 101-102 or equivalent.
3. **Greek and Latin** 18-20 credits each of Greek and Latin (may include 101-102).
4. **Classical Studies** 12-14 credits of either Greek or Latin, including 101-102, and 12 credits of courses given in English (CLA prefix), including two courses at the 300 level. CLA 101 and CLA 110 do not count toward the major.
5. **Archaeology (Interdepartmental)** 24 credits from the interdepartmental course pool, including CLA 204, 220, 221, and 222, with a corequisite of 12-14 credits of Greek or Latin. Offered within the interdepartmental archaeology major.

### Minors

12 credits in Greek, Latin, classical studies, or classical archaeology. Courses used for the distribution requirement may also be used for the major or minor where applicable. Each course is credited separately, with the exception of GRK 101-102 and LAT 101-102.

### *Preparation for Secondary School Teaching*

Students interested in a teaching career should consult with the School of Education (Office of Educational Services, Room 1000 W). In addition, the department offers an MA in the teaching of Latin.

### Honors and Tutorials

Consult the division head for these special programs.

### COURSE LISTINGS

#### Ancient Culture

- **CLA 101 Classical Mythology** 3 hrs, 3 cr. Greek and Roman myth as represented in ancient art and literature, with emphasis on modern interpretations and theories.
- **CLA 110 The Greek and Latin Roots of English** 3 hrs, 3 cr. Elements of language structure; how languages work; elements of Latin and Greek in English vocabulary.
- **CLA 201 Greek Civilization** 3 hrs, 3 cr. Prereq: ENGL 120. Ancient Greek culture: art and literature, religion, philosophy, economics, politics, education, and athletics.
- **CLA 202 Hellenistic Civilization** 3 hrs, 3 cr. Prereq: ENGL 120. The Mediterranean world after Alexander the Great: synthesis of Greek and oriental cultures.
- **CLA 203 Roman Civilization** 3 hrs, 3 cr. Prereq: ENGL 120. Ancient Roman culture: art and literature, law, architecture, engineering, economics, popular culture, leisure activities.
- **CLA 210 The Greek and Roman Theatre** 3 hrs, 3 cr. Prereq: ENGL 120. Components and functions of classical theatre: myth and ritual; mask and costume; staging and production; buildings.
- **CLA 302 Comparative Backgrounds of Classical Mythology** 3 hrs, 3 cr. Prereq: ENGL 120. Mythological systems that bear on classical myth, including Egyptian, Mesopotamian, Hittite, Ugarcic, and Celtic myths.
- **CLA 303 Religion of Ancient Greece** 3 hrs, 3 cr. Prereq: ENGL 120. The Ancient Greek religious experience: official rites, mystery cults, oracles, personal religious belief, and practice.
- **CLA 304 Pagans and Christians** 3 hrs, 3 cr. Prereq: ENGL 120. Transformation of classical culture in late antiquity: religion, philosophy, mysticism, magic, astrology.
- **CLA 385 Women and Slaves in Classical Antiquity** 3 hrs, 3 cr. Prereq: ENGL 120. Women and slaves in Greek and Roman society and origins of Western attitudes about sex and class.
CLA 306 Special Studies in Ancient Greek Culture 3 hrs, 3 cr. Prereq: ENGL 120. Offered every year. Examination of specific areas of Greek life. Topics vary from year to year.

CLA 307 Special Studies in Ancient Roman Culture 3 hrs, 3 cr. Prereq: ENGL 120. Offered every year. Examination of specific areas of Roman life. Topics vary from year to year.

CLA 308 Magic and Science in Antiquity 3 hrs, 3 cr. Prereq: ENGL 120; any 200-level CLA-prefix course, or perm instr. The interaction of scientific and magical world views in Greek, Roman and Near Eastern antiquity from the invention of writing to the origins of alchemy.

Classical Literature (in English)

CLA 250 Greek and Roman Tragedy 3 hrs, 3 cr. Prereq: ENGL 120. A study of plays of Aeschylus, Sophocles, Euripides, and Seneca in their literary, religious, and social contexts.

CLA 251 Ancient Comedy 3 hrs, 3 cr. Prereq: ENGL 120. Aristophanes, Menander, Plautus, and Terence, with a consideration of their influence on Western comic tradition.

CLA 253 Homer and Vergil 3 hrs, 3 cr. Prereq: ENGL 120. Ancient narrative song and poetry, with emphasis on the Iliad and Odyssey of Homer and the Aeneid of Vergil.

Archaeology

CLA 204 Introduction to Classical, Near Eastern, and Egyptian Archaeology 3 hrs, 3 cr. Prereq: ENGL 120. Introduction to ancient archaeology, including Greece and Rome, Mesopotamia, Egypt, Anatolia, and the Levant.

CLA 220 Aegean Archaeology 3 hrs, 3 cr. Prereq: ENGL 120, CLA 204. Crete, Greece, and the islands in Bronze Age. Knossos, Thera, Mycenae. Painting, jewelry, pottery, daily life.

CLA 221 Greek Archaeology 3 hrs, 3 cr. Prereq: ENGL 120, CLA 201 or 204. Greece from Archaic to Hellenistic period: culture, Greek cities overseas, daily life. Delphi, Olympia, Athens.

CLA 222 Roman Archaeology 3 hrs, 3 cr. Prereq: ENGL 120, CLA 203 or 204. Etruscans, Roman Italy, and the Empire: Pompeii, Rome, Roman cities overseas; glass, mosaics, sarcophagi, pottery.

CLA 225 Archaeology of Egypt 3 hrs, 3 cr. Prereq: ENGL 120, CLA 204. Sites, cultures, and styles of ancient Egypt, Giza, Thebes, Amarna; hieroglyphs, literature, tombs, religion, daily life.

CLA 226 Archaeology of Western Mediterranean 3 hrs, 3 cr. Prereq: ENGL 120, CLA 204. Ancient Sicily, Sardinia, Malta, Spain, and Italy, chiefly in Bronze Age. Main sites and cultures.

CLA 227 Archaeology of Eastern Mediterranean 3 hrs, 3 cr. Prereq: ENGL 120, CLA 204. Cyprus, Southern Anatolia, Phoenicia, and Palestine, especially in Bronze Age.

CLA 322 Archaeology of Mesopotamia 3 hrs, 3 cr. Prereq: ENGL 120, CLA 204. Sites, cultures, and styles of ancient Mesopotamia. First villages, towns of Ur, ziggurats, palaces, tablet literature.

CLA 323 Archaeology of Iran and Anatolia 3 hrs, 3 cr. Prereq: ENGL 120, CLA 204. Anatolia: Troy, Hittites, royal tombs of Lycia and Phrygia. Persia: Elamite civilization and Susa; Persepolis.

CLA 329 Problems in Archaeology 3 hrs, 3 cr. Prereq: ENGL 120. Exploration in depth of particular area or period in Old World archaeology. Topics vary.

CLA 330 Field Seminar in Archaeology Maximum 6 cr. Prereq: ENGL 120. Fieldwork, undertaken during a school semester or summer, under auspices of department or in an approved program, teaching excavation, or field school. For majors only. Departmental permission required.

CLA 240 Topics in Classics 3 hrs, 3 cr. Prereq: ENGL 120. Offered every year. Examination of specific areas of classical culture, such as literature, language, or numismatics.

CLA 421 Independent Study in Classics 1-3 cr. Prereq: ENGL 120. Perm chair. For majors only.

CLA 491 Honors in Classics 3 hrs, 3 cr. Prereq: ENGL 120. Sr only, perm dept. Individual research under direction of member of department, culminating in essay approved by Honors Committee.

CLA 498 Internship 1-6 cr. Prereq: ENGL 120. Perm dept.

Greek

GRK 101, 102 Beginning Greek 8 hrs, 8 cr. 101 offered every fall, 102 offered every spring. GRK 101 not credited without GRK 102.

GRK 107 Beginning Greek, Intensive 6 cr. Offered summer only.

GRK 110 Greek Reading 3 hrs, 3 cr. Prereq: GRK 102 or equiv. Offered every fall.

GRK 202 Plato 3 hrs, 3 cr. Prereq: GRK 110 or equiv.

GRK 203 Homer 3 hrs, 3 cr. Prereq: GRK 110 or equiv.

GRK 301 Plato II 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 302 Euripides 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 303 Greek Lyric Poetry 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 304 Aristophanes and Menander 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 305 Attic Orators 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 307 Sophocles 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 308 Aeschylus 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 309 Herodotus 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 310 Thucydides 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

GRK 311 Advanced Readings in Greek Literature 3 hrs, 3 cr. Prereq: GRK 202 or equiv.

Latin

LAT 101, 102 Beginning Latin 8 hrs, 8 cr. 101 offered every fall, 102 every spring. LAT 101 not credited without LAT 102.

LAT 107 Beginning Latin, Intensive 6 cr. Offered summer only.

LAT 110 Latin Reading 3 hrs, 3 cr. Prereq: LAT 102 or equiv. Offered every fall.

LAT 201 Ovid’s Metamorphoses 3 hrs, 3 cr. Prereq: LAT 110 or equiv.

LAT 202 Roman Biography 3 hrs, 3 cr. Prereq: LAT 110 or equiv.

LAT 203 Vergil’s Aeneid 3 hrs, 3 cr. Prereq: LAT 110 or equiv.

LAT 204 Cicero’s De Senectute 3 hrs, 3 cr. Prereq: LAT 110 or equiv.

LAT 220 Medieval Latin 3 hrs, 3 cr. Prereq: LAT 110 or equiv. Offered summer only.

LAT 302 Roman Letters 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 303 Roman Comedy 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 304 Roman Satire 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 305 Vergil’s Eclogues and Georgics 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 306 Cicero 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 307 Lucretius’ De Rerum Natura 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 308 Roman Epic 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 309 Lyric Poetry of the Golden Age 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 310 The Roman Novel 3 hrs, 3 cr. Prereq: LAT 201 or equiv.

LAT 311 Elegiac Poets 3 hrs, 3 cr. Prereq: LAT 201 or equiv.
Major-Minor Requirements

Because the study of at least two literatures in different languages is essential, students must elect a combined major-minor in comparative literature. A good knowledge of one major foreign language, modern or classical (i.e., the ability to take 300-level courses), is therefore a prerequisite. A reading knowledge of a third language is helpful.

All majors take a core course in methodology, but the remaining classes in a student’s program are arranged with the advisor in an effort to work out a balance between two different literatures, two different literary periods, and two different genres. In addition to comparative literature courses in prose fiction, drama, myth and folklore, literary movements, and literature and the arts, majors may also elect appropriate classes from such disciplines as history, philosophy, art, and anthropology.

Upon becoming a major, students will, in consultation with the chair, choose one member of the comparative literature committee as their advisor and plan a coherent, individualized program. All majors are required to review their programs with the advisor once a semester.

The major-minor consists of 36 credits distributed as follows:

A. Concentration in at least two periods, one of them before 1830, and in two genres (e.g. the novel and drama).
B. At least 6 cr and no more than 9 cr in COMPL-prefixed courses. COMPL 301 is required of all majors.
C. 21-24 cr in literature courses at the 300-level, distributed so that at least 9 cr are in one or more foreign languages studied in the original language, and 12 cr, constituting a major, in a single literature. A meaningful balance between at least two literatures must be achieved.
D. 6 cr chosen from among the following: CLA 210, 250, 251, 253; ENGL 381, 382; HEBR 281; CHIN 111; BLPR 201, 202, 220; HIST 312, 331; ANTHC 303; PHILO 214, 215, 218, 219, 228, 322, 381, 384, 386; HUM 380, 381.

*COURSE LISTINGS

The offerings of the comparative literature program are determined by the needs of students in the program and the faculty available. For specific information, consult the advisor.

COMPL 301 Seminar: Approaches to Comparative Literature 3 hrs, 3 cr. Study of selected major works to demonstrate scope and various approaches of comparative literature. Focus on conscious imitation, treatment of similar themes, use of well-defined genres and conventions as well as of concepts from history of ideas. Emphasis on close reading of texts and development of critical vocabulary. Required of all majors in comparative literature.

COMPL 320, 321 Comparative Studies in Prose Fiction 3 hrs, 3 cr each. May be taken more than once when content varies.

COMPL 330, 331 Comparative Studies in Drama 3 hrs, 3 cr each. May be taken more than once when topic varies.

COMPL 340 Perspectives on Literature and the Arts 3 hrs, 3 cr. May be taken more than once when topic varies.

COMPL 350, 351 Comparative Studies in Literary Movements 3 hrs, 3 cr each. May be taken more than once when topic varies.

COMPL 370, 371 Comparative Studies in Myth and Folklore 3 hrs, 3 cr each. May be taken more than once when topic varies.

COMPL 380, 381 Selected Topics in Comparative Literature 3 hrs, 3 cr each. May be taken more than once when topic varies.

COMPL 390, 391 Honors Project 3 hrs, 3 cr each. Prereq: completion of 9 cr in COMPL-prefixed courses.
Computer Science

Department Office 1008 North Building; 772-5213
Acting Chair Virginia Teller
Professors Cohen, Epstein, Negoița, Teller, Zamfirescu
Associate Professors Schaffer, Weiss
Assistant Professors Sakas, Shankar
Lecturer Schweitzer
Advisors See schedule opposite HN1008

Web Site: http://www.hunter.cuny.edu/cs

The Department of Computer Science provides students with outstanding preparation both for immediate employment as computer professionals and for graduate study. Students use a broad spectrum of programming languages and machine architectures and are expected to construct creative solutions to challenging problems in a variety of contexts. In addition, students are educated in the mathematics of computer science—the theoretical foundations that support current technology and will guide its future development.

The department’s faculty engage in research, write monographs and textbooks, publish regularly in highly respected journals, and obtain grants from government and private sources. Adjunct faculty are highly competent professionals in a variety of specialized technical fields. The department takes an active interest in students’ goals and provides extensive advising and guidance.

Distribution Requirement The following courses may be used toward the science and mathematics category of the distribution requirement: CSCI 120 and CSCI 150. No more than 6 credits of the minor may be used to meet the distribution requirement.

Major (42 cr in CSCI and a collateral 14 cr in MATH)

Beginning in spring 2001, pending Senate approval, the department will enforce the “one repeat” rule for all courses to be used toward the major, from CSCI 135 through the 400-level courses. This means that if a student fails a CSCI major course once (failure = D, F, NC, WU), that student will have only one more chance to pass the course. Failing a prerequisite course twice will prevent a student from declaring the major; failing a core (required) course twice will prevent the student from graduating as a computer science major. Finally, failing two courses—one time each—in the CSCI major sequence will have the same consequences.

Please Note: A grade of D is not considered a passing grade by this department in any Computer Science or Math courses required for the computer science major. The credit / no credit (CR/NC) option is not accepted for computer science major courses: CSCI 135, 145, 150, 235, 245, 265, 335, 340, 345.

Preliminary Courses Before being accepted as a computer science major, a student must complete the following sequence of courses, which introduces the student to the mathematical and programming concepts necessary to the foundations of computer science, with a B average or better (no mark less than C; only one C for this sequence will be accepted):

Required Courses All computer science majors must complete successfully the following courses with a grade of C or better:

CSCI 135 Software Analysis & Design I
CSCI 145 Computer Architecture I
CSCI 150 Discrete Structures
MATH 150 Calculus I
MATH 155 Calculus II

Electives In addition to the preliminary and required courses, each major must complete 15 hours of elective credits from 300-level and 400-level courses with a grade of C or better. At least 12 elective credits must be in classes other than CSCI 391, 392 and 393. With departmental permission, certain appropriate upper-level electives from other academic departments may be substituted.

Minor Examples of sequences which might appropriately constitute a minor would be: CSCI 135, 235, 335 and 435 (programming track) or 135, 145, 245 and 345 (architecture track).

Honors Work To graduate from Hunter College with honors in computer science, a student must have at least a 3.0 GPA overall and a 3.5 GPA or better in computer science/math, and must receive a grade of A in one of the CSCI 493 series of courses.

Recommended Course Sequence

<table>
<thead>
<tr>
<th>Term 1</th>
<th>MATH 125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>CSCI 135; MATH 121</td>
</tr>
<tr>
<td>Term 3</td>
<td>CSCI 145; CSCI 150; MATH 150</td>
</tr>
<tr>
<td>Term 4</td>
<td>CSCI 235; CSCI 245; MATH 155</td>
</tr>
<tr>
<td>Term 5</td>
<td>CSCI 265; CSCI 335; CSCI 345; MATH 160</td>
</tr>
<tr>
<td>Term 6</td>
<td>CSCI 340; STAT 213; two CSCI electives</td>
</tr>
<tr>
<td>Term 7</td>
<td>Three CSCI electives</td>
</tr>
</tbody>
</table>

COURSE LISTINGS

The sequence of courses in the Mathematics and Statistics Department is currently undergoing revision. Students should speak to a Computer Science Department advisor to find out the new mathematics prerequisites and corequisites for computer science courses.

CSCI 100 Introduction to Computer Applications 2 hrs, 1 cr. Intended for non-majors. Introduction to word processing, spreadsheets, electronic communications, and fundamental computer terminology. Not open to students who have completed, or are enrolled in, any CSCI course or GTECH 102.

CSCI 115 Computer Technology in Childhood Education 3 hrs (1 lec, 2 lab); 2 cr. Pre- or coreq: QST A 400. Open only to Education majors. Students learn to use a number of software tools and applications that can be infused into the curriculum of the elementary school. Includes a focus on information retrieval using Internet resources and use of such application packages as Microsoft Excel, Microsoft Power Point, Inspiration, and Timeliner.

CSCI 120 Introduction to Computers 3 hrs, 3 cr. Intended for non-majors. An introduction to the principles of computer science. Discussion of the organization of computer systems and their applications; software packages.

CSCI 135 Software Design and Analysis 13 hrs, 3 cr. Prereq: One of the following—MATH 120, MATH 121, MATH 125, MATH 150, or MATH 155. This first course for prospective computer science majors and minors con-
CSCI 150 Discrete Structures 3 hrs, 3 cr. Prereq: One of the following—MATH 120, MATH 121, MATH 125, MATH 150, or MATH 155. Mathematical background required for computer science. Sets, relations, cardinality, propositional calculus, discrete functions, truth tables, induction, combinatorics.

CSCI 181, 182, 183 Independent Workshop 1 hr, 1 cr; 2 hrs, 2 cr; 3 hrs, 3 cr. Prereq: Declared computer science major with 18 credits completed in the department. Outside internship in practical aspects of computing, e.g., systems programming, biomedical computing, computer-aided instruction. Credits may not be used toward the major.

CSCI 235 Software Design and Analysis II 3 hrs, 3 cr. Prereq: CSCI 135, CSCI 150, MATH 150. Representation of information in computers, including process and data abstraction techniques. The course covers static and dynamic storage methods, lists, stacks, queues, binary trees, recursion, analysis of simple algorithms, and some searching and sorting algorithms.

CSCI 245 Computer Architecture II 3 hrs, 3 cr. Prereq: CSCI 145, CSCI 150 and MATH 150. Boolean algebra, data representation, combinational circuits and minimization, sequential circuits.

CSCI 285 Computer Theory I 3 hrs, 3 cr. Prereq: CSCI 245 and MATH 150. Recursion, regular sets, regular expressions, finite automata, context-free grammars, pushdown automata.

Pending Senate approval, MATH 155 will be a prerequisite for the following courses beginning spring 2001: CSCI 335, 340, and 345.

CSCI 335 Software Design and Analysis III 3 hrs, 3 cr. Prereq: CSCI 235. The design and analysis of various types of algorithms, including searching, sorting, graph and tree algorithms. Problem-solving techniques, worst and average case behavior analysis, and optimality. Polynomial time complexity classes and theory, including NP-completeness.


CSCI 345 Computer Architecture III 3 hrs, 3 cr. Prereq: CSCI 245. High performance computer architectures, including massively parallel SIMD and MIMD machines and distributed architectures.

*CSCI 350 Artificial Intelligence 3 hrs, 3 cr. Prereq: CSCI 235. A survey of artificial intelligence including search and control, knowledge representation, logic and theorem proving, learning, natural language, and AI programming.

CSCI 355 Introduction to Linear Programming 3 hrs, 3 cr. Prereq: CSCI 235, MATH 160. Introduction to operations research and game theory. Simplex method; inconsistency, redundancy, and degeneracy problems; two-phase method; duality; transportation problems.

CSCI 365 Computer Theory II 3 hrs, 3 cr. Prereq: CSCI 265. Turing machines, Post machines, Post’s theorem, Minsky’s theorem. Determinism and non-determinism. Undecidability, the halting problem. Recursive function theory.

CSCI 385 Numerical Methods I 3 hrs, 3 cr. Prereq: CSCI 135 and MATH 160. Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations. This course is cross-listed as MATH 385 and as PHYS 385.

CSCI 391, 392, 393 Independent Study in Computer Science 1 hr, 1 cr; 2 hrs, 2 cr; 3 hrs, 3 cr. Prereq: Declared Computer Science major, with perm instr and dept. Independent work, under the direction of a faculty member, in practical aspects of computing.

CSCI 395 Topics in Computer Science 3 hrs, 3 cr. Prereq: CSCI 135. Additional prerequisites vary with specific topics and are announced prior to registration. Topics include networking, data communications, statistical packages, and others.

*CSCI 405 Software Engineering 3 hrs, 3 cr. Prereq: CSCI 235. Problems in large-scale software development including functional analysis of information processing systems, system design concepts, timing estimates, documentation, and system testing.

*CSCI 415 Telecomputing 3 hrs, 3 cr. Prereq: CSCI 335, 340. Electronic and optical media for data transmission; organization and protocols for local area networks and wide area networks.

CSCI 435 Data Base Management 3 hrs, 3 cr. Prereq: CSCI 335. Hierarchical and network databases; theory of relational databases; normalization theory; query languages.

CSCI 450 Language Translation 3 hrs, 3 cr. Prereq: CSCI 235, 265. The theory and application of language recognition and analysis techniques, as they pertain to both formal programming languages and to natural languages. Includes lexical, syntactic, and semantic analysis methods, as well as discussions of efficient data representation.

CSCI 460 Advanced Programming Languages 3 hrs, 3 cr. Prereq: CSCI 235, 265. Survey of computational models defined by and underlying modern programming languages, with emphasis on concurrency and parallelism. Includes languages for distributed and centralized parallel computa-
DANCE

**Pending Senate approval**

**COURSE LISTINGS**

All technique courses (indicated by *) require an audition, which is held during the first class session of each semester. Students who are registered but do not pass the audition will be asked to drop the course. Students who register and miss the first day must notify the dance office before the first class or their place will be given to another student.

**Technique**

*DAN 101 Fundamentals of Contemporary Dance Technique* Pre-major. 3 hrs, 2 cr. Offered day only. Introduction to professional demands of technical achievement. Survey of concepts involved in understanding and integrating movement. Review of basic skills required for further study.

*DAN 111 Contemporary Dance Technique I* 3 hrs, 2 cr, 2 hrs open studio. Prereq: DAN 101. Offered day only. Analytical study of basic concepts of dance: space, time, dynamics, and design. Intermediate development of movement skills and vocabulary as required by professional demands.

*DAN 112 Contemporary Dance Technique II* 3 hrs, 2 cr, 2 hrs open studio. Prereq: DAN 111. Offered day only. Development of expanded movement vocabulary and increased facility; understanding dance as means of communication; ordering of movement to produce controlled performance.

*DAN 145 Fundamentals of Ballet* 3 hrs, 2 cr. Prereq: DAN 111. Offered day only. Introduction to fundamental skills and nomenclature of ballet; non-professional orientation to educate student to appreciate art of ballet through participation.

*DAN 151 Folk Forms of Dance I* 3 hrs, 1 cr. Offered day/spring only. Development of basic dance skills for participation in various recreational folk dances; exposure of student to dance and music of other cultures through communal activity.

*DAN 211 Contemporary Dance Technique III* 3 hrs, 2 cr, 2 hrs open studio. Prereq: DAN 112. Offered day only. Advanced movement experience to prepare students to carry out their own creative demands or demands of other choreographers; continued in-depth study of all concepts of dance.

*DAN 212 Contemporary Dance Technique IV* 3 hrs, 2 cr, 2 hrs open studio. Prereq: DAN 211. Offered day only. Development of pure dance skill to enable student to learn specific styles of dance; emphasis on expanding dynamic range and clarifying performance intention.

*DAN 245 Ballet I* 3 hrs, 2 cr, 2 hrs open studio. Prereq: DAN 145. Offered day only. Study of stylistic demands and vocabulary at intermediate level; introduction to background information about ballet traditions.

*DAN 251 Folk Forms of Dance II* 3 hrs, 1 cr. Prereq: DAN 151. Offered day/spring only. Expanded progressions in folk forms of dance; presentation of new materials based on advanced skills.

*DAN 252 Special Topics: Traditional Dance I* 3 hrs, 2 cr. Introduction to the cultural background and basic techniques of individual traditions of dance, such as African, Classical Indian, Afro-Brazilian, T'ai Chi, and Capoeira.

*DAN 253 Jazz Dance I* 3 hrs, 2 cr. Prereq: DAN 111 or perm instr. Offered day only. Emphasis on distinguishing characteristics of classic jazz dance: isolations, angular body shaping, percussive dynamics, rhythmic precision.

*DAN 254 Jazz Dance II* 3 hrs, 2 cr. Prereq: DAN 253 or perm instr. Offered day only. Continued application of concepts of DAN 253 with more advanced material including syncopations common to ragtime, swing, and be-bop. Influence of modern dance and ballet on classic jazz dance.

*DAN 345 Ballet II* 3 hrs, 2 cr, 2 hrs open studio. Prereq: DAN 245. Offered day only. Continuation of traditional exercises to acquaint student with elements of classic ballet; emphasis on development of advanced technical ability to facilitate learning and teaching.

*DAN 352 Special Topics: Traditional Dance II* 3 hrs, 2 cr. Prereq: DAN 252. Continuation of DAN 252.

**Creative Theory and Performance**

**Distribution Requirement** The requirement for humanities and the arts (Category V, Group 1) may be fulfilled by DAN 102 or 232. No courses taken to fulfill the major or minor requirements may be used to satisfy the distribution requirement.

**Major** A yearly placement audition is required of incoming majors and minors as well as of all second-year majors. Performance, choreography, and technical production requirements are to be fulfilled prior to graduation.

The following 24-credit curriculum is required of all majors: DAN 111, 112, 151, 211, 212, 221, 222, 223, DAN 231 or 232, 245, 350. These core courses and 6 to 12 credits of electives prepare majors for professional careers in several areas of specialization:

- **Performing and choreography**
- **Human movement studies**
- **Teaching of dance**
- **Dance therapy**
- **Arts administration**

The undergraduate advisor suggests the appropriate sequence of electives for the career specialization the student chooses.

**Preparation for Teaching** The program leading to New York State certification as a teacher of dance consists of 36 credits in dance—the 24-credit curriculum required of all dance majors plus 12 elective credits to be chosen from the following courses:

*DAN 251 (Folk Form of Dance II), DAN 345 (Ballet II), DAN 252.52 and 352.51 (West African Dance I and II), DAN 323 (Dance Production II), DAN 431.52 (Human Movement), DAN 252.56 and 352.56 (Yoga), DAN 102 (Dance, Dancers, and the Audience), DAN 411 and 412 (Repertory I and II). See School of Education section of this catalog for education requirements.

**Note:** DAN ED 302 (Methods of Teaching Dance) is offered within the Dance Program.

To be accepted into the teacher education program, students must fulfill the academic and liberal arts requirements listed in the Education portion of the catalog and apply for acceptance.

**Minor** Students minoring in dance are required to take DAN 111, 112, 221, and 6 additional credits from the core courses or the suggested electives. All minors are required to consult with an undergraduate dance advisor before selecting their sequence of courses. Performance, choreography, and technical production requirements are to be fulfilled prior to graduation.
DAN 221 Improvisation as a Creative Process I 3 hrs, 2 cr. Offered day/fall only. Introduction to basic skills of structured improvisation; use of these skills by individual students to explore their creative movement potential.

DAN 222 Composition I 3 hrs, 2 cr, 5 hrs open studio. Prereq: DAN 221. Offered day/spring only. Creative assignments geared to challenge and develop all dance skills; emphasis on understanding form and its relation to content; mastering structural requirements of composition.

DAN 223 Production I 4 hrs, 3 cr, 5 hrs open studio. Prereq: DAN 222. Offered day/spring only. Practical experience in all aspects of production that contribute to realization of student’s choreographic intentions: costumes, sets, lighting, publicity, and business skills.

DAN 322 Composition II 3 hrs, 2 cr, 5 hrs open studio. Prereq: DAN 222. Offered day/fall only. Continued application of basic principles of composition; conception, planning, and realization of complete dances; preparation of dances for concert by integrating all aspects of production.

DAN 323 Production II 4 hrs, 3 cr, 5 hrs open studio. Prereq: DAN 223. Offered day/spring only. Advanced application of production skills to professional level concert-stage concert.

*DAN 411 Repertory I 4 hrs, 3 cr, 2 hrs open studio. Open to dance majors and minors only. Prereq: DAN 211, 222, or perm instr. Performance course for advanced students. A dance is learned from professional choreographer’s repertory and performed in concert.

*DAN 412 Repertory II 4 hrs, 3 cr, 2 hrs open studio. Open to dance majors and minors only. Prereq: DAN 211, 212, 411, or perm instr. Continuation of DAN 411. A new dance is created by professional choreographer and performed in concert.

Theoretical and Scientific Aspects of Dance

DAN 102 Dance, Dancers, and the Audience 3 hrs, 3 cr. Lecture-demonstration course designed to introduce student audience to art of dance; open to all students; fulfills distribution requirement in humanities.

DAN 113 Basic Musicianship for Dancers 3 hrs, 2 cr. Basic music theory in relation to dance. Development of auditory and kinesthetic understanding of melody, rhythm, and harmony through movement.

DAN 301 Theory and Practice of Teaching Dance in Elementary School 3 hrs, 2 cr. Prereq DAN 112 or equiv. Evaluation, discussion, and application of various teaching methods involved in presenting creative movement to elementary-age children; practice in lesson and unit planning.

DAN ED 302 Theory and Practice of Teaching Dance (K-12) 3 hrs, 3 cr. Prereq: completion of 12 major course cr and perm dept. Pre- or coreqs: EDPS 200, 201, 202, and EDCS 210. Methods of teaching dance in grades K-12.

DAN 231 Dance History Before the 20th Century 3 hrs, 3 cr. Readings and discussions of origin and development of major forms of dance; comparative analysis with development of other art forms.

DAN 232 20th-century Dance History 3 hrs, 3 cr. Offered day/fall only. Readings, lectures, films, discussions of 20th-century ballet, modern, social, and popular theatre dance forms; analysis of individual styles and cultural trends; fulfills distribution requirement in humanities.


DAN 350 Anatomy and Kinesiology for Dancers 3 hrs, 3 cr. Prereq: DAN 112 or equiv. Offered day/spring only. Anatomy of skeletal, muscular, and neuro-muscular systems; anatomical analysis of basic movement; application of anatomical information to proper and successful performance of dance.

DAN 351 Dance Injuries 3 hrs, 2 cr. Prereq: DAN 350. Identification of types and frequency of dance injuries; investigation into probable causes, prevention, care, and rehabilitative procedures.

DAN 480 Independent Study in Dance Hrs TBA, 3 to 6 cr. Prereq: minimum of 15 dance cr; major GPA 3.0, overall GPA 2.5. In-depth study in area of special interest for qualified students under direction of faculty advisor.

DAN 490 Honors in Dance Hrs TBA, 3 cr. Prereq: Jr/Sr with minimum 18 dance cr; major GPA 3.5, overall GPA 2.8. Offered day only. Individual study leading to completion of honors essay or production book in creative performance.

DAN 498 Internship Hrs TBA, 3 to 6 cr. Offered day only. Prereq: 50 production hours.

Economics

Department Office 1524 West Building; 772-5400
Chair Marjone Honig
Director, Accounting Program John Kim
Professors Agbeyegbe, Chernick, Filer, Golbe, Honig, Liveson, Reimers, Shull
Associate Professors Goodspeed, Jaeger, McLaughlin
Assistant Professors Cebenoyan, George, Kim, Mitsudome, Nyman, Osborne
Lecturer Schleifer
Advisors Inquire at department office, 1524 West Building

Web Site http://maxweber.hunter.cuny.edu/econ

One way to define the scope of economics is to say that it is the social science that deals with how best to use scarce resources to satisfy unlimited human needs and wants. While economists do not claim to have the answer to what humans should want, they do have something to say about how to get it. Economics is more about how to think than what to think.

Economics students become problem solvers. They learn to analyze a situation, figure out what is important, and determine what can be abstracted away. The economics curriculum stresses the development of general problem-solving skills: finding, gathering and interpreting information; predicting the consequences of decisions; evaluating alternative courses of action; and analyzing the management of resources in both the public and private sectors. At the same time, economics students learn about the institutions and rules that shape daily life—the monetary system, the stock and bond markets, and the regulatory system that mandates warning labels on cigarette packs and seatbelts in automobiles.

Many professional economists enter government at the federal, state, or local level, either in research or policy-making positions. Some are employed by businesses, financial institutions, labor unions, trade associations, and consulting firms. Still others are involved in teaching and research in colleges and universities. While an undergraduate major in economics does not lead directly to professional accreditation, it provides students with a point of view and a set of skills that will be useful in almost any path taken after the completion of the major. A major in economics is especially valuable for those who plan careers in finance, management, law, journalism, or public policy.

Accountants specialize in measuring, reporting, and interpreting the financial aspects of business, governments, and institutional activities. Accounting provides the information necessary to determine and evaluate both present and projected economic activities of organizations. Professional accountants develop and apply their skills in auditing, taxation, management policy, information systems, computer operations, and many other areas.

Nearly half of all accounting graduates are employed by public
accounting firms. The remainder join private firms, engage in research and consulting, or practice in the government sector.

**Distribution Requirement** No courses offered toward fulfillment of the major may also be offered toward the distribution requirement. Unless a student splits a minor between two departments, 6 credits of the minor may be offered toward the distribution requirement.

**Majors** The Department of Economics offers two majors: the BA in economics, requiring a minimum of 24 credits, and the BS in accounting, requiring a minimum of 30 credits of accounting and an additional 33 credits of professional studies. Details are outlined below.

**Grade Options** Students may choose the system under which they are to be graded. The department strongly urges economics majors who plan to go on to graduate or professional school to choose letter grades. Students enrolled in the BS (accounting) curriculum must have letter grades in the 30 credits of prescribed accounting courses. The CR/NC option may not be used for the 30 accounting credits in the accounting major.

**Prerequisites** Courses must be completed with at least a grade of C− or CR to satisfy prerequisite requirements. Students who have not satisfactorily completed prerequisites are not admitted to higher-level courses in economics.

**Preparation for Teaching** In cooperation with the School of Education, the Department of Economics provides opportunities for students to prepare for a career in teaching at the secondary or elementary school level. Students who want to qualify for teaching social studies in secondary schools should see the History Department section of this catalog for specific requirements in the social sciences and see the School of Education section of this catalog for other requirements. Advice is also available in the Office of Educational Services, 1000 Hunter West Building.

**Interdepartmental Fields** Students may take courses in economics as part of an interdepartmental field in Latin American and Caribbean studies, energy and environmental studies, women's studies, and Jewish social studies. Listings in each area discuss recommended courses.

**Urban Studies** Students who have selected the major-minor concentration in urban studies may select work in economics to complete the 12-credit related social science component. Students in this program should consult the undergraduate advisor in the Department of Urban Affairs before making course selections.

**Internships** The Department of Economics does not grant credit for participation in internships as such. Participants in programs approved by the College may, however, obtain credit for independent study in areas of economics to which an internship is related. An independent study of this kind must be supervised by a faculty member in the appropriate area and will involve academic work beyond the internship. It is the student's responsibility to contact the faculty member and make arrangements.

**Accelerated BA/MA Program in Economics** The Department of Economics offers promising students the opportunity to complete both the BA and MA degrees within 120 credits, 30 of which must be at the graduate level. The program is open to talented and highly motivated students who maintain a GPA of 3.0 in economics as well as in the cumulative index. All students in the BA/MA program must complete ECO 221, 300, 301, 321, MATH 160, MATH 150, and MATH 155, or their equivalents. An undergraduate major in economics is normally required. Thomas Hunter Honors Program students may be admitted without declaring an undergraduate economics major, provided that the above courses are completed. To apply, see the graduate advisor.

*This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.

**Departmental Honors** Students with a 3.5 GPA in economics and an overall 2.8 GPA at the beginning of the upper-senior semester may apply for departmental honors at that time. Registration in ECO 499 and submission of an honors paper are required. Honors papers are written under the supervision of a senior faculty member and defended before a faculty committee. GPA levels must be maintained for the award of departmental honors.

**Concentrations** For interested students, the department offers concentrations in Public Policy and in Commercial and Financial Enterprises. The concentration in public policy prepares students for analytical and managerial careers in both the public and private sectors, as well as providing a firm foundation for graduate or professional studies. The concentration in commercial and financial enterprises provides a general background in the skills and knowledge necessary for a successful business career. Information is available in the Economics Department.

**BA Degree in Economics**

**Major** Students majoring in economics must take:

A. ECO 200 and 201. Although required, these courses cannot be credited to the major, but may be applied toward the social sciences category of the distribution requirement. Students may begin the study of economics with either ECO 200 or 201, but they are advised to take ECO 200 before 200 or 201 if they have not had recent exposure to economics in high school. If taken, ECO 100 cannot be substituted for either ECO 200 or 201 or credited toward the major.

B. ECO 220, 221, 321, and 300 or 301. These courses, along with ECO 200 and 201 (as described above), are the core of the economics major. Majors should complete ECO 220 and 221 within their first 75 credits of college work; ECO 300 or 301 must be completed within their first 90 credits. For students already at or beyond these points when they become majors, such courses should be taken within the first 12 credits following declaration of the major.

The department may waive the requirement of any of the above or other courses upon satisfactory proof of course equivalency or a Department of Economics examination that establishes competence. Courses waived through substitution or examination do not provide course credit nor do they count toward the major.

C. Elective courses. The remaining credits needed to complete the 24-credit major shall be satisfied by courses offered by the department. For students admitted after August 1998, only one course in accounting and one course in business law may be credited towards the economics major.* Completion of MATH 150 with a grade of C- or better permits the waiver of ECO 220 and selection of an additional elective course.*

**Minor** Economics majors may choose a minor from any other department of the College. The department also allows a split
minor (i.e., 6 credits each from two related departments). The department recommends minors in mathematics and computer science, either separately or in combination. No minor is required of double majors. See the paragraph on the distribution requirement in this section to learn how courses in the minor may be credited toward the College distribution requirement. For students preparing to become social studies teachers the sequence in secondary education is an appropriate minor.

*Subject to the approval of the appropriate College bodies and the CUNY Board of Trustees.

**BS (Accounting) Degree**

The degree of bachelor of science (accounting) offered at Hunter College fulfills educational requirements for the CPA examination in New York State.

All students contemplating a career in accounting should request an interview with the director of the accounting program or a department advisor during the lower freshman term. To assure completion of the BS (accounting) degree within four years, a full-time student should begin the accounting major sequence in the upper freshman term, if possible, and no later than the lower sophomore term by registering for ECO 271.

**Distribution Requirement (57 cr)** Students working for a BS (accounting) degree must complete the Hunter-wide distribution requirement (shown in the “Distribution Requirement” section of this catalog) except that:

A. In Category I, in addition to 6-10 cr in science (which may not be fulfilled with mathematics or computer science courses), they must choose either ECO 220 or MATH 150. This should be done within the first 75 credits of college work. For students already at or beyond this point when they become majors, the course should be taken within the first 12 credits following declaration of the major.

B. In Category III, the foreign language requirement is different:

1. Students who present three or more years of one foreign language** are excused from taking additional foreign language courses;
2. Students who present two years of one foreign language** must take two additional courses of advanced-level work in the same language or, if they do not want to go on with that language in college, they must take four courses in another foreign language at the college level;
3. Students who present less than two years of one foreign language** must take four courses in that or any other foreign language at the college level.

C. In Category VI, 3 of the 12 required credits must be in ECO 201. (ECO 200, which must be taken as part of the professional studies requirement, does not help to fulfill the Category VI distribution requirement for accounting majors.)

D. Electives. Any remaining credits needed to complete the 120 credits required for the BS (accounting) degree must be in liberal arts electives.

**Professional Studies (63 cr)**

**Accounting** (30 cr) ECO 271, 272, 371, 372, 373, 374, 471, 472, 473, 475. An overall C average must be maintained in these 30 cr.

**Business Law** (6 cr) ECO 280, 380.

Statistics (6 cr) ECO 221 and 321 or an additional business-core elective in lieu of 321. ECO 221 should be completed within the first 75 credits of college work. For students already at or beyond this point when they become majors, the course should be taken within the first 12 credits following declaration of the major.

**Finance (6 cr)** ECO 210, 365, 366, 367.

*Business Core—Required (6 cr) ECO 200 and one course in computer science; ECO 476 is recommended. Business electives (9-12 cr): ECO 260 and any 300- or 400-level economics courses, and one additional course in computer science if desired.

**Course Listings**

Students who have not completed the prerequisite(s) with a grade of C-, CR, or better will not be allowed to register for the course for which prerequisite(s) are required. In cases where a course is both a required course and a prerequisite for another course which is required for the major, it must be completed with at least a C- to be accepted for credit toward fulfillment of the major requirement.*

**ECO 100 Introduction to Economics** 3 hrs, 3 cr. Basic economic concepts and thought; issues and policy. Recommended as a first course for students with no prior courses in economics. Not open to students who have taken or are currently enrolled in ECO 200 or 201 or their equivalents.

**ECO 103 Economic Background of Current Events** 1 hr, 1 cr. Critical evaluation of economic causes and consequences of current economic problems and policies. Only open to majors in economics.

**200 Level—Core Courses**

*ECO 200 Principles of Economics: Microeconomics* 3 hrs, 3 cr. Prereq: 3 cr college math (e.g. MATH 101 or equivalent score on the FSAT). May be taken prior to or concurrently with ECO 201. Price theory and resource allocation; market structures; income distribution.

*ECO 201 Principles of Economics: Macroeconomics* 3 hrs, 3 cr. Prereq: 3 cr college math (e.g. MATH 101 or equivalent score on the FSAT). May be taken prior to or concurrently with ECO 200. Fluctuations in national output and inflation, monetary and fiscal policy.

**ECO 220 Techniques of Economic Analysis** 3 hrs, 3 cr. Prereq: ECO 200 and MATH 105 or equivalent score on the FSAT. Mathematical techniques applied to economic models.

**ECO 221 Economic Statistics** 1 hr, 1 cr. Prereq: MATH 101, or equivalent score on the FSAT and CSCI 100 or equivalent. Statistical theory applied to business and economic problems; correlation, regression, time series analysis.

**200 Level—Elective Courses**

**ECO 210 Money and Banking** 3 hrs, 3 cr. Prereq: ECO 200 and 201. Monetary and banking principles and practice; current issues; theory and policy.


**ECO 295 Selected Topics in Economics** 3 hrs, 3 cr. Prereq: ECO 200 or 201. Special topics and issues of research and policy interest. Topics vary each semester. May be repeated for a total of 6 cr.

**300 Level—Core Courses**

**ECO 300 Intermediate Microeconomics** 3 hrs, 3 cr. Prereq: ECO 200, 201, 220. Price determination of goods and factors in markets of varied structures;
general equilibrium analysis.

ECO 301 Intermediate Macroeconomics 3 hrs, 3 cr. Prereq: ECO 200, 201, 220. Measurement and dynamics of national income, employment, and growth; policy options.

ECO 321 Economic Statistics II 3 hrs, 3 cr. Prereq: ECO 220 and 221, CSCI 100 or equivalent. Linear and curvilinear correlation and regression; variance; testing; time series.

*Subject to the approval of the appropriate College bodies and the CUNY Board of Trustees.

300 and 400 Level—Advanced and Elective Courses

ECO 310 Financial Institutions 3 hrs, 3 cr. Prereq: ECO 210. Operation, administration, and regulation of US banking, investment, and credit institutions.

ECO 315 Public Finance 3 hrs, 3 cr. Prereq: ECO 200. Theory and application of fiscal policy; federal budgeting; state and local finance.


ECO 335 Urban Economics 3 hrs, 3 cr. Prereq: ECO 200. Development of metropolitan regions; location theory; transportation, housing, and environment; interaction of public and private sectors.

ECO 336 Regional Economics 3 hrs, 3 cr. Prereq: ECO 335. Interregional trade and growth; economic base studies; spatial general equilibrium models.


ECO 345 Labor Economics 3 hrs, 3 cr. Prereq: ECO 200. Demand for labor, determination of wages and allocation of time between paid and unpaid activities, "human capital" investments, labor market policy issues.


ECO 360 Managerial Economics 3 hrs, 3 cr. Prereq: ECO 200. Theory of the firm, risk and uncertainty; forecasting, capital allocation, analysis of costs and returns, pricing.


ECO 366 Security and Investment Analysis 3 hrs, 3 cr. Prereq: ECO 365. Operation of the stock market; security analysis and evaluation; economic variables influencing security values.

ECO 390 Independent Study in Economics 3 hrs, 3 cr. Open to economics majors and minors; prereq: perm chair and faculty sponsor. Individual readings, tutorials, research. Written report. May be repeated for total of 6 cr. Not open to accounting majors.

ECO 395 Selected Topics in Economics 3 hrs, 3 cr. Jr/Sr majors only. Special readings, research, and seminar discussions on selected topics announced each semester. May be repeated for total of 6 cr.

ECO 421 Econometrics 3 hrs, 3 cr. Prereq: ECO 200, 201 and 321. Construction, application, and testing of economic models; mathematical and statistical techniques.

ECO 426 Computer Applications in Economics 3 hrs, 3 cr. Prereq: ECO 221 and declaration as an economics major. The course focuses on the acquisition of computer skills and their application to empirical economic analysis.

ECO 495 Selected Topics in Economics 3 hrs, 3 cr. Jr/Sr majors only. Prereq: ECO 300 or 301. Special readings, research papers, and seminar discussions on selected advanced topics announced each semester. May be repeated for total of 6 cr.

ECO 496 Honors Seminar in Economics 3 hrs, 3 cr. Jr/Sr majors only. Prereq: 3.5 GPA in economics and perm chair. Special readings, research, and seminar discussions on selected topics announced each semester. May be repeated for total of 6 cr.

ECO 499 Honors Project 3 hrs, 3 cr. Jr/Sr only. Prereq: 3.5 GPA in economics and perm chair. Supervised individual research and directed reading. Honors essay or presentation.

*Subject to the approval of the appropriate College bodies and the CUNY Board of Trustees.

ACCOUNTING AND BUSINESS LAW


ECO 272 Accounting II 3 hrs, 3 cr. Prereq: ECO 271. Accounting concepts applied to partnerships and corporations; funds statements; financial statement analysis.


ECO 373 Federal Income Taxation 3 hrs, 3 cr. Prereq: ECO 372 or perm chair. Principals of federal income taxation and the impact of taxes on individuals.

ECO 374 Managerial Accounting (Cost Accounting) 3 hrs, 3 cr. Prereq: ECO 372 or perm chair. Analysis, presentation, and use of cost data by management, budgets.


*ECO 472 Advanced Accounting II 3 hrs, 3 cr. Prereq: ECO 372. Accounting theory and practice focused on partnerships, joint ventures, multinationals, government and public sector entities; not-for-profit accounting; interim and segment reporting; SEC problems, fiduciary accounting, bankruptcy.

ECO 473 Business Taxes 3 hrs, 3 cr. Prereq: ECO 373. Federal income taxation of partnerships, corporations, tax option corporations; other special tax issues.

ECO 475 Auditing 3 hrs, 3 cr. Prereq or coreq: ECO 471. Auditing theory and practices; ethics of accounting profession; procedures for auditing financial statements.


ECO 280 Business Law I 3 hrs, 3 cr. Prereq: soph standing or perm chair. Legal origins and institutions; court systems; contract law and commercial paper law with focus on Uniform Commercial Code.

ECO 380 Business Law II 3 hrs, 3 cr. Prereq: ECO 280. Legal aspects of business organizations; agency, partnership, and corporate relationships.

ECO 480 Business Law III 3 hrs, 3 cr. Prereq: ECO 380. Sales and financing devices under Uniform Commercial Code; property; trusts and estates; bankruptcy; other selected topics.

Accounting Seminars and Independent Study

(See ECO 395, 495, 496, 499 above.)
Energy and Environmental Studies

Program Office  1006 North Building; 772-5265
Director  To be announced
Coordinating Committee  Erickson (Political Science), Greenberg (History), Ibrahim (Geography), Johnston (Urban Affairs), Oslee (Geography), Shahn (Biological Sciences), Shay (Mathematics)

Advisor  Mohamed Ibrahim

Energy and Environmental Studies is designed as an interdisciplinary program that advances a student’s understanding of the issues that link science, technology, and society. Concentrating on the critical role of energy and environment as a physical and social force, students examine what energy is, how it has been used in different societies, and why it has historically been crucial for human welfare and social change.

The program’s core courses, taught by faculty from all divisions of the College, focus on the interaction between energy issues and ethics and values, economic organization, political institutions, and the social process. The policy-studies emphasis of the program provides students with the concepts and analytic tools for understanding institutional conflicts and for assessing public policy formation and decisions.

Students trained in this program develop broad perspectives on how transitions to new technologies are absorbed in changing cultural contexts. They also acquire the techniques of policy analysis. This background enhances graduate options in master’s and doctoral degree programs in energy and environmental-related areas. It also prepares students for expanding employment opportunities in a wide range of fields, including accounting and auditing, engineering, health care, consumer affairs, architecture, environmental protection and design, community organization, urban planning, communications and media, law, and business.

Collateral Major  Students who choose the 18-credit collateral major, which leads toward a BA degree, must complete two core courses (EEPS 101, 201) and the research seminar (EEPS 481). They also select either 9 credits from the recommended electives or 6 elective credits plus an internship. (With the collateral major, students are still required to take a traditional major, but they can use their Energy and Environmental Studies credits to replace a minor concentration.)

Minor  The 12-credit minor consists of two core courses (EEPS 101, 201) and either 6 credits from the recommended electives or 3 elective credits plus an internship.

Internships  Students can receive from 1 to 6 credits for internships in government agencies, consumer and activist groups, business and industry, and media organizations involved in energy issues (e.g., Council on the Environment of NYC, Energy Task Force, NY State Assembly, Sierra Club, International Earthcare Center, NY State Department of Energy, Brooklyn Union Gas, NYC Department of Environmental Protection, and The American Museum of Natural History).

COURSE LISTINGS

EEPS 101 The Human Uses of Energy  3 hrs, 3 cr. Offered day/fall. Principles of energy; energy and social change in agricultural and industrial societies; historical and contemporary problems.

EEPS 201 Policy Problems of Energy  3 hrs, 3 cr. Offered day/spring. Techniques and tools used by policy planners. Social, economic, political, and ethical aspects of energy policy-making both nationally and internationally.

EEPS 301, 302 Independent Study in Energy and Environmental Policy Studies  3 cr each sem. Prereq: perm director. Independent reading or research project carried out under faculty guidance. Independent study project will normally involve a fairly extensive term paper.

EEPS 481 Seminar in Energy and Environmental Policy Studies  3 hrs, 3 cr. Prereq: EEPS 101 and 201. Reading, research, and discussion on a selected topic in energy policy studies. Topic, announced in advance, is chosen to permit cross-disciplinary analysis.

EEPS 498.01 to .06 Internship  1-6 cr. Prereq: perm director. Opportunities for work off-campus in institutions involved in formulation and/or implementation of energy policy.
Courses that Qualify for the Major:

ANTHC 308 Human Ecology
BIOL 304 Environmental Microbiology
COMHE 325 Environmental Public Health Problems
COMHE 330 Principles of Epidemiology
ECO 330 Economic Development
ECO 336 Regional Economics
ECO 340 International Trade I
ECO 341 International Trade II
ECO 355 Industrial Organization and Social Control of Business
ECO 755 Business Enterprise and Public Policy
GEOG 101 People and the Environment
GEOG 221 Economic Geography (4 cr)
GEOG 226 Environmental Conservation: Resource Management
GEOG 227 Environmental Conservation: Urban Problems
GEOG 274 Regional Geography of the Middle East and North Africa
GEOG 328 Urban Environmental Problems: Evaluations and Solutions
GEOG 341 Urban Geography
GEOG 415 Urban Environmental Problems: Evaluations and Solutions
GEOG 527 Environmental Conservation: Urban Problems
GEOG 538 Urban Environmental Problems: Evaluations and Solutions
HIST 376.51 The Middle East Today
HIST 383/483 Problems in American History: The Industrial Revolution
HIST 774.52 The Corporation in American Society
HIST 774.75 Technology and Social Change
MEDIA 385 Media and Society
MEDIA 399.61 Mass Media and Nuclear Power
PHILO 106 Philosophy, Politics, and Society
PHILO 200.82 International Ethics
PHILO 246 Social and Political Philosophy
PHILO 252 Problems of Law and Morality
PHILO 378.52 Questions of War and Peace
PHILO 394.63 Ethics and Political Economy
POLSC 244 Energy and Environmental Politics and Public Policy
POLSC 263 Government and Politics in the Middle East
POLSC 272 Contemporary Issues in Comparative Politics
POLSC 273.75 International Politics of the Middle East
POLSC 376 International Political Economy
SCI 101 Foundations of Science I
SCI 102 Foundations of Science II
SHS 200 Controversies and Issues in Health and Health Care
SOCI 235 Community Organization and Action
SOCI 259 Mass Media, Communication, and Public Opinion
SOCI 313 Consumer Behavior
SOCI 325.85 Sociological Perspectives on Food and Hunger
SOCI 345 Sociology of Knowledge, Science, and Technology
SOCI 361 Development and Modernization
SOCI 421.7 Power Struggles: Citizen Organizations and Social Issues in Energy
URBS 401 Managing the Urban Physical Environment
URBP 723 Introduction to Urban Design
URBP 725 Infrastructure and Site Planning
URBP 726 Site Planning Workshop
URBP 734 Environmental Planning
URBP 736 Energy Planning and Policy Seminar

And any other new or selected-topic courses approved by the Energy and Environmental Studies program director.

Refer to the Graduate Catalog for descriptions of 700-level courses.

English

Department Office 1212 West Building; 772-5070
Chair Richard Barickman
Deputy Chair Harriet Luria
Director of First-Year Writing Programs Trudy Smoke
Distinguished Professor Meena Alexander
Professors Bowers, DeSalvo, Greenberg, Lee, Mason, Minkoff, Parry, Rahn, Raines, Root, Shute, Smoke
Associate Professors Barickman, Bornhauser, Brinberg, Leoff, Luria, Persky, Tolchin, Tomasch, Webb
Assistant Professors Altar, Israel, Kaye, Ku, Lipson, Masini, Melamed, Vardy, Winn
Lecturers Gordon, Manley, Meyers, Morris, Roshkow
Advisors Louise DeSalvo, Charles Persky, Barbara Webb

The English Department offers students a variety of courses in the study of literature, literary theory, and linguistics, and in the creation of literature through a series of workshops in writing fiction, poetry, and essays. Taught from a number of points of view—formal, historical, philosophical, ethical, psychological, sociological—these courses deepen students’ insight into the nature and value of human experience and at the same time prepare them for almost any profession in which writing and self-expression are essential. The department encourages disciplined, original thinking and writing, while its small classes promote learning through stimulating discussions.

Introductory and intermediate courses present a wide range of literary forms, periods, and genres. Students who major in English may concentrate on British literature, American literature, cross-cultural literature, writing, or a combined major/minor designed for prospective high school teachers. Qualified students may enroll in honors seminars and tutorials. The English Department participates in Hunter’s interdisciplinary programs in English Language Arts, Comparative Literature, Women’s Studies, and Religion.

The English major provides a foundation for careers in writing, teaching, journalism, law, business, or any other career that depends on the ability to read analytically and write effectively.

Distribution Requirement ENGL 220 is prerequisite to all other English Department courses in literature; it fulfills Part 1 of the literature requirement in Category IV. ENGL 250, 252, 253, or 254 fulfill Part 2 of the literature requirement in Category IV. (Students who have fulfilled Part 1 of Category IV with BLPR 235, 236, or 237 may use ENGL 220 to fulfill Part 2.) Qualified students may use a 300-level course in literature to satisfy Part 2 of the distribution requirement in literature (Category IV).

Major The English Department offers five areas of concentration within the major: three in literature, one in writing, and a major/minor for students preparing to teach in secondary schools (42 credits)*. Only 24 credits in 300- or 400-level courses are required for the other concentrations, but we strongly recommend 27-30 credits, especially for students considering graduate study. It is especially important that these students consult an advisor to plan an appropriate sequence of courses to prepare for graduate study. Students who plan to major or minor in English should take ENGL 252, 253, or 254 before taking 300-level courses. Up to 6 credits in the major sequence may be taken for CR/NCR with the written permission of the departmental advisor.

*Pending approval by the Hunter College Senate.
Students considering graduate study in English should have a reading knowledge of at least one foreign language (preferably two for the PhD). French, German, Latin, and Spanish are languages often recommended or required by graduate schools.

Students majoring in English are urged to take courses in such related fields as art, Asian American studies, Black and Puerto Rican studies, classics, comparative literature, film, media studies, foreign languages, history, music, philosophy, religion, theatre, and women’s studies. These fields are especially appropriate as minors for the major in English.

I. Concentration in British Literature

This program gives a thorough grounding in British literature and allows considerable choice among specific courses. Students may include courses in comparative literature, writing, or other areas of special interest. The 24 credits required for this concentration include:

1. ENGL 393 (Western Literary Background of British and American Literature) 3 cr.

2. ENGL 335 (Chaucer) 3 cr.

3. ENGL 352, 353, or 354 (Shakespeare) 3 cr.

4. Two courses in British literature before 1800 (exclusive of Shakespeare) 6 cr.

5. Three additional 300- or 400-level courses, at least one of which is in American literature. One of the other two courses may be in the history and structure of the English language or in writing or in comparative literature. 9 cr.

II. Concentration in American Literature

The courses in American literature reflect the diversity of American culture. Students also study major British authors who have influenced American literature.

The required courses include:

1. ENGL 393 (Western Literary Backgrounds of British and American Literature) 3 cr.

2. ENGL 352, 353, or 354 (Shakespeare) 3 cr.

3. ENGL 335 or 361 (Chaucer or Milton) 3 cr.

4. Four courses in American literature. At least two courses must be in writers before 1914. 12 cr.

5. One additional course in British literature. 3 cr.

III. Concentration in Writing

Students in this concentration study British and American literature but also develop their own capacity to create original works. They have the opportunity to write fiction, poetry, essays, and drama. The courses in writing are conducted as small seminars and individual tutorials. This program culminates in an individual writing project.

1. Literature (12 cr)
   A. ENGL 393 (Western Literary Backgrounds of British and American Literature) 3 cr.
   B. ENGL 352, 353, or 354 (Shakespeare) 3 cr.

   C. Two additional 300- or 400-level courses in British or American literature (except ENGL 389) 6 cr. Students are strongly urged to select one literature course in the genre in which they are specializing.

2. Writing (12 cr)

Four courses chosen from 300-level writing workshops (such as ENGL 301, 308, and 309, essay writing; ENGL 311, 313, 314, and 316, fiction and poetry; THEA 376, playwriting; and FILM 376, screen writing). Qualified students may use ENGL 485, the tutorial writing project, as one of the four writing courses.

IV. Major/Minor for Secondary School Teachers

This special major/minor prepares students to teach English in secondary schools. Together with the requirements of the School of Education, this program meets certification and licensing requirements for New York State and New York City public schools. Students take courses in literature, writing, and language study as preparation for teaching in secondary schools, which are increasingly concerned to develop fluent speakers, readers, and writers of English.

The required courses are:

1. ENGL 201 (Intermediate Expository Writing) or ENGL 218 (Advanced Expository Writing) 3 cr.

2. ENGL 352, 353, 354 (Shakespeare) 3 cr.

3. One additional 300-level course in British literature. 3 cr.

4. ENGL 393 (Western Literary Backgrounds in British and American Literature) 3 cr.

5. Two 300-level courses in American literature. 6 cr.

6. ENGL 301 (Theory and Practice of Exposition) 3 cr.

7. ENGL 331 (Structure of Modern English) 3 cr.

8. One course in spoken language (group discussion, argument and persuasion, creative dramatics, acting, etc.) 3 cr.

9. One course in the study of the language (sociolinguistics, history of the English language, language and culture, semantics, language of critical thinking, etc.) 3 cr.

10. One course with a non-western focus, selected with the approval of the undergraduate advisor. 3 cr.

11. Three* additional courses in language, literature, or writing (300- or 400-level), selected with the approval of the undergraduate advisor, from the following departments: English, Film and Media Studies, Anthropology (linguistics), Classics, Comparative Literature, Black and Puerto Rican Studies (literature courses), foreign languages (advanced literature courses or literature in translation), and Theatre. 6 cr.

V. Concentration in Cross-Cultural Literature in English

Students will focus on cross-cultural literatures in English written during the past 300 years. They will also read works of European and British literature which have had a major influence on world literature in English.

*Pending approval by the Hunter College Senate.

**This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.
Because of the great variety of literatures represented in this concentration, and the importance of related course offerings in other departments (e.g. Black and Puerto Rican Studies, Women’s Studies, Romance Languages, and Comparative Literature), students must consult with an advisor to plan a program of study.

The required courses include:

1. ENGL 393 (Western Literary Backgrounds of British and American Literature) 3 cr.
2. ENGL 352, 353, or 354 (Shakespeare) 3 cr.
3. ENGL 320 (Multicultural American Literature) or 325 (Post-Colonial Literature) 3 cr.
4. Two additional 300- or 400-level courses in British or American literature, one of which must be before 1865. 6 cr.
5. Three 300- or 400-level courses that include substantial selections from cross-cultural literature written in English. With the approval of the advisor, students may use one course from another department or program (such as Black and Puerto Rican Studies, Comparative Literature, and Women’s Studies) toward this requirement. 9 cr.

Departmental Honors: Two related requirements must be met by a student in order to qualify for departmental honors: the Honors Seminar (ENGL 494) and the honors essay. The honors essay will normally be written in relation to the Honors Seminar and under the supervision of the professor teaching that seminar. A student who completes these requirements successfully and achieves a GPA in major courses of at least 3.5 and a cumulative GPA of at least 2.8 at the time of graduation will be awarded departmental honors.

Note: The Honors Seminar requirement (ENGL 494) is in addition to the specified courses in the student’s particular major concentration. Students interested in departmental honors should see the undergraduate advisor.

Minor: Twelve credits are required for the minor. The area is not restricted, but students should consult the undergraduate advisor about the choice of an appropriate minor. Minor courses may not be used to fulfill the distribution requirement. Students must have at least one 300-level course and no more than two 100-level courses for the minor.

Four-year BA/MA Program in English: For a limited number of outstanding students, the department offers a four-year, BA/MA program in English. Designed principally for incoming freshmen, the program may be completed in 125-128 credits of college work (95-98 undergraduate, 30 graduate). Requirements include the ability to read a foreign language, a comprehensive examination, and a master’s essay. Graduate work begins in the junior year. Interested students should consult the graduate advisor at the earliest possible date.

Graduate Study: Qualified students in their junior and senior years may be admitted to graduate courses with the approval of the graduate advisor.

Preparation for Teaching: In cooperation with the School of Education, the Department of English provides opportunities for students to prepare for a career in teaching at the elementary level (see English Language Arts) or at the secondary level (see section IV above).

COURSE LISTINGS

Developmental Courses


ENGL 004SL English for Bilingual Students II 6 hrs + conf, 1 cr. Placement test required. Frequent paragraphs and essays: organizing, correcting grammar and sentence structure.

ENGL 005SL English for Bilingual Students III 3 hrs + conf, 2 cr. Placement test required. Frequent essays: organizing ideas, revising, improving sentence variety, idiomatic structure.

Literature: Introductory and Intermediate Courses

ENGL 220 Introduction to Literature 3 hrs + conf, 3 cr. Prereq: ENGL 120. Close readings in British and American fiction, drama and poetry designed to increase students’ understanding and appreciation of literature. PREREQUISITE TO ALL ENGL COURSES NUMBERED ABOVE 220.

*ENGL 250 Topics in Literature 3 hrs, 3 cr. Specific critical and thematic approaches to selected works of literature written in English. May be taken twice if topic differs, but not more than twice.

*ENGL 252 Literary Analysis 3 hrs, 3 cr. Study of selected major works with emphasis on techniques of literary analysis and on a variety of critical approaches.

*ENGL 253 Survey of English Literature I 3 hrs, 3 cr. Chronologically arranged readings in British literature from the medieval period through the 17th century.

*ENGL 254 Survey of English Literature II 3 hrs, 3 cr. Chronologically arranged readings in British literature from the 18th to the 20th century.

Writing

*ENGL 120 Expository Writing 3 hrs + conf, 3 cr. Prereq: successful completion of developmental courses, if required. Required of all students unless exempt; trains students to analyze, develop, and evaluate ideas and to express themselves clearly and effectively.

*ENGL 201 Intermediate Expository Writing Using Small-group Methods 3 hrs, 3 cr. Prereq: ENGL 120. Additional practice in expository writing; small classes (8-10).

*ENGL 218 Advanced Expository Writing 3 hrs + conf, 3 cr. Prereq: ENGL 120. Frequent writing practice, with emphasis on clarity, style, and organization.

*ENGL 301 Theory and Practice of Expository Writing 3 hrs, 3 cr. Composition in variety of nonfiction prose forms and study of rhetorical theories.

*ENGL 308 Essay Writing I 3 hrs, 3 cr. Theory and practice of nonfiction writing. Focus on short essay.


*ENGL 311 Workshop in Fiction I 3 hrs, 3 cr. Theory and practice of writing fiction.

*ENGL 313 Workshop in Fiction II 3 hrs, 3 cr. Prereq: ENGL 311 or perm instr. Advanced theory and practice of writing fiction.

*ENGL 314 Workshop in Poetry I 3 hrs, 3 cr. Theory and practice of writing poetry.

*ENGL 316 Workshop in Poetry II 3 hrs, 3 cr. Prereq: ENGL 314, or perm instr. Advanced theory and practice of writing poetry.

Language and Literature: Advanced Courses

*ENGL 306 Literary Theory 3 hrs, 3 cr. Major theories of literature, with emphasis on contemporary trends.


*ENGL 321 Studies in African-American Literature 3 hrs, 3 cr. Selected works by African-American writers will be studied in relation to a special theme, technique, theoretical issue, or cultural consideration.

*Courses so marked require ENGL 220 as prerequisite.
ENGL 324 Studies in Native-American Literature 3 hrs, 3 cr. Selected works by Native-American writers will be studied in relation to a special theme, technique, theoretical issue, or cultural consideration.

ENGL 325 Post-Colonial Literature in English 3 hrs, 3 cr. A study of post-colonial narratives written in English by writers from a number of different countries or regions, including India, the Caribbean, Egypt, Africa, and Pakistan.

ENGL 327 Studies in Caribbean Literature 3 hrs, 3 cr. Selected works by Caribbean writers will be studied in relation to a special theme, technique, theoretical issue, or cultural consideration.

ENGL 329 Special Topics in Cross-Cultural Literature in English 3 hrs, 3 cr. Selected works by authors of cross-cultural world literature in English will be studied in relation to a special theme, technique, theoretical issue, or cultural consideration.

ENGL 331 The Structure of Modern English 3 hrs, 3 cr. Development and present character of English, with emphasis on recent approaches to linguistics.

ENGL 332 History of the English Language 3 hrs, 3 cr. Study of development of English to present time.

ENGL 335 Chaucer 3 hrs, 3 cr. Study of Chaucer, with emphasis on Canterbury Tales.

ENGL 336 Medieval Literature (1100-1500) 3 hrs, 3 cr. Selected works include examples of epic, romance, satire, allegory, and lyric.

ENGL 337 Literary Aspects of Folklore 3 hrs, 3 cr. Studies of folktales, ballads, and legends in their relationship to written literature.

ENGL 351 The Age of Elizabeth I 3 hrs, 3 cr. Major emphasis on works of Spenser; readings in other Elizabethan poetry and prose.

ENGL 352 Shakespeare Survey 3 hrs, 3 cr. A survey of Shakespeare’s plays. For students who do not intend to elect ENGL 353 or 354.

ENGL 353 Shakespeare I 3 hrs, 3 cr. Study of works from first half of Shakespeare’s career.

ENGL 354 Shakespeare II 3 hrs, 3 cr. Study of works from second half of Shakespeare’s career.

ENGL 355 Selected Studies in Shakespeare 3 hrs, 3 cr. Topics vary from semester to semester.

ENGL 360 The 17th Century 3 hrs, 3 cr. Emphasis on work of John Donne; survey of other poetry and prose (exclusive of Milton).

ENGL 361 Milton 3 hrs, 3 cr. Poetry and selected prose of Milton, with special emphasis on Paradise Lost.

ENGL 362 English Drama of Restoration and 18th Century 3 hrs, 3 cr. The theatre of such playwrights as Etherege, Wycherly, Dryden, Otway, Congreve, Gay, Goldsmith, and Sheridan.

ENGL 364 The Age of Satire 3 hrs, 3 cr. Poetry and nonfiction prose, chiefly of Dryden, Pope, and Swift.

ENGL 365 The Later 18th Century 3 hrs, 3 cr. Poetry and nonfiction prose, with emphasis on Johnson, Boswell, and Blake.

ENGL 368 The 18th-century English Novel 3 hrs, 3 cr. Major emphasis on Bunyan, Defoe, Fielding, Richardson, Sterne, and Austen.

ENGL 369 The 19th-century English Novel 3 hrs, 3 cr. Major emphasis on Dickens, Thackeray, the Brontës, George Eliot, Hardy, and Meredith.

ENGL 372 Romantic Poetry 3 hrs, 3 cr. Intensive study of 2 or 3 major poets—Wordsworth, Coleridge, Byron, Shelley, Keats.

ENGL 373 Victorian Literature 3 hrs, 3 cr. Study of such authors as Tennyson, Browning, Arnold, the Rossettis, Swinburne, Carlyle, Ruskin, and Newman.

ENGL 374 20th-century British Poetry 3 hrs, 3 cr. Study of such poets as Yeats, Lawrence, Auden, Thomas, Hughes, and Larkin.

ENGL 375 20th-century American Poetry 3 hrs, 3 cr. Study of such poets as Eliot, Pound, Williams, Crane, Frost, and Stevens.

ENGL 376 20th-century British Fiction 3 hrs, 3 cr. Study of such authors as Conrad, Joyce, Lawrence, Forster, Woolf, Waugh, Beckett, and Lessing.

ENGL 377 20th-century American Fiction 3 hrs, 3 cr. Study of such authors as Dreiser, Wharton, Fitzgerald, Hemingway, Faulkner, Porter, Warren, O’Connor, Nabokov, and Bellow.

ENGL 378 20th-century British and Irish Drama 3 hrs, 3 cr. Study of such authors as Wilde, Shaw, Yeats, O’Casey, Eliot, Beckett, Osborne, and Pinter.

ENGL 379 20th-century American Drama 3 hrs, 3 cr. Study of such authors as O’Neill, Wilder, Hellman, Miller, Williams, Hamsberry, and Albee.

ENGL 380 Irish Literary Renaissance 3 hrs, 3 cr. Study of leading Irish writers of early 20th century: Joyce, O’Casey, Synge, and Yeats.

ENGL 381 Literary Study of the Old Testament 3 hrs, 3 cr. Emphasis on the variety of literary forms in Old Testament and on stylistic qualities of King James translation.

ENGL 383 Topics in Renaissance Literature 3 hrs, 3 cr. Topics vary from semester to semester.

ENGL 384 Topics in Restoration and 18th-century Literature 3 hrs, 3 cr. Topics vary from semester to semester.

ENGL 385 Topics in 19th-century Literature 3 hrs, 3 cr. Topics vary from semester to semester.

ENGL 386 Topics in British and American Literature 3 hrs, 3 cr. Topics vary from semester to semester.

ENGL 387, 388 Selected Studies in British Literature 3 hrs, 3 cr. Prereq: ENGL 220 and 3-cr elective course in English. Authors or topics vary from semester to semester.

ENGL 389 One Major Writer 3 hrs, 3 cr. Authors vary from semester to semester. May be taken more than once with perm dept.

ENGL 390 Topics in 20th-century Literature 3 hrs, 3 cr. Selected works from the 20th century originally written in English will be studied in relation to a special theme, technique, theoretical issue, or cultural consideration.

ENGL 393 Western Literary Backgrounds of British and American Literature 3 hrs, 3 cr. Major works of Western literature in translation. Required of all English majors. Should be taken early in the major.

ENGL 394 World Literature: Drama 3 hrs, 3 cr. Selected plays—classical, medieval, and modern—including dramatic criticism. Not credited toward the English major.

ENGL 395 American Prose Before the Civil War 3 hrs, 3 cr. Study of major figures of colonial and romantic periods in relation to their times.

ENGL 396 American Prose (1871-1914) 3 hrs, 3 cr. Study of such authors as Twain, Howells, James, Dreiser, Crane, and Wharton. May be used toward Part 4 of the American Literature concentration.

ENGL 397 American Poetry to 1914 3 hrs, 3 cr. Study of Taylor, Poe, Emerson, Whitman, Dickinson, and E. A. Robinson. May be used toward Part 4 of the American Literature concentration.

ENGL 398, 399 Selected Studies in American Literature 3 hrs, 3 cr. Prereq: ENGL 395 or 396. Authors or topics vary from semester to semester.

ENGL 482 Special Studies Seminar 1 hr, 1 cr.

ENGL 483 Special Studies Seminar 2 hrs, 2 cr.

ENGL 484 Special Studies Seminar 3 hrs, 3 cr. Perm instr. Topics in British and American literature or linguistics.

ENGL 485 Individual Tutorial Project 1 sem., 3 cr. Prereq: perm dept. Research paper or substantial creative work written under direction of a full-time instructor.

ENGL 494 Honors Seminar: Special Studies 1 sem., 3 cr. Prereq: perm instr. Topics in British and American literature and linguistics. May be taken a second time in another subject.

ENGL 498 Internship 1-6 hrs, 1 cr for each hr. Prereq: perm chair. Opportunities of working in positions of responsibility in professional institutions for academic credit.

*Courses so marked require ENGL 220 as prerequisite.
*English Language Arts

Advisor Barbara Webb, 1219 West Building
Committee Luria (English), Taharally (Curriculum and Teaching), Smith (Curriculum and Teaching), Sternberg (Theatre)

English Language Arts is not a department, but an interdisciplinary program leading to the bachelor of arts degree. It is open to all students, but it may be particularly suitable for prospective elementary school teachers.

The required and recommended courses in this program have been selected for their relevance to the elementary school curriculum and for the breadth they offer to elementary school teachers who may find a traditional major too specialized for their needs.

Students who do not plan to teach will find this major good preparation for careers that require facility with spoken and/or written language, such as public relations, advertising, and the communications media. Students interested in the growing field of linguistics will also find English language arts an appropriate undergraduate major, particularly if they are interested in the application of linguistics to such educational concerns as second-language learning, dialect variations, and beginning reading instruction.

Distribution Requirement Students are advised to take basic courses in English, theatre, film, and media studies, particularly those that are prerequisites for advanced courses in the English language arts major. No more than 6 credits of the minor may also be offered toward the distribution requirement.

Major Requirements (24 cr)

Language (6-9 cr)

Required
ENGL 331 Structure of Modern English

and one of the following:
ANTHC 351 Language and Culture
BLPR 181 Language and Ethnic Identity
ENGL 332 History of the English Language

or an approved equivalent course in language offered by the Black and Puerto Rican Studies, Anthropology, Film and Media Studies, Psychology or other departments.

Spoken Arts (6 cr)

two of the following:
THEA 101 Introduction to Theatre
THEA 161 Acting I (Basic Acting Techniques)
THEA 241 Creative Dramatics
THEA 242 Theatre for Children
THEA 243 Children's Theatre Lab
THEA 261 Acting II (Contemporary Drama)
FILM 101 Introduction to Cinema
MEDIA 240 Effective Speechmaking

Writing (3-6 cr)

ENGL 201 Intermediate Expository Writing
ENGL 218 Advanced Expository Writing
ENGL 301 Theory and Practice of Expository Writing
ENGL 308 Essay Writing I
ENGL 311 Workshop in Fiction I
ENGL 314 Workshop in Poetry I
MEDIA 242 Basic Reporting
MEDIA 299.42 Feature Writing
MEDIA 373 Journalism as Literature
MEDIA 390 Broadcast Journalism
THEA 371 Scriptwriting for Young Audiences: Theatre, Film, and Television

or an approved equivalent.

Literature (6-9 cr)

Required:
ENGL 253 Survey of English Literature I or II or a
ENGL 254 300-level course in American or British literature
ENGL 352 Shakespeare Survey (or ENGL 353 or 354)

Elective (3 cr) An additional 300-level or 400-level course in language, writing, or literature approved by the English Language Arts program advisor (may be selected from courses in English, comparative literature, foreign language, Black and Puerto Rican studies, or classics).

Minor The elementary education sequence may be used to fulfill the minor requirement. Non-teaching candidates may select any minor of their choice with the approval of the ELA advisor. Not more than 6 credits of the minor may also be offered toward the distribution requirement.

Honors Departmental honors will be awarded to a student who completes an approved Honors Seminar or Honors Tutorial Project in the Departments of English, Film and Media Studies, Education, or Theatre and attains a major GPA of 3.5 and a cumulative GPA of 2.8 by the time of graduation. The Honors Tutorial Project involves individual research and writing of an honors essay or project report related to English language arts. The student's work will be supervised by a cooperating member of any of the departments whose courses comprise the English language arts major, and the student will be enrolled in the individual tutorial course in that supervisor's department: ENGL 485, THEA 401, EDUC 490, MEDIA 402. Open to qualified juniors and seniors by permission of the English language arts advisor.

*This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.
Studies). (Introduction to Cinema) and MEDIA 180 (Introduction to Media tional in a democratic society.
understand and make use of the tools of the mass media is essen-
media studies fosters media literacy in the belief that the ability to
Consonant with the department's overall mission, the program in
production experience to provide students with a thorough under-
The film major combines theoretical perspectives and practical
The film industry, alternative filmic practices, current critical theo-
reries; and the intricate relationships between the mass media,
and distribution of print and broadcast news; the representation of
race, class, and gender in various media; domestic and interna-
tional policy and regulatory issues in print, broadcasting, telecom-
communications, and new media; Hollywood’s past and present config-
ations; and the intricate relationships between the mass media,
popular culture, and society.
Production courses constitute a vital element of both the film and
media studies majors. The production curriculum is designed to
offer students in-depth understanding of applied aesthetics, cre-
active concepts, and technical proficiency through a diverse range of
rigorous practicum courses in film, video, print and broadcast media; the representation of
race, class, and gender in various media; domestic and interna-
tional policy and regulatory issues in print, broadcasting, telecom-
communications, and new media; and the intricate relationships between the mass media,
popular culture, and society.

Analytical courses provide students with a broad base in critical thinking. Courses deal with subjects such as the history and aes-
thetics of film, video, and television; genre studies; the production
and distribution of print and broadcast news; the representation of
race, class, and gender in various media; domestic and interna-
tional policy and regulatory issues in print, broadcasting, telecom-

courses. They do not count toward the major.

Analytical courses with an interpretive and research orientation are
offered at the 200 level, develop creative and expository media
techniques; museums; and telecommunications and new media orga-
nizations.

Major in Film (27 cr)

A maximum of 6 cr in MEDIA courses at the 200 or 300 level may be applied toward the major in film. Students must meet any pre-
requisites for these courses.

Courses at the 100 level, independent study, and internship cours-
es do not count toward the major.

Major in Media Studies (24 cr)

Analytical courses with an interpretive and research orientation are
offered at the 300 level. Courses in media practice and production, offered at the 200 level, develop creative and expository media
skills.

Students majoring in media studies must take MEDIA 180, which is prerequisite for all other media studies courses but does not count toward the major. In addition to MEDIA 180, students must complete a total of 24 cr. At least 12 credits must be taken in the analytical segment of the curriculum (300-level MEDIA courses). A maximum of 12 credits from the media practice and production segment of the curriculum (200-level courses) may be applied to the 24-credit major. FILM/MEDIA 151 is prerequisite to all video production courses, but does not count toward major require-
ments.

A maximum of 6 credits in FILM courses at the 200 or 300 level, 3 credits of which may be in production, may be applied toward the major in media studies. FILM analysis courses at the 200 or 300 level are equivalent to 300-level MEDIA courses. One FILM pro-
duction course at either the 200 or 300 level can substitute for one of the four media practice and production courses allowable at the 200 level. Students must meet any prerequisites for these courses.

Courses in Independent Study, Honors Project, and Internship do not count toward the major. Students should consult a program advisor to plan choice and sequence of courses.
Minor Majors in either the film program or media studies program must complete a 12-cr minor which may include 6 cr at any level and 3 cr at the 200 level or higher, and must include 3 cr at the 300 level. Minors must be completed within one department. Students should consult with a departmental advisor in the choice of a minor. Three cr of the minor may also be used to fulfill a distribution requirement.

Double Majors Students may choose to complete a major in the Department of Film and Media Studies and a second major in another department. A student with a double major does not need to complete a minor in a third department.

Electives All courses in the department may be taken toward a minor or as electives by students with majors in other departments, provided that the necessary prerequisites have been met. In certain circumstances these prerequisites can be waived with permission of the instructor.

COURSE LISTINGS

FILM COURSES

Basic Courses

FILM 101 Introduction to Cinema 3 hrs, 3 cr. Fundamental concepts of film and discussion of major critical systems. Screening of relevant films.

FILM 151 Introduction to Film and Video Techniques 3 hrs, 3 cr. Fundamentals of film and video production: essential tools, aesthetic concepts, and techniques.

Intermediate Courses

FILM 201 Practical Film Analysis 3 hrs, 3 cr. Prereq: FILM 101. Close case study of a selected motion picture.

FILM 211 Film History I: 1895-1942 4 hrs, 3 cr. Prereq: FILM 101. Survey of film history and theory from the silent era to 1942.

FILM 212 Film History II: Since 1942 4 hrs, 3 cr. Prereq: FILM 101. Survey of film history and theory from 1942 to the present.

FILM 213 National Cinema 4 hrs, 3 cr. Prereq: FILM 101. Study of the cultural background, theoretical underpinnings, and artistic practices of a selected national cinema. May be repeated for credit with a different topic.

FILM 214 Multicultural Perspectives in Cinema 4 hrs, 3 cr. Prereq: FILM 101. Study of the contributions of minority groups to filmmaking, including examination of how those contributions have countered stereotypical representations of racial, national, and cultural identity in mainstream cinema. May be repeated for credit with a different topic.

FILM 215 Women and Film 4 hrs, 3 cr. Prereq: FILM 101. This course studies films by women directors and discusses the ways women’s films counter the dominant patriarchal view of women reflected in commercial cinema.

FILM 222.00 Topics in Genre Studies 4 hrs, 3 cr. Prereq: FILM 101. Critical study of generic categories such as the western, horror, comedy, film noir, melodrama, “the women’s film.” May be repeated for credit with a different topic.

FILM 222.52 Topics in Genre Studies: “The Woman’s Film” of the 1940s 4 hrs, 3 cr. Prereq: FILM 101. This course focuses on “the woman’s film,” from the forties. Discussion of the “woman’s film,” an umbrella term for a series of genres (melodrama, gothic film, comedies) in which the woman is the main protagonist as well as the intended spectator.

FILM 224 Cinematic Space 4 hrs, 3 cr. Prereq: FILM 101, 201 and ENGL 120. Study of the theories and uses of cinematic space, film design, and the relationship between art direction and film narrative.

FILM 231 Studies of Selected Directors 4 hrs, 3 cr. Prereq: FILM 101 and 201. Study of aesthetic and cultural implications of authorship as developed and practiced in cinema.

FILM 232 Experimental Film and Video 4 hrs, 3 cr. Prereq: FILM 101 and 201 or FILM/MEDIA 151. Historical examination of pertinent films and videos with particular emphasis on current American productions.

FILM 239 Entertainment Journalism 3 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180 and MEDIA 292. Development of practical, theoretical, and rhetorical skills for writing reviews and feature stories about entertainment and the arts.

FILM 251 Film Production I 4 hrs, 3 cr. Prereq: FILM 101 and FILM/MEDIA 151. Introduction to the fundamentals of filmmaking, writing, cinematography, and editing.

FILM 252 Film Production II 4 hrs, 3 cr. Prereq: FILM 251. Further development of fundamental filmmaking skills, including sync-sound concepts and techniques.

FILM 281 Film Animation 4 hrs, 3 cr. Prereq: FILM 251 or perm instr. Practical introduction to animated filmmaking, including lectures, demonstrations, and screenings of professional work.

FILM 283 Sound for Film and Video I 4 hrs, 3 cr. Prereq: FILM 252. Theory and techniques of sound mixing, dubbing, lip synchronization, and sound editing.

Upper-Level Courses

Prerequisites Except as otherwise noted, ENGL 120 is prerequisite for all 300- and 400-level courses in FILM.

FILM 315 Nonfiction Film and Video 4 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180. Study of the history and theory of the nonfiction film and video, with screenings of examples of documentary, propaganda, and direct cinema and video.

FILM 322 Contemporary Film Theory 4 hrs, 3 cr. Prereq: FILM 101 and 211 or 212. Survey of current film theory and criticism, including developments in film semiotics, psychoanalytic film theory, feminist film theory, narrative theory, historiography, and reception theory.

FILM 323 Film Technology and Aesthetic Theory 4 hrs, 3 cr. Prereq: FILM 212 and 251. Study of the relationship between film technology and film theory.

FILM 324 Narrative Strategies 4 hrs, 3 cr. Prereq: FILM 101 and 201 or 231. Study of narrative techniques in cinema.

FILM 326 America in American Film and Video 3 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180. Investigation of the ways that film and video have dealt with issues of American identity. This course explores how basic American myths have been mobilized to project a particular view of the nation at various historical points.

FILM 327.00 Special Topics: Representations of Race and Ethnicity in U.S. Media 4 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180. A historical look at changes and continuities in the social construction of a selected race or ethnicity in movies; advertising, including political campaigns; journalism, and other forms of American popular culture. May be repeated for credit with different topic.

FILM 328 Images of Resistance in the Developing World 3 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180. Focuses on challenges by developing world films and filmmakers to Western media stereotypes.

FILM 330 Movies in American Culture 3 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180. Cultural processes that affect the production and reception of movies in the US; interrelationships among the stylistic, thematic, technical, industrial, and regulatory aspects of American moviemaking.

FILM 332 Myths and Images in the Media 3 hrs, 3 cr. Prereq: MEDIA 180 or FILM 101. Study of film and media as decisive vehicles of myth, imagery, and aesthetics in an advanced industrial society.

FILM 333 Styles and Theories of Film Acting 4 hrs, 3 cr. Prereq: FILM 101 and 201. Study of film acting with regard to theoretical structures and aesthetic practice.

FILM 334 Theatricality and the Presentation of Self 4 hrs, 3 cr. Prereq: FILM 211 or 212. Examination of the problems of authenticity in the performing self through analysis of representations in film, TV, and the everyday.

FILM 341 Producing the Film 3 hrs, 3 cr. Prereq: FILM 101. Contracts, financing, distribution, copyright law, options, acquisition of rights, securities law requirements.

FILM 371 Screen Directing I 4 hrs, 3 cr. Prereq: FILM 252. Theory and practice of the film director’s role as guiding force in creation of visual and aural
images.

**FILM 372 Screen Directing II** 4 hrs, 3 cr. Prereq: FILM 252 and 371. Continuation of FILM 371.

**FILM 376 Screen Writing I** 4 hrs, 3 cr. Prereq: FILM 101. Fundamentals of writing for film; critiques of original student scripts.

**FILM 377 Screen Writing II** 4 hrs, 3 cr. Prereq: FILM 376. Continuation of workshop experience with emphasis on full-length screenplay.

**FILM 381 Techniques of Cinematography** 4 hrs, 3 cr. Prereq: FILM 252. Advanced cinematographic techniques such as sensitometry, effects lighting, and special effects.

**FILM 382 Editing Techniques** 4 hrs, 3 cr. Prereq: FILM 252. Continuation of editing practices, emphasizing professional use of equipment, materials, and techniques.

**FILM 383 Sound for Film and Video II** 4 hrs, 3 cr. Prereq: FILM 283. Sound recording in studio and on location; music and sound effects; optical transfers, synchronization of sound track and pictures.

**FILM 384 Film and Video Production** Variable hrs, 3 cr. Prereq: FILM 252, 383, and perm instr. Production of short films with each student assigned to specific crew positions.

**FILM 391 Problems in Film Research** 3 hrs, 3 cr. Prereq: FILM 211 and 212. Study of basic methods of solving problems in the field of cinema studies.

**Special Topics, Honors, and Advanced Studies**

**FILM 299 Special Topics in Film** 1-3 hrs, 1-3 cr. Prereq: perm dept. Not offered at all times. A specific topic will be listed in Schedule of Classes for a given semester.

**FILM 399 Studies in Film** 3 hrs, 3 cr. Prereq: variable. Not offered at all times. Specialized topics for majors will be listed in Schedule of Classes for a given semester.

**FILM 401 Independent Research** 1-3 cr. Perm chair. Majors only. Directed program of reading, research, or creative presentation, arranged on an individual basis.

**FILM 402 Honors Project** 3 hrs, 3 cr. Prereq: 3 advanced-level courses; Jr/Sr only; 3.0 GPA and 3.5 major GPA; perm dept. Students must present a proposal for an individual project to be completed under faculty supervision.

**FILM 451 Film and Video Production Seminar** 3 hrs, 3 cr. Prereq: FILM 371 and 384. Individual student films produced under faculty supervision.

**FILM 498 Internship** 1-6 cr, 40 working hrs per cr. Prereq: FILM 101 and 2 other FILM courses or equiv; perm dept and host institution. Opportunity to gain professional experience.

**FILM 499 Advanced Seminar** 3 hrs, 3 cr. Perm instr. Selected topics in cinema studies.

**MEDIA STUDIES COURSES**

**Basic Courses**

**MEDIA 151 Introduction to Film and Video Techniques** 3 hrs, 3 cr. Fundamentals of film and video production: essential tools, aesthetic concepts, and techniques.

**MEDIA 180 Introduction to Media Studies** 3 hrs, 3 cr. Social, political, and economic factors that determine and shape products of media organizations.

**Practice and Production Courses**

**PREREQUISITE** MEDIA 180 IS PREREQUISITE FOR ALL 200-, 300-, AND 400-LEVEL MEDIA COURSES.

**MEDIA 239 Entertainment Journalism** 3 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180; and MEDIA 292. Development of practical, theoretical, and rhetorical skills for writing reviews and feature stories about entertainment and the arts.

**MEDIA 240 Effective Speechmaking** 3 hrs, 3 cr. Development of skills in speechmaking and media presentation.

**MEDIA 275 Desktop Publishing** 3 hrs, 3 cr. Prereq: MEDIA 180. An introduction to the aesthetics of print layout and design, using a desktop computer.


**MEDIA 283 Electronic News Gathering** 4 hrs (2 lec, 2 lab), 3 cr. Prereq: MEDIA 281. Development of practical, theoretical, and editorial skills for field production of television news. (MEDIA 390 is the analytical counterpart of this production course.)

**MEDIA 284 Industrial Television Production** 4 hrs (2 lec, 2 lab), 3 cr. Prereq: MEDIA 281, 282. Elements of video production for organizational settings; the writing and production of training tapes and designing of teleconferences.

**MEDIA 285 Web Design** 3 hrs, 3 cr. An exploration of the production of Internet-distributed media, primarily words and images distributed as Web pages, using HTML and the image-manipulation software Photoshop.

**MEDIA 288 Communicating on Radio and Television** 3 hrs, 3 cr. Verbal and nonverbal aspects of communicating effectively on radio and television.

**MEDIA 292 Basic Reporting** 3 hrs, 3 cr. Workshop and discussion to provide basic skills of newspaper writing.

**MEDIA 293 Advanced Reporting** 3 hrs, 3 cr. Prereq: MEDIA 292. Intermediate course to advance skills in writing and reporting.

**MEDIA 294 Magazine Writing** 3 hrs, 3 cr. Prereq: MEDIA 292 or perm instr and ENGL 110 or 120 or equiv. This course prepares students for publishing articles in magazines, feature sections of newspapers, and online Internet publications by developing writing portfolios and studying the workings of the publishing industry.

**MEDIA 295 Online Journalism** 3 hrs, 3 cr. Prereq: MEDIA 292 and ENGL 110 or 120 or equiv. Evaluating and employing the Internet as a source of information for journalists, as a subject of journalistic coverage, and as a new form of newspaper publication.

**MEDIA 311 Directing Documentary Video Production** 4 hrs, 3 cr. Prereq: MEDIA 281 or FILM 252. FILM/MEDIA 151, and ENGL 120. Exploration of the aesthetics of documentary form that provides students with an in-depth and hands-on understanding of preproduction and production of documentary video.

**MEDIA 312 Advanced Documentary Digital Editing** 4 hrs, 3 cr. Prereq: MEDIA 311. The aesthetic and technical considerations in editing the documentary video using digital equipment.

**MEDIA 331 Interactive Media** 3 hrs, 3 cr. Prereq: MEDIA 285 or perm instr. An exploration of the production of Internet-distributed media, especially animation, sound, and video, using GIF Animation, Flash, and sound tools.

**MEDIA 350 Workshop in Public Communication Graphics** 4 hrs, 3 cr. Prereq: ENGL 110 or 120 or equiv; submission of creative portfolio of graphic work (posters, layouts, montages, three-dimensional objects, or packaging, etc.) for assessment; perm instr. In this studio workshop course, questions regarding the communicative powers of visual culture will be applied to the creation of advanced functional design projects.

**Analytical Courses**

**MEDIA 313 The Culture of Publicity** 3 hrs, 3 cr. Prereq: ENGL 120. This course provides students with an in-depth historical understanding of public relations, social image-management, and opinion engineering in the U.S.

**MEDIA 314 Public Relations: Theory and Practice** 3 hrs, 3 cr. Prereq: MEDIA 292 and ENGL 120. An examination of principal techniques and strategies in public relations, including critical analysis of its social uses.

**MEDIA 315 Nonfiction Film and Video** 4 hrs, 3 cr. Study of the history and theory of the nonfiction film and video, with screenings and examples of documentary, propaganda and direct cinema and video.

**MEDIA 325 Non-Verbal Communication** 3 hrs, 3 cr. Study of theories, principles, and patterns of non-verbal behavior.

**MEDIA 326 America in American Film and Video** 3 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180 and ENGL 120. Investigation of the ways that film and video have dealt with issues of American identity. This course explores how basic American myths have been mobilized to project a particular view of the
MEDIA 327.00 Special Topics: Representations of Race and Ethnicity in U.S. Media 4 hrs, 3 cr. A historical look at changes and continuities in the social construction of a selected race or ethnicity in movies; advertising, including political campaigns; journalism; and other forms of American popular culture. May be repeated for credit with different topic.

MEDIA 328 Images of Resistance in the Developing World 3 hrs, 3 cr. Prereq: FILM 101 or MEDIA 180. Focuses on challenges by developing-world films and filmmakers to Western media stereotypes.

MEDIA 330 Movies in American Culture 3 hrs, 3 cr. Prereq: MEDIA 180 or FILM 101. Cultural processes that affect the production and reception of movies in the US; interrelationships among the stylistic, thematic, technical, industrial, and regulatory aspects of American moviemaking.

MEDIA 332 Myths and Images in the Media 3 hrs, 3 cr. Prereq: MEDIA 180 or FILM 101. Study of film and media as decisive vehicles of myth, imagery, and aesthetics in an advanced industrial society.

MEDIA 340 Family Communication in Media and Daily Life 3 hrs, 3 cr. Historical approach to the study of families: how they are represented in the media, how they are defined as a media audience, and how they create their own media.

MEDIA 355 Arguing Issues in Media and Popular Culture 3 hrs, 3 cr. Application of theories and techniques in argumentation and debate to issues concerning popular cultural expression.

MEDIA 370 The Press and the Public 3 hrs, 3 cr. Analysis and discussion of relationship of the press to great issues of our time.

MEDIA 371 Television Culture 3 hrs, 3 cr. Theoretical analysis of the production and reception of televised texts, with close reading of particular texts.

MEDIA 373 Journalism as Literature 3 hrs, 3 cr. Prereq: ENGL 120. An examination of the relationships between journalism and literature, including literary journalism, the journalistic prose of major imaginative writers, and the stylistic characteristics of hard-news reporting.

MEDIA 374 Media, Sports, and Society 3 hrs, 3 cr. Prereq: ENGL 120. Examination of the relationship between media and sports and their impact on society. Workings of the present-day sports-television-advertising complex; textual analysis of television sports productions.

MEDIA 375 Media and Politics in the Electronic Age 3 hrs, 3 cr. The impact of the electronic media on American politics.

MEDIA 380 History of Broadcasting 3 hrs, 3 cr. Broadcasting's roots in industrialization and influence on modern society.

MEDIA 381 Propaganda and the Mass Media 3 hrs, 3 cr. Study of mass media (broadcast, film, print) as forms for propaganda.

MEDIA 383 Popular Music and the Music Industry 3 hrs, 3 cr. Exploration of social and cultural significance of popular music; history, structure, and economics of music industry. Particular emphasis on popular music from fifties to present.

MEDIA 384 Women and Media 3 hrs, 3 cr. Examination, from historical and formal perspective, of ways in which women have been represented by mass media in America since mid-19th century. Exploration of how feminists for 100 years have challenged these images and posed alternative modes of cultural representation and production.

MEDIA 385 Media and Society: Theories, Problems, and Approaches 3 hrs, 3 cr. Analysis and assessment of communications and information in the context of a changing industrial environment.

MEDIA 386 Media Ethics 3 hrs, 3 cr. An exploration of the moral issues surrounding media work, including truth-telling, social justice, cultural effects, and conflicting rights.

MEDIA 388 Public Television 3 hrs, 3 cr. Programming, philosophy, conflicts, and funding problems in instructional and public television.

MEDIA 389 Contrasting Media Systems 3 hrs, 3 cr. Contrasts media systems in selected foreign countries from point of view of (1) degree to which system satisfies individual and social needs, (2) degree of government and private control, (3) degree of organizational sophistication and diffusion.

MEDIA 390 Broadcast Journalism 3 hrs, 3 cr. Structure and operations of radio and television news in relation to social, political, and economic institutions.
discussion, and papers on significant problems in fields of media studies.

Geography

Department Office 1006 North Building; 772-5265; fax 772-5268

Chair Sara McLafttery

Professors Crane, Goldsmith, Heatwole, McLafttery, Osleeb

Associate Professors Ahearn, Miyares

Assistant Professors Ehlschlaeger, Frei, Gong, Ibrahim, Pavlovskaya, Rutberg

Advisors See Department Office

Web Site: http://geo.hunter.cuny.edu

The department offers courses in human geography, physical geography, geographic techniques and methods, and geology. Students may major in geography and minor in either geography or geology. These areas provide preparation for both graduate study and immediate employment. Courses in all of these fields are valuable parts of a general liberal education, developing an awareness of earth phenomena and the role these play in people’s lives. Many of these courses are concerned with the environmental problems that are of so much concern today, and can provide a well-rounded program of environmental studies.

Revisions in the curricula within the Department of Geography are currently under way which may involve modifications in various requirements. Courses marked with an asterisk (*) show changes pending approval of the Hunter College Senate. Please consult with the department office for up-to-date information and requirements.

Distribution Requirement GEOL 101, 102, PGEOG 130, and 232 may be used to fulfill the science and mathematical sciences (Category I) requirement. GEOG 101, 221, and 226 may be used to fulfill the social sciences requirement (Category VI), as may GEOG 251 or 260 (but not both). Only one course may be used to satisfy the requirement for both the major and the distribution requirement. No more than 6 credits (or the credits of two courses, whichever is greater) of the minor may be offered toward the distribution requirement.

PROGRAM IN GEOGRAPHY

Students who expect to do graduate work in geography are advised to take courses in statistics and/or computer science; and we suggest, but do not require, that those planning to continue to the doctoral level elect the language of the area of regional specialization.

Major in Geography

PGEOG 130 (4 cr)
GTECH 201 (4 cr)
GEOG 221 (4 cr)

One regional geography course (3 cr)

A minimum of 15 additional credits consisting of: 0-6 credits selected from 200-level courses with a PGEOG, GTECH, GEOG, or GEOL prefix; and a minimum of 9 credits selected from 300-level courses with a PGEOG, GTECH, or GEOG prefix (except GEOG 391, GEOG 392, and GEOG 393), EEPS 481 and LACS 330.

It is recommended, but not required, that geography majors use GEOG 101, GEOG 102, STAT 113 or STAT 213 to satisfy a portion of Category I of the distribution requirement.

Minors Geography majors may minor in a wide variety of fields but must secure permission from their major advisor. No more than 6 (or the credits of two courses, whichever is greater) of the 12 credits needed for a minor may be applied to the distribution requirement. For students preparing to become teachers of social studies (grades 7-12), education is an appropriate minor. For students wishing to concentrate in the areas of geomorphological studies, environmental geology or environmental geoscience, it is recommended that a minor in geology, composed of 200- and 300-level GEOL courses, be selected and appropriate courses from cognate fields be used to satisfy distribution and elective credit requirements. For information concerning approved courses in the minor, students should consult a departmental advisor.

Tracks Within the geography major, the department provides students with options to concentrate their studies within four tracks: environmental, geographic information science, places and cultures, and urban. Starting with such entry-level courses as GEOG 101, GEOG 150, PGEOG 130, GEOG 101, GEOL 105, GEOG 101, or GTECH 201, students are guided through a series of 200- and 300-level courses. Each track uses courses from the other tracks, and all tracks culminate in a capstone course, such as GEOG 380, GEOG 383 or GEOG 490, which bring together both the basic concepts underlying the field of geography and students who have chosen to concentrate their studies in different areas. The tracks are for illustrative purposes only and are not mandatory. See the undergraduate advisor for a “map” of the program.

Honors Work and Individual Study To be graduated with departmental honors, a major in the geography program must be admitted to GEOG 490 and have a 3.0 cumulative GPA and a 3.5 GPA in the major. GEOG 391, 392, and 393 also offer students the opportunity of undertaking individual research in geography.

Energy and Environmental Studies Program The department participates in the interdepartmental program in Energy and Environmental Studies. For information concerning the geography and geology components of the program, consult a departmental advisor.

PROGRAM IN GEOLOGY

The department no longer offers a major in geology. A minor in geology consists of 12 credits selected from GEOG prefix courses, PGEOG 231, PGEOG 232 and GTECH 350, and approved by the student’s major department. If after taking a number of geology courses at Hunter, a student wishes to concentrate in geology, it is recommended that the student transfer to a unit of CUNY offering a geology major or take courses on permit at other CUNY units as elective credits.

GENERAL INFORMATION FOR BOTH PROGRAMS

Electives A number of courses in the department have no prerequisites. These are open to all interested students. All others are open to all students who meet the prerequisites.

Fieldwork Several courses offer students an opportunity to study geography and geology in the field: GEOG 210, GEOG 210, and GTECH 350, offered either before or after summer session; and GEOG 211 and GEOG 211, offered on weekends (consult Schedule of Classes). In addition to the regular field courses, special-topic field courses are offered periodically, and fieldwork is conducted in connection with a number of the other courses.

Graduate Study Graduate-level courses may be taken for credit toward the bachelor’s degree by highly qualified seniors. Written permission must be obtained from the undergraduate and graduate advisors.

Intern Program Internship (GEOG 498, GEOG 498) provides opportunities for qualified majors and minors in both geography and geology to work in positions of responsibility in professional institutions while earning from 1 to 4 academic credits. See a
COURSE LISTINGS

Fieldwork requiring an additional fee for transportation may be required in any course and will be collected prior to the trip by a departmental representative.

Geography

GEOG 101 People and Their Environment 3 hrs, 3 cr. Offered every sem. Survey of earth environment (atmosphere, land, water); how it varies spatially and how people interact with it. Contemporary economic, political, and social patterns and problems are discussed.

GEOG 150 World Regional Geography 3 hrs, 3 cr. Prereq: ENGL 120. Offered day. A survey of the world’s major regions. Geographic concepts and principles are used to study the physical, economic, social, and political conditions and problems in the culturally diverse world. Spatial expression of culture; specialized behavior patterns; adaptations and way of life in distinct environments. Regional interdependence; implications for development.

GEOG 210 Elementary Field Geography 90 hrs field and lab work (1 evening lab and 10 days fieldwork), 3 cr. Prereq: GEOG 101 or equiv and perm instr. Offered intersession June or Aug; check with dept. in April. Field study of interrelationships of physical environment and settlement of land by people. Students may register for each different itinerary. Fee for transportation, room, and food allowance required.

GEOG 211 Field Geography of New York City and Vicinity 6 hrs, 3 cr. Prereq: GEOG 101. Meets weekends. Offered on demand. Field study of urban and urban fringe land use. Population distribution; economic activities; transportation facilities. Field mapping. Transportation fee required.

GEOG 221 Economic Geography 5 hrs (3 lec, 2 lab), 4 cr. Prereq: GEOG 101 or perm instr. Not open to freshmen. Offered day/fall ‘00, evening/fall ‘01. Geographic factors influencing economic activity. Spatial organization of society. Location theories are stressed. Localational and commodity flow; analysis; regional economic development.


GEOG 227 Environmental Conservation: Urban Problems 3 hrs, 3 cr. Offered evening/spring ‘00. Impact of people on nature, spatial distribution, quality, and adequacy of major physical resources of urban areas.


GEOG 242 Medical Geography 3 hrs, 3 cr. Prereq: GEOG 101 or perm instr. Offered day/spring. An examination of the geographic distribution of health and disease, the spread of disease through space and time, and the spatial organization of health services.

GEOG 251 Geography of the United States and Canada 3 hrs, 3 cr. Prereq: GEOG 101 or perm instr. Offered day/spring ‘01. Analysis of the relationship of natural environment to economic, social, and political life of North America. Emphasis on US.

GEOG 260 Geography of New York State 3 hrs, 3 cr. Prereq: GEOG 101 or perm instr. Offered on demand. Analysis of relationship of natural environment to economy and settlement pattern of the state. Land use, environmental problems.

GEOG 270 Regional Geography of Mexico, Central America and the Caribbean 3 hrs, 3 cr. Offered day/fall ‘00. Analysis of relationship of natural environment to economic, social, and political life of Mexico, Central America, and West Indies.

GEOG 271 Regional Geography of South America 3 hrs, 3 cr. Offered day/fall ‘01. Analysis of relationship of natural environment to economic, social, and political life of South America.

GEOG 272 Regional Geography of Europe 3 hrs, 3 cr. Offered on demand. Analysis of the relationship of natural environment to economic, social, and political life of Europe (excluding Russia).

GEOG 274 Regional Geography of the Middle East and North Africa 3 hrs, 3 cr. Offered on demand. Analysis of relationship of natural environment to economic, social, and political life of Middle East and North Africa.

GEOG 275 Regional Geography of Sub-Saharan Africa 3 hrs, 3 cr. Offered day/spring ‘01. Analysis of the relationship of natural environment to economic, social, and political life of Africa south of Sahara.

GEOG 277 Regional Geography of East Asia 3 hrs, 3 cr. Offered day/spring ‘01. Analysis of East Asia’s potentials in terms of natural resources, population, industry, and agriculture, with emphasis on China.

GEOG 278 Regional Geography of Russia and Central Asia 3 hrs, 3 cr. Prereq: None. Offered day/fall ‘01. Analysis of the relationship of the natural environment to economic, social and political life of Russia, the former Soviet republics of central Asia, and Mongolia.

GEOG 328 Urban Environmental Problems: Evaluations and Solutions 3 hrs, 3 cr. Prereq: GEOG 101 or URBS 102 or GEO 101 and Jr/Sr standing. Offered evening/spring. The special environmental problems of urban and metropolitan areas will be studied, including water supplies, waste management, environmental impact, and waterfront use. Natural physical processes, methodologies, and techniques will be reviewed and applied to decision making. Transportation fee for field work may be required.

GEOG 334 Political Geography 3 hrs, 3 cr. Prereq: GEOG 101, Jr/Sr only. Offered on demand. Impact of environment on centrifugal and centripetal forces involved in well-being of states. Nation-states; law of the seas.

GEOG 341 Urban Geography 3 hrs, 3 cr. Prereq: GEOG 101 or perm instr; Jr/Sr only. Offered day/fall. Spatial analysis of functions of metropolitan areas. Social and economic characteristics of cities and suburbs. Land use and transportation patterns.

GEOG 342 Geography of International Migration and Ethnicity 3 hrs, 3 cr. Offered evening/fall. Prereq: GEOG 241 or perm instr. Quantitative and qualitative examination of historic and contemporary international migration patterns. Spatial demographic impacts of immigration policy in the United States with a focus on major urban centers. Comparative analyses of ethnic and racial minorities in the United States.

GEOG 347 Cultural Geography 3 hrs, 3 cr. Prereq: GEOG 101 or perm instr; Jr/Sr only. Offered day/fall ‘01. Environmental impact of culture. Diffusion theory. Culture groups; language; architecture; landscapes. Perception.

GEOG 348 Geography of Religion 3 hrs, 3 cr. Prereq: GEOG 101 or REL 110 or 111 or perm instr. Offered on demand. Geographic view of religion and religious phenomena. Origin, diffusion, distribution, pilgrimage. Environmental impact. Emphasis on the US.

GEOG 370 Geography of Sustainable Development in Developing Countries 3 hrs, 3 cr. Prereq: One of the following: GEOG 101, 150, 270, 271, 275, 277, or perm instr. Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

GEOG 371 Rural Water Supply in Developing Regions 3 hrs, 3 cr. Prereq: One of the following: GEOG 101, 150, 270, 271, 275, 277, or perm instr. The quality, problems, management, and sustainability of rural water supply and sanitation in developing countries.

GEOG 380 Seminar in Geographic Concepts and Methodology 3 hrs, 3 cr, Jr/Sr only and perm instr. Offered on demand. Investigations of evolutive, conceptual framework, and methodological approaches of modern geography.

GEOG 381 Special Topics in Geography 1 or 2 hrs (1 lec or 2 lab), 1 cr. Prereq: GEOG 101, the 200-level course of which special topic is logical outgrowth, and perm instr; Jr/Sr only. Offered on demand. Topics to be announced.

GEOG 382 Special Topics in Geography 2 or 3 hrs (2 lec or 1 lec and 2 lab), 2 cr. Prereq: GEOG 101, the 200-level course of which special topic is logical outgrowth, and perm instr; Jr/Sr only. Offered on demand. Topics to be announced.

GEOG 383 Special Topics in Geography 3 or 4 hrs (3 lec or 2 lec and 2 lab), 3 cr. Prereq: GEOG 101, the 200-level course of which special topic is logical outgrowth, and perm instr; Jr/Sr only. Offered on demand. Topics to be announced.

GEOG 391 Individual Study in Geography 1 cr. Prereq: 2 sem of geography and perm dept. Individual study and reading, with lab or fieldwork where appropriate, carried out under faculty guidance.

GEOG 392 Individual Study in Geography 2 cr. Prereq: 2 sem of geography and perm dept. Individual study and reading, with lab or fieldwork where appropriate, carried out under faculty guidance.
appropriate, carried out under faculty guidance.

GEOG 490 Honors in Geography 1 sem, 3 cr. Prereq: upper Jr/Sr geography majors only with perm dept. Individual research to be carried on under faculty guidance. Results must be embodied in an honors essay or equivalent.

GEOG 498 Internship 1-4 cr. Prereq: open to qualified geography majors and minors, upper Jr/Sr only. Opportunities for working in positions of responsibility in professional institutions for academic credit. See undergraduate advisor.

Physical Geography

PGEOG 130 Physical Geography I: Weather and Climate 5 hrs (3 lec, 2 lab), 4 cr. Offered every sem. Principles of meteorology and climatology; elements of weather; current weather analysis; weather maps; forecasting; patterns and characteristics of world climate, climatic change.


PGEOG 231 Physical Geography II: Principles of Geomorphology 4 hrs (2 lec, 2 lab), 3 cr. Prereq: PGEOG 130 or GEOL 101. Offered day/spring. Study of landforms and their evolution. Emphasis is placed on topographic expression of geologic structures and features.

PGEOG 232 Coastal Geomorphology 3 hrs, 3 cr. Prereq: GEOL 101 or perm instr. Offered day/fall ’01, evening/fall ’01. A study of the basic processes shaping the coast and the resulting forms: surficial morphology and internal geometry of such forms as cliffs, dunes, beaches, and nearshore bars. Map exercise and 2 one-day field trips.

PGEOG 332 Hydrology 3 hrs, 3 cr. Prereq: GEOL 101, PGEOG 130, or perm instr. (Credit may be earned for either PGEOG or GEOL 332 but not both.) Offered on demand. Examination of the storage and flux of water on and near the earth’s surface; problems of water supply, quality, and management.

*PGEOG 351 Urban Climatic Environments 3 hrs, 3 cr. Offered day/fall ’01. Prereq: PGEOG 130 or GEOL 105 and Jr/Sr standing. Examination of the urban atmosphere: air composition, energy fluxes, heat island, wind field, and moisture. Urban systems and systems analyses include urban models, pollution, hydrology, corrosion, noise, vegetation, climatic change and effects of the urban atmosphere on humans.

PGEOG 361 Global Climatic Change 3 hrs, 3 cr. Offered day/spring ’01. Prereq: PGEOG 130 or GEOL 105 or GEOL 101 and Jr/Sr standing. Examination of Prequaternary, Quaternary, postglacial, historical and instrumentally recorded climates. Greenhouse gases, aerosols, radiative forcing, processes and modeling. Detecting the greenhouse effect, sea level rise and effects on ecosystems.

Geographic Techniques and Methods

GTECH 201 Introduction to Mapping and Geographic Information Sciences 6 hrs (2 lec, 4 lab), 4 cr. Prereq or coreq: GTECH 101, MATH 125 and MATH 126 or equiv, ENG1 120 or perm instr. A survey of the basic principles of map design, map data analysis, cartography, geographic information science (GIS), remote sensing, and air photo interpretation in the classroom, laboratory and field, including the use of computers for geoscience applications.

GTECH 280 Production Cartography 6 hrs (2 lec, 4 lab), 4 cr. Prereq: GTECH 201. Offered on demand. Thematic mapping theory and advanced techniques. Production of black and white and color separations. Combines manual and computer methods.

GTECH 301 Quantitative Methods in Geography 3 hrs, 3 cr. Prereq: GTECH 201 and either STAT 113 or STAT 213 or perm instr. Jr/Sr standing. Offered day/fall. Process of spatial analysis. Application of scientific methods to geographic research; sampling; distribution measurement; statistical analysis of spatial data.

GTECH 320 Air Photo Interpretation 6 hrs (2 lec, 4 lab), 4 cr. Prereq: GTECH 201. Offered day/fall ’01. Techniques of aerial photograph interpretation. Interpretation sequence; direct measurement; methodology.

GTECH 321 Remote Sensing 6 hrs (2 lec, 4 lab), 4 cr. Prereq: GTECH 201 and Jr/Sr standing or perm instr. Offered evening/fall. Remote sensing systems (multi-spectral, signature ID, digital image analysis), theory and applications.

*Pending Hunter College Senate approval.

GTECH 322 Advanced Image Interpretation 4 hrs (2 lec, 2 lab), 3 cr. Prereq: GTECH 321 or perm instr. Offered evening/spring. Project-oriented course in interpretation of air- and space-borne (infrared, radar, and LANDSAT) imagery.

GTECH 350 Field Topographic Surveying 90 hrs of field and lab work (1 day lab and 10 days fieldwork), 3 cr. Prereq: GTECH 201 and perm instr. Offered summer intersession; check with dept. in April. Field use of surveying equipment. Notebook and computer data collection relating to horizontal and vertical location on the landscape, including the use of global positioning systems. Field record-keeping and preliminary analysis of results. Fee for transportation, accommodations and food allowance required.

GTECH 361 Geographic Information Science I 4 hrs (2 lec, 2 lab), 3 cr. Prereq: GTECH 201. Offered spring ’01, evening/spring ’02. The basic principles and operation of geographic information systems (GIS) are covered; computerized systems for the capture, storage, management, analysis and display of geographically referenced data and their attributes. Laboratory exercises will provide extensive hands-on experience with a professional GIS software package.

GTECH 362 Geographic Information Science II 4 hrs (2 lec, 2 lab), 3 cr. Prereq.: GTECH 361, STAT 113. Offered evening/fall. Theoretical and practical aspects of geographical information science (GIS) are discussed in detail. Laboratory use of advanced GIS software, including GIS programming concepts, are covered.

GTECH 380 Analytical and Computer Cartography 4 hrs (2 lec, 2 lab), 3 cr. Prereq: GTECH 201. Offered day/fall ’01, evening/spring ’02. Role of computer in contemporary mapping; theoretical issues and practical mapping assignments, using cartographic software.

Geology

GEOL 101 Fundamentals of Geology 6 hrs (3 lec, 3 lab), 4.5 cr. Offered every sem. Plate tectonic theory; volcanism, earthquakes, continental drift, mountain-building. Mineral deposits, fossil fuels. Erosional processes, agents. Hazards. Lab: study of minerals, rocks, maps. Field trips may be required; transportation fee.

GEOL 102 Plate Tectonics and the Earth’s Evolution 5 hrs (3 lec, 2 lab), 4 cr. Prereq: GEOL 101. Offered spring. Study of earth from solar system’s inception to present. Evolution of its crust, atmosphere, hydrosphere. Record of life. Lab: study of fossils, sedimentary facies, cross-sections, maps. Field trips may be required; transportation fee.

GEOL 105 Save the Planet 3 hrs, 3 cr. Preq. ENGL 120. Offered fall. Introduction to environmental geoscience focusing on aspects of global change. Review of the evolution of the earth from its origins to potential future developments; environmental problems and issues.

GEOL 180 Survey of Oceanography 3 hrs, 3 cr. Offered day/night. Properties of sea water, deep sea sediments, ocean floor morphology, sea-floor spreading, methods of exploration and research.

GEOL 205 Environmental Geology 3 hrs, 3 cr. Prereq: GEOL 101. Offered day/spring. Geology’s role in understanding and solving such problems as hazards, water supply, drainage, construction, waste disposal, and health. Land use analysis and planning.

GEOL 210 Elementary Field Geology 90 hrs field and lab work (1 day lab, 10 days fieldwork), 3 cr. Prereq: GEOL 101 or equiv and perm instr. Offered intersession June or August; check with dept. in April. Field study of geologic features. Identification of rocks, minerals, fossils, geologic structures, and landforms. Brunton compass. Structure sections from field data. Students may register for each different itinerary. Fee for transportation, room, and food allowance required.

GEOL 211 Field Geology of New York City and Vicinity 90 hrs field and labwork (1 day lab and 10 days fieldwork), 3 cr. Prereq: GEOL 101 or equiv. Meets weekends. Offered on demand. Basic field methods. Field study and geologic mapping of local features. Brunton compass. Introduction to plane table and alidade. Transportation fee required.

GEOL 233 Geology of North America 4 hrs (2 lec, 2 lab), 3 cr. Prereq: GEOL 102. Offered on demand. Regional study of principal structural units.
and geomorphic features of continent with emphasis on US. Transportation fee for fieldwork.

GEOL 244 Sedimentology 4 hrs (2 lec, 2 lab), 3 cr. Prereq: GEOL 102. Offered on demand. The origin, dispersal, deposition, and burial of natural physical, chemical, and biochemical sediments and the rocks that formed them.

GEOL 248 Principles of Stratigraphy 4 hrs (2 lec, 2 lab), 3 cr. Prereq: GEOL 102. Offered on demand. The study of layered rocks and their distribution in space and time with the objective of reconstruction of earth history; stratigraphic data; sedimentary environmental models; litho-, magneto-, seismic, bio-, and chronostratigraphy; stratigraphic methods; plate tectonics and stratigraphy.

GEOL 252 Elements of Mineralogy 6 hrs (2 lec, 4 lab), 4 cr. Prereq: GEOL 101; prereq or coreq: college chemistry or perm instr. Offered on demand. Principles of crystal chemistry and mineral structure. X-ray diffraction. Mineral structure models.


GEOL 280 Marine Geology 3 hrs, 3 cr. Prereq: GEOL 102 or perm instr. Offered day/spring 01. Morphology of ocean floor. Genesis and distribution of marine sediments. Use of geophysical and oceanographic data.

GEOL 332 Hydrology 3 hrs, 3 cr. Prereq: GEOL 101, PEGEOG 130, or perm instr. (Credit may be earned for either GEOL or PEGEOG 332, but not both.) Offered on demand. Examination of the storage and flux of water on and near the earth’s surface; problems of water supply, quality, and management.

GEOL 352 Petrology (Rocks and Rock Minerals) 4 hrs (2 lec, 2 lab), 3 cr. Prereq: GEOL 252. Offered on demand. Description and classification of rocks. Phase equilibria of silicate systems; tectonic setting of major rock types. Chemical and physical factors governing rock formation and appearance.

GEOL 355 Economic Geology 3 hrs (2 lec, 2 lab), 3 cr. Prereq: GEOL 102 and 352. Offered on demand. Origin, occurrence, distribution, and use of minerals, fuels, and building materials of earth’s crust. Transportation fee for field work.

GEOL 356 Geophysics 5 hrs (3 lec, 2 lab), 4 cr. Prereq: GEOL 262 and PHYS 120 or 121 and MATH 150 or perm instr. Offered on demand. Application of seismic, gravity, magnetic, and electrical methods to study of subsurface geology. Data collection, reduction, and interpretation.

GEOL 361 Economic Geology 4 hrs (2 lec, 2 lab), 3 cr. Prereq: GEOL 102 and 352. Offered on demand. Origin, occurrence, distribution, and use of minerals, fuels, and building materials of earth’s crust. Transportation fee for field work.

GEOL 362 Structural Geology 5 hrs (3 lec, 2 lab), 4 cr. Prereq: GEOL 101, PEGEOG 130, or perm instr. (Credit may be earned for either GEOL or PEGEOG 332, but not both.) Offered on demand. Examination of the storage and flux of water on and near the earth’s surface; problems of water supply, quality, and management.

GEOL 366 Geophysics 5 hrs (3 lec, 2 lab), 4 cr. Prereq: GEOL 262 and PHYS 120 or 121 and MATH 150 or perm instr. Offered on demand. Application of seismic, gravity, magnetic, and electrical methods to study of subsurface geology. Data collection, reduction, and interpretation.

GEOL 381 Special Topics in Geology and Oceanography 1 or 2 hrs (1 lec or 2 lab), 1 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 382 Special Topics in Geology and Oceanography 2 or 3 hrs (2 lec or 1 lec and 2 lab), 2 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 383 Special Topics in Geology and Oceanography 3 or 4 hrs (3 lec or 2 lec and 2 lab), 3 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 384 Special Topics in Geology and Oceanography 3 or 4 hrs (3 lec or 2 lec and 2 lab), 3 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 385 Special Topics in Geology and Oceanography 3 or 4 hrs (3 lec or 2 lec and 2 lab), 3 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 386 Special Topics in Geology and Oceanography 3 or 4 hrs (3 lec or 2 lec and 2 lab), 3 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 387 Special Topics in Geology and Oceanography 3 or 4 hrs (3 lec or 2 lec and 2 lab), 3 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 388 Special Topics in Geology and Oceanography 3 or 4 hrs (3 lec or 2 lec and 2 lab), 3 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 389 Special Topics in Geology and Oceanography 3 or 4 hrs (3 lec or 2 lec and 2 lab), 3 cr. Prereq: the 200-level course of which special topic is logical outgrowth and perm dept. Offered on demand. Intensive course in various aspects of geology or oceanography. Topics to be announced.

GEOL 390 Honors in Geology 1 sem, 3 cr. Prereq: upper Jr/Sr geology minors only with perm dept. Individual research carried on under faculty guidance. Results must be embodied in an honors essay or equivalent.

GEOL 398 Internship 1-4 cr. Prereq: qualified geology minors, upper Jr/Sr only. Opportunities for working in positions of responsibility in professional institutions for academic credits. See undergraduate advisor.
Students with competence in German other than that shown on a high school transcript must consult the department chair for information on placement examinations.

**Literature Requirement**

The distribution requirement in literature (Category IV, Part 2) may be met in part by taking 3 credits in a literature course taught in German or in English translation.

**Humanities Requirement**

The distribution requirement in humanities and the arts (Category V, Group 3) may be met in part by taking GERMN 240 (German Thought and Culture: A Survey).

**Major**

The major consists of 24 credits chosen from the following courses:

- Advanced courses in language, level I: GERMN 301, 302, 312, 313
- Advanced courses in literature, level I: GERMN 320, 321, 322, 323, 324, 325, 326, 327, 329
- Advanced courses in literature, level II: GERMN 341, 342, 343, 344, 345, 346, 347, 348, 353, 359
- Advanced courses in language, level II: GERMN 381, 383
- Special projects: GERMN 444, 491, 492, 493, 498

At least 12 credits must be earned by taking classes numbered between 320 and 359 or 444. At least 3 of these 12 credits must be from classes numbered between 340 and 359 or 444.

Students are to consult the department chair to plan their course of studies in German. Students who begin German in college may count GERMN 201 and GERMN 202 as major courses. Students who began German elsewhere should consult the chair regarding placement in the German major.

**Minor**

A minor consists of 12 credits; at least 6 credits should be in advanced courses (GERMN 301-359 or 444). Students who elect to minor in German should consult their major department for approval.

German majors may select a 12-credit minor in any department. The courses must be approved by the chair of the German Department.

**Electives**

All courses offered are open to all qualified students as electives. For placement consult the department chair.

**Honors, Tutorials**

Consult the department chair for these special programs.

*Preparation for Secondary School Teaching* Students interested in teaching German in New York public schools must obtain a 30-credit major. In addition to the regular 24-credit major program, a prospective German teacher may take any 6 credits in advanced courses in the German Department between GERMN 301 and 444, or GERMN 240, 241, or 300-level courses related to German studies offered in other departments (with prior approval by the chairperson of the German Department). Students interested in teaching German in New York schools may count 12 credits of courses from the secondary education sequence as a minor. This minor may count toward the course requirements for New York State certification or New York City licensing, but will not by itself be sufficient for either of these. Students interested in a teaching career should consult with the School of Education (Office of Educational Services, Room 1000 W). All students who want to pursue a teaching certificate in German must take an oral examination with the German Department.

*This major may be revised to meet new New York State requirements for majors and concentrations open to students entering teacher education. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teaching credential are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.*

**Credit**

GERMN 101 is not credited without GERMN 102. All other courses are credited singly.

**COURSE LISTINGS**

**Beginning Courses**

- GERMN 101 Elementary German I 3 hrs, 3 cr. Not credited without GERMN 102. Practice in 4 basic skills of speaking, reading, writing, and comprehending German. For beginners.
- GERMN 102 Elementary German II 3 hrs, 3 cr. Prereq: GERMN 101 or equiv. Continued practice in speaking, reading, writing, and comprehending German.
- GERMN 103 Intensive Elementary German 6 hrs, 6 cr. Intensive practice in 4 basic skills of German. Covers in 1 semester material normally covered in 2.
- GERMN 106 German through Lieder 1 hr, 1 cr. Prereq: GERMN 101 or equiv. Studying and singing of German songs for additional language practice.
- GERMN 111 Elementary German for Reading Purposes 3 hrs, 3 cr. Basic grammar for reading knowledge of German. Reading and translation of short texts on a variety of topics.
- GERMN 112 Intermediate German for Reading Purposes 3 hrs, 3 cr. Prereq: GERMN 111 or equiv. Intensive reading of increasingly difficult works in German on literary, cultural, and scientific topics.
- GERMN 201 Intermediate German I 3 hrs, 3 cr. Prereq: GERMN 102 or equiv. Practice in comprehending and communicating in German at the intermediate level. Review of basic structures and study of advanced grammar topics.
- GERMN 201.50 Intermediate German Workshop I 1 hr, 1 cr. Coreq: GERMN 201. Additional practice in spoken and written German. Intended to improve the speaking skill of students taking GERMN 201.
- GERMN 202 Intermediate German II 3 hrs, 3 cr. Prereq: GERMN 201 or equiv. Grammar review and composition. Reading and discussion of selected literary texts.
- GERMN 203 Intensive Intermediate German 6 hrs, 6 cr. Prereq: GERMN 102, 103 or equiv. Covers in 1 semester material normally covered in 2.
- GERMN 211 Advanced German Reading 3 hrs, 3 cr. Prereq: GERMN 112 or equiv. Extensive reading of difficult German texts in various fields of the humanities, arts, and sciences.

**Advanced Courses (Conducted in German)**

A varying selection of the following courses will be offered in alternate years in accordance with student needs. Please consult the chair of the department or a departmental advisor for specific details.

- GERMN 301 Advanced German Comprehension and Conversation 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Intensive practice in reading and listening to German texts and in conversational German; some essay writing.
- GERMN 302 Advanced German Conversation and Composition 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Intensive practice in speaking and writing German.
- GERMN 312 Introduction to Business German 3 hrs, 3 cr. Prereq: GERMN 301 or perm instr. Introduction to the specialized language of German business and economics and intensive practice in German terminology and style on such topics as banking and finance, the corporate structure, and the European Union.
- GERMN 313 Advanced Business German 3 hrs, 3 cr. Prereq: GERMN 312 or perm instr. Intensive practice for students with a knowledge of business ter-
GERMN 320 Studies in German Literature and Language 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Discussion of literary topics or linguistic phenomena. May be repeated with a different topic.

GERMN 321 Readings in Modern German Literature 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Discussion of selected works of such writers as Thomas Mann, Hesse, Brecht, Kafka, and Frisch.

GERMN 322 German Civilization 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Introduction to key topics in German history, politics, arts, literature, and sciences.

GERMN 323 Women in German Literature 3 hrs, 3 cr. Prereq: GERMN 202 or 203 or equiv. Reading and discussion of literature from the 19th century to the present written in German by and about women.

GERMN 324 The German Short Story and Novelle 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Discussion of short narrative works from age of Goethe to present.

GERMN 325 German Lyric Poetry 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Discussion of important lyrics from Baroque period to present.

GERMN 326 Modern Swiss Literature 3 hrs, 3 cr. Prereq: GERMN 202 or 203 or equiv. Reading and discussion of literature written in German by Swiss authors since the 19th century.

GERMN 327 German Drama from Naturalism to Present 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Discussion of dramas by such writers as Hauptmann, Wedekind, Brecht, Dürenmatt, Frisch, and Handke.

GERMN 328 German Drama from Age of Goethe to Naturalism 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Discussion of dramas by such writers as Goethe, Schiller, Kleist, Büchner, Grillparzer, and Hebbel.

GERMN 329 The German Novel 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Discussion of narrative works by such writers as Goethe, Keller, Fontane, T. Mann, Kafka, Döblin, and Böll.

GERMN 334 Readings in Classical Period of German Literature 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Discussion of selected works by Lessing, Goethe, and Schiller.

GERMN 335 Literature of Weimar Republic 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Discussion of literary works and documents influential in German life between 1918 and 1933.

GERMN 336 German Literature from its Origins to the Age of Goethe 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Survey of German literature from the Hildebrandslied to 18th century.

GERMN 337 German Literature 1945-1995 3 hrs, 3 cr. Prereq: one course numbered from GERMN 320 to 359, or equiv. Reading and discussion of German literature written 1945-1995.

GERMN 338 East German Literature (1945-1990) 3 hrs, 3 cr. Prereq: one course numbered GERMN 320 to 359, or equiv. Reading and discussion in German of literature written in East Germany during the existence of the German Democratic Republic as a sovereign state.

GERMN 339 Goethe's Faust 3 hrs, 3 cr. Prereq: one course numbered from GERMN 320 to 359 or equiv. Intensive study of Goethe's Faust, Parts I and II.

GERMN 340 German Literary Seminar 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Seminar study of significant theme in German literature, German author, or literary movement or genre. May be repeated with a different topic.

GERMN 341 German Fairy Tales in Translation 3 hrs, 3 cr. Prereq: 2 courses numbered GERMN 300 or above or equiv (excluding courses in English translation). Reading and discussion of traditional and literary fairy tales of Germany. Cross-cultural comparison of various fairy-story traditions; development of motifs through various ages and cultures.

GERMN 342 German Drama from Age of Goethe to Naturalism 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Discussion of dramas by such writers as Goethe, Schiller, Kleist, Büchner, Grillparzer, and Hebbel.

GERMN 343 German Lyric Poetry 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Discussion of important lyrics from Baroque period to present.

GERMN 344 Readings in Classical Period of German Literature 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Discussion of selected works by Lessing, Goethe, and Schiller.

GERMN 345 Literature of Weimar Republic 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Discussion of literary works and documents influential in German life between 1918 and 1933.

GERMN 346 German Literature from its Origins to the Age of Goethe 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Survey of German literature from the Hildebrandslied to 18th century.

GERMN 347 German Literature 1945-1995 3 hrs, 3 cr. Prereq: one course numbered from GERMN 320 to 359, or equiv. Reading and discussion of German literature written 1945-1995.

GERMN 348 East German Literature (1945-1990) 3 hrs, 3 cr. Prereq: one course numbered GERMN 320 to 359, or equiv. Reading and discussion in German of literature written in East Germany during the existence of the German Democratic Republic as a sovereign state.

GERMN 350 Goethe's Faust 3 hrs, 3 cr. Prereq: one course numbered from GERMN 320 to 359 or equiv. Intensive study of Goethe's Faust, Parts I and II.

GERMN 351 German Literary Seminar 3 hrs, 3 cr. Prereq: 1 course numbered from GERMN 320 to 359 or equiv. Seminar study of significant theme in German literature, German author, or literary movement or genre. May be repeated with a different topic.

GERMN 352 German Press of Today: Reading and Understanding Newspapers and Magazines 3 hrs, 3 cr. Prereq: 2 courses numbered GERMN 300 or above or equiv (excluding courses in English translation). Reading and discussion of present-day German newspapers and magazines.

GERMN 353 German Grammar for Upper-Level Discourse 3 hrs, 3 cr. Prereq: 3 courses above GERMN 300 or equiv (excluding courses in English translation). Study of German grammar from basic to complex structures. Intensive practice in control of grammatical forms at high levels of spoken and written discourse.

GERMN 354 Seminar Studies in German Literature and Language 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Seminar study of literary topic or linguistic phenomenon. May be repeated with a different topic.

GERMN 491 Honors Project 3 cr. Prereq: Jr/Sr only; perm chair. Individual study and independent research in consultation with faculty member. Honors essay required.

GERMN 492 Independent Study in German 1, 2 or 3 cr. Prereq: perm chair. Number of credits to be determined in advance in consultation with faculty member on basis of work planned.

GERMN 493 Individual Studies Project in German Studies 3 cr. Prereq: perm chair. Individual research on German-studies topic under direction of faculty member. Written report required.

GERMN 498 Internship 1-4 cr. Prereq: perm chair.

Courses in German Literature and Civilization (Conducted in English) (No knowledge of German required)

GERMN 240 German Thought and Culture: A Survey 3 hrs, 3 cr. Discussion of the German contribution in the fields of art, literature, music, philosophy in historical perspective.

GERMN 241 German Fairy Tales in Translation 3 hrs, 3 cr. Reading and discussion of traditional and literary fairy tales of Germany. Cross-cultural comparison of various fairy-story traditions; development of motifs through various ages and cultures.

GERMN 242 Germany in the Twenties 3 hrs, 3 cr. Literature, art, and philosophy in historical perspective.

GERMN 243 Germany in the Thirties 3 hrs, 3 cr. Philosophy in historical perspective.

GERMN 244 Seminar Studies in German Literature and Language 3 hrs, 3 cr. Prereq: GERMN 202 or equiv. Seminar study of literary topic or linguistic phenomenon. May be repeated with a different topic.

GERMN 245 Honor Project 3 cr. Prereq: Jr/Sr only; perm chair. Individual study and independent research in consultation with faculty member. Honors essay required.

GERMN 246 Independent Study in German 1, 2 or 3 cr. Prereq: perm chair. Number of credits to be determined in advance in consultation with faculty member on basis of work planned.

GERMN 247 Individual Studies Project in German Studies 3 cr. Prereq: perm chair. Individual research on German-studies topic under direction of faculty member. Written report required.

Courses not offered in 2000-2002:

GERMN 343 German Literature from Its Origins to the Age of Goethe

GERMN 361 Gottfried von Strassburg: Tristan

GERMN 362 Wolfram von Eschenbach: Parzival

GERMN 363 Goethe's Faust

GERMN 364 Heinrich von Kleist

GERMN 365 Georg Büchner

GERMN 366 Hermann Hesse

GERMN 367 Hermann Hesse: Magister Ludi

GERMN 368 Rainer Maria Rilke's Duino Elegies

GERMN 369 Thomas Mann's The Magic Mountain

GERMN 370 Franz Kafka

GERMN 371 Bertolt Brecht

GERMN 376 Masterpieces of Modern German Prose in English
DIVISION OF CLASSICAL AND ORIENTAL STUDIES

Division Office  1421 West Building; 772-5107
Division Head  Rivka Friedman
Professor  Friedman
Assistant Professor  Keller
Advisors (day)  Rivka Friedman, (evening) Sharon R. Keller

The Hebrew Division of the Department of Classical and Oriental Studies offers a comprehensive program covering the main areas of Hebraic and Judaic studies, namely Biblical and post-Biblical studies, Talmudic and medieval literature, Hebrew language and modern Hebrew literature, Jewish philosophy and Kabbalah, Jewish legacy and folklore, contemporary Jewish literature, and Israeli culture. This program is designed to develop language skills, cultivate a critical appreciation of Hebraic and Judaic literature and thought, and promote an understanding of Jewish cultural tradition against the background of world civilization. Specifically, these courses may be applied to satisfy foreign language and literature components of the distribution requirement as well as to fulfill major and minor concentrations.

This curriculum also meets the special needs of students majoring in other disciplines for courses dealing with the Hebraic or Judaic factor in Western civilization. The wide variety of course offerings, covering the entire range of Hebraic and Judaic culture from early Biblical times to modern Israel, should enable students to concentrate their attention on one major period, to aim for an overall proficiency, or to strive for both objectives simultaneously. This course of study should also provide the student with a solid foundation for further professional and graduate study in such disciplines as education, library science, publishing, area studies, specialized communication and community services, government, and diplomatic and trade exchanges.

Distribution Requirement  Hebrew language courses may be taken to fulfill the foreign language requirement (Category III). Literature courses in Hebrew as well as in English translation may be taken to fulfill Part 2 of the literature requirement (Category IV). Courses in Hebraic culture conducted in English, HEBR 240, 259, 288, 290, 292, 295, may be taken to fulfill the requirement for humanities and the arts (Category V, Group 3). No more than one course used for the major or 6 credits of the minor may be applied toward the distribution requirement.

Placement and Exemption  Students with background in the language should consult the head of the Hebrew Division for proper placement or exemption.

Majors  The major consists of 24 credits from courses beyond HEBR 101-102. In general, a Hebrew major is required to achieve proficiency in Biblical and/or modern Hebrew literature by successfully completing a minimum of four courses at the 300 level in Hebrew. Courses in Hebraic studies conducted in English may be applied toward partial fulfillment of the Hebrew major provided they are part of a coherent program approved by the head of the division. Qualified students interested in a more intensive program in the field of Hebraic or Judaic studies, particularly those preparing for graduate work in such specialized areas as Semitic languages and civilizations, Jewish history, Biblical studies and archaeology, medieval or modern Hebrew literature, Near Eastern studies, or religious studies, should consult a division advisor regarding additional courses and supportive studies in related fields.

Minors  The minor consists of 12 credits in Hebrew language, literature, or Hebraic studies in English; there is no restriction.

Allied Minor  Minors of 12 credits in all departments are accepted but may not include more than 6 credits used to fulfill the distribution requirement.

*Preparation for Secondary School Teaching  Students interested in teaching Hebrew in New York schools may count 12 credits of courses from the secondary education sequence as a minor. This minor may count towards the course requirements for New York State certification or New York City licensing, but will not by itself be sufficient for either of these. Students interested in a teaching career should consult with the School of Education (Office of Educational Services, Room 1000 W).

Honors  Opportunity for honors work is available through HEBR 491.

Electives  All courses offered by the Hebrew Division are open to qualified students for elective credit. For placement consult a Hebrew Division advisor.

COURSE LISTINGS

Introductory Courses

HEBR 101  Elementary Hebrew I  3 hrs, 3 cr. Fundamentals of reading, pronunciation, and grammar for beginners. Practice in conversation and writing. HEBR 101 not credited without HEBR 102.

HEBR 102  Elementary Hebrew II  3 hrs, 3 cr. Prereq: HEBR 101 or equiv. Continuation of HEBR 101.

HEBR 103  Intensive Elementary Hebrew  6 hrs, 6 cr. Intensive practice in basic skills of Hebrew. Course covers in one semester the material covered in the 2 semesters of HEBR 101 and 102.

HEBR 201  Intermediate Hebrew I  3 hrs, 3 cr. Prereq: HEBR 102 or equiv. Continued practice in conversational Hebrew, grammar, and composition. First course of Hebrew major.


Advanced Courses

HEBR 310  Modern Hebrew Literature I  3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Reading and discussion of selected works in prose and poetry of 19th-century authors.

HEBR 311  Modern Hebrew Literature II  3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Reading and discussion of selected works in prose and poetry of 20th-century authors.

HEBR 315  Biblical Literature: Pentateuch  3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Selections from Pentateuch.


HEBR 317  Biblical Literature: Prophetic Books  3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Selections from minor and major prophets.


HEBR 320  The Modern Hebrew Short Story  3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Extensive reading of short stories from late 19th century to present, illustrating different literary trends.

HEBR 321  Talmudic Literature  3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Selections from Talmud and Midrash.

HEBR 322  Medieval Literature  3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Selections from literature of Golden Age in Spain.

This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least
HEBR 323 Poetry of the Modern Hebrew Renaissance Period 3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Study of major works of Bialik, Tschernevoichsky, Kahan, and Shneour.

HEBR 324 The Modern Hebrew Essay 3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Study of selected essays of Ahad ha'Am, Berditchevsky, and Frischman.

HEBR 325 History of Modern Hebrew Literature 3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Evolution of Hebrew literature from period of Enlightenment to contemporary Hebrew letters.

HEBR 326 Hebrew Poetry Between the Two World Wars 3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Study of Hebrew poetry since World War I. Emphasis on works of Greenberg, Schlonsky, Lamdan, and Alterman.

HEBR 327 The Modern Hebrew Novel 3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Intensive study of a major novel by Agnon, Barash, or Hazaz, with collateral readings in other Hebrew novels.


HEBR 331 Medieval Hebrew Philosophic Texts 3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Study of selected chapters of Halevi’s Kuzari and Maimonides’ Moreh Nebukim (Guide to the Perplexed).

HEBR 351 Hebrew Grammar and Composition 3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Intensive study of principles of vocalization, inflections of nouns and verbs, rules of syntax, and practice in composition.

HEBR 357 Approaches to Main Problems in Hebraic Studies 3 hrs, 3 cr. Prereq: HEBR 202 or equiv. Exploration in depth of a particular area in Hebraic studies. May be repeated as topics vary from semester to semester.

HEBR 451 Selected Studies in Hebrew Literature 3 hrs, 3 cr. Prereq: HEBR 202 or equiv; perm division. Course will concentrate on an author, theme, genre, or period in Hebrew literature. May be repeated as topics vary from semester to semester.

HEBR 490 Independent Studies 3 cr. Perm division head. Independent research under direction of a member of the division. May be repeated as topics vary from semester to semester.

HEBR 491 Honors Project 1 sem, 3 cr. Prereq: Jr/Sr only; perm division. Individual study and research in Hebrew literature in consultation with staff member. Honors essay required. May be repeated as topics vary from semester to semester.

Courses in Hebraic Culture Conducted in English

No knowledge of Hebrew is required for courses listed in this section. These courses are open to all students as follows:

(1) They are recommended as electives to all students, including Hebrew majors. (2) Subject to approval of the major department, a concentration of 12 credits in this area can fulfill requirement for a minor. (3) Some of these courses may be substituted for regular Hebrew courses in the Hebrew major. Such a substitution requires approval of head of the Hebrew Division. (4) Courses in this group may be applied toward fulfillment of the distribution requirement in humanities and/or literature.

HEBR 210 Selected Studies in Hebrew Literature in Translation 3 hrs, 3 cr. Study of selected masterpieces or major themes in Hebrew literature in translation. May be repeated as topics vary from semester to semester.

HEBR 211 Masterpieces of Medieval Hebraic Literature in Translation 3 hrs, 3 cr. Selections from major works reflecting Jewish life and thought in medieval Islamic world and Christendom.

HEBR 212 Readings in Modern Hebrew Literature in Translation 3 hrs, 3 cr. Survey of Hebraic literature from Enlightenment movement to present.

HEBR 214 Maimonides’ Guide to the Perplexed 3 hrs, 3 cr. Study of this work in English with reference to Maimonides’ influence on development of medieval Aristotelianism.

HEBR 218 Masterpieces of Yiddish Literature in Translation 3 hrs, 3 cr. Study of major works in Yiddish literature from Mendele Mocher Seforim to present.

HEBR 240 Introduction to the Old Testament 3 hrs, 3 cr. Survey of the books of the Old Testament, their form, content, and cultural background. Introduction to the tools and methods of modern biblical criticism.

HEBR 250 Topics in Hebraic Studies in English Translation 3 hrs, 3 cr. Study in depth of a selected topic in Hebraic studies. May be repeated as topics vary from semester to semester.

HEBR 259 Old Testament Religion 3 hrs, 3 cr. Comprehensive survey of ancient Israelite religious practice, expression, and thought as reflected in Hebrew Bible.

HEBR 281 Masterpieces of Ancient Hebraic Literature in Translation 3 hrs, 3 cr. Study of Hebrew classics and collateral works against background of Jewish history and ancient civilization.

HEBR 284 Images of Women in the Old Testament, in Translation 3 hrs, 3 cr. Depiction of women in ancient Israelite prose and poetry. Close reading and analysis of texts in terms of literary techniques, cultural background, and ideological implications.


HEBR 288 Ancient Hebraic Folklore 3 hrs, 3 cr. Analysis and comparative study of folk beliefs, practices, and literature reflected in Hebrew Bible, apocryphal literature, and rabbinic Aggada.

HEBR 290 Biblical Archaeology 3 hrs, 3 cr. Study of Biblical sources in translation in relation to major archaeological discoveries in Israel and Near East.

HEBR 292 The Hebrew Prophets 3 hrs, 3 cr. Study of phenomenon of prophecy in ancient Israel and its contribution to historical, ethical, and religious thought.

HEBR 294 Job, Ecclesiastes, and the Human Predicament 3 hrs, 3 cr. Study of form, content, and religious significance of these two enigmatic mas-
HEBR 295 Ancient Hebrew Law 3 hrs, 3 cr. Historical and comparative study of Biblical and rabbinic law.

HEBR 296 The Dead Sea Scrolls in English 3 hrs, 3 cr. Readings in the various genres of the scrolls; historical background of Qumran sect; significance of the scrolls for study of Judaism and Christianity.

History

Department Office 1512 West Building; 772-5480
Chair Barbara Welter
Distinguished Professor Siraisi
Dorothy Epstein Professor Crahan
Professors Greenberg, Head, Petrusewicz, Seltzer, Welter
Associate Professors Luther, McCauley, Turner
Assistant Professors Belsky, O'Donnell
Advisor Edward O'Donnell

History is the record of human experience. Its study is a first step in learning about ourselves and our society—about economics and politics, psychology and sociology, mathematics and science, the arts and the humanities.

For students whose undergraduate major is history, career opportunities are numerous and varied. Medical, law, and other professional schools favor applicants with history majors because of their broad background and research skills. Moreover, while teaching has long been a popular goal for history majors, positions in government—local, state, and national—in publishing and advertising, in communications, and in business also await those students whose human perspective and intellectual discipline have been developed in history classes. Beyond the purely practical consideration of a profession, the study of history is exciting in its own right.

Distribution Requirement No more than 6 credits of the minor may also be offered toward the distribution requirement.

*Major The history major consists of 24 credits as follows:

a. A maximum of 9 cr in basic courses from group I (allowed but not required).

b. A minimum of 15 cr in courses numbered 300 or above.

c. HIST 291 (Introduction to Historical Study) is required of all majors. The course should be taken as soon after declaring the major as possible.

Within the courses taken to fulfill the major requirement, students must take a minimum of 6 cr in each of the following areas: 1) United States history, 2) European history, 3) world/non-Western history. History majors are strongly encouraged to take at least 3 cr in an advanced seminar or problems course (HIST 382, 383, 384, 385, 483, 484, 485, 492).

Students may not use courses graded on the basis of Credit/No Credit toward fulfillment of the major. A GPA of 2.7 in the major is required. The requirements for the major in history are undergoing significant revision. Please consult with the department for up-to-date information.

Minor The minor consists of 12 credits chosen from one or, with permission, two fields of study, including interdisciplinary fields. A minor may include 6 credits in any one subject taken to satisfy the distribution requirement, provided that it also includes 6 credits of more advanced work in the same subject. For students preparing to become social studies teachers at the secondary school level, the sequence in secondary education constitutes an appropriate minor. Students preparing to become elementary school teachers may take the 34-credit collateral major or the 20-credit minor sequence in elementary education to meet the requirement for a minor.

*This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.

Choice of particular courses in the minor must be approved by the student's departmental faculty advisor.

Honors in History Students will be eligible for honors in history upon completion of 27 credits in history with a 3.5 GPA and a 2.8 cumulative GPA at time of graduation. There must be included 3 to 6 credits in seminar, tutorial, or problems courses (HIST 492, 493, 493, 494, 483, 484, 485), or graduate courses with special permission, with a grade of B or better. Eligible students should apply for honors at the time they file for graduation. Applications are available from the department.

Graduate Study Qualified students in their junior and senior years may be admitted to graduate courses with the approval of the department chair.

Preparation for Secondary-level Teaching In cooperation with the School of Education, the Department of History provides opportunities for students to prepare for a career in teaching social studies at the secondary level. In addition to completing a major in an appropriate subject area, students preparing to teach social studies should complete the following studies:

Field 1 US History 6 cr.
Field 2 European History 6 cr.
Field 3 World History and/or History Other than US and Western Europe 6 cr.

plus

6 credits in each of three other fields selected from the following five fields:

cultural anthropology


economics


geography


political science


sociology

To qualify for student teaching in the social studies, students must have a general GPA of 2.5 and a history GPA of 2.7. Please refer to the Education section of this catalog for secondary education program admission and distribution requirements and course sequence. Additional information concerning preparation for teaching can be obtained in the Office of Educational Services, Room 1000 W.

Interdepartmental Fields Students who want to do work in history as part of the interdepartmental fields of urban studies, Jewish social studies, women's studies, energy policy studies, or Latin American and Caribbean studies should refer to departmental listings.

Major in History with Minor in International Affairs Advisor Michael Luther

Major The major consists of 18 credits in history: HIST 329, 360, 361 plus 9 credits selected from HIST 277, 278, 288, 289, 327, 333, 341.54, 341.62, 341.63, 341.66, 346, 372, 375, 376.50 and .51, 377, 378, 381, 390, and seminars, problems courses, and tutorial if appropriate.

*This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.

Choice of particular courses in the minor must be approved by the student's departmental faculty advisor.

Honors in History Students will be eligible for honors in history upon completion of 27 credits in history with a 3.5 GPA and a 2.8 cumulative GPA at time of graduation. There must be included 3 to 6 credits in seminar, tutorial, or problems courses (HIST 492, 493, 493, 494, 483, 484, 485), or graduate courses with special permission, with a grade of B or better. Eligible students should apply for honors at the time they file for graduation. Applications are available from the department.

Graduate Study Qualified students in their junior and senior years may be admitted to graduate courses with the approval of the department chair.

Preparation for Secondary-level Teaching In cooperation with the School of Education, the Department of History provides opportunities for students to prepare for a career in teaching social studies at the secondary level. In addition to completing a major in an appropriate subject area, students preparing to teach social studies should complete the following studies:

Field 1 US History 6 cr.
Field 2 European History 6 cr.
Field 3 World History and/or History Other than US and Western Europe 6 cr.

plus

6 credits in each of three other fields selected from the following five fields:

cultural anthropology


economics


geography


political science


sociology

To qualify for student teaching in the social studies, students must have a general GPA of 2.5 and a history GPA of 2.7. Please refer to the Education section of this catalog for secondary education program admission and distribution requirements and course sequence. Additional information concerning preparation for teaching can be obtained in the Office of Educational Services, Room 1000 W.

Interdepartmental Fields Students who want to do work in history as part of the interdepartmental fields of urban studies, Jewish social studies, women's studies, energy policy studies, or Latin American and Caribbean studies should refer to departmental listings.

Major in History with Minor in International Affairs Advisor Michael Luther

Major The major consists of 18 credits in history: HIST 329, 360, 361 plus 9 credits selected from HIST 277, 278, 288, 289, 327, 333, 341.54, 341.62, 341.63, 341.66, 346, 372, 375, 376.50 and .51, 377, 378, 381, 390, and seminars, problems courses, and tutorial if appropriate.
Minor The minor consists of 18 credits including ECO 340 or POLSC 375, and POLSC 115 and 278, GEGO 221 or 334, plus 6 additional credits chosen from cultural anthropology, economics, energy and environmental studies, geography, political science, sociology, religion, or other appropriate areas chosen with the approval of the advisor.

**COURSE LISTINGS**

**GROUP I. Introductory Courses**

**HIST 111 World History to 1500** 3 hrs, 3 cr. The rise of civilizations; technological and intellectual breakthroughs; classical cultures and empires; inter-regional connections; the spread of civilization across the globe.

**HIST 112 World History from 1500 to the Present** 3 hrs, 3 cr. The European ascendance and creation of a global network; impact of the democratic, industrial, and scientific revolutions; the spread of modern nationalism to non-European peoples.

**HIST 121 Early Modern Europe 1500 to 1815** 3 hrs, 3 cr. Transition from feudal society to national states; religious upheavals, expansion, and French revolutionary era.

**HIST 122 Survey of 19th- and 20th-Century Europe** 3 hrs, 3 cr. Scientific revolutions, liberalism, imperialism, and total war.

**HIST 151 The United States from the Colonial Era to the Civil War** 3 hrs, 3 cr. From European beginnings to Civil War.

**HIST 152 The United States from the Civil War to the Present** 3 hrs, 3 cr. From Civil War to present.

**HIST 209 Law in Western Society** 3 hrs, 3 cr. The development of Western law from its roots in the ancient Near East through Greek and Roman societies, the Middle Ages, and the early modern period, ending with the age of the democratic revolution.

**HIST 210 History of Judaism** 3 hrs, 3 cr. Survey of Jewish religious tradition with attention to interactions between Judaism and other religions, and to role of Judaism in formation of Christianity and Islam.

**HIST 211 Medieval Civilization** 3 hrs, 3 cr. Social, institutional, and cultural history of Western Europe from late Roman period to mid-13th century.

**HIST 250 Historical Issues** 3 hrs, 3 cr. Study of selected historical themes and issues. Topics vary each semester. May be taken a second time.

**HIST 277 Asian Civilization** 3 hrs, 3 cr. Survey of traditional cultures and sociopolitical structures of China, Japan, Korea, and Vietnam to about 1600 AD.

**HIST 278 Modern Asian Civilization** 3 hrs, 3 cr. Coming of West to Asia and resulting processes of revolution and modernization after 1600 AD.

**HIST 288 History of Africa to the 19th Century** 3 hrs, 3 cr. Survey of pre-colonial African societies with emphasis on economic and social institutions changing under environment.

**HIST 289 Africa in the 19th and 20th Centuries** 3 hrs, 3 cr. Historical explanation of independent African arising after colonialism and adjusting to modernization.

**HIST 291 Introduction to Historical Study** 3 hrs, 3 cr. Required for majors. An introduction to study of history, its sources, and its methods.

**GROUP II. Advanced Courses**

**HIST 302 Greek History** 3 hrs, 3 cr. From the Bronze Age ca. 3000 BC to the Roman conquest. Emphasis on cultural and political contributions of ancient Greece.

**HIST 303 Roman History** 3 hrs, 3 cr. From Iron Age to Justinian. Rise and fall of Rome’s power and her political and cultural achievements.

**HIST 305 The Age of the Crusades** 3 hrs, 3 cr. The crusading experience (1095-1292) and its influence on the development of Europe as an expansionist society.

**HIST 309 Jewish History in the Ancient World** 3 hrs, 3 cr. The Jewish people from its origins to late antiquity; social and intellectual developments from Biblical to Talmudic eras.

**HIST 310 Jewish History in the Medieval and Early Modern Periods** 3 hrs, 3 cr. The Jewish people from late antiquity to 17th century; social and legal status under Islamic and Christian rulers; religious and intellectual movements.

**HIST 311 Early Middle Ages** 3 hrs, 3 cr. The development of European civilization from fall of western Roman Empire to First Crusade.

*Not offered to freshmen.*

**HIST 312 The High Middle Ages** 3 hrs, 3 cr. The 12th and 13th centuries in Europe: church and state; science and universities; guilds and capitalism.

**HIST 313 Europe in Transition: The Late Middle Ages** 3 hrs, 3 cr. Changing aspects of social, institutional, economic, and cultural scene; humanism and art in 14th and 15th centuries.

**HIST 314 Ancient and Medieval Christianity** 3 hrs, 3 cr. From Jesus to Luther: mysticism, theology, monasticism, the Papal church and its critics.

**HIST 317 History of the American City** 3 hrs, 3 cr. History of the American city from the Colonial era to the present; development of the city as physical environment, social experience, political entity, and cultural symbol.

**HIST 318 History of the American Working Class** 3 hrs, 3 cr. History of the American working class from the Colonial times to the present; changing work experience, community life, organizational efforts, and political activity of working people.

**HIST 326 Europe 1815-1914** 3 hrs, 3 cr. Political, social, intellectual, and economic development from the Congress of Vienna to World War I.

**HIST 332 Modern Culture from the 18th to the 20th Centuries** 3 hrs, 3 cr. From the Scientific Revolution and the Enlightenment to recent literature, art, religion, and science; European political, social and economic thought.

**HIST 341 Topics in History** 3 hrs, 3 cr. Exploration of major trends, special controversies, or significant events; topics vary each term.

**HIST 342 History of the Holocaust** 3 hrs, 3 cr. Not open to students who have taken HIST 142. Examination of mass murder of 6 million Jews by Nazi regime during World War II.

**HIST 353 History of New York City** 3 hrs, 3 cr. Urban development; emergence as the financial and cultural capital of the nation; ethnic and racial diversity; dynamics of economic and physical growth; problems of city politics.

**HIST 356 The Early Republic** 3 hrs, 3 cr. Politics and society in period of Jefferson and Jackson; reform, expansion, and change.

**HIST 357 American Jewish History** 3 hrs, 3 cr. Development of American Jewish community: economic, political, and social integration; cultural adaptation.

**HIST 358 20th-century United States** 3 hrs, 3 cr. Leading personalities and domestic problems of United States since 1900.

**HIST 359 Immigration and Ethnicity in the United States** 3 hrs, 3 cr. Experience of major immigrant groups since colonial times: motives for coming, economic and social adjustment, encounter with prejudice, ethnic institutions.

**HIST 365 American Economic History** 3 hrs, 3 cr. Rural agrarianism to advanced industrialism. Political and social forces, problems of capitalism, and social classes.

**HIST 371 Early History of Latin America** 3 hrs, 3 cr. History and cultures of Amerindian groups in Central and South America and the Caribbean; encounter and multiple interactions of European and African cultures with indigenous societies; development of Iberian colonial systems and cultures within the Americas.

**HIST 372 History of Latin America in the 19th and 20th Centuries** 3 hrs, 3 cr. Political and social developments with emphasis on major revolutionary movements.

**HIST 374 Russia to the 20th Century** 3 hrs, 3 cr. Political, socioeconomic, and cultural development of Russia from Kievan origins to crisis of monarchy.

**HIST 375 Late Imperial Russia and the Soviet Union** 3 hrs, 3 cr. Political, socioeconomic, and cultural development of late 19th- and 20th-century Russian and Soviet society.

**HIST 376.50 Golden Age of Islam** 3 hrs, 3 cr. Near and Middle East from birth of Prophet Muhammad in 571 to invasion of Egypt by Napoleon Bonaparte in 1798.
HIST 380 China to the 19th Century 3 hrs, 3 cr. Traditions of Chinese civilization to the 19th century.

Special Courses

*HIST 382 Historical Studies Seminar 3 hrs, 3 cr. Prereq: GPA 2.8, history GPA 3.5.
*HIST 383, 384, 385 Problems in History 3 hrs, 3 cr. Intensive reading and research in selected topics. Required of majors in junior or senior year.
*HIST 483, 484, 485 Problems in History (Honors) 3 hrs, 3 cr. Prereq: perm chair.
*HIST 493 Individual Tutorial Research Project 3 cr. Prereq: perm chair and instr. Research paper under individual supervision of faculty member.

HIST 498 Internship 1-6 cr. Prereq: perm chair. Work in professional institutions.

Courses not offered 2000-2002:

HIST 141 Contemporary Issues in Historical Perspective
HIST 142 The Holocaust: An Introduction
HIST 201 Ancient Civilization
HIST 241 Early English History: Anglo-Saxon England to 1689
HIST 242 Modern England: 1689 to Present
HIST 301 History of the Ancient Near East
HIST 304 Women in Early European Society
HIST 315 Christianity in Modern Times
HIST 316 History of Religion in the United States
HIST 320 Jewish History in the Modern World
HIST 323 Early Science in Western Society: From Antiquity to 17th Century
HIST 324 Europe in the Age of Renaissance and Reformation
HIST 325 Europe in the Age of Absolutism and Revolution
HIST 327 Europe Since 1914
HIST 329 History of European Diplomacy
HIST 330 Social and Economic History of Modern Europe
HIST 331 European Culture in the 16th, 17th, and 18th Centuries
HIST 333 Military History: The Armed Forces and Society from the French Revolution to World War II
HIST 334 France During the Revolution and Napoleonic Eras
HIST 335 History of Modern France
HIST 336 History of Germany
HIST 337 History of Spain
HIST 338 History of Italy
HIST 339 History of Hapsburg Empire
HIST 343 England Under the Tudors and Stuarts
HIST 344 Georgian and Victorian England
HIST 345 Women and Society in Victorian England
HIST 346 British Empire and Commonwealth
HIST 354 The American Colonies in the 17th Century
HIST 355 The American Colonies in the 18th Century
HIST 360 History of American Diplomacy to 1900
HIST 361 Rise of the United States as a World Power
HIST 362 Leaders of America
HIST 363 History of American Cultures
HIST 364 American Constitutional History, 1783 to 1900
HIST 366 Role of Women in American History
HIST 367 Civil War and Reconstruction
HIST 368 From Frontier to City: The Emerging of Modern America
HIST 369 The History of the Black People in the United States
HIST 370 The West in American History
HIST 377 Japan to the 19th Century
HIST 378 History of Modern China
HIST 381 Modern Imperialism
HIST 389 History of India

*HIST 379 History of Modern Japan 3 hrs, 3 cr. Japanese history from the late feudal period to the present; problems of modernization; foreign policy; the interaction of political, economic and social developments.

*HIST 380 China to the 19th Century 3 hrs, 3 cr. Traditions of Chinese civilization to the 19th century.

*HIST 390 History of Modern West Africa
*HIST 391 Historical Restoration and Museum Work

*Not offered to freshmen.

Honors Program

Program Office 1421 West Building; 772-4127

Council on Honors Beaujour (Russian, Chair), Bromage (Anthropology), Conchado (Romance Languages), Griffel (Music, Co-chair, on leave), Heatwole (Geography), McCaulay/Belsky (History), Press (Philosophy), Roitberg (Mathematics), Shahn (Biology), Somerville (Political Science), Stapleford (Art), White (Classics)

Advisors Elizabeth Beaujour, Timothy Bromage, Diana Conchado, Gerald Press, Robert J. White

The interdisciplinary Thomas Hunter Honors Program provides exceptional undergraduate students in BA-granting disciplines with an individualized course of study suited to their needs and interests. Students selected for the Thomas Hunter Honors Program must show evidence of high academic potential, interdisciplinary interests, intellectual curiosity, and sufficient emotional and intellectual maturity to plan and carry out a coherent program of study in consultation with the appropriate faculty advisor.

Students may apply for admission to the program on their own, or they may be asked to participate. The Council on Honors invites sophomores enrolled in both the day and evening sessions whose performance indicates intellectual curiosity and exceptional ability. Many graduates of the Honors Program go on to PhD programs in the various arts and sciences, or to law, medical, and other professional schools. The rest choose careers in a wide variety of professional, artistic, and business fields.

Distribution Requirement Students in the Honors Program are released from strict fulfillment of the distribution requirement, but, as Special Honors Curriculum majors, they are expected to maintain breadth in their programs, to create a significant pattern of courses in at least two divisional areas of investigation, and to take at least one laboratory science course. Students must also fulfill the pluralism and diversity requirement. All programs must be approved by a Council advisor.

Major Students in the Thomas Hunter Honors Program who wish to design an interdisciplinary major for themselves may do so in consultation with the appropriate Council advisor. The final transcript of such students designates the major as “Special Honors Curriculum.” Most students in the Honors Program, however, also elect to fulfill the requirements for a specific departmental major. These students abide by departmental criteria for the major and are eligible for departmental honors. Their final transcript records the major as Special Honors Curriculum/Specific Department.

Whatever their major concentration, all students in the program must also successfully complete three special interdisciplinary honors colloquia and maintain a cumulative grade point average of 3.5 or better until their final certification into the program. Certification usually occurs in the student’s junior year, when the Council, ruling on each case individually, decides that the student’s continuing academic distinction and promise of future productivity
Musical. May be taken more than once with different topics.

HUM 201 Sophomore Honors Colloquium 3 hrs, 3 cr. Perm dept. Offered fall/spring. Sample topics: Behavior and Evolution; Renaissance Cities; Arts and Letters in 4th Century; Politics of Southern Africa. May be taken more than once with different topics.

HUM 301,99 Interdisciplinary Independent Study 3 hrs, 3 cr. Perm Council on Honors.

HUM 491 Advanced Interdisciplinary Studies 6 hrs, 6 cr. Perm Council on Honors.

Interdisciplinary Courses

HUMANITIES AND THE ARTS

Interdisciplinary courses in humanities and the arts have been developed by two or more departments to consider subjects from several points of view. In addition to the courses listed below, other areas have been explored as special topics—for example, “Surrealism in Art and Literature” and “Opera on the Stage.” For further information about HUM 110, contact the Department of Philosophy. For further information about HUM 150-381, contact the Office of the Dean of Arts and Sciences.

The distribution requirement for humanities and the arts (Category V) may be fulfilled by HUM 201 (Group 1) and HUM 110 (Group 2).

HUM 110 The Map of Knowledge 3 hrs, 3 cr. Introduction to range of knowledge available in the curriculum. Discusses subject matter and methodology of various disciplines as well as their relations within and across the curriculum to aid students in making intelligent choices in their course of study.

HUM 150 Introductory Topics in Humanities and the Arts 3-6 hrs, 3 cr. Prereq: in accordance with departments sponsoring the course. Specific topics will be listed in the Schedule of Classes for a given semester.

HUM 250 Intermediate Topics in Humanities and the Arts 3-6 hrs, 3 cr. Prereq: in accordance with the departments sponsoring the course. Specific topics will be listed in the Schedule of Classes for a given semester.

HUM 350 Advanced Topics in Humanities and the Arts 3-6 hrs, 3 cr. Prereq: in accordance with the departments sponsoring the course. Specific topics will be listed in the Schedule of Classes for a given semester.

SCIENCE AND MATHEMATICS

SCI 101, 102 Foundations of Science 6 hrs (3 lec, 3 lab), 4.5 cr each semester. SCI 101 offered fall, SCI 102 offered spring. Prereq for SCI 101: MATH 101 or equiv. A study of the nature of science following the historical development of such major concepts as the laws of planetary motion, Newton’s laws, the atomic theory, and evolution. Lectures are accompanied by labs and frequent writing assignments.

Foundations of Science has been developed for non-majors to fulfill the laboratory science component of Category I of the distribution requirement. It is especially recommended for students intending to teach in elementary or secondary schools.

SCI 200 Introduction to Biomedical Research 2 hrs, 1 cr; does not fulfill distribution requirement; not credited toward major or minor. Prereq: permission of the instructor and either BIO 100 or CHEM 102. Designed specifically for students interested in entering the Minority Biomedical Research Support and Minority Access to Research Careers (MBRS) programs, although open to all qualified students. Seminars/lectures; research opportunities with participating faculty in MBRS/MARC programs; career goals in biomedical and behavioral sciences; instruction in the preparation of literature searches in science data collection, and analysis writing of scientific papers and presentation of oral reports. Visiting scientists will discuss their research. Term paper required. May be repeated up to 4 times.

SCI 302 Ethical Conduct in the Natural and Physical Sciences 2 hrs, 2 cr. Prereq: 2 yrs lab science (BIOL 100, 102; CHEM 102, 103, 104, 105; PHYS 110, 120; or equiv) Prereq or coreq: experience in laboratory research in the natural or physical sciences. Case studies of ethical issues in scientific research and education, including fraud, misrepresentation, and negligence in scientific reporting. Term paper required.
PHYSC 130 Preprofessional Science Lab 1 3 hrs, 2.5 cr. Prereq: MATH 130, PHYS 130, CHEM 130 and PHYSC 130 Lab. Coreq: CHEM 131, MATH 131, and PHYS 131. The first of four integrated chemistry-physics laboratory experiences. Topics chosen to complement material covered in PHYS 130 and CHEM 130.

PHYSC 131 Preprofessional Science Lab 2 3 hrs, 1.5 cr. Prereq: MATH 132, PHYS 132, CHEM 131 and PHYSC 132 Lab. Coreq: CHEM 132, MATH 132, PHYS 132. The second of four integrated chemistry-physics laboratory experiences. Topics chosen to complement material covered in PHYS 132 and CHEM 132.

PHYSC 132 Preprofessional Science Lab 3 3 hrs, 1.5 cr. Prereq: MATH 132, PHYS 132, CHEM 132 and PHYSC 132 Lab. Coreq: CHEM 133, MATH 133 and PHYS 132. The third of four integrated chemistry-physics laboratory experiences. Topics chosen to complement material covered in PHYS 132 and CHEM 132.

PHYSC 133 Preprofessional Science Lab 4 3 hrs, 1.5 cr. Prereq: MATH 132, PHYS 132, CHEM 133, MATH 133 and PHYS 133. The fourth of four integrated chemistry-physics laboratory experiences. Topics chosen to complement material covered in PHYS 133 and CHEM 133.

SOCIAL SCIENCES

The following courses are interdisciplinary electives intended as enrichments of the general liberal arts curriculum. They focus on broad issues of continuing importance that require multifaceted but integrated treatments from several disciplinary perspectives. At this time, they are not part of a formal program leading to a designated specialization. For further information on any of the interdisciplinary courses, contact the Office of the Dean of Arts and Sciences.

None of the interdisciplinary courses in the social sciences may be used toward the distribution requirement.

SOSCI 197 Introductory Topics in the Social Sciences 3 hrs, 3 cr. Not offered at all times. Specific topic will be listed in Schedule of Classes for given semester.


SOSCI 220 Law and Society 3 hrs, 3 cr. Not open to freshmen, except by perm. General introduction to history, major systems, philosophy, and functions of law, including normative questions and citizen obligations relating to law.

SOSCI 297 Special Topics in the Social Sciences 3 hrs, 3 cr. Prereq: variable. Not offered at all times. Specific topics will be listed in Schedule of Classes for given semester.

SOSCI 397 Studies in the Social Sciences 3 hrs, 3 cr. Prereq: variable. Not offered at all times. Specific topics will be listed in Schedule of Classes for given semester.

SOSCI 401 Seminar in the Social Sciences 3 hrs, 3 cr. Prereq: variable. Not offered at all times. Specific topics will be listed in Schedule of Classes for given semester.

SOSCI 498 Internship Variable hrs, 1 to 6 cr. Placement in appropriate off-campus settings on an individual basis.

Not offered in 2000-2002

HUM 201 Explorations in the Arts
HUM 380 The Western Tradition I
HUM 381 The Western Tradition II

Jewish Social Studies

Program Director Robert M. Seltzer
Coordinating Committee Friedman (Hebrew), Moses (Urban Affairs), Schlesinger (Sociology), Seltzer (History)

The interdisciplinary specialization in Jewish Social Studies consists of 36 to 39 credits leading to a BA degree. The courses form a combined major/minor with 24 to 27 credits dealing with Jewish studies taken in various departments and 12 credits constituting a minor to be chosen from a department approved by the Coordinating Committee of the Jewish Social Studies Program. Students must fulfill a language requirement either by passing a reading test in Hebrew or Yiddish with the aid of a dictionary or by successfully completing a one-year course in either language. There is opportunity to receive academic credit for fieldwork with a Jewish community agency and for summer study programs in Israel.

Required of All Majors

a. Jewish history 6 cr chosen, in consultation with the program director, from such courses as:
   - HIST 210 History of Judaism 3 cr
   - HIST 309 Jewish History in the Ancient World 3 cr
   - HIST 310 Jewish History in Medieval and Early Modern Periods 3 cr
   - HIST 320 Jewish History in the Modern World 3 cr

b. Jewish literature and thought 6 cr chosen, in consultation with the program director, from such courses as:
   - HEBR 281 Masterpieces of Ancient Hebrew Literature in Translation 3 cr
   - HEBR 382 Masterpieces of Medieval Hebrew Literature in Translation 3 cr
   - HEBR 385 Readings in Modern Hebrew Literature in Translation 3 cr
   - HEBR 391 Masterpieces of Yiddish Literature in Translation 3 cr

c. Area of concentration 9 cr chosen in consultation with the program director; at present these include such courses as:
   - HIST 142 The Holocaust: An Introduction 3 cr
   - HIST 357 American Jewish History 3 cr
   - HIST 384 Problems in History (on a Jewish-studies topic) 3 cr
   - POLSC 264 Government and Politics of Israel 3 cr
   - HIST 740 Modern Jewish Social and Intellectual History 3 cr

d. Selected topics in Jewish studies 3 or 6 additional cr to be arranged with the program director.

Minor 12 cr in appropriate courses related to the student’s area of concentration, in history, philosophy, economics, political science, sociology, Hebrew literature, etc.

Jewish Social Studies as a Minor Jewish Social Studies can be taken as an allied minor along with a major in such fields as history, political science, sociology, and religion, with the approval of the student’s major advisor.
Latin American and Caribbean Studies

Program Office 312 North Building; 772-4285, 6

Director J. Michael Turner
LACS Committee Bermudez (Romance Languages), Crahan (History), DeWind, Edelman (Anthropology), Erickson (Political Science), Hammond (Sociology), Hernandez (Archives/Library), Miyares (Geography), Rodriguez (Black and Puerto Rican Studies), Turner (History)

Latin American and Caribbean Studies is an interdisciplinary program that offers students the opportunity to learn about the history, culture, politics, society, and economics of the region and the region’s relations with the United States. In the context of a growing and dynamic Caribbean and Latin American population in New York City, the program enables students to seek knowledge and an understanding of the origins of these peoples and their settlement in this country.

The specialization in Latin American and Caribbean Studies as a major leading to a BA degree consists of 36 credits: 24 core credits for the major and 12 credits for the minor. The core courses for the major are drawn from the social sciences and the humanities and the arts. Students select courses for the major and minor components in consultation with the program’s director or with a member of the Latin American and Caribbean Studies Committee serving as an advisor.

The interdisciplinary specialization of the major, combined with the minor’s emphasis on a traditional discipline, serves the program’s graduates well, whether they choose to seek employment in public or private organizations, to pursue a professional degree, or go on for a graduate degree in the social sciences or humanities.

Internships The program arranges internships for Hunter College students to work with organizations based in New York City that promote Latin American and Caribbean human rights. During internships, students are expected to enroll in human rights-related courses, which can be used to satisfy core course requirements for the major.

Major The major requires 24 credits, of which 21 come from courses focusing on Latin American and Caribbean topics (no more than 6 credits may be drawn from any one participating department or program) and 3 from the program’s seminar (LACS 434).

Minor The 12-credit minor, chosen by the student in consultation with the LACS director, is taken in a department that is a participant in the program or in one that is relevant to the student’s academic or career goals. The purpose of the minor is to complement the major’s broad interdisciplinary area coverage by providing exposure to the focus and tools of a traditional academic discipline.

Language Requirement Latin American and Caribbean Studies majors are required to demonstrate a reading knowledge of Spanish, Portuguese, or French.

COURSE LISTINGS

LACS 330 Field Course to Latin America and the Caribbean 3 cr.

Research paper before leaving; then intensive, tightly structured on-site observation and investigation.

LACS 434 Seminar in Latin American and Caribbean Studies 3 cr. Open to sophomores, juniors, and seniors who have completed at least 18 credits in LACS or have the instructor’s permission. Interdisciplinary reading, research, and discussion of selected topics involving cultural, economic, political, and social problems. Research paper required. May be repeated for a maximum of 6 cr.

Courses that qualify for the major:

ANTHC 212 People and Cultures of Meso-America
ANTHC 213 People and Cultures of South America
ANTHC 214 People and Cultures of the Caribbean
ANTHC 231 Archaeology of Meso-America
ANTHC 232 Archaeology of South America and the Caribbean
ANTHC 263 Afro-New World Languages and Culture
ANTHC 401.96 International Migration
ANTHC 401.98 Protection of International Human Rights

BLPR 101 Introduction to Caribbean History
BLPR 102 Latino Communities in New York
BLPR 103 Conquered Peoples
BLPR 141 Puerto Rican Folklore
BLPR 143 Image of Puerto Rican National Identity and Its Literature
BLPR 207 Afro-Caribbean Politics I
BLPR 208 Afro-Caribbean Politics II
BLPR 237 Afro-Caribbean Literature
BLPR 241 Puerto Rican History to 1897
BLPR 242 Puerto Rican History Since 1898
BLPR 243 Puerto Rican Culture
BLPR 244 Puerto Ricans in the United States
BLPR 245 Puerto Rican Literature I
BLPR 246 Puerto Rican Literature II
BLPR 247 Puerto Ricans in the US as a Literary Theme
BLPR 248 Caribbean Spanish
BLPR 255 The Puerto Rican Child in American Schools
BLPR 270 Economic History of Puerto Ricans
BLPR 276 The Puerto Rican Family
BLPR 290 Selected Topics in Black & Puerto Rican Studies
BLPR 290.07 Dominican Literature
BLPR 290.35 Dominican Identity
BLPR 290.50 Political Economy of the Caribbean
BLPR 308 Contemporary Race Relations of the Caribbean
BLPR 320 African-Caribbean Culture
BLPR 332 Political Nationalism in Puerto Rico
BLPR 351 Major Puerto Rican Figures
BLPR 352 Power Structure in Puerto Rico
BLPR 355 Spanish Afro-Antillean Poetry
BLPR 356 Latino Literature
BLPR 360 Politics in Puerto Rico
BLPR 362 Folk Religion in Puerto Rico
BLPR 367 Puerto Rican Ethnic Politics in New York
BLPR 390 Problems in Black and Puerto Rican Studies
BLPR 390.84 Race Relations in the Caribbean and Latin American Nations
BLPR 403 Development Strategies in the Afro-Caribbean
BLPR 442 History of Puerto Rican Labor Movement

ECON 295.58 Caribbean Economies
ECON 330 Economic Development
ECON 351 Contemporary Economic Systems: Latin America

FREN 353 Haitian and Afro-French Literature

GEOG 270 Regional Geography of Middle America
GEOG 271 Regional Geography of South America

HIST 337 History of Spain
HIST 371 Colonial Hispanic America
HIST 372 History of Latin America in the 19th and 20th Centuries
HIST 385.53 Human Rights and Basic Needs
HIST 385.55 Human Rights and Humanitarian Interventions
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACS 330.55</td>
<td>Fieldwork in Human Rights (Interns)</td>
</tr>
<tr>
<td>LACS 330.56</td>
<td>Advanced Fieldwork in Human Rights (Interns)</td>
</tr>
<tr>
<td>MEDIA 387</td>
<td>Third World Images: Media of Resistance</td>
</tr>
<tr>
<td>MEDIA 389</td>
<td>Contrasting Media Systems</td>
</tr>
<tr>
<td>MEDIA 395</td>
<td>Mass Media in Developing Countries</td>
</tr>
<tr>
<td>MEDIA 396</td>
<td>International Communications</td>
</tr>
<tr>
<td>MUSHL 231</td>
<td>Folk and Traditional Music</td>
</tr>
<tr>
<td>MUSHL 261.56</td>
<td>Black Music in World Culture</td>
</tr>
<tr>
<td>MUSHL 261.67</td>
<td>Topics in Music: Caribbean and Latin America</td>
</tr>
<tr>
<td>MUSHL 261.76</td>
<td>Women and Music in World Culture</td>
</tr>
<tr>
<td>MUSHL 352</td>
<td>Introduction to Ethnomusicology I</td>
</tr>
<tr>
<td>POLSC 252</td>
<td>Government and Politics in the Caribbean</td>
</tr>
<tr>
<td>POLSC 253</td>
<td>Government and Politics in Latin America</td>
</tr>
<tr>
<td>POLSC 262</td>
<td>Government and Politics in Central America</td>
</tr>
<tr>
<td>POLSC 271</td>
<td>International Politics in the Americas</td>
</tr>
<tr>
<td>POLSC 273.80</td>
<td>Drugs and U.S. Policy</td>
</tr>
<tr>
<td>POLSC 372.03</td>
<td>Social Movements and the State in Latin America</td>
</tr>
<tr>
<td>SOC 307</td>
<td>Sociology of Migration</td>
</tr>
<tr>
<td>SOC 325.02</td>
<td>Sociology of Human Rights: Violation and Protection</td>
</tr>
<tr>
<td>SOC 325.06</td>
<td>Latin American Societies</td>
</tr>
<tr>
<td>SOC 361</td>
<td>Social Change in Developing Societies</td>
</tr>
<tr>
<td>SPAN 263</td>
<td>Contemporary Spanish-American Literature in Translation</td>
</tr>
<tr>
<td>SPAN 264</td>
<td>Contemporary Spanish-American Literature in Translation</td>
</tr>
<tr>
<td>SPAN 276</td>
<td>Readings in Modern Spanish-American Literature</td>
</tr>
<tr>
<td>SPAN 336</td>
<td>Latin-American Civilization</td>
</tr>
<tr>
<td>SPAN 341</td>
<td>Introduction to Hispanic Literature I</td>
</tr>
<tr>
<td>SPAN 342</td>
<td>Introduction to Hispanic Literature II</td>
</tr>
<tr>
<td>SPAN 360</td>
<td>Spanish-American Literature of the Colonial Period</td>
</tr>
<tr>
<td>SPAN 362</td>
<td>Spanish-American Romanticism, Realism and Naturalism</td>
</tr>
<tr>
<td>SPAN 364</td>
<td>Spanish-American Modernism and Postmodernism</td>
</tr>
<tr>
<td>SPAN 365</td>
<td>Survey of Spanish-American Teatro</td>
</tr>
<tr>
<td>SPAN 366</td>
<td>20th-century Latin American Poetry</td>
</tr>
<tr>
<td>SPAN 367</td>
<td>Latin American Essay</td>
</tr>
<tr>
<td>SPAN 368</td>
<td>20th-century Latin American Narrative</td>
</tr>
<tr>
<td>SPAN 371</td>
<td>Special Topics in Spanish-American Literature</td>
</tr>
<tr>
<td>SPAN 491</td>
<td>Honors Course in Spanish: Special Studies in Contemporary Latin American Literature</td>
</tr>
</tbody>
</table>

And any other new or selected-topic courses approved by the Latin American and Caribbean Studies director.

### Mathematics and Statistics

**Department Office** 919 East Building; 772-5300; fax 772-4858

**Dolciani Mathematics Learning Center** 300 North Building; 772-5371

**Chair** Ada Peluso

**Professors** Baider, Bendersky, Cherkas, Churchill, Clarkson, Croom, Loustau, Peluso, Roitberg, Thompson, Williams

**Associate Professors** Baranchik, Binkowski, Chess, Jambois, Matthews, Shay

**Assistant Professors** Finkelstein, McGee

**Lecturers** Segarra, Small

**Advisors** (evening) John Loustau, (day) Thomas Jambois, (statistics/graduate) Edward Binkowski

**Web Site** [http://math.hunter.cuny.edu](http://math.hunter.cuny.edu)

The Department of Mathematics and Statistics offers majors in mathematics and statistics that prepare students for careers in business, government, research, and teaching. Students considering such majors should consult an advisor during their first or second semester to plan the proper sequence of courses and should continue to consult the advisor at least once each semester. Minors in mathematics and statistics are also offered. Students are reminded that requirements to complete a minor are determined by the major department.

### Distribution Requirement

The following courses may be used toward the quantitative reasoning category of the distribution requirement: MATH 100, 104, 105, 110, 111, 120, 121, 125*, 150, 155, 160, 191, STAT 113 (or 213), 212. At most, 6 credits used to satisfy the distribution requirement may be credited toward a minor in the department. We suggest, but do not require, that students who are thinking of continuing the study of mathematics or statistics on the doctoral level elect French, German, or Russian to meet the foreign language portion of the distribution requirement.

### Credit and Course Exemption

The department offers credit or course exemption based on standard examinations such as AP and CLEP. Inquiries should be made at the department office.

### Mathematics Placement and Proficiency

Effective spring 2000, all students entering Hunter College must be proficient in mathematics as evidenced by scoring 25 or greater (out of 40) on Parts 1 and 2 of the CUNY 5-part math exam. Certain categories of students are exempt from parts 1 and 2 of this exam. Check with Student Services for more information. Subsequent placement into all mathematics and statistics courses is determined by the remaining parts of this exam. New students entering the College take this test when they take the other placement exams in reading and writing. Continuing students at the College who have already taken parts 1 and 2 of the exam take the remaining three parts of the exam through the Dolciani Mathematics Learning Center (Room 300N). The schedule for this examination should be checked well in advance of registration.
Accelerated BA/MA Program in Mathematics  The BA/MA program in mathematics offers promising students the opportunity to complete both the bachelor’s and master’s degree requirements with a minimum of 125 credits. This program enables the department to work closely with a small number of talented, highly motivated students. These students are offered the opportunity to develop a deeper knowledge of mathematics so that they are prepared to enter even the most demanding doctoral programs. Interested students should contact the department for further information regarding eligibility and curriculum requirements.

Honors  A student majoring in mathematics or statistics may become a candidate for departmental honors by successfully completing MATH 490, by presenting a major GPA of at least 3.6, and by achieving a satisfactory rating on a comprehensive examination.

Mathematics Major  The mathematics major introduces students to the fundamental areas of mathematics and provides some degree of specialization in one or more areas. It trains students in the analytic thinking characteristic of pure and applied mathematics and provides some familiarity with rigorous methods of mathematical proof.

To enter the major, the student should have completed one year of calculus (MATH 150, 155, or the equivalent). The mathematics major consists of at least 30 credits of coursework: 24 credits of core curriculum courses (taken by all mathematics majors except those with a minor in elementary education), and at least 6 credits of advanced courses, chosen by students according to their career plans. Students are expected to select an option from those described below.

Core Curriculum  (24 cr) MATH 153, 158, 250, 254 or 255, 260, 311, 351, CSCI 135, STAT 213 or 311.

Options  Some flexibility is possible within each option, but any deviation from the requirement must be approved by the student’s advisor. Such approval is not automatic and will depend on the career goals of the student.

Option 1  For students intending to pursue technical careers in business, industry, or government:
Required courses (in addition to the core): MATH 352 or 353; STAT 311 or CSCI 370. Recommended electives: MATH 254, 255, 354, STAT 312, 313, CSCI 355, 485.

Option 2  For students intending to continue graduate study beyond the master’s level:
Required courses (in addition to the core): MATH 352, and any one of MATH 312, 340, or 353. To prepare adequately for graduate study, the student should choose at least three additional courses from among MATH 312, 340, 353, 354, 370, 454, 490, STAT 311, 312, 313, CSCI 385, 485, or 355, and any 700-level graduate course in the department or at the Graduate Center.

*Option 3  For students intending to teach in secondary schools:
Required courses (in addition to the core): MATH 331, STAT 311. Recommended electives: MATH 312, 313, 340, 352, 370, 371, STAT 212, 213, 214, CSCI 385.

*Changes are underway in option 3 and option 4. Check the department Web Site for up-to-date information.
**Option 4** For students intending to teach in elementary schools: Any of the above options is appropriate. An alternative requiring permission of the department advisor is an interdisciplinary major including some science courses as well as approved courses within the department. For such a major, core courses would include at least MATH 250, 260, and 311. Elective courses would ordinarily include MATH 191 and 313.

**Minor** Except for mathematics majors planning to teach in elementary or secondary schools, majors in mathematics ordinarily take as a minor 12 approved credits in one of the following subjects: biological sciences, chemistry, computer science, economics, geology, philosophy, physics, or statistics. However, other minors may also be approved. For students preparing to teach in elementary or secondary schools the minor is education as prescribed by the School of Education.

**Statistics Major**

The study of statistics provides the student with analytical tools that may find application in various fields within the sciences and social sciences. Actuarial science is one area open to students in statistics who also have backgrounds in such subjects as computer science, mathematics, and economics. The MA in applied mathematics offered by the Department of Mathematics and Statistics provides enrichment for undergraduate statistics majors. To enter the major the student must have completed MATH 150 and 155. The statistics major consists of 32 credits as follows: MATH 250, 260, 254 or 354, STAT 212, 213, 214, 311, 312, 313, and any 3-credit CSCI course accepted for credit in the computer science major.

Modifications are permitted with the consent of a statistics advisor. For example, a student may elect to replace STAT 212 with a more advanced course. With permission of the major advisor, a student may take graduate courses in the MA in applied mathematics program.

**Minor** Statistics majors take as a minor 12 approved credits in one of the following subjects: biological sciences, chemistry, computer science, economics, geology, mathematics, philosophy, physics, political science, psychology, or sociology. Students may include in their minors up to two 3-, 4-, or 5-credit courses used to meet the distribution requirement in any one subject, provided the rest of the minor is in the same subject. For information concerning approved minor sequences, students should consult the departmental advisor.

**Actuarial Sequence** Students interested in actuarial work should take MATH 150, 155, 250, 260, STAT 311 and 313. Students are also encouraged to take courses in accounting, economics, and computer science. For information concerning examinations and prizes given to undergraduates by the Society of Actuaries, consult the departmental advisor.

**Preparation for Secondary School Teaching** There is a large and growing demand for mathematics teachers at the junior and senior high school level. Students preparing to teach at this level may pursue Option 3, above. The sequence in secondary education is an appropriate minor for students preparing to teach mathematics at the secondary school level.

Students interested in secondary school teaching may also pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits. Approval for admission to this program requires completion of at least 45 credits with a GPA of 2.7, and completion of at least 10 credits in mathematics, including a year of calculus (MATH 150 and 155 or equivalent), with an average of 2.7 in these major courses. The BA/MA program includes 46 credits in mathematics, with at least five courses at the graduate level, and 19 credits in teacher education courses, some of them taken at the undergraduate level and some at the graduate level. The required mathematics courses for the BA/MA in the teaching of mathematics are: MATH 150 and 155 (or the equivalent), 250, 260 and 311 (or the equivalent), 620, 632, 630, 661, and STAT 720 (or the equivalent), plus 12 additional credits at the 300 level or above, with at least half at the graduate level, selected with the approval of the departmental advisor.

(See the School of Education section of the catalog for specification of required education courses.)

**Preparation for Elementary School Teaching** Students preparing to teach in elementary schools may pursue Option 3 or Option 4 above. The specified minor is elementary education.

Students who wish to qualify for teacher certification at the elementary or secondary level should consult the School of Education section of this catalog and discuss their plans with advisors in education as well as in mathematics.

**COURSE LISTINGS**

In planning their schedules, prospective majors should note that some advanced required courses are offered only once each year, and several advanced elective courses are offered only once every other year.

**Prerequisites:** Because of the nature of mathematics, the department recommends that students refrain from enrolling in any course that carries prerequisites unless these prerequisites have been completed with a grade of C or better.

****Mathematics**

**MATH 100 Basic Structures of Mathematics** 3 hrs, 3 cr. Not open to students who have completed MATH 104 or MATH 155. Not recommended for students majoring in mathematics, statistics, computer science, or natural sciences. Symbolic logic, sets, number systems, relations and operations and topics in probability and statistics.

**MATH 101 Algebra for College Students** 4 hrs (2 lec, 2 lab), 3 cr. Prereq: placement by appropriate score on placement exam. Topics in algebra, graphing and functions. Includes: algebraic and graphical solutions to systems of equations and inequalities; absolute value, polynomial, rational and radical expressions and equations; complex numbers; the function concept; introduction to polynomial, rational, and exponential functions and their graphs. Not credited for students who have completed MATH 050 or MATH 120.

**MATH 104 Mathematics for Elementary Education I** 3 hrs, 3 cr. Prereq: MATH 050, MATH 101 or placement by appropriate score on exam. Fundamental and relevant mathematics as recommended by the NCTM for prospective elementary school teachers, including problem solving, sets, logic, numeration, computation, integers, and number theory. Required of students planning to teach in elementary schools. Not open to other students.

**MATH 105 Mathematics for Elementary Education II** 3 hrs, 3 cr. Prereq: MATH 104. Continuation of MATH 104. Continuation of the content of the mathematics recommended by the NCTM for prospective elementary school teachers, including probability, statistics, plane and transformational geometry, congruence and similarity.

*Changes are underway in option 3 and option 4. Check the department Web Site for up-to-date information.*

**Several curriculum changes in mathematics and statistics are under way. Please consult with the department office for up-to-date information and**
MATH 110 Topics In the Mathematical Sciences 3 hrs, 3 cr. Prereq: a college-level mathematics or statistics course. Not open to students who have completed MATH 105, MATH 160 or MATH 260. Intended for liberal arts or social science students. Offered periodically. Check the current Schedule of Classes. Applications of topics selected from algebra, analysis, computer science, geometry, probability and statistics.

MATH 111 Matrices, Vectors and Linear Programming 3 hrs, 3 cr. Prereq: MATH 050 or MATH 101 or appropriate score on placement exam. Not open to students who have completed MATH 160 or MATH 260. Recommended for accounting students; not recommended for students majoring in mathematics or statistics. Offered periodically. Check the current Schedule of Classes. Introduction to matrices and vectors, systems of linear equations and linear programming with applications.

MATH 115 An Introduction to Mathematical Computation 2 hrs, 5 cr. Prereq: MATH 050, MATH 101 or appropriate score on placement exam. The course meets twice a week over the first six weeks of the semester in the Dolciani Mathematics Learning Center. Strongly recommended for students taking MATH 120 or students intending to take MATH 150. The course is a task-based introduction to computer-based and calculator-based systems for mathematical computation. Examples will be chosen so as to introduce students to the idea of experiment in mathematics. Students will leave the course with a working knowledge of a currently used symbolic manipulation package and currently used calculators. There are programs for doing and writing mathematics. No previous computer experience is assumed. The simplest use of this program is as a calculator capable of symbolic and graphical computation, and as a mathematics word processor. Students will also learn the use of this program as a tool in the experimental investigation of mathematics. The course will end with a brief introduction to a program such as Mathematica.

MATH 121 Further Topics in Functions and Graphs 2 hrs, 2 cr. Prereq: MATH 120 or appropriate score on placement exam. Not open to students who have completed MATH 150 or its equivalent. Properties and graphs of trigonometric and inverse trigonometric functions. The Law of Sines, the Law of Cosines, polar coordinates and complex numbers. Not offered after fall ’00 pending Senate approval.

MATH 125 Precalculus 4 hrs, 4 cr. Prereq: appropriate score on placement exam or a grade of C or better in MATH 050 or MATH 101. Coreq: MATH 126. Functions and their graphs; polynomial, rational, exponential, logarithmic, and trigonometric functions; conic sections; topics in trigonometry; graphical and analytical solutions to systems of equations and inequalities. Not credited to students who have completed MATH 150 or its equivalent.

MATH 126 Precalculus Technology Laboratory 2 hrs, 1 cr. Prereq: appropriate score on placement exam or a grade of C or better in MATH 050 or MATH 101. Coreq: MATH 125. Students will be introduced to MATHEMATICA as a tool for exploring qualitative features of functions and solving precalculus problems: simplifying algebraic expressions, solving equations, plotting functions and curves, finding and approximating zeros, and solving systems of equations.

MATH 130 Preprofessional Science: Core 1 2 hrs, 1.5 cr. Prereq: MATH 050 or MATH 101 or appropriate score on placement exam. Coreq: CHEM 130, PHYS 130 and PHYS 130 Lab. Offered fall. The mathematics component of the first semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include properties of linear functions and their graphs, mechanics, introductory thermodynamics, and stoichiometry.

MATH 131 Preprofessional Science: Core 2 2 hrs, 1.5 cr. Prereq: MATH 130, PHYS 130, CHEM 130 and PHYS 130 Lab. Coreq: CHEM 131, PHYS 131 and PHYSC 131 Lab. Offered spring. The mathematics component of the second semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include properties of polynomial, rational, exponential, and logarithmic functions and their graphs, chemical equilibrium, electrochemistry and further topics in thermodynamics. Completion of MATH 130 and 131 is equivalent to completion of MATH 120.

MATH 132 Preprofessional Science: Core 3 2 hrs, 1 cr. Prereq: MATH 131, PHYSC 131 and PHYSC 131 Lab. Coreq: CHEM 132, PHYS 132, PHYSC 132 Lab. Offered fall. The mathematics component of the third semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include trigonometric functions, topics in analytic geometry, waves, the structure of the atom, and chemical bonding.

MATH 133 Preprofessional Science: Core 4 2 hrs, 1 cr. Prereq: MATH 132, PHYS 132, CHEM 132 and PHYSC 132 Lab. Coreq: CHEM 133, PHYS 133 and PHYSC 133 Lab. Offered spring. The mathematics component of the fourth semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include trigonometric identities, applications of trigonometry, chemical kinetics, electricity and magnetism, optics and nuclear physics. Completion of MATH 132 and 133 is equivalent to completion of MATH 125 and MATH 126.

MATH 150 Calculus with Analytic Geometry I 4 hrs, 4 cr. Prereq: MATH 121 or a grade of C or better in MATH 125 or appropriate score on placement exam. Limits, continuity, differentiation and integration of elementary functions and trigonometric functions, applications.

MATH 153 Theoretical Calculus I Workshop 2 hrs, .5 cr. Prereq: MATH 150. This class meets once a week over the first six weeks of the semester. An introduction to mathematical proofs by means of a theoretical treatment of topics from MATH 150, including but not restricted to mathematical induction, epsilon-delta arguments, extreme and mean-value theorems. The text will coincide with the (departmental) text for MATH 150.

MATH 155 Calculus with Analytic Geometry II 4 hrs, 4 cr. Prereq: MATH 150. Differentiation and integration of transcendental functions, integration techniques, infinite sequences and series, improper integrals, polar coordinates.

MATH 158 Theoretical Calculus II Workshop 2 hrs, .5 cr. Prereq: MATH 153 and MATH 155. This class meets once a week for the second six weeks of the semester. A continuation of MATH 153. The topics include but are not restricted to existence theory for the integral of a continuous function on a closed interval and convergence tests. The text will coincide with the (departmental) text for MATH 155.

MATH 160 Matrix Algebra 3 hrs, 3 cr. Prereq: MATH 120 or MATH 125 or appropriate score on placement exam. Systems of linear equations, matrices, determinants, introduction to vector spaces and linear transformations, applications.

MATH 191 Mathematics in Human History 3 hrs, 3 cr. Prereq: ENGL 120 and a college-level mathematics course. Offered spring. A historical treatment of themes in mathematics, probability and statistics, with reference to applications in the arts and humanities and social and physical sciences from ancient times to the present.


MATH 254 Ordinary Differential Equations 3 hrs, 3 cr. Prereq: MATH 250. Offered fall. First-order equations, second-order linear equations and linear systems, power series solutions, transform and numerical methods, introduction to qualitative theory.

MATH 255 Vector Analysis 3 hrs, 3 cr. Prereq: MATH 250. Offered spring. Not open to students who have completed MATH 352. Line and surface integrals, Green's Theorem, divergence theorem, Stokes' Theorem, generalized coordinates.

MATH 260 Linear Algebra 4 hrs, 4 cr. Prereq: MATH 153 and either MATH 160 or MATH 250. Vector spaces, linear transformations, canonical forms, inner product spaces, bilinear forms, applications.

MATH 291 History of Mathematics 3 hrs, 3 cr. Prereq: MATH 155. Offered periodically. Check the current Schedule of Classes. The historical development of arithmetic, algebra, geometry, trigonometry, analytic geometry, and calculus.

MATH 295 Intermediate Topics in Mathematical Sciences 3 hrs, 3 cr. Prereq: MATH 150; additional prereqs vary with specific topics and will be announced at time of course offering. Offered periodically. Check the current Schedule of Classes. May be repeated as topics vary, but not more than twice. Topics to be studied in any given term will be announced prior to registration.

MATH 301 Mathematical Methods for the Physical Sciences 3 hrs, 3 cr. Prereq: MATH 254. Offered fall. The course will concentrate on the solution of linear partial differential equations and boundary value problems. Solution techniques such as separation of variables, Fourier series, Green's functions, and Laplace transforms will be covered. These will be applied to several equations which occur in physical applications such as the heat equation, the Laplace equation, and the wave equation. This course is cross-listed as
MATH 311 Abstract Algebra I 3 hrs, 3 cr. Prereq: MATH 260. Offered spring. Introduction to the theory of groups and rings.

MATH 312 Abstract Algebra II 3 hrs, 3 cr. Prereq: MATH 311. Offered fall (even). Elements of Galois theory, construction with ruler and compass, advanced topics in ring theory and linear algebra.

MATH 313 Theory of Numbers 3 hrs, 3 cr. Prereq: MATH 260. Offered fall (even). Congruences, quadratic residues, elementary Diophantine analysis, continued fractions, sums of squares.

MATH 331 Geometries 3 hrs, 3 cr. Prereq: MATH 260. Offered spring (odd). Topics in affine and projective geometry and/or topics in differential geometry.

MATH 340 Topology 3 hrs, 3 cr. Prereq: MATH 351 pending Senate approval. Offered spring (even). Metric and topological spaces, continuity, homeomorphisms, compactness, connectedness, homotopy, fundamental group.

MATH 351 Advanced Calculus I 3 hrs, 3 cr. Prereq: MATH 158, MATH 250 and MATH 260. Offered fall. Rigorous treatment of foundations of calculus, including topology of real line and higher-dimensional spaces. Basic results on continuous functions.

MATH 352 Advanced Calculus II 3 hrs, 3 cr. Prereq: MATH 351. Offered spring. Integration, sequences and series, uniform convergence, differentiation of functions of several variables, inverse and implicit function theorems, formula for change of variables.

MATH 353 Introduction To Complex Variables 3 hrs, 3 cr. Prereq: MATH 158 and MATH 255. Offered fall (odd). Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

MATH 354 Dynamical Systems and Chaos 3 hrs, 3 cr. Prereq: MATH 250 and MATH 260. Offered fall (odd). Linear flows, qualitative theory of low-dimensional nonlinear systems, introduction to chaos in discrete one-dimensional dynamical systems.

MATH 370 Mathematical Logic 3 hrs, 3 cr. Prereq: MATH 260 or permission of the instructor. Offered spring 2002. A survey of the central results and techniques of metalogic, principally mathematical induction, the soundness and completeness of theorems for first-order logic, the Skolem Theorem, and Church’s Theorem on undecidability. The course is cross-listed as PHILO 375.

MATH 371 Fundamental Concepts of Modern Mathematics 3 hrs, 3 cr. Prereq: Any 2 courses chosen from MATH 260, MATH 311, MATH 351, MATH 352. Offered periodically. Check the current Schedule of Classes. Axiomatic approach to set theory: axiom of choice, Zorn’s Lemma, transfinite arithmetic.

MATH 385 Numerical Methods I 3 hrs, 3 cr. Prereq: CSCI 135, MATH 155 and either MATH 160 or MATH 260. Offered fall. Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations. This course is cross-listed as CSCI 385 and PHYS 385.

MATH 391, 392, 393 Independent Study in Mathematics 1 hr, 1 cr; 2 hrs, 2 cr; 3 hrs, 3 cr. Prereq: Jr/Sr only with perm dept. Independent study and reading under direction of faculty member.

MATH 454 Calculus on Manifolds 3 hrs, 3 cr. Prereq: MATH 352. Offered fall (even). Functions on Euclidean space, implicit function theorem, Fubini’s Theorem, integration on chains and manifolds.

MATH 485 Numerical Methods II 3 hrs, 3 cr. Prereq: CSCI 385. Offered spring. Advanced topics selected from: solution of equations and systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations. Major project will be assigned. This course is cross-listed as CSCI 485 and PHYS 485.

MATH 490 Honors Seminar 3 hrs, 3 cr. Prereq: MATH 311, 351, and perm dept. Offered spring.

Statistics

STAT 113 Elementary Probability and Statistics 3 hrs, 3 cr. Prereq: MATH 050, or MATH 101 or appropriate score on placement exam. Not open to students who have completed STAT 213, ECO 221, PSYCH 206, or SOC 241. Not credited for majors in statistics or mathematics unless minor is elementary education. Discrete probability, descriptive, inferential statistics. Estimation and hypothesis testing for normal and binomial means. Students who have taken calculus or place into calculus by the placement exam should take STAT 213 instead of STAT 113.

STAT 212 Discrete Probability 3 hrs, 3 cr. Prereq: MATH 120, MATH 125 or appropriate score on placement exam. Offered spring (even). Combinatorics, discrete probability, random walks, and game theory. Emphasis on model building.

STAT 213 Introduction to Applied Statistics 3 hrs, 3 cr. Prereq: MATH 120 or MATH 125 or appropriate score on placement exam. Not open to students who have completed ECO 221, PSYCH 206, or SOC 241. Students will not receive credit for both STAT 113 and 213; students passing both courses will receive credit only for STAT 213. Statistical methods including sampling, estimation, 1-tests and related non-parametric tests, chi-square tests.

STAT 214 Data Analysis 3 hrs, 3 cr. Prereq: STAT 113 or 213 with grade of B or better. Analysis of variance, simple and multiple regression, nonparametric statistics, statistical model building.


STAT 312 Stochastic Processes 3 hrs, 3 cr. Prereq: STAT 311. Offered spring. Discrete and continuous stochastic processes including Markov chains, birth processes, queues, and Brownian motion.

STAT 313 Introduction to Mathematical Statistics 3 hrs, 3 cr. Prereq: STAT 311. Offered spring. Estimation, hypothesis testing, confidence limits for normal, binomial, Poisson, and exponential random variables.

STAT 351 Advanced Biometrics 3 hrs, 3 cr. Prereq: Mathematics at the level of MATH 125/126 and STAT 113, STAT 213 or equivalent introductory statistics course. Linear algebra recommended but not required. Offered fall (even). A second course in statistics covering quantitative methods applicable in the life sciences. Topics include experimental design, life table analysis, ethical issues, survival analysis, logistic regression, and cox regression.
Music

Department Office 416 North Building; 772-5020; 772-5022 (fax)

Chair Paul F. Mueller
Deputy Chair Ruth DeFord
Professors Basquin, DeFord, Griffel, Hampton, Mueller, Stauffer, Thompson, Westermann
Associate Professors Gonzalez
Assistant Professors Burstein, Mahoney, Spicer
Advisors (undergraduate) Jewel Thompson, 414 North Building; (graduate) Poundie Burstein, 414 North Building

Web Site http://sapientia.hunter.cuny.edu/~music/

The Department of Music offers a wide variety of courses and degree programs tailored to the needs of students with different personal and professional objectives. Course offerings include a large selection of topics for both majors and nonmajors covering many areas of music performance, theory, history, and literature.

Private lessons in instruments and voice are provided to all performance majors and many other music majors by a distinguished roster of performance teachers. Financial aid is granted to performance majors and many other music majors who need to study with private teachers not on the staff.

Graduates of the department are active in the classical and the popular performance fields as singers, instrumentalists, and conductors. Concentration in music theory and composition can lead to career opportunities in orchestrating, choral arranging, commercial arranging, and film scoring, as well as in composing music in the contemporary and popular idioms. Concentration in music history paves the way toward career opportunities in college teaching and musical scholarship, including such work as music journalism and criticism; lecturing; writing program and music-liner notes; editing, translating, and cataloging musical materials; and serving as a consultant to concert societies, opera houses, and publishers.

Graduates of the BA/MA Degree in Education program are qualified to teach in the public elementary and high schools of New York State.

Distribution Requirement The requirement for humanities and the arts (Category V, Group 1) may be fulfilled by MUSHL 101, 107, or MUSTH 101, courses not counted toward the major. Music minors may apply one of these courses to fulfill Category V, Group 1 of the distribution requirement. We suggest that students who are planning to continue the study of music on the graduate and doctoral level elect German, French, or Italian to meet the foreign language requirement (Category III).

Major Programs The Department of Music offers four major programs to fit individual interests and requirements. In each of these, specific requirements may be waived, with the permission of the undergraduate advisor and the chair, for students who have extensive previous musical experience or special career interests. Candidates for the 42-credit major and the BA/MA Degree in Education must demonstrate reasonable mastery of an instrument or voice before graduation.

Piano Proficiency Requirement All music majors must demonstrate elementary proficiency at the piano. Students should plan to fulfill this requirement during their first year of study. A passing grade on the piano proficiency examination is a prerequisite for the second year of study in music theory (MUSTH 222 and 292). Students entering Hunter with limited keyboard background may take MUSPF 131-132 (Elementary Piano I and II) (for elective credit), or may take private lessons in piano at their own expense.

The Music Department office has a list of recommended piano teachers.

24-credit Major (BA) This degree is designed for students who want to study music in the context of a general, liberal arts education but do not plan to pursue careers in music. It is often taken by students fulfilling the requirement for certification in early childhood and elementary education. It may also be convenient for students who enter Hunter with a large number of transfer credits in music and want to complete their degree as quickly as possible. Requirements are:

Music history: MUSHL 105, 106, 207, and one of the following: MUSHL 208, 352, or 353.

Music theory: MUSTH 120, 121, 190, and 191.

Performance: MUSPF 180, 181, and 2 credits in MUSPF 221 or 231.

Allied minor: 12 credits in any field of study other than music.

42-credit Major (BA) This degree is designed for students planning to pursue professional careers in music. It provides basic training in all areas of music and serves as a foundation for graduate study of any aspect of the field. Requirements are:

Music history: MUSHL 105, 106, 207, and one of the following: MUSHL 208, 352, or 353.

Music theory: MUSTH 120, 121, 190, 191, 222, 223, 292, and 293.

Performance: MUSPF 180, 181, 282, and 283; 2 credits in MUSPF 401; 2 credits in large ensembles (MUSPF 221 or 231); and 2 credits in performance electives (MUSPF 221, 231, 249, 251, 291, 353, 355 or 401).

Electives: 4 credits in music courses above the 100 level.

No minor is required.

60-credit Major (BMus) This degree is designed for students planning to pursue careers as professional performers of music or as teachers of music performance. It provides intensive instruction in the student’s instrument or voice, as well as solid training in music history and theory, and a broad, liberal arts education. Admission to this program is conditional on passing an audition (preferably before the student enters college) demonstrating a high level of skill in performance. Requirements are:

Music history: MUSHL 105, 106, 207, and one of the following: MUSHL 208, 352, or 353.

Music theory: MUSTH 120, 121, 190, 191, 222, 223, 292, and 293.

Performance: MUSPF 180, 181, 282, and 283.

Private lessons: 18 credits in MUSPF 431.

*This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information.
about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.

Performance ensembles: For instrumentalists—6 credits in instrumental ensembles (MUSPF 231, 249, 251, 353, or 355) For singers—6 credits in vocal ensembles (MUSPF 221, 251, 353, 355, or 369 of which a minimum of 2 credits must be in MUSPF 369.)

Electives: 4 credits in music courses above the 100 level.

Juries and recitals: An annual jury examination is required of all students in this program. A senior recital, for which no credit is given, is also required.

4-Year Dual BA/MA Degree The department offers unusually gift-ed students the opportunity to obtain a master’s degree in four years with a minimum of 120 credits. Requirements are the same as those for the 42-credit BA, plus 30 credits at the graduate level. Incoming freshmen should consult the undergraduate advisor to set up a curriculum appropriate to their individual backgrounds. In addition, the graduate advisor must be consulted about the MA requirements.

5-6-Year Dual BA/MA Degree in Teacher Education Exceptionally qualified students may obtain a master’s degree in teacher education in 5-6 years with a minimum of 143 cr. Requirements are the same as those for the 42-credit BA plus those for the MA in teacher education (see the Graduate Catalog) and either EDC 706 or 722 (45 cr at the graduate level). Matriculation is open to under-graduates with at least 60 cr who have a cumulative grade point average of 2.7 or better and a major subject index of at least 3.0. Students must have completed at least 24 cr of course work in music, including at least two semesters of music history, four semesters of music theory, and two semesters of performance techniques. At least 12 cr, including at least 6 cr in music major courses, must have been taken at Hunter College. Students must have passed the Music Department’s piano proficiency examination, and they must demonstrate reasonable mastery of an instru-ment (which may be a keyboard instrument) or voice. They must be admitted to the program by both the Music Department and the School of Education. They must maintain the grade point averages required for admission at all times in order to remain in the pro-gram.

Graduate Study Seniors of high academic standing who are recommended by the department may be permitted to take gradu-ate courses for undergraduate credit. Seniors within 9 credits of graduation may apply to the Admissions Office for permission to take graduate courses creditable toward the MA degree. The department offers an MA in music with opportunity for concentra-tion in music history, ethnomusicology, composition, performance, or teacher education.

COURSE LISTINGS

Introductory Courses

*MUSHL 101 Introduction to Music 3 hrs, 3 cr. For nonmajors. Selected number of compositions primarily from the European tradition studied with aim to develop perceptive listening.

*MUSHL 107 The World of Music 3 hrs, 3 cr. For nonmajors. Introduction to music from a spectrum of world cultures, including Africa, Asia, and the Caribbean.

*MUSTH 101 Basic Musicianship I 3 hrs, 3 cr. For nonmajors. Introduction to music theory, sight singing, and ear training.

History and Literature of Music

MUSHL 105 Music History I 3 hrs, 3 cr. Pre- or coreq: MUSTH 120, 190, and ENGL 120. Survey of the history of music in the European tradition to 1750. For music majors. Includes training in basic library research and writing in the field of music.

*Credited toward distribution requirement.

MUSHL 106 Music History II 3 hrs, 3 cr. Prereq: MUSHL 105 and ENGL 120; pre- or coreq: MUSTH 121, 191. Continuation of MUSHL 105. Survey of the history of music in the European tradition from 1750 to the present. For music majors. Includes training in library research and writing in the field of music.

MUSHL 207 Music History III 3 hrs, 3 cr. Prereq: MUSHL 106, MUSTH 121 and 191, and ENGL 120. Central issues in the history of European music to 1750, such as the impact of notation on musical culture, conflicts between tra-dition and innovation, and the relationship of music to religion, poetry, and drama.

MUSHL 208 Music History IV 3 hrs, 3 cr. Prereq: MUSHL 207. Central issues in the history of European music from 1750 to the present, such as the role of patronage in musical culture, relationships of musical style to instru-ments and performing ensembles, and the impact of historical consciousness on contemporary musical life.

MUSHL 217 History of Jazz 3 hrs, 3 cr. Prereq: MUSHL 101, 105, or 107, or MUSTH 101, or perm instr. Survey of jazz from its origins to present.

MUSHL 227 Master Composers 3 hrs, 3 cr. Prereq: MUSHL 101, 105, or 107, or MUSTH 101, or perm instr. Offered spring. Study of works of single composer. Topics to be announced. May be taken 6 times.

MUSHL 261 Special Topics in History and Literature of Music 3 hrs, 3 cr. Prereq: MUSHL 101 or perm instr. Study of works illustrating one specific genre, style, or period. Topics to be announced. May be taken 6 times.

MUSHL 352 Introduction to Ethnomusicology I 3 hrs, 3 cr. Prereq: MUSTH 121 and 191 or perm instr. Offered fall. Survey of musical traditions of Sub-Saharan Africa, Europe, and the Americas.

MUSHL 353 Introduction to Ethnomusicology II 3 hrs, 3 cr. Prereq: MUSTH 121 and 191 or perm instr. Offered spring. Survey of musical tradi-tions of North Africa, the Middle East, Oceania, and South and East Asia.

MUSHL 354 Music of Middle Ages and Renaissance 3 hrs, 3 cr. Prereq: MUSHL 105 and MUSTH 121 and 191 or perm instr. Study of music from beginning of Christian era to 1600.

MUSHL 355 Music of the Baroque Period 3 hrs, 3 cr. Prereq: MUSHL 105 and MUSTH 121 and 191 or perm instr. Study of music from 1600 to 1750.

MUSHL 357 Music of Classical Period 3 hrs, 3 cr. Prereq: MUSHL 105 and MUSTH 121 and 191 or perm instr. Study of music from 1720 to 1827.

MUSHL 358 Music of Romantic and Post-Romantic Periods 3 hrs, 3 cr. Prereq: MUSHL 105 and MUSTH 121 and 191 or perm instr. Study of music from 1820 to 1914.

MUSHL 359 Music of 20th Century 3 hrs, 3 cr. Prereq: MUSHL 105 and MUSTH 121 and 191 or perm instr. Study of music since 1900, primarily from the European tradition.

MUSHL 360 Women in Music 3 hrs, 3 cr. Contributions of women in music composition and performance, as well as in related musical fields.

MUSL 361 Special Topics in History and Literature of Music 3 hrs, 3 cr. Prereq: variable. Specialized study of selected genre, locality, period, style, composer, or problem. Topics to be announced. May be taken 6 times.

MUSL 498 Internship 1 to 6 cr per semester. Prereq: perm chair. Internship in various arts institutions in New York City.

Performance of Music


MUSPF 112 Elementary Voice II 2 hrs, 1 cr. Prereq: MUSPF 111. Offered spring.

MUSPF 131 Elementary Piano I 12 hrs, 1 cr. Prereq: MUSTH 101 or ability to read music. For nonmajors. Class lessons in piano: basic techniques, playing simple pieces.

MUSPF 132 Elementary Piano II 2 hrs, 1 cr. Prereq: MUSPF 131.

MUSPF 180 Performance Techniques I 12 hrs, 1 cr. Prereq: ability to read

MUSTH 181 Performance Techniques II 2 hrs, 1 cr. Prereq: MUSTH 180. Offered spring. Continuation of MUSTH 180.

MUSPF 221 College Choir 3 hrs, 1 cr. Open to all students. Study and public performance of major choral works. May be taken 8 times.

MUSPF 231 Hunter Symphony 3 hrs, 1 cr. Prereq: audition and perm instr. May be taken 8 times.

MUSPF 249 Jazz Ensemble 2 hrs, 1 cr. Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz, and musical comedy. One public performance per semester. May be taken 6 times for credit.

MUSPF 251 Jazz Vocal Workshop Ensemble 2 hrs, 1 cr. Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance each semester. May be taken 6 times for credit.


MUSPF 349 Conducting I 3 hrs, 2 cr. Prereq: MUSPF 283 or perm instr; coreq: audit MUSPF 221 or 231. Principles of choral and orchestral conducting: technique of the baton, interpretation, repertoire, and score reading.

MUSPF 353 Collegium Musicum 2 hrs, 1 cr. Prereq: audition and perm instr. Study and public performance of solo and ensemble works from the medieval, Renaissance, and Baroque periods. May be taken 6 times.

MUSPF 355 Chamber Music Workshop 2 hrs, 1 cr. Prereq: audition and perm instr. May be taken 6 times.

MUSPF 361-363 Special Studies in Performance of Music Maximum 8 cr. Prereq: perm dept. Number of works are studied, rehearsed, and performed. Topics to be announced.

MUSPF 361 1 cr. May be taken 4 times for credit.

MUSPF 362 2 cr. May be taken 4 times for credit.

MUSPF 363 3 cr. May be taken 2 times for credit.

MUSPF 365 Performance Class for Pianists 2 hrs, 1 cr. Pre- or coreq: Students must be currently taking individual lessons in piano and registered in MUSPF 401 or MUSPF 431. Seminar in performance for advanced piano students. Study and performance of representative works of piano repertoire. Individual attention to problems of public performance. May be taken 4 times.

MUSPF 369 Performance Class for Singers 2 hrs, 1 cr. Prereq: ENGL 120; perm instr. Course in seminar/workshop format concentrating on the literature for solo voice, both classical and popular (musical theater, jazz, gospel); but also including ensemble repertoire from opera and musical theater. Singers are coached in performance technique and interpretation, while working with an accompanist to prepare the semester’s repertoire. May be taken 6 times.

MUSPF 401 Individual Instruction in Instrument or Voice 1 hr, 1 cr. Limited to the 42-cr BA music major, the 24-cr BA music major, the BA/MA music major, and the music minor. Dept perm required. Students must make their own arrangements with department-listed teachers to receive credit for this course. May be taken 8 times for credit.

MUSPF 402 Individual Instruction in Second Instrument or Voice 1 hr, 1 cr. Prereq: perm dept. Individual instruction in second instrument or voice. Limited to the 42-cr BA music major, 24-cr BA music major, 60-cr BMus major, BA/MA music major, and the music minor. Students must make their own arrangements with department-listed teachers to receive credit for this course. May be taken 8 times for credit.

MUSPF 431 Individual Instruction in Instrument or Voice 1 hr, 3 cr. Limited to students in the 60-cr BMus program and the BA/MA music program. Dept perm required. Intensive study in instrumental or vocal techniques. Jury examination required. May be taken 8 times for credit for credit

Theory of Music

MUSTH 120 Music Theory I 3 hrs, 3 cr. Prereq: ability to read music; coreq: MUSTH 190. Offered fall. Review of fundamentals of music theory; introduction to melodic, rhythmic, contrapuntal, harmonic, and formal organization of music.

MUSTH 121 Music Theory II 3 hrs, 3 cr. Prereq: MUSTH 120; coreq: MUSTH 191. Offered spring. Continuation of MUSTH 120.

MUSTH 190 Music Theory Laboratory I 2 hrs, 1 cr. Coreq: MUSTH 120. Offered fall. Oral, aural, and keyboard drill on materials studied in corequisite course. Individual work in a Keyboard Laboratory.

MUSTH 191 Music Theory Laboratory II 2 hrs, 1 cr. Prereq: MUSTH 190; coreq: MUSTH 121. Offered spring. Continuation of MUSTH 190.


MUSTH 223 Music Theory IV 3 hrs, 3 cr. Prereq: MUSTH 222; coreq: MUSTH 293. Offered spring. Continuation of MUSTH 222.

MUSTH 292 Music Theory Laboratory III 2 hrs, 1 cr. Prereq: MUSTH 191; coreq: MUSTH 222. Offered fall. Oral, aural, and keyboard drill on materials studied in corequisite course. Individual work in the Computer Assisted Instruction facility.

MUSTH 293 Music Theory Laboratory IV 2 hrs, 1 cr. Prereq: MUSTH 292; coreq: MUSTH 223. Offered spring. Continuation of MUSTH 292.

MUSTH 333 Composition 3 hrs, 3 cr. Prereq: perm instr. May be taken 4 times.

MUSTH 335 Orchestration 3 hrs, 3 cr. Prereq: MUSTH 223.

MUSTH 491 Honors Project 1 sem, 3 cr. Prereq: upper Jr/Sr, minimum music GPA of 3.5 and perm chair. Individual project of large scope in music history, theory, composition, or performance.

MUSTH 492 Honors Project 1 sem, 3 cr. Prereq: MUSTH 491.

Individual Study

MUSIN 201.01, 201.02, 201.03, 301.01, 301.02, 301.03, 401.01, 401.02, 401.03 Individual Study Project 1-3 credits per semester. Independent work on a project of the student’s choice under the guidance of an approved supervisor who will provide the course grade. Limited to music majors and music minors. Proposals for such projects must be submitted to the Policy Committee of the Music Department by the twelfth week of the preceding semester. Permission to enroll in the course is conditional on approval of the proposal by the Committee.

Courses not likely to be offered in 2000-2002:

MUSTH 102 Basic Musicianship II
MUSHL 203 Orchestral Music
MUSHL 204 Chamber Music
MUSHL 210 Music for the Piano
MUSHL 212 Masterpieces of Opera
MUSHL 218 Masterworks of Choral Literature
MUSHL 219 The Art Song
MUSHL 231 Folk and Traditional Music
MUSHL 308 Introduction to Electronic Music
MUSHL 361 Special Topics in History and Literature of Music
MUSPF 121 Elementary Guitar I
MUSPF 122 Elementary Guitar II
MUSPF 141 Introduction to Recorder
MUSPF 151 Foreign Language Diction for Singers
MUSPF 219, 220 Voice I, II
MUSPF 241, 242 Strings I, II
MUSPF 243, 244 Woodwinds I, II
MUSPF 245, 246 Brass I, II
MUSPF 291 Hunter Wind Ensemble
MUSPF 350 Conducting I
MUSPF 384 Performance Techniques V
MUSPF 385 Performance Techniques VI
MUSTH 324 Music Theory V
MUSTH 325 Music Theory VI
MUSTH 329 Fugue
MUSTH 331, 332 Contemporary Techniques I, II
MUSTH 337 Choral Arranging
**Philosophy**

**Department Office** 1413 West Building; 772-4970

**Chair** Frank Kirkland

**Distinguished Professor** Held

**Professors** Freeman, Hausman, Press, Ross

**Associate Professors** Kirkland, Lango

**Assistant Professors** Dahbour, Keating

**Advisors** (day) Omar Dahbour, Laura Keating, Gerald Press (evening) Steven Ross

Philosophy studies the most fundamental questions that human beings ask—about individual and social action, the possibility and limits of knowledge, the truth and justification of beliefs, human nature and freedom, the existence of God, and the operations of nature. Philosophy approaches these questions in a systematic way, and philosophers have worked out more or less comprehensive theories to answer them (or show why they cannot be answered). The courses offered by the Philosophy Department are designed to introduce students to the main problems that philosophers study and to the main ideas of such profound and influential thinkers as Socrates, Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, and Kant.

Philosophy is one of the most important subjects a student can study because it develops the ability to reason clearly and critically, to write thoughtfully, to use intelligence and logic to deal with problems all too often ruled by emotion and prejudice. Philosophy also helps develop intellectual flexibility and learn to appreciate ideas and beliefs other than those of one's own time, place, class, or group. Since it develops these intellectual abilities and habits, the study of philosophy, either in individual courses or as a major or minor, is excellent preparation for any profession or occupation. Students of philosophy pursue careers in law, business, medicine, government, and the arts. Some go on to study philosophy at the graduate level with the aim of teaching philosophy or of obtaining an advanced degree to further their career objectives.

**Distribution Requirement** PHILO 101, 103, 104, 106, 201, 203, or 204 may be used to fulfill Category V, Group 2 of the requirement for humanities and the arts. Courses offered toward the major may not be applied to the distribution requirement, and no more than 6 credits of an approved minor may be applied toward the distribution requirement. (See list of courses not offered in 2000-2002.)

**Major Requirements** 24 cr, distributed as follows:

1. 3 cr in logic: PHILO 171.
2. 6 cr in history of philosophy: PHILO 212, 215.
3. 3 cr in moral and political philosophy: any course from PHILO 244, 246, 344.
4. 3 cr in metaphysics and epistemology: any course from PHILO 360, 362, 364, 366, 379.
5. 3 cr in the intensive study of a major philosopher: any course from PHILO 380, 381, 383, 384, 386, 387, 388, 389. The same course may not be used to satisfy both this requirement and requirement 2 above.
6. 6 additional cr chosen in consultation with the advisor. Students are encouraged to select courses that acquaint them with philosophic traditions other than the dominant Western ones.

Note: The following introductory courses do not count toward the major: PHILO 101 (Introduction to Philosophy), 103 (Introduction to Logic and Critical Thinking), 104 (Introduction to Ethics), 106 (Philosophy, Politics, and Society), 203 (Great Philosophers: Ancient and Medieval), 204 (Great Philosophers: Modern and Contemporary). (See list of courses not offered during 2000-2.)

**Minor** A philosophy major is permitted to minor in all programs that the College offers. The minor may include only 3 credits at the 100-level and must include at least 3 credits at the 200-level. Exceptions may be made with the permission of a Philosophy Department advisor. Double majors are also permitted. Students fulfilling the requirements of two separate majors may be released from the requirement of completing a minor if the requirement is waived by both major departments.

**Major Advisor** The department will provide each student majoring in philosophy with an advisor. Each student should meet with his or her advisor every semester before registration to review his or her course of study and progress toward the degree. Once each semester the department will convene a meeting with all interested majors and minors, and those considering a major or minor in philosophy, to discuss departmental plans, policies, and requirements.

**Mentoring** Philosophy majors are encouraged to establish a mentor relationship with a faculty member of their choice. This relationship can be distinct from the departmental advising relationship.

**First Course in Philosophy** The Philosophy Department offers a variety of introductory courses appropriate for students with different interests and backgrounds. PHILO 101 is a general introduction to philosophy. PHILO 103 is an introduction to traditional logic and critical thinking. PHILO 104 is an introduction with emphasis on ethics, while PHILO 106 is an introduction with emphasis on political philosophy. PHILO 203 and 204 survey the history of philosophy.

**Departmental Honors** To be eligible for graduation with departmental honors in philosophy, a major must have a 3.5 GPA in philosophy and a 2.7 overall GPA. The student must register for PHILO 494 and write a substantial paper under the direction of a faculty member. This honors essay will be judged both by the faculty member under whose direction the student is working and by the departmental Honors Committee.

**Independent Study** Students may engage in independent study under the supervision of a member of the Philosophy Department by receiving permission to take PHILO 492.

**COURSE LISTINGS**

**Prerequisites:** ENGL 120 and one previous course in philosophy are prerequisite to all 200-level courses, except where otherwise noted. Two courses in philosophy, at least one of which normally is numbered 200 or above, are prerequisite to all 300-level courses.

I. Introductory Courses (offered each semester)
PHILO 101 Introduction to Philosophy 3 hrs, 3 cr. Examination of basic philosophical questions through study of selected philosophical classics.

PHILO 103 Introduction to Logic and Critical Thinking 3 hrs, 3 cr. Recognizing arguments; traditional logic including concepts, propositions, categorical, hypothetical and disjunctive syllogisms; argument structure, natural language argumentation, fallacies.

PHILO 104 Introduction to Ethics 3 hrs, 3 cr. Examination of standards of right conduct and the good life through study of selected philosophical classics.

PHILO 106 Philosophy, Politics, and Society 3 hrs, 3 cr. Introduction to social and political philosophy. (Note: The Philosophy Department hopes to be able to offer all the courses that follow at least once in each two-year period.)

II. History of Philosophy

PHILO 212 Classical Greek Philosophy: Plato and Aristotle 3 hrs, 3 cr. Study of major works of Plato and Aristotle in the context of the philosophical thought of the ancient world.

PHILO 214 Medieval Philosophy 3 hrs, 3 cr. Study of major writings by medieval Arabic, Christian, and Jewish philosophers such as Averroes, Aquinas, and Maimonides.

PHILO 215 Foundations of Modern Philosophy 3 hrs, 3 cr. Study of major philosophers of the 17th and 18th centuries such as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

PHILO 218 Nineteenth-Century Philosophy 3 hrs, 3 cr. Study of major works of Hegel, Schopenhauer, Mill, Kierkegaard, Marx, and Nietzsche.

PHILO 219 Asian Philosophies 3 hrs, 3 cr. Readings from classics of Indian, Chinese, and Japanese philosophy drawn from traditions of Buddhism, Hinduism, Taoism, and Confucianism.

PHILO 320 Twentieth-Century Philosophy 3 hrs, 3 cr. Survey of such movements as pragmatism, process philosophy, analytic philosophy, existentialism, phenomenology, feminism, and postmodernism through consideration of such representative figures as Dewey, Moore, Whitehead, Russell, Husserl, Heidegger, Wittgenstein, Ayer, Sartre, De Beauvoir, Quine, Rorty, and Rawls.

III. Modern and Contemporary Philosophical Movements

PHILO 216 Women Philosophers of the Past 3 hrs, 3 cr. Study of the writings and ideas of selected women philosophers who lived before the contemporary feminist movement.

PHILO 220 Marxism 3 hrs, 3 cr. Study of works of Marx and Engels and of their followers and critics.

PHILO 225 American Philosophy 3 hrs, 3 cr. Historical survey of major American philosophers such as Edwards, Emerson, Thoreau, Peirce, James, Royce, Santayana, and Dewey.

PHILO 226 African-American Philosophy 3 hrs, 3 cr. Development of the African-American intellectual tradition. Study of the work of such figures as Equiano, Douglass, Cooper, Byrdon, DuBois, and Hurston.

PHILO 228 Existentialism 3 hrs, 3 cr. Philosophical writings of major existentialists. Topics include nature of subjectivity, moral value, freedom, authenticity.

PHILO 230 Feminism: Philosophical Theory and Practice 3 hrs, 3 cr. Analyses of feminist theories and their practical implications.

PHILO 330 Contemporary Phenomenology 3 hrs, 3 cr. Selections from writings of major phenomenologists, such as Husserl, Heidegger, Sartre, and Merleau-Ponty.

PHILO 332 Contemporary Analytic Philosophy 3 hrs, 3 cr. Selections from writings of major representatives of analytic philosophy, such as Russell, Moore, and Wittgenstein.

IV. Ethics, Social and Political Philosophy, and Aesthetics

PHILO 244 Moral Philosophy 3 hrs, 3 cr. Study of selected problems in philosophical ethics and moral psychology.

PHILO 246 Social and Political Philosophy 3 hrs, 3 cr. Study of selected philosophical problems in politics, law, economics, and society.

PHILO 252 Problems of Law and Morality 3 hrs, 3 cr. Philosophy of law and the relation of legal to ethical issues.

PHILO 254 Ethical Issues in Biology and Medical Care 3 hrs, 3 cr. Treats issues such as abortion, euthanasia, “extraordinary means,” confidentiality, human experimentation, genetic control, and allocation of limited life-saving therapy.

PHILO 256 Philosophical Ideas in Literature 3 hrs, 3 cr. Analysis of major philosophical themes in some classics of world literature.

PHILO 258 Aesthetics 3 hrs, 3 cr. Study of philosophical issues that arise in our understanding and criticism of the arts. Topics include nature of expression, purpose and standards of criticism, and aesthetic value.

PHILO 344 Philosophy of Law 3 hrs, 3 cr. Prerequisite: two courses in PHILO including one of PHILO 104, 106, 230, 244, 246, 252, 254. Major issues in legal philosophy, such as the nature of law, the limits of legal authority, problems of obligation and punishment.

V. Knowledge, Mind, and Reality

PHILO 201 Knowledge and Reality 3 hrs, 3 cr. Study of main problems of theory of knowledge and metaphysics such as personal identity, grounds of justified belief, existence of God, nature of free will, and causality.

PHILO 262 Philosophy of Religion 3 hrs, 3 cr. Prerequisite: one course in philosophy or religion. Philosophical examination of some religious questions and beliefs.

PHILO 268 Philosophical Psychology 3 hrs, 3 cr. Views of human nature underlying some major contemporary schools of psychology, such as Freudian psychoanalysis, behaviorism, existential psychoanalysis, Piaget’s developmental psychology.

PHILO 360 Metaphysics 3 hrs, 3 cr. Study of major metaphysical views, such as materialism, idealism, nominalism, and realism. The major question is: What is reality and how may it be known?

PHILO 362 Theory of Knowledge 3 hrs, 3 cr. Study of origin, structure, methods, and foundations of human knowledge.

PHILO 364 Philosophy of Language 3 hrs, 3 cr. Study of the philosophical significance of language, its structure, meaning, reference, and use.

PHILO 366 Philosophy of Mind 3 hrs, 3 cr. Examination of the concept of mind and the person. Topics include thinking, intention, action, emotion, self-knowledge.

VI. Logic and Philosophy of Science

PHILO 171 Introduction to Symbolic Logic 3 hrs, 3 cr. Sentential logic including the truth-functional connectives, truth tables, symbolizations, consistency trees. Predicate logic including quantification, symbolizations and consistency trees for quantifiers.

PHILO 270 Philosophy, Science, and Culture 3 hrs, 3 cr. Issues relating to the impact of modern science on philosophy, religion, and culture.

PHILO 275 Intermediate Symbolic Logic 3 hrs, 3 cr. Sentential derivations, interpretations, symbolizations involving operator symbols, identity, definite descriptions, predicate derivations through logic of identity and definite descriptions.

PHILO 279 Inductive Logic 3 hrs, 3 cr. Deductive versus inductive logic, basic forms of inductive inference, Mill’s methods and controlled experiments, the probability calculus, interpretations of probability, the problem of induction, confirmation and disconfirmation of hypotheses.

PHILO 375 Advanced Symbolic Logic 3 hrs, 3 cr. Prerequisite: PHILO 275 or equiv. A survey of the central results and techniques of metalogic, principally mathematical induction, the soundness and completeness of theorems for first-order logic, the Skolem theorem, and Church’s theorem on decidability.

PHILO 376 Logical Theory 3 hrs, 3 cr. Study of selected questions in philosophy of logic and philosophy of mathematics.

PHILO 379 Philosophy of Science 3 hrs, 3 cr. Study of foundations of
The Department of Physics and Astronomy offers a number of advanced courses, listed in the Graduate Catalog, which give credit toward the degree of master of arts. Qualified undergraduate students may be admitted to these courses with the approval of the department chair.

Accelerated BA/MA Program in Physics This special program for a limited number of well-qualified students leads to a bachelor of arts and a master of arts degree. Students are offered the opportunity quickly to reach a level where they can stand in competition for admission into any doctoral program in physics. The program requires 124-126 credits (including the 26 credits required for a physics major BA degree and 30 credits from the graduate curriculum). Because this program requires a large number of physics courses, many of which have other physics courses as prerequisites, students in this program should begin taking physics courses in their first or second semester. Students should consult the department chair, undergraduate advisor, or graduate advisor for details as early as possible.

Physics for Non-physics Majors A minimum of one year of physics is recommended for all majors in sciences and health sciences. Medical and dental schools also require one year of physics.

Students requiring one year of physics may take either the PHYS 110-120 sequence (4.5 cr each) or the PHYS 111-121 sequence (5.5 cr each). Although both sequences cover the same topics, PHYS 111-121 utilizes elementary calculus and meets for one additional lecture hour each week. It is recommended for science students and those pre-med students who satisfy the pre- or corequisite.

VIII. Special Studies
PHILO 200 Topics in Philosophy 3 hrs, 3 cr. Prereq.* variable. Topics discussed vary from semester to semester.
PHILO 393 Philosophical Systems 3 hrs, 3 cr. Prereq.* variable. Study of writings of one or two major philosophers.
PHILO 394 Philosophical Problems 3 hrs, 3 cr. Prereq.* variable. Study of one or more major philosophical problems.
PHILO 492 Independent Study in Philosophy 1 to 6 cr. Prereq.* One philosophy course at 300-level and perm instr. Independent study of philosophical works under faculty supervision.
PHILO 494 Honors Tutorial in Philosophy 3 or 6 cr. Prereq: philosophy major, minor with perm instructor; two philosophy courses at 300-level, one of which may be taken concurrently; JR/SR only; 2.7 GPA and 3.5 major GPA; perm dept. Students must present a proposal for an individual project to be completed under faculty supervision. Successful completion is one requirement for departmental honors at graduation.
PHILO 498 Internship 1 to 6 cr. Prereq.* perm dept advisor or chair. Philosophically relevant internship.

Courses not offered during 2000-2002:
PHILO 106 Philosophy, Politics, and Society
PHILO 203 Great Philosophers: Ancient and Medieval
PHILO 204 Great Philosophers: Modern and Contemporary
PHILO 222 J. S. Mill and Utilitarianism
PHILO 322 Modern Philosophical Idealism
PHILO 326 Pragmatism

* See Prerequisites, 1st page of Philosophy section.

Physics and Astronomy

Department Office 1225 North Building; 772-5248
Chair Steve Greenbaum
Professors Bergou, Chen, Cohen, denBoer, Greenbaum, Gumbs, Hillery, Lawergren, Marino, Tryon
Associate Professor Varley
Advisors (majors) Rodney Varley, (day and pre-engineering) Bo Lawergren, (evening) Ed Tryon, (graduate) Marten denBoer

Physics is the study of the basic interactions which govern the behavior of the universe as we know it. As such, a knowledge of physics is necessary for the proper understanding of any science, and, of course, it is an exciting field of study in its own right.

The department offers comprehensive training in physics that can lead to a K-12 teaching position; industrial, institutional, and government work; and graduate study. The major includes lecture courses, laboratory courses, and a chance for qualified students to participate in research with faculty members.

Distribution Requirement No more than 8 credits from *PHYS 111-121 may be offered toward the distribution requirement. We suggest, but do not require, that students who are thinking of continuing the study of this subject on the doctoral level elect French, German, or Russian to meet the foreign language portion of the distribution requirement.

Graduate Study The Department of Physics and Astronomy offers a number of advanced courses, listed in the Graduate Catalog, which give credit toward the degree of master of arts. Qualified undergraduate students may be admitted to these courses with the approval of the department chair.

Physics is necessary for the proper understanding of any science, and, of course, it is an exciting field of study in its own right.
PHYS 101 (4 cr) should be taken only by those who want a one-semester terminal course in physics; it does not satisfy pre-professional requirements.

Students should take no more than one first-semester course (PHYS 101, PHYS 110, PHYS 111) and no more than one second-semester course (PHYS 120, PHYS 121) since they may receive credit for no more than one course from each group.

*Offered each semester

**Major** (30 cr) The major consists of a minimum of 30 credits of physics courses, including the following:

A. General physics (8 cr): PHYS 111-121 (recommended) or PHYS 110, 120, or PHYS 130-133. No more than 8 cr toward the major can be obtained from these courses. PHYS 110/120 or PHYS 130/133 are permitted, but in this case PHYS 190 should be taken if the PHYS 111/121 sequence is not taken.

B. Three physics laboratory courses (6 cr): PHYS 222, PHYS 230, and PHYS 235.

C. Intermediate lecture courses (16 cr): PHYS 221, 330, 334, 335.

D. In addition, MATH 150, 155, 250, and 254 are required, as well as one year of high school or college chemistry, or PHYS 130-133.

The major satisfies the requirements for NY State Certification for teachers of physics (grades 7-12). Additional physics credits should be taken from 300- and 400-level lecture and laboratory courses and are strongly recommended for students planning physics or physics-related graduate studies. Courses that are not offered in a particular term may be taken as independent study courses on a tutorial basis by arrangement with the individual instructor and with the chair's permission.

**Minor** 12 credits in biological sciences, chemistry, computer science, geology, mathematics, or another approved field selected after conference with the major advisor. For students planning to become physics teachers at the secondary level the 21-credit sequence in secondary education constitutes an appropriate minor.

**Preparation for Secondary School Teaching** In cooperation with the School of Education, the Department of Physics and Astronomy provides opportunities for students to prepare for careers in teaching at the secondary level. Students who want to qualify for New York City licensing or New York State certification should consult the School of Education section of this catalog.

Students preparing to teach physics are advised to include the following courses or their equivalents in their undergraduate program: MATH 254; CHEM 102, 103, 104, 105; ASTRO 100; GEOL 101; and BIOL 100. See the School of Education section of this catalog for additional requirements.

**Honors Work** The opportunity for students to do individual research (experimental or theoretical) is offered in courses PHYS 453 and 454.

**Pre-engineering Program**

The College offers courses that will prepare the student in the first two years of study to pursue a career in engineering. Students planning to go into engineering should consult the pre-engineering advisor during preadmission conference days and also at least once each semester.

This program is directed toward the degree of bachelor of science in engineering. The courses offered are chosen so that students will have satisfied their first two years' requirement if they transfer to another college for their final two years.

Those students planning to go to an engineering school other than City College should see the pre-engineering advisor to work out a program suitable to their needs.

If by the end of the fourth semester students decide not to continue their engineering degree and to remain at Hunter College, they become subject to the same requirements as other Hunter College students. Many of the courses taken in the pre-engineering program may be used to satisfy these requirements.

The following courses comprise the pre-engineering curriculum:

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Chemical Engineering</th>
<th>Civil Engineering</th>
<th>Electrical Engineering</th>
<th>Mechanical Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIENCE COURSES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics MATH 150, 155, 250, 254</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>MATH 211</td>
<td>—</td>
<td>—</td>
<td>3</td>
<td>—</td>
</tr>
<tr>
<td>Chemistry CHEM 102, 103</td>
<td>4.5*</td>
<td>4.5*</td>
<td>4.5**</td>
<td>4.5*</td>
</tr>
<tr>
<td>CHEM 104, 105</td>
<td>4.5*</td>
<td>4.5*</td>
<td>—</td>
<td>4.5*</td>
</tr>
<tr>
<td>Computer Science CSC 130</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Geology GEOL 101</td>
<td>—</td>
<td>4</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Physics PHYS 111, 121</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>PHYS 330 or 360</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 335 or 365</td>
<td>4</td>
<td>—</td>
<td>4</td>
<td>—</td>
</tr>
<tr>
<td>Technical Drawing ARTCR 261</td>
<td>3</td>
<td>3</td>
<td>—</td>
<td>3</td>
</tr>
</tbody>
</table>

* CHEM 102 and 104 can be replaced by CHEM 111, 112, 113 (3 semesters).
* CHEM 102 can be replaced by CHEM 111, 112 (2 semesters) for 4 cr.
**Skills courses will not be credited. For example, accounting, statistics, photography, drawing, musical instruments technique, non-literature courses, etc., are regarded as skills courses.

**COURSE LISTINGS**

*ASTRO 100 Basic Concepts in Astronomy 3 hrs, 3 cr. Introductory 1-sem astronomy course designed for non-science majors.

*ASTRO 101 Concepts and Laboratory Exercises in Astronomy 5 hrs, 4
Along with the existing lectures on the basic concepts of contemporary astronomy, particularly current issues in cosmology, the origin and fate of the universe, which emphasize how we use evidence to conclude things about the universe, students may undertake corresponding laboratory exercises in astronomy, establish familiarity with the major features of the night sky, demonstrate the physical principles of astronomical instrumentation, and give examples of the use of indirect evidence.

ASTRO 107 Laboratory Exercises in Astronomy 2 hrs, 1 cr. Prereq: or coreq: ASTRO 100. Laboratory exercises in astronomy to observe the major features of the night sky, demonstrate the physical basis of astronomical instruments, and experiment with astronomical phenomena.

*This course fulfills the distribution requirement for a science course with a lab.

PHYS 101 Study of Selected Phenomena and Basic Concepts of Physics (1-sem course) 6 hrs (3 lec, 3 lab), 4 cr. Introductory physics course designed for non-science majors and others requiring a 1-sem terminal course.

PHYS 110 General Physics: Introductory Course in Mechanics, Heat, and Sound 7 hrs (3 lec, 3 lab, 1 rec), 4.5 cr. Prereq: MATH 125 or MATH 120/121 or equiv by mathematics dept. exam. First semester of 2-sem introductory physics course using algebra.

*PHYS 111 General Physics: Introductory Course in Mechanics, Heat, and Sound 8 hrs (4 lec, 3 lab, 1 rec), 5.5 cr. Prereq (or coreq with perm): MATH 150. First semester of a 2-sem introductory physics course using calculus. For physics and other science majors.

PHYS 120 General Physics: Introductory Course in Electricity and Magnetism, Light, and Atomic Physics 7 hrs (3 lec, 3 lab, 1 rec), 4.5 cr. Prereq: PHYS 110 or 111. Second semester of PHYS 110, a 2-sem introductory physics course using algebra.

*PHYS 121 General Physics: Introductory Course in Electricity and Magnetism, Light, and Atomic Physics 8 hrs (4 lec, 3 lab, 1 rec), 5.5 cr. Prereq: PHYS 110 or 111; Prereq (or coreq with perm): MATH 155. Second semester of PHYS 111, a 2-sem introductory physics course using calculus.

PHYS 130 Preprofessional Science: Core 1 2 hrs, 1.5 cr. Prereq: MATH 050 or placement by CAPT. Coreq: CHEM 130, MATH 130, and PHYS 130 Lab. The physics component of the first semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include properties of linear functions and their graphs, mechanics, introductory thermodynamics, and stoichiometry.

PHYS 131 Preprofessional Science: Core 2 2 hrs, 1.5 cr. Prereq: MATH 130, PHYS 130, CHEM 130 and PHYS 130 Lab. Coreq: CHEM 131, MATH 131 and PHYS 131 Lab. The physics component of the second semester of a four-semester, fully integrated course in general chemistry, general physics, mathematical functions and graphs. Topics include properties of polynomial, rational, exponential, and logarithmic functions and their graphs, chemical equilibrium, electrochemistry and further topics in thermodynamics. Completion of PHYS 130 and 131 is equivalent to completion of PHYS 110.

PHYS 132 Preprofessional Science: Core 3 2 hrs, 1.5 cr. Prereq: MATH 131, PHYS 131, CHEM 131 and PHYSC 131 Lab. Coreq: CHEM 132, MATH 132, and PHYSC 132 Lab. The physics component of the third semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include trigonometric functions, topics in analytic geometry, waves, the structure of the atom, and chemical bonding.

*This course fulfills the distribution requirement for a science course with a lab.

PHYS 133 Preprofessional Science: Core 4 2 hrs, 1.5 cr. Prereq: MATH 132, PHYS 132, CHEM 132 and PHYSC 132 Lab. Coreq: CHEM 133, MATH 133 and PHYSC 133 Lab. The physics component of the fourth semester of a four-semester, fully integrated course in general chemistry, general physics, and mathematical functions and graphs. Topics include trigonometric identities, applications of trigonometry, chemical kinetics, electricity and magnetism, optics, and nuclear physics. Completion of PHYS 132 and 133 is equivalent to completion of PHYS 120.

PHYS 190 Tutorial in Mathematical Physics 3 hrs (2 lec, 1 rec), 2 cr. Prereq: MATH 155 and either PHYS 120 or PHYS 133. Applications of differential and integral calculus to selected topics chosen from the major subfields of physics. Completion of this course and its prerequisites is equivalent to completion of the calculus-based general physics sequence, PHYS 111 and 121.

PHYS 211 Electronics 4 hrs, 4 cr. Prereq: PHYS 120 or PHYS 121 or PHYS 133. Circuit theory of passive devices (resistors, capacitors, and inductors). Semi-conductor principles and transistor amplifier design. Integrated circuit applications and digital computer logic circuit principles.

PHYS 221 Electronics Laboratory 4 hrs, 2 cr. Coreq: PHYS 221. Experiments are performed with passive devices (capacitors, inductors, resistors) and active devices (diodes, transistors). A variety of transistor amplifier and oscillator circuits are studied as well as integrated circuit applications.

PHYS 230 Classical Physics Laboratory 4 hrs, 2 cr. Prereq: PHYS 120 or 121. Selected experiments of mechanics, electricity/magnetism, and thermodynamics. Experiments may include driven oscillator resonance, coupled oscillators, liquid nitrogen heat of vaporization, Fourier analysis/filtering, ferromagnetic hysteresis, and the nonlinear pendulum period. Elementary error analysis techniques and computer software for data analysis/graphing.
Courses not offered during 2000-2002:

PHYS 485. From Bohr model and DeBroglie waves to Schrodinger wave equation; solutions for simple cases; transformations.


PHYS 334. Intermediate Electricity and Magnetism 4 hrs, 4 cr. Prereq: PHYS 120 or 121. Prereq or coreq: MATH 250. Electrostatics, currents, magnetism, and introduction to electromagnetic theory of light.

PHYS 335. Intermediate Mechanics 4 hrs, 4 cr. Prereq: PHYS 120 or 121; prereq or coreq: MATH 250. Study of laws of motion and coordinate systems; introduction to powerful analytical techniques.

PHYS 336. Thermodynamics and Statistical Mechanics 4 hrs, 4 cr. Prereq: PHYS 120 or 121; MATH 250. Study of fundamental ideas of heat, reversibility, and entropy. Introduction to statistical nature of some physical laws.

PHYS 342. Optics 3 hrs, 3 cr. Prereq: PHYS 120 or 121; MATH 250. Study of lenses, mirrors, interference, diffraction, and polarization, as well as lasers, holography, and Fourier optics.

PHYS 385. Numerical Methods 3 hrs, 3 cr. Prereq: PHYS 250. Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations. NOTE: This course is cross-listed as MATH 385 and CSCI 385 so that students in the mathematics and physics departments can use the course toward the completion of their major requirements.

PHYS 411. Theoretical Mechanics 3 hrs, 3 cr. Prereq: PHYS 335. Prereq or coreq: MATH 254. Classical mechanics of particles and rigid bodies; special relativity; Hamilton’s formulation; Liouville’s theorem.

PHYS 415. Electromagnetic Theory 3 hrs, 3 cr. Prereq: PHYS 334. Prereq or coreq: MATH 254. Electrodynamics; Maxwell’s equations with application to waves; waves in guides; radiation.

PHYS 424. Plasma Physics 3 hrs, 3 cr. Prereq: PHYS 334. Motion of charged particles in external magnetic and electrical field; fusion using tokamaks, mirrors, and lasers.

PHYS 425. Quantum Theory 3 hrs, 3 cr. Prereq: PHYS 330. Prereq or coreq: MATH 254. From Bohr model and DeBroglie waves to Schrodinger wave equation; solutions for simple cases; transformations.


PHYS 453. Introduction to Research 1 to 3 cr. Prereq: PHYS 330, 334, 335, and 427 or perm chair. Independent theoretical or experimental research or independent study of approved topic.

PHYS 454. Introduction to Research 1 to 3 cr. Prereq: PHYS 453 or perm chair. Independent theoretical or experimental research or independent study of approved topic.

PHYS 485. Numerical Methods II 3 hrs, 3 cr. Prereq: PHYS 385. Topics in numerical methods selected from solutions of linear equations, interpolating functions, root finding methods, nonlinear equations, Fourier series and the fast Fourier transform, partial differential equations. A major term project will be assigned. NOTE: This course is cross-listed as MATH 485 and CSCI 485 so that students in the mathematics and physics departments can use the course toward the completion of their major requirements.

Political Science

Department Office 1724 West Building; 772-5500
Web Site http://maxweber.hunter.edu/pols
E-mail Polisci@shiva.hunter.cuny.edu

Chair Kenneth Sherrill
Professors Cohen, Erickson, Ganguly, Petchesky, Sherrill, Tronto, Volkmer, Zagoria
Associate Professors Karapin, Polsky, Roberts, Somerville, Wallach
Assistant Professors Dwyer, Tien
Advisor Charles Tien, 1702 West Building; 772-5494

Political science deals with the various political, social, and cultural arrangements through which people govern their lives. It attempts to interpret the past and explain the present and often dares to draw images of the future. As a field of study, it reaches to many levels, from the evolution of political philosophy and the character of contemporary political concepts to the problems of development in emerging nations, from the crisis of urban government in America to the interaction of peoples and states in the international arena. In short, its centers of interest are broad and diverse.

Many people think of politics in terms of political parties and voting. Political science is interested in both of these subjects, but it is also interested in many other areas. Students will find courses on the ideas of great thinkers from Plato to the present, the problems of cities, war and peace, democracy and utopia, democratic and authoritarian political systems, international political economy, human rights, women and politics, American politics, the domestic and foreign policies of the United States and countries in Latin America, Europe, Asia, Africa, and other regions.

A large number of political science majors choose some branch of public service upon completing their bachelor’s degrees. Some go into teaching. Others enter business. Some work in journalism. Still others enter politics or go on to law school or graduate training. Political science, therefore, prepares students for a variety of career opportunities as well as for a lifetime of active citizenship.

Writing Corequisites and Prerequisites Intermediate and advanced political science courses require significant expository writing. To assure that students are ready for these courses, they should be enrolled in ENGL 120 (or its equivalent) or have completed the course. For all 200-level courses, ENGL 120 (or its equivalent) is a prerequisite or corequisite; for all 300-level and 400-level courses, ENGL 120 (or its equivalent) is a prerequisite.

Distribution Requirement POLSC 111, 112, 115, and 117 may
be used to fulfill the social science (Category VI) distribution requirement. Up to 6 credits in political science may be used to fulfill the distribution requirement. However, only one political science course may be used to satisfy both the major and the distribution requirement in the social sciences.

**Major** (24 cr) Majors are required to take at least one course in each of the four following subfields of the discipline: American government, political theory, comparative politics, and international relations. Students may distribute their remaining courses in the major as they see fit. However, students contemplating graduate work are encouraged to specialize appropriately in consultation with the department’s faculty members. One political science course used to satisfy the distribution requirement in the social sciences may also be used to satisfy the major requirement. Majors must complete at least one course at the 300-level or above in any subfield (effective for students declaring the major after January 1, 1998). No more than 6 credits in internships (POLSC 411, 412, 413, 414, 498) may be used toward the major. While students are entitled to take all four 100-level courses offered by the department, we do not recommend that a student apply more than two 100-level courses to the major. Courses taken for CREDIT/ NO CREDIT may not be applied toward the major.

**Minor** The minor consists of 12 credits in one or two other departments in areas related to the major. Credits satisfying the distribution requirement will not be counted toward the minor. The minor must be approved by the Department of Political Science. The sequence in secondary education is an appropriate minor for students preparing to become social studies teachers at the secondary school level.

**Interdepartmental Fields** Political Science department faculty are actively involved in many interdisciplinary programs at Hunter College. Students who want to do work in political science as part of the interdepartmental programs in Latin American and Caribbean Studies, Energy and Environmental Studies, Women’s Studies, Asian American Studies, Russian and East Central European Studies, and Jewish Social Studies should refer to the appropriate descriptions in this catalog.

*Preparation for Elementary and Secondary School Teaching* In cooperation with the School of Education, the Department of Political Science provides opportunities for students to prepare for a career in teaching at the elementary and secondary levels. Students who wish to qualify for New York City licensing or New York State certification should consult the Education section of this catalog. Students who want to qualify for teaching social studies in secondary schools should also see the History Department section of this catalog for the specific requirements in the social sciences. Advice also is available in the Office of Educational Services, 1000 West Building.

**Preparation for Law** A substantial number of majors in political science intend to go on to law school. For information on law school requirements, and on relevant courses in political science as well as in other departments, students should read the departmental brochure, “Frequently Asked Questions about Law School,” and consult the departmental advisor.

**Honors Work** In order to graduate with honors in political science, a student must have a 3.5 GPA in the political science major and a college-wide cumulative index of at least 3.0, and must also complete a major paper of approximately 25 pages in length that reflects serious scholarship in a 300- or 400-level political science course or an honors course (POLSC 492). Students are encouraged to enroll in POLSC 492 in order to conduct a significant independent research project or to revise a term paper or similar project begun in a political science course in a previous semester. As a general rule, a student who takes POLSC 492 must be supervised by a full-time faculty member with whom the student has done prior coursework and who has agreed to supervise the student’s honors project. Thus, students seeking to graduate with departmental honors should begin to plan the sequence of honors work at least two semesters in advance of their expected graduation date.

*This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.*

**Seminar/Internship Program in New York Government** This university-wide program is designed to bridge the gap between academic study and the practical world of government. Each year approximately 300 students are selected as CUNY interns. Hunter College students participate by enrolling in POLSC 411 and 412. Interns spend eight to ten hours a week in agencies, political offices, or community groups working on administrative or research assignments related to urban affairs and services. They attend a weekly classroom seminar at Hunter and monthly meetings of the entire program at the Graduate School and University Center. Prominent government officials, political leaders, community representatives, and academic experts participate in both the weekly and monthly meetings. Students may also arrange for internships in international relations as an independent study by enrolling in POLSC 498. Up to 6 credits in internship work (POLSC 411, 412, 413, 414, or 498) may be used to satisfy requirements for the major. As a general rule, a student who takes POLSC 498 must be supervised by a full-time faculty member with whom the student has done prior coursework and who has agreed to supervise the student’s internship. Additional internship credits may be used as electives toward graduation. For further information, consult the Department of Political Science.

**Preparation for Graduate Study** Many political science majors go on to graduate study. Students interested in considering graduate work should consult members of the political science faculty.

**Awards and Prizes** The Political Science Department confers recognition on its outstanding graduates through prizes and awards: The Katherine Duffy Prize and The Edgar Dawson Prize presented annually to graduating political science majors, and The David E. Haight Memorial Award, a substantial fellowship to enable a graduating political science major to pursue graduate studies in political science.

**Scholarships** The Political Science Department may award the Joan Pincus Scholarship to students majoring in political science who have achieved at least sophomore status, have an excellent academic record, and have demonstrated financial need. For additional information, see the department chair or the departmental advisor.

**E-mail list** The department operates an e-mail list, POLISCH-L, to disseminate news of interest to students and faculty in political science— including news of job and internship opportunities, and announcements of special events, financial aid opportunities, political developments, and similar matters. To subscribe, send the message: SUBSCRIBE POLISCH-L to: MAJOROMO@SHIVA.HUNTER.CUNY.EDU

**Computer and Study Facilities** The department has established a computer facility with a student study area in 1729 West
Building. Political science students are encouraged to use the study area and to join the political science student association, which also is based in 1729 West Building.

COURSE LISTINGS

Introductory Courses

Each of the following four introductory courses is intended to acquaint the student with a particular segment of political science. Each will fulfill 3 credits of the distribution requirement in the social sciences.

POLSC 111 Introduction to American Government and Politics 3 hrs, 3 cr. President, Congress, Supreme Court, Constitution, politics, parties, pressure groups.

POLSC 112 Introduction to Political Theory 3 hrs, 3 cr. Selected writings of the great political thinkers. Recurrent problems of politics from Plato to the present.

POLSC 115 Introduction to International Politics 3 hrs, 3 cr. Diplomacy, power, war, peace, terrorism, nationalism, imperialism, the UN, structures and processes of world politics.

POLSC 117 Introduction to Comparative Politics 3 hrs, 3 cr. Comparative analysis of liberal democracies, one-party states, and authoritarian regimes; presentation and application of basic concepts and theories of comparative political analysis.

American Government and Politics

POLSC 111 Introduction to American Government and Politics 3 hrs, 3 cr. President, Congress, Supreme Court, Constitution, politics, parties, pressure groups.

POLSC 211 State Government and Politics 3 hrs, 3 cr. Comparative analysis of state governments. Power and role of governors, state legislatures, parties, lobbies.

POLSC 212 Urban Politics 3 hrs, 3 cr. Politics in New York City and other urban areas. Decentralization, suburbanization, race, ethnicity, reform.

POLSC 213 Political Parties and Elections 3 hrs, 3 cr. Organization campaigns, nominations, voting behavior, issues, finances, reforms.

POLSC 215 Public Opinion and Political Participation 3 hrs, 3 cr. What American people think about politics and how they express it, from polls to elections to demonstrations.

POLSC 217 Contemporary Issues in American Politics 3 hrs, 3 cr. Selected topics in American politics and government.

POLSC 218 Women and Politics 3 hrs, 3 cr. Constitutional and legal position of women, ERA, affirmative action, marriage, divorce, property, feminist causes.

POLSC 219 Women and the Law 3 hrs, 3 cr. Overview of how local, state, and federal laws treat people on the basis of sex.

POLSC 230 The American Presidency 3 hrs, 3 cr. Selection, election, role, functions, and powers of the President.

POLSC 235 The American Congress 3 hrs, 3 cr. Legislation and policymaking process. Congressional organization, functions and behavior. Lobbies, parties, leaders.

POLSC 238 The American Legal System 3 hrs, 3 cr. Civil and criminal law, common law and equity, substantive and procedural law. Emphasis on federal and New York law.

POLSC 240 The American Judiciary 3 hrs, 3 cr. The Supreme Court and other federal courts as part of policy-making process in American government.

POLSC 241 Managing American Government 3 hrs, 3 cr. Organizing and controlling governmental agencies, with emphasis on efficiency and equity, problems and reforms.

POLSC 244 Energy and Environmental Politics and Public Policy 3 hrs, 3 cr. Examination of political processes and public policies shaping energy production and consumption in the U.S. with comparative reference to other countries. Emphasis on political, economic, social, environmental, and foreign policy aspects.

POLSC 274 American Foreign Policy 3 hrs, 3 cr. Personalities and processes in making, administering, and controlling our foreign policy.

POLSC 301 American Political Thought 3 hrs, 3 cr. Examination of ideas that have shaped American politics from the Revolution to the present, including Federalists and Anti-Federalists, Progressivism and responses to industrialization, and recent debates over the welfare state, political inclusion, and democracy.

POLSC 317 Contemporary Issues in American Politics 3 hrs, 3 cr. Selected topics in American politics and government.

POLSC 320 Ethnic Politics 3 hrs, 3 cr. Ethnicity in local and national politics. Major groups, how they affect government, what government does for them.

POLSC 321 American Political Economy 3 hrs, 3 cr. Critical analysis of the distribution of power between the state and the private sector. Theories of government-business relationship are tested through a series of case studies.

POLSC 340 Constitutional Law: Organizing the Government 3 hrs, 3 cr. Prereq: POLSC 111 or 238. Constitutional problems and Supreme Court decisions. Federalism, judicial review, separation of powers, foreign policy.

POLSC 341 Constitutional Law: Civil Rights 3 hrs, 3 cr. Prereq: POLSC 111 or 238. Constitutional problems and Supreme Court decisions regarding race and sex discrimination.

POLSC 342 Constitutional Law: The First Amendment 3 hrs, 3 cr. Prereq: POLSC 111 or 238. Constitutional problems and Supreme Court decisions regarding freedom of speech, press (media), religion, and assembly.

POLSC 343 Criminal Law 3 hrs, 3 cr. Prereq: POLSC 111 or 238. Constitutional problems and judicial decisions regarding search and seizure, right to counsel, self-incrimination.

POLSC 348 Public Administration and Public Policy 3 hrs, 3 cr. Analysis of problems in policy-making and administration, focusing on motivations, ethics, authority.


POLSC 482 Seminar in Political Behavior 3 hrs, 3 cr. Prereq: perm instr. or dept. Advanced seminar in public opinion, voting, mass politics. Major paper required.

Political Theory

POLSC 112 Introduction to Political Theory 3 hrs, 3 cr. Selected writings of the great political thinkers. Recurrent problems of politics from Plato to the present.

POLSC 201 Ancient to Early Modern Political Thought 3 hrs, 3 cr. The study of selected writers from the ancient Greeks to the Renaissance (e.g., Plato to Machiavelli), focusing on the political dimensions of such ideas as rationality, virtue, community, human nature, and historical change.

POLSC 202 Modern Political Thought (1600-1900) 3 hrs, 3 cr. The study of selected political writers (e.g., Hobbes to Nietzsche), with special emphasis given to the nature of, and problems with, liberty, equality, and justice in modern societies and states.

POLSC 203 Political Thought Since 1900 3 hrs, 3 cr. Pre- or coreq: ENGL 120. Exploration of concepts and thinkers in political theory since 1900. Topics will include such traditional issues of political theory as the nature and scope of political regimes, justice, equality, and changing concepts of human nature.

POLSC 204 Contemporary Issues in Political Theory 3 hrs, 3 cr. Topics vary each semester. They have included democracy in America, totalitarianism, liberty, and authority.

POLSC 206 Research Design in Political Science 3 hrs, 3 cr. Prereq: passing College proficiency examination in math or perm instr. Uses Social Science Data Lab. Offered fall. Public opinion surveys, content analysis, legislative roll-call analysis, census data, election returns. Introduction to state
POLSC 207 Data Analysis in Political Science 3 hrs, 3 cr. Prereq: POLSC 206 or perm instr. Uses Social Science Data Lab. Offered spring. Computer applications and statistical analysis and political science. Students write a quantitative term paper.

POLSC 209 Women and Gender in Western Political Thought 3 hrs, 3 cr. Prereq/Coreq: ENGL 120 or equivalent. Examines history of political thought from the perspective of gender relations and the treatment of women.

POLSC 301 American Political Thought 3 hrs, 3 cr. Examination of ideas that have shaped American politics from the Revolution to the present, including Federalists and Anti-Federalists, Progressivism and responses to industrialization, and recent debates over the welfare state, political inclusion, and democracy.

POLSC 303 Democracy and Dictatorship 3 hrs, 3 cr. Communism, fascism, democracy. Major political doctrines of the 20th century in theory and practice.

POLSC 304 Contemporary Issues in Political Theory 3 hrs, 3 cr. Prereq: POLSC 112 or perm instr. Selected topics in political theory.

POLSC 305 Democratic Theory 3 hrs, 3 cr. Pre- or coreq: ENGL 120 and one course in political theory or permission of the department. A critical survey of different conceptions of democracy: issues include democracy as a political order, democracy and "non-political" forms of life (e.g., business, family, religion), toleration, political representation, democracy and justice.

POLSC 306 Approaches to Political Science 3 hrs, 3 cr. Major organizing concepts in the study of political science.


POLSC 309 Feminist Political Theory 3 hrs, 3 cr. Readings in feminist ideas, both historical and contemporary, on issues of power, justice, and equality. The course will emphasize different perspectives, including those of liberal, radical, postmodernist, women of color, third world, and "global" feminists.

POLSC 311 Utopian Theory 3 hrs, 3 cr. Prereq: ENGL 120 and one course in political theory or perm. dept. Political theorists often imagine ideal worlds, both to explore ideals and to criticize political realities. This course will explore utopias and dystopias as theories that explore political possibilities and challenge existing realities.

Comparative Politics

POLSC 117 Introduction to Comparative Politics 3 hrs, 3 cr. Comparative analysis of liberal democracies, one-party states, and authoritarian regimes' presentation and application of basic concepts and theories of comparative political analysis.

POLSC 251 Politics of Africa, Asia, and Latin America 3 hrs, 3 cr. Pre- or coreq: ENGL 120 or equiv. An examination of the nature of governance and politics in Africa, Asia, and Latin America. Through an in-depth study of several countries, topics and concepts, such as political culture, modernization, development, dependency, democracy, political leadership, and the processes of policy making, are explored.

POLSC 252 Government and Politics in the Caribbean 3 hrs, 3 cr. Colonial heritage and American presence. Political institutions, cultural diversity, and economic dependency.

POLSC 253 Government and Politics in Latin America 3 hrs, 3 cr. Ideology, revolution, institutions, class structure, distribution of wealth and power, political and economic development.

POLSC 254 Government and Politics in Western Europe 3 hrs, 3 cr. Theory, practice, institutions, and problems of noncommunist European nations (Britain, France, Germany, etc.).

POLSC 255 Government and Politics of Japan and Korea 3 hrs, 3 cr. Political, social, and economic institutions of Japan and Korea; their domestic politics and relations with the world.

POLSC 256 Government and Politics in South and Southeast Asia 3 hrs, 3 cr. Political, economic, and social institutions of India, Cambodia, Vietnam, Indonesia, Thailand, etc.

POLSC 257 Government and Politics of China 3 hrs, 3 cr. Chinese politics, institutions, and foreign policy.


POLSC 262 Government and Politics in Central America 3 hrs, 3 cr. Political institutions, ideology, class and ethnic structure, economic development, distribution of wealth and power, foreign influences, and revolutionary and evolutionary roads to modernization.

POLSC 263 Government and Politics in the Middle East 3 hrs, 3 cr. Introduction to Islamic societies and their politics with particular attention to cultures of region.

POLSC 264 Government and Politics of Israel 3 hrs, 3 cr. Historic evolution of the Jewish state and its political system, social issues, and foreign policy.

*Pending Senate approval

POLSC 265 Government and Politics in Eastern Europe 3 hrs, 3 cr. Political, social, and economic institutions of individual Eastern European nations and their post-communist transitions.

POLSC 267 The Politics of Southern Africa 3 hrs, 3 cr. Political, economic, and social institutions in Zimbabwe, Kenya, Nigeria, Tanzania, South Africa, etc.

POLSC 269 Governments and Politics of Northern Africa 3 hrs, 3 cr. Political, economic, and social institutions in Algeria, Tunisia, Morocco, Libya, etc.

POLSC 270 Black Revolution in Africa 3 hrs, 3 cr. Examination of varieties of revolution and socialism in Africa in post-independence era.

POLSC 272 Contemporary Issues in Comparative Politics 3 hrs, 3 cr. Prereq: POLSC 113 or 114 or 117 or perm dept. Selected topics in comparative politics. Past topics included comparative communism, Mideast foreign policy.

POLSC 279 Revolutionary Mass Movements: Communism, Fascism, Anarchism 3 hrs, 3 cr. Comparative study of radical social movements in 20th century, including communist, fascist, and anarchist movements.

POLSC 310 Comparative Legal Systems 3 hrs, 3 cr. Prereq: POLSC 111 or 236 or 340 or 341 or 343 or 375 or perm instr. Comparative study of major legal traditions of the modern world, including Common Law, Civil Law, Soviet, Islamic, Chinese, tribal, and hybrid systems.

POLSC 315 Social and Economic Policies in Western Europe and the United States 3 hrs, 3 cr. Pre- or coreq: ENGL 120 and any course in comparative politics; or perm instr. Evolution of social and economic policies from the 19th century to the present. Policies are analyzed in light of tensions between democracy and capitalism.

POLSC 351 Government and Politics of Russia and the Post-Soviet States 3 hrs, 3 cr. Post-Soviet politics, institutions, social forces, economic transformations, and regions.

POLSC 352 State and Society in Africa 3 hrs, 3 cr. Pre- or coreq: ENGL 120 or equiv. An examination of the nature of the relationship between the African state and civil society in the post-independence period and how this relationship influences governance and democracy.

POLSC 372 Contemporary Issues in Comparative Politics 3 hrs, 3 cr. Prereq: POLSC 113 or 114 or 117 or perm instr. Selected topics in comparative politics.

POLSC 378 Russian National Interest: Past and Present 3 hrs, 3 cr. Prereq: ENGL 120 or equiv. POLSC 115 or POLSC 117 or perm instr. In a contemporary, historical, and comparative context, this course will explore the factors influencing debates on and definitions of Russia's national interests, the strategies for promoting those interests, and the implications for Russia and the international system.

International Politics

POLSC 115 Introduction to International Politics 3 hrs, 3 cr. Diplomacy, power, war, peace, terrorism, nationalism, imperialism, the UN, structures and processes of world politics.

POLSC 271 International Politics in the Americas 3 hrs, 3 cr. Imperialism
and dependency in Latin America. US public and private agencies, international organizations.

POLSC 273 Contemporary Issues in International Politics 3 hrs, 3 cr. Special issues in international politics. Past topics included the international law of energy, world water resources, war.

POLSC 274 American Foreign Policy 3 hrs, 3 cr. Personalities and processes in making, administering, and controlling our foreign policy. Crises and dilemmas.

POLSC 276 International Relations of the Third World 3 hrs, 3 cr. Analysis of the role played by Third World states in international arena, examining relations of developing nations with advanced industrialized states, socialist states, and other developing nations.

POLSC 278 International Organizations 3 hrs, 3 cr. Prereq: POLSC 115 or perm instr. Powers, functions, and effectiveness of international institutions; emphasis on United Nations and regional organizations.

POLSC 280 Women, War, and Peace 3 hrs, 3 cr. The course examines the roles that women have played as subjects and objects in war and peace.

POLSC 281 Drugs, Politics, and Public Policy 3 hrs, 3 cr. Examination of public policies addressing drug use and abuse in the United States and other countries with emphasis on political and cultural determinants, economic and market factors, constitutional implications, and United States foreign policy.

POLSC 282 International Security 3 hrs, 3 cr. Prereq or Coreq: ENGL 120 or equivalent. An introduction to basic concepts and problems in the area of international security, this course will explore explanations for some of the central causes of security/insecurity and peace/war, as well as examine select contemporary security issues.

POLSC 283 Comparative Politics 3 hrs, 3 cr. A study of politics in different political contexts. The course will touch on and analyze both traditional and emergent political trends and debates.

POLSC 284 International Human Rights 3 hrs, 3 cr. Prereq: ENGL 120 or equivalent. An examination of the origins, substance, and processes of human rights in international relations.

POLSC 285 International Law 3 hrs, 3 cr. Case studies on nature, sources, practices, and efficacy of international law, principles, and rules.

POLSC 286 International Political Economy 3 hrs, 3 cr. Prereq: POLSC 115 or 117 or 243 or 271 or perm instr. Critical issues facing international system, such as global inequality, new international economic order, role of multinational corporations, and neo-colonialism.

POLSC 287 Theories of International Politics 3 hrs, 3 cr. Prereq: POLSC 115 or equivalent. An examination of the central concepts and issues in international politics that underpin the main theoretical debates in the field.

POLSC 288 Russian National Interest: Past and Present 3 hrs, 3 cr. Prereq: ENGL 120 or equiv. POLSC 115 or POLSC 117 or perm instr. In a contemporary, historical, and comparative context, this course will explore the factors influencing debates on and definitions of Russia’s national interests, the strategies for promoting those interests, and the implications for Russia and the international system.

POLSC 370 European Security 3 hrs, 3 cr. Prereq: POLSC 115 or 273.87 or 282 or perm dept. Examination of the sources of war and peace, instability and stability, and insecurity and security in Europe, using social science theories and historical case studies.

*POLSC 381 East Asia in World Politics 3 hrs, 3 cr. Prereq: POLSC 115 or perm dept and ENGL 120. An examination of sources of stability and instability in East Asia, using social science theories and historical background.

Special Programs


POLSC 480 Seminar in Selected Problems of Political Science 3 hrs, 3 cr. Prereq: perm dept, Jt/Sr only. Advanced seminar on selected topics.

POLSC 482 Seminar in Political Behavior 3 hrs, 3 cr. Prereq: perm instr. Advanced seminar in public opinion, voting, mass politics. Major paper required.

POLSC 486 Senior Colloquium 3 hrs, 3 cr. Prereq: perm dept. Advanced seminar. Major project and/or paper required.

Independent Study 1-3 cr
Prereq: At least one course in the appropriate subfield and perm dept. Students may take independent study only with full-time members of the department. As a general rule, the students should have taken a prior course with this instructor. Departmental permission will not be granted without explicit approval by the instructor.

POLSC 490.11-13 Independent Study in American Government and Politics

POLSC 490.21-23 Independent Study in Political Theory

POLSC 490.31-33 Independent Study in Comparative Politics

POLSC 490.41-43 Independent Study in International Politics

Honors 1-3 cr
Prereq: At least one course in the appropriate subfield and perm dept. Students may take independent study honors projects only with full-time members of the department. As a general rule, the students should have taken a prior course with this instructor. Departmental permission will not be granted without explicit approval by the instructor.

POLSC 492.11-13 Independent Study in American Government and Politics – Honors

POLSC 492.21-23 Independent Study in Political Theory – Honors

POLSC 492.31-33 Independent Study in Comparative Politics – Honors
The psychology major, as part of the bachelor’s degree program, prepares the student for many career possibilities in psychology, education, social and welfare services, health services, and industry, and fulfills the course requirements for entering most psychology graduate programs. A background in psychology combined with special training in other disciplines within the College may be especially useful in preparing for careers in human resources, nursing, speech pathology, social work, special education, counseling, and music, art, and dance therapy. Our Undergraduate Psychology Advising Resource Library (on reserve, 2nd floor, Hunter’s main library at the 68th Street campus, under “PSYCH ADV”), and our undergraduate and graduate advisors provide students with additional guidance and information regarding these and other career opportunities, and about graduate school.

Special Programs

The COR Program (Career Opportunities in Research and Education)

The Departments of psychology, anthropology, and sociology jointly offer a program called COR (Career Opportunities in Research and Education). This interdisciplinary research training program for academically talented minority juniors and seniors is funded by the National Institute of Mental Health. Participants receive a monthly stipend, tuition and fee remission. They take a special curriculum and get individualized research training in a variety of areas under the supervision of a faculty mentor. The program has several levels of participation, and underrepresented minority students—especially sophomores—intending to pursue a research-related career in the participating disciplines are urged to apply to the program. Additional details and descriptive literature are available from the COR program director, Dr. Vanya Quiñones-Jenab (772-4640), or Liliana C. Mesa-Lema, program manager (772-4562).

Field Placement Program

Offered for one semester (PSYCH 306) or as a 2-semester sequence, Psychological Services I and II (PSYCH 306 and 307) give enrolled students practical supervised career experience one day per week in an approved mental health or community service setting in conjunction with a class that meets once each week. Field placements are also available through Independent Study (PSYCH 201) with a faculty sponsor and through Peer Advising (PSYCH 295). Permission of the instructor is required for these courses.

Distribution Requirements

PSYCH 100 and one additional 100-level course are required for, but not included in, the major. These two 100-level psychology courses may be used towards fulfilling the social science distribution requirement (Category VI).

Since a two-semester laboratory science sequence is a prerequisite for experimental psychology, it is advised that students considering psychology plan their programs to meet this requirement in a timely fashion.
Exemptions

A student may be exempt from PSYCH 100 by having received a score of 4 or 5 on the Advanced Placement (AP) Test taken in conjunction with a high school course in psychology. A student may be exempt from PSYCH 100 by passing the CLEP examination (College Level Education Program). Exemption from Child Psychology (Psych 210) can be earned by a passing grade on the CLEP examination in Developmental Psychology. CLEP examinations are given at various testing centers. Interested students should contact the Office of Student Services for further details and application forms. A passing grade in either provides 3 credits. Exemption from the mathematics prerequisites for Psychological Statistics (PSYCH 248) can be earned by a passing score on the Calculus Readiness Test. See the Dolciani Mathematics Learning Center, 3rd floor HN, for information and test administration schedule.

The Psychology Major: Preparation and Course of Study

The psychology major is designed to provide the student with training in both the evaluation and the generation of research data. For this reason, the core sequence of Psychological Statistics (PSYCH 248) and Experimental Psychology (PSYCH 249 or 250) is central to the program and is a prerequisite for all upper-level psychology courses. Performance in the Psychological Statistics/ Experimental Psychology sequence will be greatly facilitated by proper preparation in mathematics and laboratory science, and the development of excellent writing skills.

Declaration of Major

To declare a psychology major, the student must have completed any 100-level psychology course with a minimum grade of B, and the college-level math requirement. (This should be satisfied by STAT 113, or MATH 120 with a minimum grade of C or Credit, or the equivalent of “pass” on Part I of the Calculus Readiness Test.) See the Dolciani Mathematics Learning Center, 3rd floor HN, for information and test administration schedule. A minimum GPA of 2.00 is required.

The student must bring his/her Hunter transcript (and where relevant, transcripts from all other colleges attended) when meeting with the undergraduate psychology advisor to declare a psychology major.

Psychology Major

(PSYCH 100 and one additional 100-level psychology course are required, but not included in the major.) The major consists of 26 credits in psychology, above the 100 level, including Statistical Methods in Psychology (PSYCH 248) and Experimental Social Psychology (PSYCH 249) or General Experimental Psychology (PSYCH 250) and requires at least one course in each of the following content areas: applications of psychology, biopsychology, cognitive processes, and developmental/social psychology. Although a course may meet the requirements for more than one area, the student may use that course to fulfill only one content-area requirement. All of these content-area courses must be at or above the 200 level, with at least 6 credits at or above the 300 level. In addition to the four courses meeting the above criteria, two additional (elective) courses in psychology, at the 200 level or higher, must be completed. Qualified undergraduate majors may register for graduate-level psychology courses with the permission of the instructor and the graduate advisor. Most psychology majors intending to attend graduate school take more than the minimum 26 credits in psychology and design their course of study in close consultation with a faculty mentor. Students should pick up a copy of the “Psychology Major Handbook” from the undergraduate advising office as soon as they declare the major for up-to-date information on department resources, activities, and faculty research interests.

Beginning in the spring 1998 semester, psychology courses taken on a CREDIT/NO CREDIT basis may not be applied toward the major; PSYCH 248, 249 and 250 may not be taken on a CREDIT/NO CREDIT basis.

Courses Taken on Permit, and Courses Transferred into Hunter

Once the psychology major is declared, students may not take any psychology course that they wish to count toward the major on permit at another college, as all permit courses are graded as CREDIT. In contrast, psychology courses that have been transferred to Hunter are those that were taken before the student enrolled at Hunter and may count toward the major, if they are deemed equivalent to a Hunter College course. This assessment is made by the Office of Admissions and by the undergraduate psychology advising office.

Course Prerequisites:

Prerequisites will be strictly enforced. Students enrolling in courses without necessary prerequisites will be dropped from the class by the registrar. The department screens for prerequisites, and students may be dropped after the course begins. (See specific prerequisites for each course in Course Listings section, which follows.)

Before enrolling in PSYCH 248 (Psychological Statistics), all students must have received a C or CR in STAT 113 or MATH 120 or have passed the equivalent of Part I of the Calculus Readiness Test, and must have declared psychology as a major in the Psychology Department Advising Office at Hunter.

Before enrolling in any psychology course numbered above PSYCH 248, students who declared their psychology major after August 1996 who had not completed more than 30 credits by then, and all students who declared their psychology major beginning January 1, 1998, must have completed an acceptable one-year laboratory science sequence with a minimum passing grade. Most of these sequences will fulfill Category I of the distribution requirements. The laboratory science requirement may be met by any of the following course sequences: Biology 100 and 102; Chemistry 100/101 and 120/121; or CHEM 102/103 and 104/105; or CHEM 111/112/103 and 113/105; Physics 110 and 120; Geology 101 and 102; Science Interdisciplinary 101 and 102; ANTHP 101 and 102. Students should choose particular courses based on their individual goals, in consultation with the psychology advisor.

In addition, before enrolling in any psychology course numbered above PSYCH 250, all students must have completed PSYCH 248 with a minimum grade of C, and PSYCH 249 or 250, and ENGL 120 (with a minimum grade of C-), and must have declared their major to be psychology.

Minor

All psychology majors must complete a minor. The choice of minor depends on individual goals, interests, and skills. The psychology advising staff can assist in this decision.

For most subjects, the minor is a minimum of four courses and 12 credits. For foreign-language, laboratory-science, and English minors, there are specific requirements for which students should consult the psychology advisor.

Course of Study

Completion of ENGL 120 prior to declaration of the major in psychology is strongly recommended. Until it is completed, a student may not enroll in any course numbered above PSYCH 248. Students planning to apply to graduate school in psychology are advised to meet the science requirement with
either biology or chemistry, and to take a year of college calculus.
Students whose career goals include professional work in psychol-
ogy, social work, or counseling should take PSYCH 201 (Independ-
ent Study), PSYCH 295 (Peer Advising), PSYCH 306/307
(Seminar in Psychological Services), PSYCH 395 (Independent
Research), or PSYCH 396/398 (Honors in Psychology), as appro-
riate. Note that each may be used only once to satisfy major
requirements.

We recommend that all prospective majors see an undergraduate
advisor for assistance in program planning, and that the major be
declared as soon as possible. The selection of elective courses
used in fulfilling the major requirements will vary with the student’s
career objectives. Students should discuss their programs with
the undergraduate advisor as well as with faculty in their respect-
tive areas of interest.

COURSE LISTINGS
Note: Letters in parentheses after course names refer to content areas:
(A) = Applications of Psychology; (B) = Biopsychology; (C) = Cognitive
Processes; (D/S) = Developmental / Social.

PSYCH 100 Introduction to Psychology 3 hrs, 3 cr. An introduction to
the problems, methods and concepts of psychology, covering a range of topics
which characterize the discipline, including history, methodology and profes-
sonal ethics, biological foundations, perception, motivation and emotion,
learning, memory and thinking, individual differences, intelligence, personal-
ity, behavior disorders and their treatment, group processes.

PSYCH 140 Psychology of Adjustment 3 hrs, 3 cr. Prereq: PSYCH 100.
Styles of adjustment; social interaction; self-concept and self-esteem: stress
management; alienation; failures of adjustment.

PSYCH 150 Human Development 3 hrs, 3 cr. Prereq: PSYCH 100.
Development from conception to death; biological, physiological, and social
factors and their interactions at each stage.

PSYCH 160 Evolution and Behavior 3 hrs, 3 cr. Prereq: PSYCH 100.
Aggression, sleep, learning, communication, emotion, motivation and social
behavior in human and other species; underlying mechanisms, development,
evolutionary history.

PSYCH 170 Psychology of Human Sexuality 3 hrs, 3 cr. Prereq: PSYCH
100. Psychological foundations, sexual development and response patterns;
males and females roles; individual and social attitudes, legal issues.

PSYCH 180 Brain and Behavior 3 hrs, 3 cr. Prereq: PSYCH 100. Brain
structure, function, and relation to behavior. Topics include the neural basis of
perception, learning and memory, consciousness, motivation, emotion.

PSYCH 195 Special Topics in Psychology I 3 hrs, 3 cr. Prereq: PSYCH
100. Readings and discussions on a selected problem or topic area. Topics
vary from semester to semester.

PSYCH 201 Independent Study in Psychology 3 hrs, 3 cr. Prereq: 6 cr in
PSYCH courses and perm instr. May be applied to major once. This course
is designed to meet the needs of individual students under the direction of a
particular faculty sponsor. The course may involve independent readings,
tutorials, work as an advising assistant or peer counselor, field placement,
an individual research project, or participation in ongoing faculty research, any of
these culminating in a written report.

PSYCH 210 Child Psychology (D/S) 3 hrs, 3 cr. Prereq: 6 cr in PSYCH
courses. Emotional, social, motor, and cognitive development as influenced by
biologic, cultural and individual factors during the first twelve years of life.
(May not be taken for credit by students who have a collateral major, or
a minor in education.)

PSYCH 212 Psychology of Exceptional Children (D/S) 3 hrs, 3 cr. Prereq:
PSYCH 150 or 210 or EDU 209. Special problems of adjustment and training of
exceptional children, including the gifted, as well as the intellectually, emo-
tionally, and physically handicapped.

PSYCH 215 Introduction to Research Methods in Psychology 3 hrs, 3 cr.
Prereq: 6 cr in PSYCH courses. Evaluation of published research; research
principles and the concepts which underlie them; how to evaluate and select
research strategies.

PSYCH 220 Personality (D/S) 3 hrs, 3 cr. Prereq: 6 cr in PSYCH courses.
Review of the contributions to the understanding of normal personality in the
theories of the Freudian and other analytical schools; of Allport, of represen-
tative behaviorist groups, and of constitutional typologists; also, methods of
assessing and understanding individual personality.

PSYCH 221 Psychoanalytic Theories (D/S) 3 hrs, 3 cr. Prereq: PSYCH
220. Historical, theoretical, and empirical approaches from Freud to the pre-
sent; empirical evaluation and integration of these theories with learning and
ethological theory.

PSYCH 223 Abnormal Psychology (A; D/S) 3 hrs, 3 cr. Prereq: 6 cr in
PSYCH courses. Consideration of psychological abnormalities; symptoms,
etiology, diagnostic procedures, and therapy.

PSYCH 225 Ethology: Animal Behavior (B) 3 hrs, 3 cr. Prereq: 6 cr in
PSYCH courses or perm instr: Adaptation, survival, reproduction, and evolu-
tion of behavior, emphasizing development and species-comparison.

PSYCH 230 Social Psychology (D/S) 3 hrs, 3 cr. Prereq: 6 cr in PSYCH
courses. Problems of human experience and behavior in the social context;
theories and current methodology in research on the influence of the group on
cognitive processes, motivation, personality structure and the self; attitudes
and prejudice; leadership; group processes.

PSYCH 235 The Psychology of Women (D/S) 3 hrs, 3 cr. Prereq: 6 cr in
PSYCH courses. Psychological functioning of women; sexuality, pregnancy,
social roles and status, aging, achievement, life styles, power.

PSYCH 240 Applications of Psychology (A) 3 hrs, 3 cr. Prereq: 6 cr in
PSYCH courses. Psychological issues in business, law, and medicine; con-
sumer research, personnel selection and training, motivation and morale in
industry, safety programs, testimony, lie detection, and psychological issues in
factors.
completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. How input is encoded, transformed, elaborated, stored and retrieved and past history. 

PSYCH 290 Sensation and Perception (B:C) 3 hrs, 3 cr. Prereq: Completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Methods, theories, and empirical data relating to stimulus detection, encoding, and perception as a function of variables including current stimuli and past history.

PSYCH 295 Special Topics in Psychology II 3 hrs, 3 cr. Prereq: permission of the instructor. Integration of personality and abnormal psychology, the helping process, and the role of the helper. Seminar and one day per week placement in mental health/community service setting.

PSYCH 300 Physiological Psychology (B) 3 hrs, 3 cr. Prereq: Completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Neural and endocrine mechanisms involved in learning, emotion, perception, and other psychological processes.

PSYCH 306 Seminar in Psychological Services I (A) 8 hrs, 4 cr. Prereq: PSYCH 223 or PSYCH 323, and permission of the instructor, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Readings and discussion on a selected problem or topic area. Topics will vary from semester to semester.

PSYCH 307 Seminar in Psychological Services II (A) 3 hrs, 3 cr. Prereq: PSYCH 306, and permission of the instructor. Integration of personality and abnormal psychology. Seminar and one day per week placement in mental health/community service setting.

PSYCH 309 Sex and Behavior (B:D/S) 3 hrs, 3 cr. Prereq: PSYCH 223 or PSYCH 323, and permission of the instructor, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Therapeutic strategy in sex-behavior pathology, and sexual behavior and the ethophysical basis of language comprehension, production, and acquisition from experimental and theoretical perspectives; the relationship between language and the cognitive processes of perception, memory, and representation.

PSYCH 321 Child Psychopathology (A; D/S) 3 hrs, 3 cr. Prereq: PSYCH 212 or 223, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Survey and evaluation of empirical and theoretical approaches to the major psychological abnormalities that arise in childhood and adolescence; their characteristics, causes, and treatments.

PSYCH 327 Motivation (B:C) 3 hrs, 3 cr. Prereq: 6 cr in PSYCH at or above the 200-level, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. The problem of how behavior is initiated, maintained, directed, and terminated. Human and non-human research evaluated.

PSYCH 345 Health Psychology (A) 3 hrs, 3 cr. Prereq: 6 cr in PSYCH at or above the 200-level, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Psychological and behavioral factors related to physical illness and health promotion, including such areas as aging, stress and coping, pain, addiction, and eating disorders.

PSYCH 345 Health Psychology (A) 3 hrs, 3 cr. Prereq: 6 cr in PSYCH at or above the 200-level, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Psychological and behavioral factors related to physical illness and health promotion, including such areas as aging, stress and coping, pain, addiction, and eating disorders.

PSYCH 350 Learning Theory (C) 3 hrs, 3 cr. Prereq: 6 cr in PSYCH at or above the 200-level, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Theoretical and experimental approaches to human and animal learning; the relationship between systematic theory models and methodology; analysis of the historical and contemporary major contributions to learning theories.
completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Introduction to the principles of psychological assessment; major methods of measuring general ability, aptitude, achievement, interest, personality. Appraisal of psychological tests.

PSYCH 369 Drugs and Behavior (B) 3 hrs, 3 cr. Prereq: PSYCH 300 or perm instr, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Neuropsychological substrate of brain functioning; historical context and social ramifications of drug use.

PSYCH 370 Psychology of Cognitive Development (C; D/S) 3 hrs, 3 cr. Prereq: PSYCH 270 or perm instr, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. A comparative information processing perspective on the development of mental structure and functioning, including perception, memory, problem solving, self-awareness of thinking, intelligence, concept formation and language development.

PSYCH 380 Microcomputers in Psychological Research 3 hrs, 3 cr. Prereq: perm instr, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. An introduction to the fundamentals of microcomputer programming and digital electronics, including the structure of a computer language (BASIC), digital logic, interfacing, and computer memory. Students learn to program psychological experiments, collect data, perform statistical analyses, and control peripheral devices by microcomputer. Designed for advanced undergraduates.

PSYCH 390 Special Topics in Psychology III 3 hrs, 3 cr. Prereq: perm instr, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Readings and discussion on a selected problem or topic area. Topics vary from semester to semester.

PSYCH 395 Independent Research in Psychology 3 hrs, 3 cr. Prereq: perm instr, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. May be applied to the major once. This course is designed to meet the needs and interests of individual students under the direction of a particular instructor at a more advanced level than PSYCH 201. Such study may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research, any of these culminating in an APA-style research report or literature review.

FIELD PLACEMENTS (internships) CANNOT BE GRANTED CREDIT AS PSYCH 395; HOWEVER, SUPERVISED FIELD PLACEMENT TAKEN IN CONJUNCTION WITH PSYCH 361 (Psychological Tests) WILL BE GRANTED CREDIT AS PSYCH 395.

PSYCH 396 Honors in Psychology 3 hrs, 3 cr. Prereq: Psychology GPA 3.5, and overall cumulative GPA 3.00, and perm instr, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Independent, sponsored, empirical research and seminar. Students are expected to attend the regularly scheduled seminar. An APA-style research report or its equivalent (to be filed in the Department) is a requirement of this course. To graduate with Departmental Honors, the student must receive a grade of A in both PSYCH 396 and PSYCH 398 to graduate with Departmental Honors.

PSYCH 398 Honors in Psychology 3 hrs, 3 cr. Prereq: PSYCH 396, and perm instr. Independent sponsored research and seminar. Attendance at regularly scheduled seminar and research report required. If taken, the student must receive a grade of A in both PSYCH 396 and PSYCH 398 to graduate with Departmental Honors.

PSYCH 400 Special Topics in Psychology IV 3 hrs, 3 cr. Prereq: perm instr, and completion of ENGL 120 with a minimum grade of C, and completion of one year of an acceptable laboratory science sequence with a passing grade, and completion of PSYCH 248 (Psychological Statistics) with a minimum grade of C, and completion of PSYCH 249 or PSYCH 250, and declaration of a psychology major. Readings and discussion on a selected problem or topic area. Topics vary from semester to semester.

Religion

Program Office 1241 West Building; 772-4989
Director Barbara Sproul
Associate Professors Forman, Sproul
Assistant Professor Schwobel

Coordinating Committee Cuddihy (Sociology), Forman
(Religion), Green (Classical and Oriental Studies), Richards (Black and Puerto Rican Studies), Seltzer (History), Schwobel (Religion), Sproul (Religion)

In the Program in Religion, students examine the nature of religion and the forms its various expressions have taken. Religion is studied as an academic discipline and the program’s approach reflects no doctrinal bias. The purposes of the program are to introduce the field of religion in general; to present the thoughts, documents, and history of major religious traditions (both Eastern and Western, ancient and modern, missionary and tribal); and to give students insight into specific religious issues and thinkers.

The Program in Religion consists of a series of core courses taught by specialists in the field, augmented by other religion courses offered by staff in 10 participating departments or divisions: anthropology, Black and Puerto Rican studies, Chinese, classics, English, geography, Hebrew, history, philosophy, and sociology. The program is divided into five categories of courses:

I. Introduction to the field of religion (basic introductory courses);

II. Theoretical studies in religion (courses focusing on different methodological approaches to the study of religion);

III. Issues in religion (courses dealing with religious experience, faith, ethics, religion and the arts);

IV. Religious traditions (courses in major religious traditions);

V. Related courses.

Distribution Requirement The distribution requirement in humanities and the arts (Category V, Group 2) may be fulfilled by REL 110, 111, 204, 205, 206, 207, 251, 252, 253, or 254. No courses offered toward the fulfillment of the major or minor in religion can also be used to fulfill the distribution requirement.

Major (24 cr) At least 18 credits are to be taken from the following four categories: I. introduction to the field of religion; II. theoretical studies in religion; III. issues in religion; and IV. religious traditions. Normally, both introductory courses (REL 110, 111) must be taken
REL 110 Nature of Religion 3 hrs, 3 cr. Study of basic facets of religion: God, ethics, worship, faith, myth, ritual, symbolism, etc.

REL 111 Approaches to Religion 3 hrs, 3 cr. Different understandings of religion: sociological, anthropological, psychological, philosophical, theological.

II. Theoretical Studies in Religion

REL 260 Special Topics: Theoretical Studies in Religion 3 hrs, 3 cr. Specialized study of a methodological approach to the study of religion. Different topic each time offered.

ANTHC 307 Anthropology of Religion 3 hrs, 3 cr. Emphasis on non-Western societies, theories of religion and ritual, functions and symbolic meanings.

GEOG 348 Geography of Religion 3 hrs, 3 cr. Prereq: GEOG 101 or REL 110 or 111 or perm instr. Offered on demand. Geographic views of religion and religious phenomena. Origin, diffusion, distribution, pilgrimages, environmental impact.

PHILO 262 Philosophy of Religion 3 hrs, 3 cr. Prereq: 1 course in philosophy or religion. Philosophical examinations of religious questions and beliefs.

SOC 205 Sociology of Religion 3 hrs, 3 cr. Prereq: SOC 121 or perm instr. Comparative functional study of religion in human societies. Analysis of beliefs, myths, and sacred attitudes.

REL 360 Special Topics: Theoretical Studies in Religion 3 hrs, 3 cr. Specialized study of a methodological approach to study of religion. Different topic each time offered.

III. Issues in Religion

REL 204 Religious Experience 3 hrs, 3 cr. Cross-cultural analysis of religious experiences: Biblical, ancient Greek, Asian, modern Western.

REL 205 Faith and Disbelief 3 hrs, 3 cr. Examination of questions of faith and disbelief in modern Western thought.


REL 207 Religious Sources for Morality 3 hrs, 3 cr. Religious reasons for determining good and evil; religious sources for ethical decisions.

REL 261 Special Topics: Issues in Religion 3 hrs, 3 cr. Study of particular religious topics or thinkers. Different subject each time offered.

REL 307 Religious Ideas in Modern Literature 3 hrs, 3 cr. Exploration of religious themes in modern literature.

REL 308 Religion and the Arts 3 hrs, 3 cr. Examination of religious themes in art, music, theatre, cinema, or literature. Different topics each time offered.

REL 309 The Religious Meaning of Love and Sex 3 hrs, 3 cr. Interdisciplinary investigation of the major ways humankind has understood the relation between the sexually erotic and religious realities.

REL 310 The Religious Meaning of Death 3 hrs, 3 cr. Consideration of the meaning of death in major world religions.

REL 311 Women and Religion 3 hrs, 3 cr. An examination of the role of women and the concept of the feminine in world religions.

REL 312 Religion and Politics 3 hrs, 3 cr. The role of political ideology in the shaping of religious belief and theology's influence on politics in Western and non-Western traditions, both conservative and radical.

REL 315 The Problem of Evil 3 hrs, 3 cr. Exploration of the religious meaning of "evil" in different cultures.

REL 334 Mysticism 3 hrs, 3 cr. Cross-cultural exploration of mystical experience and mystical doctrines, as well as an exploration of the various methods of studying them.

REL 335 Myth and Ritual 3 hrs, 3 cr. Cross-cultural exploration of myth and ritual and their place in various cultures; methodologies for analysis.

REL 361 Special Topics: Issues in Religion 3 hrs, 3 cr. Study of particular religious topics or thinkers. Different subject each time offered.

IV. Religious Traditions

REL 251 Eastern Religions 3 hrs, 3 cr. Study of Hinduism, Buddhism, Jainism, Taoism, and Confucianism.

REL 262 Special Topics: Religious Traditions 3 hrs, 3 cr. Specialized study of specific religious traditions or groups of traditions. Different topic each time offered.

REL 320 Hinduism 3 hrs, 3 cr. Study of Hinduism, its development, history, literature, philosophy, and religious practices.

REL 321 Buddhism 3 hrs, 3 cr. Study of Buddhism, its development, history, literature, philosophy, and religious practices.

PHILO 219 Asian Philosophies 3 hrs, 3 cr. Prereq: one course in philosophy or perm instr. Readings from classics of Indian, Chinese, and Japanese philosophy drawn from the traditions of Buddhism, Hinduism, Taoism, and Confucianism.

BLPR 220 African Spirituality in the Diaspora 3 hrs, 3 cr. The nature and expressions of the spiritual ethos enabling the survival of classical African human values in dehumanizing circumstances during and after enslavement in North America, South America and the Caribbean.

BLPR 322 African World View: Philosophy and Symbolic Thought 3 hrs, 3 cr. Prereq: BLPR 222 or perm instr. In-depth examination of African religious thought with emphasis on philosophical concepts that underlie African civilization.

BLPR 323 Islam and Christianity in Africa 3 hrs, 3 cr. Prereq: BLPR 222 or perm instr. Examination of relationship of Islam and Christianity to primary African religion, and their political role in African history.


BLPR 420 The Black Church and Social Change 3 hrs, 3 cr. Prereq: BLPR 201 or 222 or perm instr. In-depth study of socio-political role of Black church in political struggle of Black people, with special emphasis on America.

REL 252 Ancient Near Eastern Religions 3 hrs, 3 cr. Study of Egyptian religion, religions of Sumer and Babylonia, religion of the early Hebrews (including the Old Testament).

REL 253 Western Religions 3 hrs, 3 cr. Survey of major Western religions—Christianity, Judaism, Zoroastrianism, and Islam.

HEBR 240 Introduction to the Old Testament 3 hrs, 3 cr. Survey of the
books of the Old Testament, their forms, content, and cultural background. Introduction to the tools and methods of modern biblical criticism.

HEBR 259 Old Testament Religion 3 hrs, 3 cr. Comprehensive survey of ancient Israelite religious practice, expression, and thought as reflected in Hebrew Bible.

HEBR 266 Ancient Near Eastern Literature 3 hrs, 3 cr. Comparative study of Ancient Near Eastern literature and Hebrew Bible.

HEBR 292 Hebrew Prophets 3 hrs, 3 cr. Study of phenomenon of prophecy in ancient Israel and its contribution to historical, ethical, and religious thought.

HEBR 294 Job, Ecclesiastes, and the Human Predicament 3 hrs, 3 cr. Study of form, content, and religious significance of these two enigmatic masterworks.

HIST 210 History of Judaism 3 hrs, 3 cr. Survey of Jewish religious tradition with attention to interactions between Judaism and other religions, and to role of Judaism in formation of Christianity and Islam.

HIST 309 Jewish History in the Ancient World 3 hrs, 3 cr. Not open to freshmen. Jewish people from origins to late antiquity; social and intellectual developments from Biblical to Talmudic eras.

HIST 310 Jewish History in Medieval and Early Modern Periods 3 hrs, 3 cr. Not open to freshmen. Jewish people from late antiquity to 17th century; social and legal status under Islamic and Christian rulers; religious and intellectual movements.

HIST 320 Jewish History in Modern World 3 hrs, 3 cr. Not open to freshmen. From 18th century to present: Enlightenment, emancipation, nationalism, and Jewish State; anti-Semitism and Holocaust; recent trends.

REL 254 Tribal Religions: From Australia to the Americas 3 hrs, 3 cr. Study of indigenous religions of Pacific Islanders and North American Indians.

REL 362 Special Topics: Religious Traditions 3 hrs, 3 cr. Specialized study of specific religious tradition or groups of traditions. Different topic each time offered.

REL 410 Independent Study in Religion Hrs TBA, 1 to 6 cr. Prereq: perm chair; majors only. Individual research and writing on topic in religion under supervision of a religion professor.

REL 450 Seminar in Religion Prereq: five courses in religion OR a major or CUNY-BA focus in religion AND permission of the instructor or Program in Religion director. Specialized study in religion. For religion majors or other advanced religion students. Different topic each time offered.

V. Related Courses

ANTHC 306 Folklore and Myth 3 hrs, 3 cr. Cultural and psychological functions and symbolic meanings.

BLPR 141 Puerto Rican Folklore 3 hrs, 3 cr. Study of Puerto Rican folklore: traditional beliefs, legends, religious rites, and typical music.

BLPR 222 African Civilization 3 hrs, 3 cr. Introduction to study of African civilization from Afrocentric perspective.

CHIN 111 Chinese Culture 3 hrs, 3 cr. Introduction to Chinese cultural tradition with emphasis on classical tradition. Lectures and readings in English.

CHIN 112 Chinese Culture II 3 hrs, 3 cr. Emphasis on modern transformation against background of classical tradition. Lectures and readings in English.
**ROMANCE LANGUAGES 129**

CLA 101 Classical Mythology 3 hrs, 3 cr. Greek and Roman myth as represented in ancient art and literature, with emphasis on modern interpretations and theories.

CLA 302 Comparative Backgrounds of Classical Mythology 3 hrs, 3 cr. Mythological systems that bear on classical myth, including Egyptian, Mesopotamian, Hittite, Ugaritic, and Celtic myths.

HEBR 284 Images of Women in the Old Testament, in Translation 3 hrs, 3 cr. Depiction of women in ancient Israelite prose and poetry. Close reading and analysis of texts in terms of literary techniques, cultural background, and ideological implications.

HEBR 288 Ancient Hebraic Folklore 3 hrs, 3 cr. Analysis and comparative study of folk beliefs, practices, and literature reflected in Hebrew Bible, apocryphal literature, and Rabbinic Aggada.

HEBR 290 Biblical Archaeology 3 hrs, 3 cr. Study of Biblical sources in translation in relation to major archaeological discoveries in Israel and Near East.

HEBR 295 Ancient Hebraic Law 3 hrs, 3 cr. Historical and comparative study of Biblical and Rabbinic law.

HEBR 296 The Dead Sea Scrolls, in English 3 hrs, 3 cr. Readings in the various genres of the scrolls; historical background of Qumran sect; significance of the scrolls for study of Judaism and Christianity.

**Romance Languages**

**Department Office** 1341 West Building; 772-5093, 5108

**Chair** Giuseppe Di Scipio

**Professors** Chamay, Costa, Di Scipio, González-Millán, Hortas, Paynter, Pellicer, Przybos, Sautman, Well

**Associate Professor** Perna

**Assistant Professors** Barsoum, Bermúdez, Conchado, Fasoli, Ramos

**Lecturers** Chace, Spitzer

**Advisors** (French) Cecile Insdorf, Marlene Barsoum; (Italian) Maria Paynter, Paolo Fasoli; (Spanish) Diana Conchado, Martha Bermúdez; (French, Italian, Spanish Language Coordinator) Alicia Ramos

The Department of Romance Languages offers courses in the French, Italian, and Spanish languages and literatures designed to fulfill a major sequence or a minor sequence or to satisfy the foreign language requirement. With a major, the student gains a ready command of the spoken language and its written form and a knowledge of the literature and civilization of the people who speak it. The Romance language major offers an oral and written command of two languages and a knowledge and understanding of two Romance literatures and civilizations.

Most language majors go into teaching. Majors who follow the appropriate sequence of courses in education become teachers in elementary, junior, or senior high school. Others use their language in bilingual education, interpreting, translating, business law, international affairs, communications, science, medicine, and fashion industries.

**Distribution Requirement**

The language requirement may be fulfilled by completion of French, Italian, Spanish 202 or 203 or Spanish 208, or by demonstrating equivalent proficiency through a departmentally approved examination. Students who have a high school diploma in a language other than English or who have studied a foreign language in high school for four years have fulfilled the language requirement.

**Category III**

1. Students pursuing a new language will fulfill the language requirement in four college semesters by completing one of the following sequences:
   a. French: FREN 101, 102, or 103 and 201, 202, or 203.
   b. Italian: ITAL 101, 102, or 103 and 201, 202, or 203.
   c. Spanish: SPAN 101, 102, or 103 and 201, 202, or 203.

2. Students continuing a language studied for one year in high school need three additional college semesters:
   a. French: FREN 102, 201, and 202 or 103 and 203.
   b. Italian: ITAL 102, 201, and 202 or 102 and 203.
   c. Spanish: SPAN 102, 201, and 202 or 102 and 203 or 206, 207, and 208.

3. Students continuing a language studied for two years in high school need two additional college semesters:
   a. French: FREN 201 and 202 or 203.
   b. Italian: ITAL 201 and 202 or 203.
   c. Spanish: SPAN 201 and 202 or 203 or 207 and 208.

4. Students continuing a language studied for three years in high school need one additional college semester:
   c. Spanish: SPAN 202 or 208.

**Category IV**

Students may fulfill Part 2 of the literature requirement by taking 3 credits in literature written and studied in the original Italian, French, Spanish, or Portuguese or 3 credits in literature presented in English translation.

**Category V**

Students may fulfill Group 3 of the humanities and the arts requirement by taking 3 credits in culture and civilization in translation (FREN 241 or 242, ITAL 280 or 334, or SPAN 241).

**French Major** (24 cr) FREN 341, 342, and 375; 15 credits from FREN 343, 344, 345, 346, 347, 348, 349, 350, 351, 353, 360, 361, 362, 363, 364, 365, and 491. Only 24 credits in 300- and 400-level courses are required, but 27 to 30 credits are recommended for students who wish to teach French.

**Italian Major** (24 cr)

9 credits from Italian 341, 342, 343, 344, 345, 12 credits from Italian 346-351, 360-365, 370 and 375; 3 credits chosen from Italian 311, 312, 321, 335, 336 or from one of the above two groups.

**New Major Concentration in Italian Language and Civilization** (30 cr)

15 credits from among Italian 221, 311, 312, 321, 331, 365; 15 credits from Group A (offered in English) and Group B (offered in Italian), with no more than 9 credits from Group A. Group A: Italian 260, 275, 276, 280, 334-338; Group B: Italian 341-351, 360-364, 370, 375, 495.

**Spanish Major** (24 cr) SPAN 311 and 312 are required of all majors unless they are exempted by the departmental advisor. SPAN 341 is pre- or corequisite to all major literature courses and SPAN 342 is required of all majors. Other required courses are 6 additional courses at the SPAN 343 level or higher. Of the 24 cr, 6 must be in the field of Spanish-American literature and 6 in Spanish literature before the 19th century. Courses recommended before starting the program or during its early stages are: SPAN 211, 221, 275/276, 311, 312, 335/336.

**Romance Language Major** (24 cr) Intended for students wanting to specialize in two Romance languages. Required: 341 and 342 in the 2 chosen languages (French, Italian, Spanish); the remaining 12 credits (6 cr in each of the 2 chosen languages) are to be taken in advanced literature courses chosen in consultation with appropriate advisors. Students are urged to take more than the minimum number of courses in each of the chosen languages.
Minor Students majoring in one (or more) Romance language(s) take, as a minor, 12 credits in one field of study, which must be approved by the departmental advisor. Students minoring in the Department of Romance Languages must consult with their major departmental advisor for course approval of their 12 minor credits.

*Preparation for Secondary School Teaching Students interested in teaching French, Italian, or Spanish in New York schools may count 12 credits of courses from the secondary education sequence as a minor. This minor may count towards the course requirements for New York State certification or New York City licensing, but will not by itself be sufficient for either of these. Students interested in a teaching career should consult with the School of Education (Office of Educational Services, Room 1000 W).

*These majors will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.

*Preparation for Elementary School Teaching Students are urged to take advanced grammar and advanced composition courses (311 and 312) listed among the various Romance languages. Students should also consult the Education section of this catalog for education course requirements for certification for elementary school teaching.

Credit One-semester courses in the department will be credited singly, except FREN 101-102, ITAL 101-102, SPAN 101-102.

Electives All courses offered by the department are open to qualified students for credit. For placement, consult department.

Study Abroad Students may also participate in either or both of the Study Abroad programs in Spanish. Courses are offered at the 100, 200 and 300 level and may fulfill distribution, major, minor, and elective requirements.

Spanish in Spain is offered during June, July, or both months at the Universidad Antonio de Nebrija in Madrid.

Spanish in Argentina is offered during the winter break in Mar del Plata (Argentina) at the Universidad Nacional de Mar del Plata.

The New York/Paris Exchange Program is open to all students who wish to study a semester or a year at a French university in Paris. For requirements and more details, see the paragraph headed New York/Paris Exchange in the Special Programs section of this catalog, or contact Professor J. Przybos at (212) 772-5097.

Hunter in Italy: Summer Program in Pescara (Italy) is offered in June-July, at the University of Pescara. Italian language courses at all levels. Italian literature and culture courses taught in English.

Hunter in Florence, held during January intersession, offers courses on Dante, Boccaccio, and the Italian Renaissance.

Honors Students qualified to graduate with departmental honors must take an honors course or equivalent approved by the departmental advisor. Departmental honors will be conferred upon a recommendation from the Committee on Honors. Students must present a substantial paper of at least 7,000 typewritten words in one of the three Romance languages (their language of specialization). Consult the department for further information.

Graduate Study Qualified students with a minimum GPA of 3.5 in their senior year may be admitted to graduate courses. Permission must be secured from the chair and then forwarded to the divisional dean. Consult the Graduate Catalog for requirements and regulations.

COURSE LISTINGS

Division I: French

There are three options for students beginning French at Hunter. A regular sequence (FREN 101, 102, 201, 202), an audio-visual sequence (FREN 101 AV, 102 AV, 201 AV, 202 AV) which emphasizes speaking, and an intensive sequence (FREN 103, 203) which covers in two semesters material normally covered in four.

FREN 101 Elementary French I 3 hrs, 3 cr. Language lab mandatory. Not credited without FREN 102.

FREN 102 Elementary French II 3 hrs, 3 cr. Language lab mandatory. Prereq: FREN 101 or 1 yr of high school French.


FREN 103 Intensive Elementary French 6 hrs, 6 cr. Language lab mandatory. Equivalent to material covered in 101 and 102.

FREN 201 Intermediate French I 3 hrs, 3 cr. Prereq: FREN 102 or 2 yrs of high school French.

FREN 202 Intermediate French II 3 hrs, 3 cr. Prereq: FREN 201 or 3 yrs of high school French.

FREN 203 Intensive Intermediate French 6 hrs, 6 cr. Language lab mandatory. Equivalent to material covered in 201 and 202. Prereq: FREN 102 or 2 yrs of high school French.

FREN 101 AV, 102 AV, 201 AV, 202 AV 3 hrs, 3 cr each. Elementary and Intermediate French in audio-visual method.

FREN 220 Advanced French Conversation 3 hrs, 3 cr. Prereq: FREN 202 or 4 yrs of high school French.

FREN 241 Early French Civilization: From Gothic to Revolution 3 hrs, 3 cr. Conducted in English; readings in English.

FREN 242 Modern French Civilization: From Revolution to Present 3 hrs, 3 cr. Conducted in English; readings in English.

FREN 251 French Literature and the Arts 3 hrs, 3 cr. Conducted in English; readings in English and French. Particular attention to theme, image and structure as they may be compared in literary and artistic works.

FREN 252 From Symbolism to Surrealism in French Literature 3 hrs, 3 cr. Conducted in English; readings in English. Impressionist, symbolist, cubist, Dada, and surrealist movements in literature and art from the late 19th to 20th century.


FREN 254 Film and the French Novel 3 hrs, 3 cr. Conducted in English. Truffaut, Godard, Resnais, Robbe-Grillet, and others.

FREN 255 New Approaches to Modern French Literature 3 hrs, 3 cr. Conducted in English; readings in French and English. Investigation of various currents of 20th-century literary and aesthetic criticism as practiced in France.

FREN 256 Dream and Image 3 hrs, 3 cr. Conducted in English, Descartes, La Fontaine, Racine, Diderot, Nerval, Balzac, Hugo, Baudelaire, Gautier, Rimbaud, Lautreamont, Breton, Artaud, Proust.

FREN 257 Literary Cross-Currents 3 hrs, 3 cr. Conducted in English.
Prereq: Reading knowledge of French. Topics: Interaction of French and Russian literature, of French and American literature; the myth of Germany in French literature; Shakespeare in France; Dante and French literature.

FREN 258 French Poetry in Translation 3 hrs, 3 cr. Conducted in English. Study of major themes, theories, and texts from 16th century to contemporary period.

FREN 259 French Theatre in Translation 3 hrs, 3 cr. Conducted in English; readings in English. Development of French theatre from 17th to 20th century. Great plays that have become known in English translation.

FREN 260 French Novel in Translation (1600-1900) 3 hrs, 3 cr. Readings in English; conducted in English. Development and evolution of French novel; its relationship to other literary genres.

FREN 261 Modern French Novel in Translation (1900-Present) 3 hrs, 3 cr. Conducted in English; readings in English. From Gide and Proust to present.

FREN 262 Perspectives on Women in French Literature 3 hrs, 3 cr. Conducted in English; readings in English. Women as seen by artists and writers of both sexes. Outlook of woman writer or artist as it differs from that of man.

FREN 275 Selected Masterpieces of French Literature 3 hrs, 3 cr. Prereq: FREN 202 or 4 yrs of high school French. Readings in French of some outstanding works of French literature. Emphasis on development of selected genres or literary themes.

FREN 310 French for Reading and Research 3 hrs, 3 cr. Prereq: FREN 202. Conducted in English and, whenever possible, in French; readings in French. Designed for acquisition of and workable reading knowledge of the language.


FREN 312 French Oral and Written Expression 3 hrs, 3 cr. Prereq: FREN 202 or equiv.

FREN 321 French Translation 3 hrs, 3 cr. Prereq: FREN 202 or equiv.

FREN 331 French Phonetics and Diction 3 hrs, 3 cr. Prereq: FREN 202.

FREN 335 French Culture I 3 hrs, 3 cr. Prereq: FREN 202 or 4 yrs of high school French. Main intellectual and artistic currents from the Gauls to the French Revolution. Given in French.

FREN 336 French Culture II 3 hrs, 3 cr. Prereq: FREN 202 or 4 yrs of high school French. Main intellectual and artistic currents from the French Revolution to the present. Given in French.

FREN 341 Survey of French Literature from the Middle Ages to the End of the 17th Century 3 hrs, 3 cr. Prereq: FREN 202 or 4 yrs of high school French.

FREN 342 Survey of French Literature from the 18th Century to the Modern Period 3 hrs, 3 cr. Prereq: FREN 202 or 4 yrs of high school French.

FREN 341 AND 342 ARE PREREQUISITE TO ALL COURSES NUMBERED 343 AND ABOVE

FREN 343 Medieval and Renaissance French Literature 3 hrs, 3 cr. From medieval epics, lyrical poetry, and mystery plays to writers such as Scève, Du Bellay, Ronsard, Rabelais and Montaigne.

FREN 344 17th-century French Literature 3 hrs, 3 cr. Such authors as Boileau, Bossuet, Corneille, Cyrano de Bergerac, La Bruyère, Mme de Lafayette, La Fontaine, Malherbe, Molière, Pascal, Racine, Mme de Sévigné, Saint Simon.

FREN 346 18th-century French Literature 3 hrs, 3 cr. Such authors as Beaumarchais, Buffon, Chénier, the Encyclopedists, Diderot, La Rochefoucauld, Préval, Rousseau, Sade, Voltaire.

FREN 348 19th-century French Literature (1800-1850) 3 hrs, 3 cr. Such authors as Balzac, Chateaubriand, Constant, Gautier, Hugo, Lamartine, Musset, Sand, Mme de Staël, Stendhal, Vigny.

FREN 349 19th-century French Literature (1850-1900) 3 hrs, 3 cr. Such authors as Barbe de l'Isle, Barrès, Baudelaire, Daudet, Flaubert, France, Huysmans, Leconte de Lisle, Mallarmé, Maupassant, Renan, Rimbaud, Sainte-Beuve, Taine, Verlaine, Villiers de l'Isle-Adam, Zola.

FREN 350 20th-century French Literature to 1930 3 hrs, 3 cr. Such authors as Apollinaire, Aragon, Breton, Claudel, Cocteau, Colette, Eluard, Gide, Giraudoux, Péguy, Proust, Romans, Valéry.

FREN 351 French Literature from 1930 to the Present 3 hrs, 3 cr. Such authors as Beauvoir, Beckett, Camus, Céline, Duras, Genêt, Ionesco, Malraux, Mauclair, Perec, Robbe-Grillet, Sarraute, Sartre, Simón.

FREN 353 Survey of Francophone Literature 3 hrs, 3 cr. A study of literature produced in French-speaking regions and nations (other than France) such as North and West Africa, the Caribbean, Vietnam, and Quebec.

FREN 360 French Literature: Special Topics 3 hrs, 3 cr.

FREN 361 Middle Ages and the Renaissance: Special Topics 3 hrs, 3 cr.

FREN 362 The 17th Century: Special Topics 3 hrs, 3 cr.

FREN 363 The 18th Century: Special Topics 3 hrs, 3 cr.

FREN 364 The 19th Century: Special Topics 3 hrs, 3 cr.

FREN 365 The 20th Century: Special Topics 3 hrs, 3 cr.

Topics to be offered may include single authors, themes, genres, movements, or approaches.

FREN 375 Seminar in French Literary History 3 hrs, 3 cr. Prereq: 5 courses in French major; required of all French majors in senior year, except by special exemption through examination. Readings, discussion, and reports.

FREN 391 Honors Course in French 3 hrs, 3 cr. Prereq: FREN 344, 346, 348; Jr/Sr only; major GPA 3.2, cumulative GPA 2.8. Research in history of French literature.

FREN 495 Independent Study in French Literature 1, 2, or 3 cr. Prereq: perm advisor.

Division II: Italian

There are two options for students beginning Italian at Hunter: a regular sequence (ITAL 101, 102, 201, 202) which emphasizes reading and writing, and an intensive sequence at the first-year level (ITAL 103) which covers in one semester material normally covered in two.

ITAL 101 Elementary Italian 13 hrs, 3 cr. Language lab. Not credited without ITAL 102.

ITAL 102 Elementary Italian II 3 hrs, 3 cr. Language lab. Prereq: ITAL 101 or 1 yr of high school Italian.

ITAL 102.51 Elementary Italian Conversation 2 hrs, 2 cr. Coreq: ITAL 102 or perm instr. Not credited toward language requirement. Elementary Italian conversation at the 2nd-semester level.

ITAL 103 Intensive Elementary Italian 6 hrs, 6 cr. Language lab. Equivalent to material covered in 101 and 102.

ITAL 201 Intermediate Italian I 3 hrs, 3 cr. Prereq: ITAL 102 or 2 yrs of high school Italian.

ITAL 202 Intermediate Italian II 3 hrs, 3 cr. Prereq: ITAL 201 or 3 yrs of high school Italian.

ITAL 203 Intensive Intermediate Italian 6 hrs, 6 cr. Language lab mandatory. Prereq: ITAL 102 or 103. Equivalent to material covered in 201 and 202.

**ITAL 221 Italian for Oral Communication 3 hrs, 3 cr. Prereq: ITAL 202 or perm dept. A highly interactive course developing oral communication skills in Italian; includes practice in the written language and the study of culture.

ITAL 260 Modern Italian Short Story 3 hrs, 3 cr. Prereq: ENGL 110 or equiv. Study of the main literary trends in short story form, including Naturalism, Neo-realism, Existentialism, and Surrealism.

**ITAL 275 Masterpieces of Italian Literature 3 hrs, 3 cr. Prereq: ITAL 202 or equiv. Selections from Dante to Leopardi. STRONGLY RECOMMENDED BEFORE TAKING ANY 300-LEVEL COURSE.

ITAL 276 Dante's Divine Comedy in English 3 hrs, 3 cr. Prereq: ENGL 120. Introduction to Dante's Divine Comedy; with particular emphasis on the Inferno.
ITAL 280 The Italian Renaissance: An Introduction 3 hrs, 3 cr. Prereq: ENGL 120. An introduction to the literature of the Italian Renaissance and the major humanist figures in art, politics, philosophy, and science.

ITAL 311 Advanced Italian Grammar 3 hrs, 3 cr. Prereq: ITAL 202 or equiv.

ITAL 312 Advanced Italian Composition 3 hrs, 3 cr. Prereq: ITAL 311 or equiv.

ITAL 321 Italian Translation 3 hrs, 3 cr. Prereq: ITAL 311 or equiv.

ITAL 331 Italian Phonetics and Diction 3 hrs, 3 cr. Prereq: ITAL 202 or equiv.

ITAL 334 Italian Civilization in the Baroque, in English 3 hrs, 3 cr. Prereq: ENGL 220 or BLPR 235 or BLPR 236 or BLPR 237 or any course in literature in translation. An introduction to the main artistic, philosophical, scientific, and literary achievements in Italy in the 17th century.

ITAL 335 Italian Culture I 3 hrs, 3 cr. Prereq: ITAL 202 or 4 yrs of high school Italian. Main intellectual-artistic currents from 12th to 15th century.

ITAL 336 Italian Culture II 3 hrs, 3 cr. Prereq: ITAL 202 or 4 yrs of high school Italian. Main intellectual-artistic currents from 16th to 20th century.

ITAL 337 Italian Women Writers from the Middle Ages to the 18th Century, in Translation 3 hrs, 3 cr. Prereq: ENGL 120. Study of such works of prose and poetry as St. Catherine of Siena, La Compiuta Donzella, Veronica Gambara, Gaspara Stampa, Vittoria Colonna, Diodata Saluzzo.

**Courses so marked are not credited toward major.

ITAL 338 19th- and 20th-century Italian Women Writers, in Translation 3 hrs, 3 cr. Prereq: ENGL 120. Study of such representative writers as Matilde Serao, Sibilla Aleramo, Elsa Morante, Natalia Ginzburg, Dacia Maraini.

ITAL 341 Introduction to Italian Literature from the Middle Ages to the 16th Century 3 hrs, 3 cr. Prereq: ITAL 202. Selections from Dante through Ariosto.

ITAL 342 Introduction to Italian Literature from the 16th Century to the Present 3 hrs, 3 cr. Prereq: ITAL 202. Selections from Tasso to contemporaries.

ITAL 343 Dante’s Vita Nuova and Inferno 3 hrs, 3 cr. Prereq: ITAL 341.

ITAL 344 Dante’s Purgatorio and Introduction to Paradiso 3 hrs, 3 cr. Prereq: ITAL 343.

ITAL 345 Dante’s Paradiso and Major Prose Works 3 hrs, 3 cr. Prereq: ITAL 343.


ITAL 347 16th-century Italian Literature 3 hrs, 3 cr. Prereq: ITAL 341. Study of such authors as Ariosto, Castiglione, Guicciardini and Machiavelli.

ITAL 348 17th- and 18th-century Literature 3 hrs, 3 cr. Prereq: ITAL 341. Study of such authors as Tasso, Goldoni, and Alfieri.

ITAL 349 The Modern Italian Lyric 3 hrs, 3 cr. Prereq: ITAL 342. From Leopardi to contemporaries.


ITAL 360 The Middle Ages: Special Topics 3 hrs, 3 cr. Prereq: ITAL 341.

ITAL 361 The Renaissance: Special Topics 3 hrs, 3 cr. Prereq: ITAL 341.

ITAL 362 The 17th Century: Special Topics 3 hrs, 3 cr. Prereq: ITAL 342.

ITAL 363 The 18th Century: Special Topics 3 hrs, 3 cr. Prereq: ITAL 342.

ITAL 364 The 19th Century: Special Topics 3 hrs, 3 cr. Prereq: ITAL 342.

ITAL 365 The 20th Century: Special Topics 3 hrs, 3 cr. Prereq: ITAL 342.

ITAL 370 Italian Literature: Special Topics 3 hrs, 3 cr. Prereq: ITAL 341 or 342 (depending on the topic). Topics to be offered may include individual authors, themes, genres, movements, or approaches.

ITAL 375 Seminar in Italian Literary History 3 hrs, 3 cr. Prereq: ITAL 341 and 342. Strongly recommended for all Italian majors. Readings, discussion, and reports.

ITAL 491 Honors Course in Italian 3 hrs, 3 cr. Prereq: at least 5 courses in Italian literature and civilization. Open Jr/Sr only with perm chair. Major GPA 3.2, and general GPA 2.8.

ITAL 495 Independent Study in Italian Literature 1, 2, or 3 cr. Perm dept advisor.

Division III: Spanish

Spanish Courses Taught in English

These courses are designed for students who want to become acquainted with Spanish culture. They cannot be credited toward the major and are not recommended for the minor.

*SPAN 241 Civilization of Spain, in English 3 hrs, 3 cr. An integrated presentation of Spanish civilization, combining historical with literary and other cultural aspects.

*SPAN 263 Contemporary Spanish-American Literature in Translation 3 hrs, 3 cr.

*SPAN 264 Contemporary Spanish Literature in Translation 3 hrs, 3 cr. Cela, Lorca, Unamuno, Ortega y Gasset.

First-Level Courses

First-level courses offer two approaches to the language: Spanish for English speakers (SPAN 101, 102, 201, 202 or intensive SPAN 103 and 203) or Spanish for native speakers (SPAN 205, 206, 207, 208).

SPAN 101 Elementary Spanish I 3 hrs, 3 cr. Language lab mandatory. Not credited without SPAN 102.

SPAN 102 Elementary Spanish II 3 hrs, 3 cr. Language lab mandatory. Prereq: SPAN 101 or 1 yr of high school Spanish.


SPAN 103 Intensive Elementary Spanish 6 hrs, 6 cr. Language lab mandatory. Equivalent to material covered in 101 and 102.

SPAN 105 Basic Reading and Writing for Native Speakers of Spanish 3 hrs, 3 cr.

SPAN 106 Oral and Written Skills for Native Speakers of Spanish 3 hrs, 3 cr. Prereq: SPAN 105 or 205 or perm dept.

SPAN 201 Intermediate Spanish I 3 hrs, 3 cr. Prereq: SPAN 102 or 2 yrs of high school Spanish.

SPAN 202 Intermediate Spanish II 3 hrs, 3 cr. Prereq: SPAN 201 or 3 yrs of high school Spanish.

SPAN 203 Intermediate Spanish 6 hrs, 6 cr. Prereq: SPAN 202 or 2 yrs of high school Spanish. Equivalent to material covered in 201 and 202.

SPAN 207 Intermediate Spanish for Native Speakers 3 hrs, 3 cr. Prereq: SPAN 206 or perm dept.

SPAN 208 Advanced Spanish for Native Speakers 3 hrs, 3 cr. Prereq: SPAN 207 or perm dept.

SPAN 210 Spanish for Social Service Fields 3 hrs, 3 cr. Prereq: SPAN 201 or equiv.

Second-Level Courses

Second-level courses are recommended for students who want to attain fluency for further studies in Spanish. They are excellent choices for those
minor in Spanish or preparing to major in Spanish literature.

SPAN 211 Spanish Grammar and Composition 3 hrs, 3 cr. Prereq: SPAN 202 or 203. Not recommended for fluent speakers of Spanish. Study of grammatical and syntactical patterns. Practice in reading, writing, and speaking Spanish.

SPAN 212 Spanish for Classroom Communication 3 hrs, 3 cr. Prereq: SPAN 201 or equiv.

SPAN 221 Spanish for Oral Communication 3 hrs, 3 cr. Prereq: SPAN 202 or equiv and approval of Spanish advisor. Not recommended for fluent Spanish speakers.

SPAN 270 Spanish Composition for Spanish-speaking Students 3 hrs, 3 cr. Prereq: SPAN 208 or equiv.

**SPAN 275 Readings in Modern Spanish Literature 3 hrs, 3 cr. Prereq: SPAN 202 or 4 yrs of high school Spanish. Representative writers: Unamuno, Lorca, Cela.

**SPAN 276 Readings in Modern Spanish-American Literature 3 hrs, 3 cr. Prereq: SPAN 202 or 4 yrs of high school Spanish. Representative writers: Borges, Neruda, Cortazar, García Márquez.

*Courses so marked are not credited toward the major or minor.

**Courses so marked are not credited toward major.

### Spanish Writing Sequence


SPAN 312 Advanced Spanish Writing 3 hrs, 3 cr. Prereq: SPAN 311 or equiv. Applying morphosyntactical patterns through intensive composition. Exploration of various writing forms. Required of all Spanish majors.

SPAN 313 Spanish Stylistics 3 hrs, 3 cr. Prereq: ENGL 120; SPAN 311, 312, 341, 342. Practice in Spanish writing through stylistic analysis of poetic and narrative structures and the relationship of text and context.

SPAN 314 Spanish Writing Workshop I: Poetry 3 hrs, 3 cr. Prereq: ENGL 120; SPAN 311, 312, 313, 341, 342. Creative self-expression in Spanish through writing poetry.

SPAN 315 Spanish Writing Workshop II: Narrative 3 hrs, 3 cr. Prereq: ENGL 120; SPAN 311, 312, 313, 341, 342. Creative self-expression in Spanish through writing narrative.

SPAN 321 Spanish Translation 3 hrs, 3 cr. Prereq: fluency in reading and writing Spanish and English.

SPAN 331 Spanish Phonetics and Diction 3 hrs, 3 cr. Prereq: SPAN 202 or equiv.


### Third-Level Courses

Third-level courses are designed for students who want to major in Spanish literature or are highly qualified and are accepted by the Spanish advisor.

SPAN 341 Introduction to Hispanic Literature I 3 hrs, 3 cr. Prereq or coreq: SPAN 311 or perm instr. SPAN 341 is prereq or coreq to all other courses in major sequence. Basic interpretive and research skills for Spanish majors and other qualified students through study of key works of Spanish and Spanish-American authors.

SPAN 342 Introduction to Hispanic Literature II 3 hrs, 3 cr. Prereq: SPAN 341; coreq: SPAN 312.

The Literature of Spain

SPAN 343 Spanish Literature of the Middle Ages 3 hrs, 3 cr. Prereq: SPAN 341. Epic and lyric poetry, Romancero; origins of Spanish novel, La Celestina.

SPAN 345 Spanish Drama of Golden Age 3 hrs, 3 cr. Prereq: SPAN 341. Theatre of 16th and 17th centuries, Lope de Vega and Calderón.

SPAN 346 Cervantes 3 hrs, 3 cr. Prereq: SPAN 341. Don Quijote.

SPAN 349 Spanish Prose of the Golden Age 3 hrs, 3 cr. Prereq: SPAN 341. Principal themes and genres of prose production in Spain in the 16th and 17th centuries, with emphasis on such authors as Rojas, Santa Teresa, Cervantes, Zayas, and Quevedo.

SPAN 350 Spanish Poetry of the Golden Age 3 hrs, 3 cr. Prereq: SPAN 341. Principal forms and issues of poetic composition in Spain in the 16th and 17th centuries, with emphasis on major poets such as Garcilaso, Fray Luís, San Juan de la Cruz, Lope, Quevedo, and Gongora.

SPAN 353 Spanish Neoclassicism and Romanticism 3 hrs, 3 cr. Prereq: SPAN 341. Representative works of Neoclassical and Romantic periods, including costumbrismo.

SPAN 355 Spanish Literature from Realism to World War I 3 hrs, 3 cr. Prereq: SPAN 341. From Realism and Naturalism through the Generation of 1898 and Modernism.

SPAN 357 Early 20th-century Spanish Literature 3 hrs, 3 cr. Prereq: SPAN 341. Presentation of the major writers and works of the first 40 years of 20th-century Spanish literature.

SPAN 358 Post-Civil War Spanish Literature 3 hrs, 3 cr. Prereq: SPAN 341. Major trends and writers since the Spanish Civil War, with particular attention to the social, cultural, and political context.

The Literature of Latin America

SPAN 360 Spanish-American Literature of the Colonial Period 3 hrs, 3 cr. Prereq: SPAN 341. Masterpieces from the 16th to the late 18th centuries; from the age of exploration to the period of independence.


SPAN 364 Spanish-American Modernism and Postmodernism 3 hrs, 3 cr. Prereq: SPAN 341. Modernist and Postmodernist authors.

SPAN 365 Survey of Spanish-American Teatro 3 hrs, 3 cr. Prereq: SPAN 340. Survey of major trends in Spanish-American dramatic literature from colonial days to the present, with emphasis on the second half of the 20th century.

SPAN 366 Contemporary Latin American Poetry 3 hrs, 3 cr. Prereq: SPAN 341. Major trends, such as Vanguardia, Brazilian Modernismo, Caribbean poetry, Anti-Poetry, Exteriorismo, and popular poetry.

SPAN 367 Latin American Essay 3 hrs, 3 cr. Prereq: SPAN 341. Exploration of the essay as an aesthetic form and its role in the social and cultural struggles that have marked Latin-American history.

SPAN 368 Contemporary Latin American Narrative 3 hrs, 3 cr. Prereq: SPAN 341. Major trends, such as the Indianist novel, Mexican Revolution, social and psychological realism, novel of the "Boom," novel of the dictator.

### Special Topics and Honors

SPAN 370 Special Topics in Spanish Literature 3 hrs, 3 cr. Prereq: SPAN 341. May be repeated with different topic.

SPAN 371 Special Topics in Spanish-American Literature 3 hrs, 3 cr. Prereq: SPAN 341. May be repeated with different topic.

SPAN 373 Problems in Criticism 3 hrs, 3 cr. Prereq: SPAN 341. Major trends in contemporary literary theory and criticism.

SPAN 375 Seminar in Spanish Literary History 3 hrs, 3 cr. Recommended
for seniors. Readings, discussion, and reports.

SPAN 491 Honors Course in Spanish: Special Studies in Contemporary Latin American Literature 3 hrs, 3 cr. Prereq: Jr/Sr only with perm advisor; major GPA 3.2; general GPA 2.8. Group meetings, conferences, oral and written reports.

SPAN 492 Honors Course in Spanish: Special Studies in Spanish Literature 3 hrs, 3 cr. Prereq: Jr/Sr only with perm advisor; major GPA 3.2; general GPA 2.8. Group meetings, conferences, oral and written reports.

SPAN 495 Independent Study in Hispanic Literature 1, 2, or 3 cr. Prereq: perm dept.

Division IV Portuguese
PORT 101 Elementary Portuguese I 3 hrs, 3 cr. Language lab. Not credited without PORT 102.
PORT 102 Elementary Portuguese II 3 hrs, 3 cr. Language lab. Prereq: PORT 101 or 1 yr of high school Portuguese.
PORT 201 Intermediate Portuguese I 3 hrs, 3 cr. Prereq: PORT 102 or 2 yrs of high school Portuguese.
PORT 202 Intermediate Portuguese II 3 hrs, 3 cr. Prereq: PORT 201 or 3 yrs of high school Portuguese or grade of A in PORT 102.
PORT 260 Brazilian Narrative in 19th and 20th Centuries in Translation 3 hrs, 3 cr. Summary of literary trends in Brazilian literature after 1850: major literary figures of late 19th and 20th centuries. Conducted in English.

Russian and Slavic Languages
DIVISION OF CLASSICAL AND ORIENTAL STUDIES

Division Office 1330 West Building; 772-5060/59
Division Head Alex E. Alexander
Professors Alexander, Beaujour, Draitser
Assistant Professor Peterson
Advisors (day) Alex E. Alexander, Nadja Peterson; (evening) Emil A. Draitser

The Russian Division of the Department of Classical and Oriental Studies offers a rich curriculum designed for students who seek competence in spoken and written Russian and a solid background in and knowledge of Russian literature and culture. The Russian Division also offers a number of courses in two related Slavic languages, Polish and Ukrainian.

Courses in the division are recommended to students from other disciplines who want to master the Russian language as a research tool or who seek to learn about Russian literature in translation. The important contributions being made by Russian scholars in chemistry, biology, mathematics, and other related fields make the study of Russian especially valuable to science majors.

Russian majors find employment in United States governmental agencies, the United Nations, broadcasting, banking, international commerce, education, library services, and other fields.

Distribution Requirement No more than three credits of the major or the minor may also be offered toward the distribution requirement.

The foreign language requirement (Category III) may be fulfilled by the following sequence of courses:
RUSS 101-102 or 103, 201, 202 or
POL 101-102, 201, 202

Students who have studied a foreign language abroad, or have had training in the language outside the public school system, and who desire advanced placement, should contact the division head.

The literature requirement (Category IV, Part 2) may be fulfilled by literature courses in Russian as well as in English translation. The requirement for humanities and the arts (Category V, Group 3) may be fulfilled by RUSS 155, 156, 158, 255, or 294.

Major The Russian major consists of no fewer than 24 credits chosen among courses in the language beyond RUSS 101 and 102.

I. Russian language sequence: for students who want to acquire native fluency in spoken and written Russian and a thorough knowledge of Russian literature.

II. Russian language and culture sequence: for students whose interests lie in the arts rather than in language. With the permission of the division head, a limited number of courses in translation may be applied to the major sequence.

Minor No fewer than 12 credits from another discipline. Consultation with the division head is recommended.

***Major in Russian and East Central European Studies This major draws on a variety of disciplines and is combined with a major in another department in lieu of a minor. The major consists of 18-24 credits in the following:

- history, anthropology, economics, political science, geography,
- literature, and the arts. Students may specialize in the Russian or East Central European area, with the corresponding language requirement. Students must acquire a reading knowledge of Russian, demonstrated either by examination or by the successful completion of a 300-level Russian language or literature course. Students may substitute another East Central European language upon consultation with an adviser.

***Preparation for Secondary School Teaching Students interested in teaching Russian in New York schools may count 12 credits of courses from the secondary education sequence as a minor. This minor may count towards the course requirements for New York State certification or New York City licensing, but will not by itself be sufficient for either of these. Students interested in a teaching career should consult with the School of Education (Office of Educational Services, 1000 West).

Electives All courses offered by the Russian Division are open to qualified students for elective credit.

COURSE LISTINGS

I. Russian Language

RUSS 101, 102 Elementary Russian 2 sems, 3 hrs, 3 cr each sem. Introduction to Russian language. Practice in spoken Russian. Reading of simple texts. RUSS 101 not credited without RUSS 102.

RUSS 103 Elementary Russian (Intensive) 6 hrs, 6 cr. Intensive study of the Russian language. Two semesters in one.

RUSS 201 Intermediate Russian I 3 hrs, 3 cr. Prereq: RUSS 102 or 103. Selected readings in prose. Continued practice in written and spoken Russian. Grammar review.


II. Conducted in Russian

*RUSS 301 Advanced Russian 13 hrs, 3 cr. Speaking, writing, and reading Russian. Sentence structure; oral and written reports.

*RUSS 302 Advanced Russian 2 3 hrs, 3 cr. Reading and critical analysis of selected literary and journalistic texts. Consideration of levels of style, problems of idiom and syntax. Written and oral reports.

*RUSS 312 Advanced Russian Conversation 13 hrs, 3 cr. Conversation and oral exercises; discussions based on readings of social and cultural inter-
est. Introduction to oral interpreting.

*RUSS 313 Advanced Russian Conversation II 3 hrs, 3 cr. Literary, political, social, and cultural topics. Scholarly and practical concerns on selected topics.

*RUSS 314 Advanced Russian Grammar 3 hrs, 3 cr. Intensive grammar review. Practice in written composition with a view to improving style, word order, and idiomatic structures.

*RUSS 315 Advanced Russian Grammar and Stylistics 3 hrs, 3 cr. Practice in written composition; reconsideration of verbal aspects, cases, syntax, and idiomatic language.

*RUSS 317 Practical Aspects of Translation 3 hrs, 3 cr. Introduction to techniques of translation. Translations of political, journalistic, commercial, scientific, and literary texts.

RUSS 318 Advanced Translation 3 hrs, 3 cr. Prereq: ENGL 120, RUSS 317 or equiv. Continuation of RUSS 317 on an advanced level. Further development of skills in translating diverse materials from Russian to English and from English to Russian.

*Courses so marked require RUSS 202 or the equivalent as prerequisite.

**This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education programs at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.

RUSS 319 Business Russian 3 hrs, 3 cr. Prereq: RUSS 302 or equiv. Increased mastery of Russian vocabulary, style, and syntax for translating and composing diverse business materials in such fields as finance, insurance, litigation, advertising, and labor relations. Conducted in Russian.

III. Literature in the Original

*RUSS 245 Russian Folklore: Slavic Myths and Traditions 3 hrs, 3 cr. Common Slavic myths, traditions, and social structures.

*RUSS 246 Special Topics in Slavic Literature and Cultures 3 hrs, 3 cr. Sample topic: fairy tales, satire.

*RUSS 321 Russian Short Story and Novella 3 hrs, 3 cr. Analysis of various texts and readings from Gogol, Chekhov, Babel, Solzhenitsyn.

*RUSS 322 Classical Russian Poetry 3 hrs, 3 cr. Major poets from the late 18th to mid-19th century, including Lomonosov, Derzhavin, Pushkin, Lermontov, and Nekrasov.

*RUSS 323 Modern Russian Poetry 3 hrs, 3 cr. Major poets of the late 19th and 20th centuries, including Fet, Tyutchev, Blok, Mayakovsky, Esenin, Pasternak, Yevtushenko.

*RUSS 324 Literature of Kievan Rus’ and Early Russian Literature through the Age of Classicism 3 hrs, 3 cr. Major literary works of the Kievan period, 968 to 1237: The Primary Chronicle, The Tale of Igor’s Campaign.

*RUSS 340 19th-century Russian Literature 3 hrs, 3 cr. Prereq: Pushkin’s Eugene Onegin, Lermontov’s Hero of Our Time, Gogol’s Dead Souls, Turgenev’s Fathers and Sons, and others.

*RUSS 341 Tolstoy and Dostoievsky 3 hrs, 3 cr. Major novels of Russia’s two greatest writers. Tolstoy’s War and Peace, Anna Karenina, Dostoievsky’s The Brothers Karamazov, and others.

*RUSS 342 Modern Russian Literature 3 hrs, 3 cr. Gorky, Mayakovsky, Osheka, Babel, Sholokhov, Bulgakov, Nabokov, et al.

*RUSS 343 Russian and Soviet Drama 3 hrs, 3 cr. Development of Russian drama and theatre from early 19th century to present. Griboedov, Pushkin, Gogol, Chekhov, and others.

*RUSS 344 The Silver Age of Russian Literature 3 hrs, 3 cr. Major writers and movements of years 1890-1925. Short works by Chekhov, Sologub, Belyi, Blok, Akhmatova, Pasternak.


*RUSS 491 Honors Project 3 hrs, 3 cr. Prereq: Russian majors only. Essay.

IV. Literature and Culture in English Translation

RUSS 154 The Science of Russia 3 hrs, 3 cr. Prereq: ENGL 120. Religion, art, architecture, and daily life in medieval Russia.

RUSS 156 Culture of Imperial Russia: the Age of Empresses 3 hrs, 3 cr. Major cultural movements of the Empire—baroque, classicism, romanticism—and their effect on the cultural fabric of Russia from Regent Sophia through the reign of Peter to Catherine the Great.

RUSS 158 Contemporary Russian Culture 3 hrs, 3 cr. Survey of Russian culture from Stalin to present exploring the relationship between the arts and the state apparatus. Consideration of such figures as Pasternak, Solzhenitsyn, Yevtushenko, Prokofiev, Tarkovsky, and the Taganka Theatre.

RUSS 250 19th-century Russian Literature in English Translation 3 hrs, 3 cr. Prereq: ENGL 120. Pushkin’s Eugene Onegin, Lermontov’s Hero of Our Time, Gogol’s Dead Souls, Turgenev’s Fathers and Sons, and others.

RUSS 251 Tolstoy and Dostoievsky in English Translation 3 hrs, 3 cr. Prereq: ENGL 120. Major novels of Russia’s 2 greatest writers. Tolstoy’s War and Peace, Dostoievsky’s The Brothers Karamazov, and others.

RUSS 252 Modern Russian Literature in English Translation 3 hrs, 3 cr. Prereq: ENGL 120. Gorky, Mayakovsky, Osheka, Babel, Sholokhov, Bulgakov, Nabokov, et al.

*Courses so marked require RUSS 202 or the equivalent as prerequisite.

RUSS 253 Russian and Soviet Drama in English Translation 3 hrs, 3 cr. Prereq: ENGL 120. Development of Russian drama and theatre from early 19th century to present. Gorky, Chekhov, Gogol, and others.

RUSS 254 The Silver Age of Russian Literature in English Translation 3 hrs, 3 cr. Prereq: ENGL 120. Major writers and movements of the years 1890-1925. Short works by Chekhov, Sologub, Belyi, Blok, Akhmatova, Pasternak.

RUSS 255 Russian Folklore, in Translation 3 hrs, 3 cr. Prereq: ENGL 120. Common Slavic myths and traditions.

RUSS 256 Special Topics in Slavic Literatures and Cultures in English Translation 3 hrs, 3 cr. Prereq: ENGL 120. Example: the Russian cinema, Nabokov.

RUSS 257 Masterpieces of Russian Literature in English Translation 1 hr, 1 cr. Prereq: ENGL 120. Examples: Chekhov’s short stories or plays, Nabokov.

RUSS 258 Masterpieces of Russian Literature in English Translation 1 hr, 1 cr. Prereq: ENGL 120. Example: Pasternak’s Dr. Zhivago.

RUSS 259 Masterpieces of Russian Literature in English Translation 1 hr, 1 cr. Prereq: ENGL 120. Examples: Solzhenitsyn’s Gulag, Pushkin stories, Gogol stories.


RUSS 293 Folklore in Translation: A Comparative Study 3 hrs, 3 cr. Prereq: ENGL 120. Folklore of Australia, Oceania, Europe, Africa, North and South America, and the Near East will be read in juxtaposition to Russian folklore.

RUSS 294 Folklore and Literature 3 hrs, 3 cr. Prereq: ENGL 120. Students in the Office of Educational Services, 1000 Hunter West, 772-4624.
will be introduced to basic concepts of literature and folklore to increase, through a comparative study, their understanding and appreciation of both art forms. Works in English of major Russian writers such as Pushkin, Gogol and Pilnyak will be read in juxtaposition with folklore genres in search of how literary texts mirror folklore subjects. European, African, and South American literature and folklore will be introduced for comparative purposes.

RUSS 370 Independent Study in Slavic Literatures and Cultures 3 hrs, 3 cr. Prereq: ENGL 120.

V. Polish Language
POL 101, 102 Elementary Polish 2 sems, 6 hrs, 6 cr.
POL 201 Intermediate Polish I 3 hrs, 3 cr. Prereq: POL 102.
POL 202 Intermediate Polish II 3 hrs, 3 cr. Prereq: POL 201.

VI. Polish Literature in English Translation
POL 250 Topics in Polish Literature 3 hrs, 3 cr. Example: the 19th-century Polish novel.
POL 300 Independent Study in Polish Language and Literature 3 hrs, 3 cr.

VII. Ukrainian
UKR 300 Independent Study in Ukrainian Language and Literature 3 hrs, 3 cr.

Sociology

Department Office 1622 West Building; 772-5585, 772-5587; fax 772-5645
Chair Charles Green
Professors Green, Hammond, Kasinitz, Kuechler, Lazreg, Perinbanayagam, Poppendieck, Ringer, Scott, Sidel, Tuckel
Associate Professors Battle, Kroeger, Mueller, Stone, Wood
Assistant Professors Carter, Oh, Schlesinger
Advisors BA Program (day, internships) Claus Mueller
BA Program (evening, honors program) Naomi Kroeger
BA Advising Office: 1619 West Building; 772-5576; fax 772-5579; socadvis@hunter.cuny.edu
BA/MS Program: Naomi Kroeger, 1601 West Building; 772-5580
Pre-Social Work: Howard Krupikofsky, 803 East Building; 772-5242
Web Site: http://maxweber.hunter.cuny.edu/socio/

A major in sociology provides the undergraduate with the opportunity to learn a distinct intellectual perspective and a method of inquiry. By continually testing conventional wisdom against evidence, the study of sociology encourages the development of critical judgment. By routinely considering the matrix of social and cultural facts, such study can lead students to an understanding of the conditions under which social facts emerge, and the consequences they have for individuals, groups, societies, and social institutions. It can also help students better understand their own roles in the array of social institutions in which they are enmeshed. In addition to providing a foundation for the student who desires to pursue advanced study in sociology, a major in sociology can help to prepare students for many careers: social research, marketing, media, and other fields in the private sectors, as well as law, civil service and public policy, social work, the health professions, personnel work and other human-service areas. Majors are encouraged to develop skills in observation, interviewing, and other data-collection techniques; data processing; statistical and content analysis; and trend analysis—all marketable skills in many career lines.

Distribution Requirement Two courses can be taken to fulfill the social science distribution requirement. SOC 101 must be taken in addition to one other course from the following four courses: SOC 217, 218, 253, and 257.

*Major The sociology major consists of 24 credits. Nine of these credits must include SOC 101, 240 and 241. Three credits must be in either SOC 221 or 223. Of the remaining 12 credits, at least six must be in courses at the 300 level or above. No more than three credits from SOC 331/332 (Field Placement in Social Work Agencies), SOC 371/372 (Independent Study), SOC 471/472 (Honors Independent Study) and SOC 498 (Internship) can be used to satisfy this requirement.

Minor The minor consists of 12 credits in one department or program. For students preparing to become social studies teachers at the secondary school level, the sequence in secondary education is an appropriate minor.

*This major will be revised to meet New York State requirements that majors and concentrations open to students entering teacher education be at least 30 credits. Please check with a departmental advisor to obtain information about the changes to go into effect in 2001. Students who intend to pursue a teacher education program are also advised to obtain additional information from the Office of Educational Services, 1000 Hunter West, 772-4624.

Special Programs

Five-Year BA/MS Program For a limited number of qualified students, the department offers an accelerated five-year program leading to a BA in sociology and an MS in social research. The program requires a total of 145 credits of college work (100 undergraduate, 45 graduate), one semester of supervised field experience, and a research paper. In order to be admitted to the program, students must complete their basic requirements, pass an honors course (independent study or honors seminar), and meet the requirements of the MS program as outlined in the Graduate Catalog. Undergraduate students admitted to the program generally start their graduate work toward the end of their junior year. Interested students should consult the program’s advisor at the earliest possible date.

The COR Program The departments of psychology, anthropology, and sociology jointly offer a program called COR (Career Opportunities in Research and Education). This interdisciplinary research training program for talented minority juniors and seniors is funded by the National Institute of Mental Health. Participants receive a monthly stipend, tuition and fee remittance; they take a special curriculum, and get individualized research training in a variety of areas under the supervision of a faculty mentor. The program has several levels of participation, and all minority students—especially freshmen and sophomores—intending to pursue a research-related career in the participating disciplines are urged to register with the program. Additional details and descriptive literature are available from the COR program advisor.

Independent Study Students may pursue independent study through SOC 371 and 372 or SOC 471 and 472 (Honors Independent Study). These options allow students to initiate and carry out a course of study of their own choosing under the guidance of a faculty sponsor. Students should have a topic and a general plan of study in mind before seeking faculty sponsorship, though students can discuss independent study options with the advisors. Academic sponsors must be full-time members of the faculty.

Honors In order to graduate with departmental honors in sociology, students must have a 3.0 GPA overall and a 3.5 GPA in
sociology and must complete either an Honors Seminar (SOC 473 or 474) or an Honors Independent Study (SOC 471 or 472). Students whose GPAs are within this range are urged to consult the advisors before planning their senior-year programs of study since honors seminars are generally offered only once per year. In addition, students qualifying for departmental honors are eligible for membership in AKD, the International Sociology Honor Society. See advisors for more information.

Internships
Provided students secure approval of a full-time faculty member, internships can be carried out for from 3 to 6 credits in the areas of arts, marketing, media, and politics with other areas to be added.

New York/Paris Exchange Program
Available to qualified majors. For more information check with the advising office and Hunter's Study Abroad office.

Awards
The Department of Sociology offers three prestigious awards to outstanding students in sociology and applied social research. The **Norman Hecht Award** of up to $300 is provided on an irregular basis for the best research concept developed by an undergraduate or graduate student studying applied social work. It can be granted to an individual student or a group of students. Once a year at the end of the fall term the **Benjamin Ringer Award** carrying a cash stipend of $100 is granted for the best undergraduate paper in the areas of ethnic and multicultural relations. The **Suzanne Keller Award** of $100 is given for outstanding achievements in the sociology honors program.

Career Opportunities
**Applied Social Research** Students interested in careers in research-related fields such as policy analysis and evaluation, media and marketing research, advertising, consumer behavior, and public opinion polling, as well as students who are contemplating graduate study in sociology, are encouraged to gain research experience through selected coursework and independent research carried out under faculty supervision. In addition to SOC 240 and 241, which are required for the major, students interested in research should consider selecting electives from the following: SOC 259, 311, 313, 363, and 441. The department also participates in a number of programs that place qualified minority students in summer research internships at leading universities. See advisors for more information.

**Social Work** Students interested in careers in social work or other human services are strongly encouraged to consult the pre-social work advisor. The pre-social work advising office offers information about graduate study in social work as well as help with program planning. Pre-social work students without work experience in the human services should plan to take SOC 331/332 (Field Placement in Social Work Agencies) a course that provides supervised field experience. Ideally, this course should be completed by the end of the junior year, and students must meet with the instructor in the previous semester to arrange a placement. While virtually all sociology courses are relevant to the practice of social work, pre-social work students should also consider selecting electives from among the following: SOC 231, 235, 237, and 239.

**Teaching** In cooperation with the School of Education, the Department of Sociology provides opportunities for students to prepare for a career in teaching social studies at the secondary-school level. Students who want to qualify for teaching social studies in secondary schools should see the History Department section of this catalog for specific requirements in the social sciences and see the Education section of this catalog for other requirements. Advisement is also available in the Office of Educational Services, 1000 Hunter West.

**Graduate Courses** Qualified undergraduates seeking more advanced or specialized work may, with the permission of the instructor, be permitted to take graduate courses. Consult the Graduate Catalog for course listings.

---

**Major Areas of Study**

1. **Interpersonal Processes and Relations**
   - SOC 201 The Family
   - SOC 251 Interpersonal Behavior
   - SOC 253 Deviance and Social Control

2. **Social Inequality**
   - SOC 217 Race and Ethnicity
   - SOC 218 Social Inequality
   - SOC 219 American Society
   - SOC 257 Sex and Gender Roles
   - SOC 317 Class, Status, and Power

3. **Applied Social Research**
   - SOC 240 Introduction to Research Methods
   - SOC 241 Social Statistics
   - SOC 311 Population Dynamics
   - SOC 313 Consumer Behavior
   - SOC 350 Qualitative Research Methods
   - SOC 498 Internship

4. **Social Welfare and Policy**
   - SOC 231 Introduction to Social Work Professions
   - SOC 235 Community Organization and Action
   - SOC 237 Social Welfare Policy
   - SOC 239 Child Welfare

5. **Theory**
   - SOC 221 Classical Sociological Theory
   - SOC 223 Current Sociological Theory
   - SOC 360 Feminist Social Theory

6. **Fieldwork and Experiential Learning**
   - SOC 331-332 Field Placement in Social Work Agencies
   - SOC 371-372 Independent Study
   - SOC 471-472 Honors Independent Study

7. **Courses with Internship Placement**
Students can register for a course and corresponding internship if offered during the same term and if approval from faculty is secured.

COURSE LISTINGS

Introductory Course

SOC 101 Introduction to Sociology 3 hrs, 3 cr. Development of sociological imagination through introduction and application of basic concepts incorporating global and comparative perspectives.

Lower Division

SOC 201 The Family 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Family functions and interaction. Factors affecting stability and instability.

SOC 203 Education 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Education viewed cross-culturally and historically. Schools and colleges as social systems.

SOC 205 Religion 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Comparative study of religion in societies. Analysis of beliefs, myths, and sacred attitudes.

SOC 207 Leisure, Recreation and Sports 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Role and social organization of leisure and recreation in traditional and modern society.

SOC 209 Arts in Modern Society 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Art as a universal social institution and as the expression of symbolic world of cultural life.

SOC 211 Urban Sociology 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. The relationships of space and society, with special attention to the nature and problems of urban life.

SOC 213 Political Sociology 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Power, authority, political ideologies, and patterns of participation. Articulation and resolution of political issues in contemporary societies.

SOC 215 Occupations and Professions 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Roles, structures, development of occupations and professions. Occupational socialization and professionalization.


SOC 218 Social Inequality 3 hrs, 3 cr. Prereq: 101 or perm instr. Examination of social inequality in contemporary society from various empirical and theoretical perspectives focusing on class, ethnic, gender, and other determinants of stratification.

SOC 219 American Society 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Analysis of social structures and culture of the contemporary U.S.A.

SOC 221 Classical Sociological Theory 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Classical theorists and their contributions.

SOC 223 Current Sociological Theory 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Significance of concepts and nature of evidence applied to leading theories. Theory construction.

SOC 225 Seminar in Selected Problems of Sociology 3 hrs, 3 cr. Prereq: SOC 101 and perm instr. Lower-level seminar: reading, discussion, and papers on significant problems in sociology.

SOC 231 Introduction to Social Work Profession 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Introduction to and critical analysis of the social work profession in American society.

SOC 235 Community Organization and Action 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Evaluation of specific local and national action programs.


SOC 239 Child Welfare 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Historical and contemporary perspectives on the impact of poverty on children and the social policies that deal with it.

SOC 240 Introduction to Research Methods 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Discussion of various research techniques and strategies including the survey method, field research, experiments, and content analysis. Firsthand involvement in the collection of quantitative data.

SOC 241 Social Statistics 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Application of elementary statistical techniques. Introduction to statistical inference and sampling theory.

SOC 251 Interpersonal Behavior 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Study of interactional processes and the emergence and maintenance of selves and identities.

SOC 253 Deviance and Social Control 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Theories of causation and analysis of particular types of deviance—sexual, criminal, political.

SOC 255 Youth and Adulthood 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Youth and adult modes of adaptation, socialization, intergenerational relations, and career possibilities.

SOC 257 Sex and Gender Roles 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Sex role differentiation: femininity, masculinity, marriage, child rearing.
SOC 259 Mass Media, Communication and Public Opinion 3 hrs, 3 cr.
Prereq: SOC 101 or perm instr. Impact of mass media on public opinion and
government action.

Upper Division

SOC 301 Medical Sociology 3 hrs, 3 cr. Prereq: SOC 101 or perm instr.
Social and cultural factors related to health. Organization of health care ser-
dvices, social structure of the hospital.

SOC 307 Migration 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Economic,
demographic, political and cultural factors influencing migration and the con-
sequences of migration.

SOC 309 Social Movements and Social Change 3 hrs, 3 cr. Prereq: SOC 101 or perm instr.
Analysis of emerging groups inducing or resisting social change often using unconventional means in historical and/or international perspective.

SOC 311 Population Dynamics 3 hrs, 3 cr. Prereq: SOC 101 or perm instr.
Comparative analysis of fertility, mortality, migration trends, and related social factors.

SOC 313 Consumer Behavior 3 hrs, 3 cr. Prereq: SOC 101 or perm instr.
Individual and social perspectives on consumer decision making. Social pat-
terns of consumption and consumer social movements.

SOC 315 Work and Society 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Work in market economies, mechanisms of control and sources of stratification, gender and ethnic factors, role of education and trade unions.

SOC 317 Class, Status, and Power 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Inquiry into the empirical and conceptual relation between the funda-
mentally sociological constructs ‘class,’ ‘status,’ and ‘power’ through a case study of the upper class in the United States. Review of current research and relevant theoretical approaches.

SOC 318 Sociology of Human Rights in Latin America 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Types of societies in which human rights are respect-
ed or violated with special emphasis on Latin American regimes in the last two decades. Human rights and diversity — the rights of women and minorities. Movements to protect human rights. The emphasis is on actual social condi-
tions which foster or impede the observance and protection of human rights.

SOC 319 Criminology 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Criminal behavior, arrest, and punishment. Problems of definition, administration of criminal justice.

SOC 320 Law, Society and Civil Rights 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. This course examines from a sociological perspective the concept of law, and legal institutions and their relationship to society and culture, con-
centrating on the struggle for civil rights in America.

SOC 325 Seminar in Selected Problems of Sociology 3 hrs, 3 cr. Prereq: SOC 101 and perm instr. Upper-level seminar: reading, discussion, and papers on significant problems in sociology.

SOC 331, 332 Field Placement in Social Work Agencies 4 cr each. Prereq:
perm instr. Supervised work in a community service agency 1 full day or 2
half-days a week each semester.

SOC 345 Sociology of Knowledge, Science and Technology 3 hrs, 3 cr.
Prereq: SOC 101 or perm instr. Systematic analysis of the social basis of
knowledge, with particular reference to scientific knowledge.

SOC 350 Qualitative Research Methods 3 hrs, 3 cr. Prereq: SOC 221 or
SOC 223 or perm instr. An introduction to the most prevalent qualitative research approaches used in applied social research and sociology, including
documentary analysis, participatory observation, ethnography, in-depth inter-
views, focus groups and related methods.

SOC 360 Feminist Social Theory 3 hrs, 3 cr. Prereq: SOC 101 or perm instr.
Introduces students to feminist theory developed by women from Western,
Third World and other countries.

SOC 361 Development and Modernization 3 hrs, 3 cr. Prereq: SOC 101 or perm instr.
Examinations of models of social change with a special focus on
developing countries.

SOC 363 Social Change and Social Planning 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Process of development of institutions, communities, and
nations.

SOC 371, 372 Independent Study 3 cr each sem. Prereq: SOC 101 and
perm instr. Completion of reading list and written assignment as proposed by
student in consultation with full-time faculty sponsor.

SOC 421 Sociology of Organizations 3 hrs, 3 cr. Prereq: SOC 101 or perm instr.
Organization, structure, and processes; relationship between individual
and organization.

SOC 425 Seminar in Selected Problems of Sociology 3 hrs, 3 cr. Prereq:
SOC 101 and perm instr. Advanced seminar: reading, discussion, and papers
on significant problems in sociology and in applied social research.

SOC 441 Advanced Research Methods 3 hrs, 3 cr. Prereq: SOC 240 and
241. Evaluates strategies and instruments available to sociologists.

SOC 461 Comparative Ethnic and Race Relations 3 hrs, 3 cr. Prereq: SOC 101 and 217 or perm instr. Patterns of intergroup relations in various coun-
tries. Consequences of partition, separatism, pluralism, assimilation.

SOC 471-472 Honors/Independent Study 3 cr each sem. Prereq: SOC 101 or perm instr. Advanced independent research project under direction of full-
time member of department.

SOC 473-474 Honors Seminar 3 cr each sem. Prereq: SOC 101 and perm
dpt. Honors paper.

SOC 498 Internship, hrs to be announced, 3-6 cr. Prereq: SOC 221 or 223,
major in sociology and perm of supervising full-time faculty. Placement of
qualified sociology majors off campus in professional non-social service
internship settings. Credits are based on analytic internship report, number of
hours worked and evaluation by faculty.

Theatre

Department Office 522 North Building; 772-5149
Chair Mira Felner
Professors Calderon, Felner, Rutenberg, Sternberg
Associate Professors Bosch, Kalb
Assistant Professor McAllister, Orenstein
Advisor Patricia Sternberg

The Department of Theatre studies stage production, the history and theory of theatre and drama, the relationship between text and performance, and commonalities and divergences between theatre and film. Theatre courses include acting, playwriting, directing, history, theory, design, production, children’s theatre, and creative drama. The curriculum was developed with an emphasis on professional standards within a liberal arts context.

The theatre major requires courses in practical hands-on work, as well as study of theoretical, critical, and historical approaches to theatre. Interdisciplinary courses include acting, lighting and design for theatre, film and television, adaptation for theatre and film, and comparative aesthetics. Students pursuing a major in theatre must work on theatre productions as part of their require-
ments for graduation. Advanced undergraduate playwrights may have their work produced by Hunter Playwrights.

Many students who graduate from the theatre program work as actors, directors, stage managers, and designers. Some of our students continue their creative study in conservatory or MFA pro-
grams. Others continue their education in history and theory as MA or PhD students. Graduates who concentrate in development-
tal drama frequently enter the field as teachers and directors of theatre in education.

The department maintains associations with major theatre institu-
tions. Students have opportunities for placements as interns and apprentices with various professional groups.

Distribution Requirement No more than 3 credits of the minor
may be offered toward the distribution requirement. Students planning graduate study should be aware that one or more foreign languages are desirable. The requirement for humanities and the arts (Category V, Group 1) may be fulfilled by THEA 101.

**Major** Students may choose one of two major programs:

### 1. Major in Theatre (30 cr)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 211, 212, 213, 251, 261, 321</td>
<td>Theatre</td>
<td>18 cr</td>
</tr>
<tr>
<td>THEA 281 or 285 + one course selected from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEA 381, 383, 384, 385, or 387</td>
<td>Electives</td>
<td>6 cr</td>
</tr>
</tbody>
</table>

Electives chosen from 300-level courses
2 production crews not for credit

### 2. Interdisciplinary Major in Theatre and Film (30 cr)

No new students are currently being enrolled in this program

#### Concentration in Production

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 251; FILM 201, 251; THEA 323</td>
<td>Visual Elements of Theatre</td>
<td>12 cr</td>
</tr>
<tr>
<td>Any 2 of THEA 211, 212, 213</td>
<td>Electives</td>
<td>6 cr</td>
</tr>
<tr>
<td>FILM 211 or 212</td>
<td></td>
<td>3 cr</td>
</tr>
<tr>
<td>THEA 281 or THEA 285</td>
<td></td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Electives chosen from 300-level courses in THEA or FILM

#### Concentration in Comparative Aesthetics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 211, 212, 213; FILM 211, 212; THEA 323</td>
<td>Theatre</td>
<td>18 cr</td>
</tr>
<tr>
<td>THEA 281 or THEA 285</td>
<td>Electives</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Electives chosen from 300-level courses in THEA or FILM

#### COURSE LISTINGS

**THEATRE**

### Basic Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 101 Introduction to Theatre</td>
<td>3 hrs, 3 cr. Study of elements of theatre arts—acting, directing, playwriting, design—from standpoints of both viewer and participant.</td>
<td></td>
</tr>
<tr>
<td>THEA 151 Introduction to Theatre Production</td>
<td>5 hrs, 2 cr. Lectures and practical backstage work in all aspects of production.</td>
<td></td>
</tr>
<tr>
<td>THEA 160 Workshop in Acting</td>
<td>3 hrs, 3 cr. For non-majors. Exploration of student’s creative potential in relation to theatre arts. Cannot be taken if THEA 161 has been taken.</td>
<td></td>
</tr>
<tr>
<td>THEA 161 Acting I: Basic Acting Techniques</td>
<td>3 hrs, 3 cr. For intended majors. Exploration of the fundamentals of acting technique through improvisation and scene work.</td>
<td></td>
</tr>
</tbody>
</table>

### Intermediate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 211 World Theatre</td>
<td>3 hrs, 3 cr. Prereq: THEA 101. Survey of international theatre from its pre-Greek origins to the Spanish Golden Age.</td>
<td></td>
</tr>
<tr>
<td>THEA 212 World Theatre II</td>
<td>3 hrs, 3 cr. Prereq: THEA 101. Survey of international theatre from the Elizabethan period to Wagner.</td>
<td></td>
</tr>
<tr>
<td>THEA 213 World Theatre III</td>
<td>3 hrs, 3 cr. Prereq: THEA 101. Survey of international theatre from 19th-century Naturalism to the present day.</td>
<td></td>
</tr>
<tr>
<td>THEA 214 Multicultural Perspectives in Theatrical Performance</td>
<td>3 hrs, 3 cr. Prereq: THEA 101. Study of a selected minoritarian theatre tradition in the United States: original roots, development, and influence on the cultural life of the group to be studied and on American culture in general. May be repeated for credit with a different topic.</td>
<td></td>
</tr>
</tbody>
</table>

### Upper-Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 241 Creative Dramatics: Special Topics</td>
<td>4 hrs, 3 cr. Prereqs: THEA 101 or 160 or 161. Selected topics in dramatic literature for children and youth: games, exercises, and story making. Topics will vary with focus on different cultural traditions. May be repeated for credit with a different cultural focus.</td>
<td></td>
</tr>
<tr>
<td>THEA 243 Theatre for Children: Laboratory</td>
<td>5 hrs, 3 cr. Prereq: audition or permission of instructor. Casting, rehearsal, and production of plays for children.</td>
<td></td>
</tr>
<tr>
<td>THEA 244 Drama and Disability</td>
<td>3 hrs, 3 cr. Examines the many myths of disabilities and uses those myths to create dramatic material to educate and help others to understand these misconceptions.</td>
<td></td>
</tr>
<tr>
<td>THEA 251 Theatre Production</td>
<td>5 hrs, 3 cr. Prereq: THEA 101 or perm instr. Practical and academic work on the departmental production.</td>
<td></td>
</tr>
<tr>
<td>THEA 261 Acting II: Contemporary Drama</td>
<td>4 hrs, 3 cr. Prereq: THEA 161 or perm instr. Work from written text and learning techniques such as emotional recall, concentration, responding to imaginary stimuli.</td>
<td></td>
</tr>
<tr>
<td>THEA 262 Acting III: Contemporary Drama</td>
<td>4 hrs, 3 cr. Prereq: THEA 261; coreq: THEA 263. Continued work on problems and techniques of creating internal and physical life of stage character from written text.</td>
<td></td>
</tr>
<tr>
<td>THEA 263 Basic Voice and Movement for Performers</td>
<td>3 hrs, 2 cr. Coreq: THEA 262. Freeing the natural voice, resonance and range; movement systems and skills.</td>
<td></td>
</tr>
<tr>
<td>THEA 281 Visual Elements of Theatre</td>
<td>3 hrs, 3 cr. Prereq: THEA 101. Theory and practice of various design elements that constitute complete theatrical production. Course for actors, directors, playwrights, and others not concentrating in design. Practical work on productions included.</td>
<td></td>
</tr>
<tr>
<td>THEA 282 Theatrical Design Techniques</td>
<td>5 hrs, 3 cr. Prereq: THEA 101. Practical training in skills of drawing, painting, and model-making necessary for designing of scenery, costumes, and lights. Studio design work included.</td>
<td></td>
</tr>
<tr>
<td>THEA 284 Makeup for the Stage</td>
<td>5 hrs, 3 cr. Prereq: THEA 101. Practical instruction in use of stage makeup.</td>
<td></td>
</tr>
<tr>
<td>THEA 285 Design Concepts for Theatre, Film, and Television</td>
<td>3 hrs, 3 cr. Prereq: THEA 101 or FILM 101. Theoretical and practical elements of design in theatre, film, and television.</td>
<td></td>
</tr>
<tr>
<td>THEA 298 Special Topics in Theatre and Film</td>
<td>1-3 hrs, 1-3 cr. Prereq: perm dept. A specific topic will be listed in the Schedule of Classes for a given semester.</td>
<td></td>
</tr>
</tbody>
</table>

### Upper-Level Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 321 Play Analysis</td>
<td>3 hrs, 3 cr.</td>
<td></td>
</tr>
<tr>
<td>THEA 322 Theatre Theory and Criticism</td>
<td>3 hrs, 3 cr.</td>
<td></td>
</tr>
</tbody>
</table>
eralism movements from the late 19th century to the present.

THEA 333 Alternative Performance 3 hrs, 3 cr. Prereq: THEA 213 or THEA 323. Study of performance styles and practices using theatre and/or film in non-traditional modes.

THEA 341 Creative Drama Leadership Techniques: Special Groups 3 hrs, 3 cr. Prereq: THEA 241. Creative drama for groups such as handicapped, emotionally disturbed, geriatric, and the institutionalized.

THEA 342 Creative Drama in the Community 3 hrs, 3 cr. Prereq: THEA 241. Practical application of techniques and processes of creative drama in community-centered groups.

THEA 351 Theatre Workshop 5 hrs, 2 cr. Prereq: THEA 252. Individual assignments to backstage positions in production and management of departmental presentations.

THEA 352 Acting: Departures from Realism 4 hrs, 3 cr. Prereq: THEA 211 or 212 or 213; THEA 262, 263 or perm instr; coreq: THEA 361. Scene study as it applies to non-realistic works such as absurdist plays, epic theatre, and expressionist works.

THEA 361 Acting: Period Drama 4 hrs, 3 cr. Prereq: THEA 211 or 212 or 213; THEA 262, 263, or perm instr. Scene study from such periods as Greek, Elizabethan, and Restoration.

THEA 362 Acting: Movement for Performers 3 hrs, 2 cr. Prereq: THEA 263; coreq: THEA 361. Continuation of voice and movement exercises; integration into systematic approach for actors.

THEA 363 Mime and Masks 4 hrs, 3 cr. Prereq: THEA 363. Practical course in mime and mask exercises for actors, designed to open new avenues for emotional expression.

THEA 364 Screen Acting 4 hrs, 3 cr. Prereq: FILM 101 and THEA 262. Fundamental techniques unique to acting in film and television.

THEA 366 Production Design II for Theatre, Film, and Television 4 hrs, 3 cr. Prereq: THEA 101 or FILM 101 and THEA 285. Theory and practice in costume design for theatre, film, and television.

THEA 381 Scene Design I 5 hrs, 3 cr. Prereq or coreq: THEA 283. Fundamentals of design for theatre, film, and television.

THEA 382 Scene Design II 5 hrs, 3 cr. Prereq: THEA 381. Problems of set design for plays, musicals, ballet, opera, film, and television; scene painting.

THEA 383 Stage Lighting 5 hrs, 3 cr. Prereq: THEA 281. Study and practice in stage costuming, historical periods and styles; fabrics, patterns, and construction.

THEA 384 Stage Lighting 5 hrs, 3 cr. Prereq: THEA 281 or FILM 251. Principles and practice of lighting for theatre, film, and television, emphasizing its contribution to dramatic interpretation.

THEA 387 Concepts of Light in Theatre, Film, and Television 3 hrs, 3 cr. Prereq: THEA 281 or THEA 285. The aesthetics, styles, conventions, and vocabulary of lighting in theatre, film, and television; how light establishes style, mood, rhythm, and atmosphere as interpretive elements of performance.

THEA 391 Theatre Projects 3 hrs, 3 cr. Prereq or coreq: THEA 372, 381, and perm chair. Experimental work in design or directing for advanced theatre students.

THEA 398 Studies in Theatre and Film 3 hrs, 3 cr. Prereq: variable. Specialized topics for majors will be listed in the Schedule of Classes for a given semester.

Special and Individual Studies Courses

THEA 297 Special Topics in Theatre 1-3 hrs, 1-3 cr. Prereq: perm dept. Not offered at all times. A specific topic will be listed in Schedule of Classes for a given semester.

THEA 397 Studies in Theatre and Film 3 hrs, 3 cr. Prereq: variable. Not offered at all times. Specialized topics for majors will be listed in Schedule of Classes for a given semester.

THEA 401 Seminar 3 hrs, 3 cr. Perm dept. Not offered at all times. Readings,
The urban studies offerings are enriched by their inclusion in the Department of Urban Affairs and Planning, which houses, in addition to the undergraduate program, graduate curricula in urban planning and urban affairs and the Urban Research Center. The sharing of faculty and facilities, the interchange among advanced and beginning students, and the cooperation of other units in both the social sciences and related fields. Students should discuss their plans with the undergraduate advisor in their junior year in order to plan their programs accordingly.

### Special Programs

Urban studies students are eligible to participate in two internship programs sponsored by Hunter College: the Public Service Scholar Program and the Seminar/Internship Program in New York City Government.

The Public Service Scholar Program is a competitive program open to 24 juniors/seniors each year. All Hunter students are eligible for this program, which includes an internship in a public or nonprofit agency and two weekly seminars.

The Blanche Davis Blank Urban Research Scholar Program provides awards to outstanding undergraduate students to work with professors on research projects. For further information, contact the department.

### I. Urban Studies Major (24 cr)

The urban studies major consists of components A, B, C, and D as listed below. Courses not listed may be selected with special permission of the urban studies program advisor. The 12-credit minor may be taken in one or more departments with the approval of the advisor.

#### A. Urban Studies Core (12 cr)

URBS 101 Urban Life: Personal and Observational View (3 cr)
URBS 102 Structure of Urban Region (3 cr)
URBS 201 Plans and Policies for Contemporary Urban Community (3 cr)
URBS 310 Methods of Urban Research and Policy Analysis (3 cr)

#### B. Urban Studies Electives (3 cr)

Select one from:
- URBS 401 Managing Urban Physical Environment (3 cr)
URBS 402 Urban Social and Economic Development (3 cr)
URBS 404 Urban Budgeting and Fiscal Policy (3 cr)

C. Fieldwork Component (3 cr) Select one from:
URBS 410 Urban Fieldwork (3 cr)
URBS 498 Internship (3 cr)
POLSC 411 Seminar/Internship in NYC Government (4 cr)

D. Basic Social Science Component (6 cr) Select two from:
ECO 335 Urban Economics (3 cr)
HIST 317 History of the American City (3 cr)
HIST 353 History of New York City (3 cr)
POLSC 212 Urban Politics (3 cr)
POLSC 330 The Politics of Urban Planning (3 cr)
GEOG 341 Urban Geography (3 cr)
SOC 211 Urban Sociology (3 cr)

II. Urban Studies Major/Related Social Science Minor Concentrations (39 cr)

Students take courses in A, B, C, D above and add either URBS 401, 402, or 404 (whichever has not been taken for the major) plus
12 cr in a related social science discipline or other courses approved by advisor. (All 12 cr must be within the same discipline.)
URBS 201 or perm instr. Detailed review of social and economic concerns confronting urban communities, focusing on major problem areas: poverty, health, crime, economic development, unemployment, and racial discrimination.

URBS 403 Selected Topics in Urban Affairs 3 hrs, 3 cr. Intensive examination or investigation of specialized topics or new developments in literature and research.

URBS 404 Urban Budgeting and Fiscal Policy 3 hrs, 3 cr. Prereq: URBS 201 or perm instr. Introduction of financial management of urban municipalities and authorities. Attention to process of fiscal decision-making as seen from perspective of local community, and analysis of role of intergovernmental aid.

URBS 410 Urban Fieldwork 3 hrs, 3 cr. Prereq: declared urban studies major within 45 cr of graduation. Internship experience in urban-related public or nonprofit agency providing firsthand involvement in urban planning or policy issues, under careful supervision, in professional field setting.

URBS 498 Internship 1-6 hrs, 1 cr per hr. Prereq: perm chair. The following graduate courses (45 hrs including conference, 3 cr each) are open to senior urban studies majors:

URBP 701 History of Planned Urban Development

URBP 702 The Structure of the Urban Region

Other graduate-level courses that may be taken by senior majors with special permission:

URBG 727 Introduction to Housing
URBG 743 Economic Planning and Policy
URBG 750 Social Planning
URBP 705 Introduction to the Planning Process
URBP 734 Environmental Planning

Women's Studies

Program Office 1716 West Building; 772-5680
Director Jane P. Bowers
Advisor Jane P. Bowers, jbowers@shiva.hunter.cuny.edu

Affiliated Faculty

Distinguished Professors M. Alexander (English), Crahan (History), Held (Philosophy), Pomeroy (Classical and Oriental Studies)

Professors Abramovitz (School of Social Work), A. Alexander (Russian), Bowers (English and Women's Studies), Epstein (Computer Science), Hampton (Music), Henderson (Biological Sciences), Honig (Economics), Paynter (Romance Languages), Petchesky (Political Science and Women's Studies), Reimers (Economics), Sherrill (Political Science), Sidel (Sociology), Smoke (English), Sternberg (Theatre), Thompson (Music), Tronto (Political Science), Zentella (Black and Puerto Rican Studies)

Associate Professors Ancona (Classical and Oriental Studies), Lefkarites (Education), Luria (English), Malinski (Nursing), Margulies (Film and Media Studies), Matos-Rodriguez (Black and Puerto Rican Studies), Matthews (Mathematics), Mills (Chemistry), Patti (Education), Pinedo (Film and Media Studies), Rolland (Urban Public Health), Somerville (Political Science), Stone (Sociology), Toney (Black and Puerto Rican Studies), Webb (English)

Assistant Professors Alfar (English), Bermúdez (Romance Languages), Fasoli (Romance Languages), Gregg (Black and Puerto Rican Studies), Peterson (Russian), Roberts (Community Health Education)

Adjunct Faculty Berke (English), Dash (English), Georgiou (English), Lemberg (English), Obih-Frank (Women's Studies), Ulen (English), Weinberg (Philosophy)

The Hunter College Women's Studies Program is an interdisciplinary academic program that seeks to preserve, expand, and share knowledge about women and gender. The program reexamines the historical record to make visible women's contributions to the world's knowledge and cultures. It aims, through a focus on women's experiences, to open fresh perspectives throughout the curriculum. The Women's Studies Program seeks to create an understanding of the ways in which gender intersects with race, religion, class, ethnicity, ability, and sexual orientation to shape all human experience, including the pursuit of learning.

The Women's Studies Program includes a broad community of affiliated faculty, students, and staff and is administered by a director and a policy committee of elected faculty and student representatives. Most courses in the program are cross-listed in an academic department; these have been developed through the initiative of women's studies-affiliated faculty throughout the college. The Women's Studies Program draws on the commitment and expertise of feminist scholars in more than 15 academic departments for our wide range of course offerings.

The women's studies major is useful, directly and indirectly, in all fields involving an analysis of society and social interaction. Women's studies graduates may seek employment in any field, including such areas as health care, counseling, advertising, market research, publishing, teaching, public service, advocacy, or administrative work. The major is an appropriate preparation for professional schools and for postgraduate work in women's studies or in one of the many disciplines from which the major draws its curriculum.

Distribution Requirement No courses with the prefix WOMST are credited toward the college distribution requirement.

Pluralism and Diversity Requirement Most women's studies courses fulfill Category III of the pluralism and diversity requirement. Consult the list of approved courses in the current Schedule of Classes.

Major The Women's Studies Program offers an 18-credit collateral major, which is taken in addition to a traditional major. No minor is then needed. Students enrolled in the Honors Program may elect to major in women's studies without an additional major. The 18 required credits are distributed as follows: Introduction to Women's Studies (3 cr) and 15 credits from the Women's Studies Program courses (listed as WOMST) and the courses cross-listed or cognate with Women's Studies offered by participating departments. Majors are required to take at least one course (3 cr) at the 300 level.

Minor A minor in women's studies consists of 12 credits, including WOMST 100 (Introduction to Women's Studies). Students who elect to minor in women's studies should consult with their major department for approval.

The women's studies major requires no minor because the major is double, or collateral.

Internships The Women's Studies Program has no formal internship program. Majors may receive 1-6 credits toward the major for internship work that they have arranged to do. They may work in positions of responsibility in a variety of community-service and other organizations that relate to the needs or concerns of women. Students who wish to avail themselves of the internship option must find a faculty member to supervise the academic component of the internship. Consult the director of women's studies for further information.

COURSE LISTINGS
WOMST 100 Introduction to Women's Studies 3 hrs, 3 cr. Traditional definitions of women's nature in myth and symbol, media and popular culture, theories of gender in biology and psychology; women's role in family structures; women's relations to religion, education, health, work, and politics. Examples are cross-cultural, contemporary, and historical.

WOMST 200 Topics in Women's Studies 3 hrs, 3 cr. Interdisciplinary courses such as Lesbian Texts; Contemporary African Women Writers; Women, Music, and World Culture; and African Women: Development and Politics. (Check with program for current offerings.)

WOMST 209 (POLSC 209) Women and Gender in Western Political Thought 3 hrs, 3 cr. Prereq/Coreq: English 120 or equivalent. Examines the history of political thought from the perspective of gender relations and the treatment of women.

WOMST 216 (PHIL 216) Women Philosophers of the Past 3 hrs, 3 cr. Prereq: English 120 and one course in philosophy (excluding PHIL 102, Logical Thinking). Study of the writings and ideas of selected women philosophers who lived and wrote before the contemporary feminist movement.

WOMST 219 (POLSC 219) Women and the Law 3 hrs, 3 cr. Overview of how local, state, and federal laws treat people on basis of sex.

WOMST 230 (PHIL 230) Feminism: Philosophical Theory and Practice 3 hrs, 3 cr. Prereq: English 120 and one period course in PHIL (not PHIL 102). Analyses of feminist theories and their practical implications.

WOMST 235 (PSYCH 235) The Psychology of Women 3 hrs, 3 cr. Prereq: 6 cr in PSYCH courses. Psychological functioning of women; sexuality, pregnancy, social roles and status, aging, achievement, lifestyle, power.

WOMST 251 (HED 201) Women and Health 3 hrs, 3 cr. Exploration of contemporary health issues of women; the development of modern medical practices and socialization of women.

WOMST 257 (SOC 257) Sex and Gender Roles 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Sex role differentiation: femininity, masculinity, marriage, child rearing.


WOMST 261 (POLSC 218) Women and Politics 3 hrs, 3 cr. Constitutional and legal position of women, ERA, affirmative action, marriage, divorce, property, feminist causes.

WOMST 262 (POLSC 280) Women, War and Peace 3 hrs, 3 cr. The course examines roles that women have played as subjects and objects in war and peace.

WOMST 300/400 Topics in Women's Studies 3 hrs, 3 cr. Interdisciplinary courses such as Body Politics: Sexuality and Reproduction; Language, Sex, and Gender; Women in Higher Education; Asian-American Women; Globalizing Women; and Gender and Development. (Check with program for current offerings.)

WOMST 301 (ANTHC 301) Sex and Gender in Anthropological Perspectives 3 hrs, 3 cr. Prereq: ANTHC 101. Human sexual dimorphism, males and females in contrasting societies; division of labor; socialization.

WOMST 309 (POLSC 309) Feminist Political Theory 3 hrs, 3 cr. Readings in feminist ideas, both historical and contemporary, on issues of power, justice, and equality. The course emphasizes different perspectives, including those of liberal, radical, postmodernist, women of color, Third World, and “global” feminists.

WOMST 351 (NURS 351) Women and the Sciences: Myth and Realities 3 hrs, 3 cr. Explores the complex relationship between women and the sciences.

WOMST 360 (SOC 360) Feminist Social Theory 3 hrs, 3 cr. Prereq: SOC 101 or perm instr. Introduces students to feminist theory developed by women from Western, Third World, and other countries.

WOMST 384 (MEDIA 384) Women and Media 3 hrs, 3 cr. Prereq: MEDIA 180 or perm instr. Examination, from historical and formal perspective, of ways in which women have been represented by mass media in America since mid-19th century. Exploration of how feminists for 100 years have challenged these images and posed alternative modes of cultural representation and production.

WOMST 393 Independent Research 3 hrs, 3 cr. Prereq: perm program director. Independent research guided by faculty member on subject of student's choice in field of women's studies.

WOMST 498 Internship 1-6 hrs, 1-6 cr. Prereq: perm program director.

Additional Cross-Listed and Cognate Courses

The following list is not exhaustive, since new courses are continually being added to the curriculum. Consult with the program director.

ANTHC 214.51 (WOMST 200.02) Women and Reproduction in the Caribbean

ANTHC 320.76 (WOMST 300.53) Language, Sex and Gender

ANTHC 321.50 (WOMST 300.89) Family and Household in Anthropology and History

ANTHC 321.51 (WOMST 300.88) Women and Development in the Caribbean

ANTHC 325.60 (WOMST 300.19) Globalizing Women: Domestic and Factory Workers in the Global Economy

ANTHC 400.54 (WOMST 400.63) Ethnicity, Gender, and Disease

ASIAN 220.01 (WOMST 200.86) Asian-American Women Writers

ASIAN 331 (WOMST 300.03) Asian-American Women

BLPR 290.08 (WOMST 200.73) African Women: Development and Politics

BLPR 290.43 (WOMST 200.87) Latina Writing

BLPR 390.48 (WOMST 300.74) Caribbean Women Writers

CLA 305.00 (WOMST 300.82) Women and Slaves in Classical Antiquity

COMHE 400.52 (WOMST 400.64) Disability Studies: Perspective on Women

COMHE 400.55 (WOMST 400.04) Multidisciplinary South Bronx

ECO 345 (WOMST 300.80) Labor Economics: Women and Men in the Labor Force

EDUC 400.20 (WOMST 400.12) Women in Higher Education

ENGL 250.61 (WOMST 200.61) Multicultural Women's Writing

ENGL 250.67 (WOMST 200.74) Heroines

ENGL 250.80 (WOMST 200.68) Autobiographies of Black Women

ENGL 250.92 (WOMST 200.58) Black Women Writers

ENGL 251.67 (WOMST 200.03) Contemporary African Women Writers

ENGL 309.00 (WOMST 300.57) Writing Women’s Lives

ENGL 329.56 (WOMST 300.61) Migration and Immigration: US Women Writers

ENGL 383.56 (WOMST 300.76) Renaissance English Literature by and about Women

ENGL 386.83 (WOMST 300.20) Writing the Wounded Body

ENGL 387.73 (WOMST 300.14) Independent Women: The Brontës

ITAL 337 (WOMST 300.33) Italian Women Writers from the Middle Ages to the 18th Century, in translation

ITAL 338 (WOMST 300.22) 19th- and 20th-century Italian Women Writers, in translation

MUSHL 261.76 (WOMST 200.67) Women and Music in World Culture

POLSC 480.18 (WOMST 400.52) Politics of Gay and Lesbian Rights

POLSC 486.57 (WOMST 400.53) Body Politics: Sexuality and Reproduction

PSYCH 170 Psychology of Human Sexuality

PSYCH 195.53 (WOMST 200.07) Development of Gender Roles
New York City Licensing  Students who complete approved sequences of study may apply for the NYC license when they possess a valid NYS provisional certificate in their subject area. After applying for the appropriate regular provisional licensing and receiving fingerprint clearance, applicants will be granted a “Certificate to Serve as a Substitute for Certified Provisional Service,” which enables them to seek employment on a full- or part-time basis until a regular licensing exam is given in their particular area. For more information regarding licensing and substitute certification, contact the NYC Board of Education, (718) 935-2670.

Office of Teacher Placement  This office provides professional teacher placement services for:

1. Undergraduates at Hunter College who are enrolled in student teaching while working toward New York State Provisional Certification.

2. Students with degrees from Hunter College who have completed either the elementary or secondary teacher preparation program, including student teaching.

It is common practice for school administrators to request teacher placement files during interviews for teaching positions. Therefore, students are urged to establish their files during the semester in which they student-teach and to maintain and update the files during the job search period. This service helps students seeking jobs locally, nationally, and internationally.

Admission and Continuation  All undergraduate teacher education programs require maintenance of a cumulative GPA of 2.5. Grades of CR/NC are not granted for education courses.

Registration  Because of the intricacies of certifying programs, students are required to see advisors prior to or during registration in order to secure approval for courses in education. The School of Education allows early registration (during April for fall and during November for spring). The School also provides a schedule of advisor availability during the regular registration period. However, advisement hours do not entirely coincide with registration hours. Students are urged to read the Schedule of Classes and to consult the bulletin boards outside 1000 HW to determine the best times to see the appropriate advisors or program coordinators.

Transfer Students  Transfer students who have begun studies at another college must see the education advisor before entering any sequence in education. Courses taken at the college previously attended must be evaluated and a program of education studies developed. All transfer students seeing advisors must show transcripts and catalog course descriptions of all college coursework taken before entering Hunter.

Nondegree Students  The School of Education is not currently accepting nondegree students.

Honors in Education  Students become eligible for honors in education at graduation by successfully completing EDUC 490 for QUEST, EDUC 490 for health education, PEDCO 490 for physical education and DANCE 490 for dance education (Honors in Educational Research). Students must have a GPA of 3.5 in education courses and a cumulative GPA of 2.8 and must complete the collateral major prior to graduation. They must be taking a full education sequence including student teaching.

Kappa Delta Pi  Students become eligible for membership in the Iota Alpha Chapter of Kappa Delta Pi, the national honor society for education, when they meet the following criteria: 3.2 GPA, with an education index of 3.5 after 12 credits, 3.7 after 11 credits, or 4.0 after 9 credits in education. Applications are available in room 1000 HW.

Hunter College Campus Schools  The Campus Schools are located at Park Avenue and 94th Street in Manhattan. They serve as a laboratory for observation, demonstration, research, curriculum design and other projects involving their students, all of whom score in the range of the gifted in intelligence and achievement tests. Students are admitted to the schools on the basis of competitive testing. Efforts are ongoing to identify gifted disadvantaged children who meet the schools’ rigorous standards for admission to nursery, kindergarten and grade 7 (the 3 levels at which students are admitted).

Hunter College Elementary School  Children must be four years of age to attend the nursery school. Children must be five years of age to attend the kindergarten. Only Manhattan residents are eligible to apply. The age of an applicant is calculated according to the academic year.

Hunter College High School  The Hunter College High School is a 6-year junior-senior high school. The academic program stresses both acceleration and enrichment and provides students with a classical education. Research focuses on the development of curriculum, teaching strategies and other educational practices that maintain and advance a “state of the art” approach to the education of intellectually gifted students.

ELEMENTARY EDUCATION — A COLLATERAL MAJOR, Grades Pre-K–6

Coordinator  George Gonzalez, 1000 West Building; 772-4624

The program of study for the BA degree at Hunter College consists of 120 credits. The 120 credits required for the BA degree are distributed as follows for students pursuing a teacher preparation sequence in elementary education (Pre-K–6). All students must major in a liberal arts or science subject.

| Distribution requirement of liberal arts courses | 40-54 credits |
| Major area of study | 24-28 credits |
| Education sequence | 30 credits |
| Electives | 0-26 credits |

College Diversity Requirement  (12 credits)

The diversity requirement may be met by courses within the distribution requirement and liberal arts majors.

Required Coursework in Liberal Arts  Teachers in elementary schools are required to teach all subject areas in the curriculum and thus need a broad liberal arts background in addition to specialized knowledge of teaching. Therefore, students will be required to complete 6 credits in each of the following areas: English, mathematics, science*, social studies**, and foreign language. This can be done within the College distribution requirement.

*One science course must be a laboratory course; a course in computer science does not fulfill this requirement.

**The State Education Department defines social studies to include history, economics, sociology, cultural anthropology, political science, and geography.
All students pursuing the program in early childhood and elementary education must take the specific courses listed below.

- MATH 104 Mathematics for Elementary Education I*
- MATH 105 Mathematics for Elementary Education II
- ENGL 220 Introduction to Literature
- HIST 151 The U.S. from the Colonial Era to the Civil War
- HIST 152 The U.S. from the Civil War to the Present
- GEOG 101 People and their Environment

In addition, students must take HED 314 (Health Education of Children).

The courses listed below have also been identified as relevant for students planning to enter QUEST. It is recommended that students choose from these courses in fulfilling the remainder of their distribution and/or diversity requirements.

**Recommended Coursework in Liberal Arts**

**Science**
- SCI 101 and 102 Foundations of Science

**Humanities and the Arts**
- Two of the three courses listed below:
  - HUM 201 Explorations in the Arts
  - ART H 111 Introduction to the History of Art
  - MUSHL 101 Introduction to Music
  - MEDIA 180 Introduction to Media Studies

*Before taking MATH 104 students must pass the third part of the math proficiency exam.

**Social Studies**

One course in Black and Puerto Rican Studies from the distribution requirement, Category VI Social Sciences

**Literature**
- ENGL 250 Topics in Literature
- BLPR 235 African Literature
- BLPR 236 Afro-American Literature
- BLPR 237 Afro-Caribbean Literature

or

Literature in a foreign language

**QUEST Program Overview**

The QUEST (Quality Urban Elementary School Teachers) Program at Hunter College fulfills academic requirements for New York State provisional certification in elementary education, Pre-K through sixth grade. QUEST courses are available only during day session hours.

QUEST is an integrated holistic program. In order to maintain its integrity, no more than 12 credits of coursework completed at other institutions may be used toward this collateral major. To be given course equivalency credit, students must have taken courses at their previous institution(s) directly equivalent to QUEST program courses. Course equivalency credit will not be given for QST A 415, Student Teaching.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>ACTIVITY</th>
<th>FIELD ORG.</th>
<th>SEM. CRED.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>QST B 202 Child Development = 2 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST B 202.01 Fieldwork = 1 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST B 403 Social Foundations = 3 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 401 Reading I = 2 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 401.01 A Fieldwork = 1 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Mornings or 1 Full day None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>QST A 414 Science Methods = 2 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 414.01 Fieldwork = 1 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended core course (of your choice)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 412 Social Studies Methods = 2 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 412.01 Fieldwork = 1 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Mornings or 1 Full day None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>QST A 413 Educational Psychology = 2 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST B 413.01 Fieldwork = 1 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HED 314 Health Education of Children = 3 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 406 Mathematics Methods = 2 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 406.01 Fieldwork = 1 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Mornings or 1 Full Day None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>QST A 410 Reading II = 2 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 410.01 Fieldwork = 1 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(14 hrs, 3 Mornings plus 2 Afternoons)</td>
<td>Extended core course (of your choice)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QST A 415 Student Teaching = 3 cr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>252 Clock Hours + Conferences + 15 hours Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Mornings 2 Afternoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXTENDED CORE COURSES (Nonfield-based)**
- QST A 404.01, 02, 03 Art or Music or Movement = 3 cr
- QST A 405 Technology in Education = 3 cr
- None 3

Note: Other program requirements are listed above and on the following pages.
In order to be a candidate for admission to the QUEST program, an applicant must complete an admissions application in the Office of Educational Services, 1000 HW. Applicants will be screened at that time for the following admissions criteria and be given an appointment for an on-site writing sample and a group interview.

**Admission Requirements**

Acceptance into the program is based, by necessity, on the limitations of space and resources. In order to enter QUEST, students must meet the following requirements:

1. Completion of a minimum of 43.5 or a maximum of 78 credits toward a bachelor’s degree.
2. A GPA of at least 2.5 with no more than 6 credits of CR/NC grades. If a student has more than 6 credits of CR/NC grades, these grades will be calculated as “C” or “F” in determining whether the student meets the minimum GPA.
3. Students must pass the third part of the math proficiency examination before entering MATH 104.
4. A grade of at least B- in ENGL 120 or two 200- or 300-level writing courses such as ENGL 201.
5. Declaration of an approved major in a liberal arts or sciences subject, e.g. math, science, English language arts, history, etc.
6. Submission of an application to QUEST, along with proof of a negative finding on a tuberculosis test. (The application is available in the Office of Educational Services, 1000 HW.)
7. Transfer students must submit transcripts from previous colleges.
8. Applicants are expected to successfully produce an on-site writing sample and participate in a group interview.

**Program Requirements**

1. Take the Liberal Arts and Sciences Test (LAST) portion of the New York State Teachers Certification Examination prior to student teaching.
2. Maintain a GPA of 2.5 or higher.
5. Pass one course in Black and Puerto Rican Studies or one course that meets Categories I or II of the diversity requirements.
6. Complete all other QUEST program courses and receive grades of C or better in all didactic courses and grades of B or better in QUEST fieldwork courses.
7. Complete liberal arts requirements.

**Progress Standards**

Students must complete all QUEST didactic courses with a grade of at least C and all fieldwork courses with a grade of at least B. All QUEST courses are repeatable once by students who have received a D in a didactic course and/or a C in a fieldwork course. Students must officially reregister for these courses. Students who receive lower grades for any QUEST course may not repeat that course and may not continue in the collateral major. Students must also maintain an overall GPA of at least 2.5 throughout the QUEST program.

In order to register for QST A 406 (Teaching and Learning Mathematics in Early Childhood and Elementary Schools), students must have completed MATH 104 and MATH 105. In order to register for QST A 414 (Teaching Science in Early Childhood and Elementary Schools), students must have completed two courses in science, at least one of which must be in a laboratory science. In order to register for QST A 412, students must have completed HIST 151 and 152.

Students will not be allowed to enroll in student teaching (QST A 415) until their scores on the LAST have been received by the College. Therefore, students should take the LAST during their junior year. Students who fail the LAST (at least partly) because of poor written English will be required to take a section of student teaching to which a two-hour-a-week no-credit writing lab has been added.

**COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QST B 202*</td>
<td>Child Growth and Development</td>
<td>2 hrs 2 cr</td>
</tr>
<tr>
<td>QST B 202.01</td>
<td>Fieldwork for Child Growth and Development</td>
<td>3 hrs 1 cr</td>
</tr>
<tr>
<td>QST A 401**</td>
<td>Reading in the Elementary School I</td>
<td>2 hrs 2 cr</td>
</tr>
<tr>
<td>QST A 401.01</td>
<td>Fieldwork for Reading I</td>
<td>3 hrs 1 cr</td>
</tr>
<tr>
<td>QST B 403</td>
<td>Social Foundations in Urban Education</td>
<td>3 hrs 3 cr</td>
</tr>
<tr>
<td>QST A 404.1</td>
<td>Visual Arts and the Curriculum</td>
<td>3 hrs 3 cr</td>
</tr>
<tr>
<td>QST A 404.2</td>
<td>Music in the Curriculum</td>
<td>3 hrs 3 cr</td>
</tr>
<tr>
<td>QST A 404.3</td>
<td>Movement Education for Children in the Elementary School</td>
<td>3 hrs 3 cr</td>
</tr>
<tr>
<td>QST A 405</td>
<td>Technology in Education</td>
<td>3 hrs 3 cr</td>
</tr>
<tr>
<td>QST A 406</td>
<td>Teaching and Learning Mathematics in Early Childhood and Elementary Schools</td>
<td>2 hrs 2 cr</td>
</tr>
<tr>
<td>QST A 406.01</td>
<td>Fieldwork for Mathematics Teaching and Learning</td>
<td>3 hrs 1 cr</td>
</tr>
<tr>
<td>QST A 410</td>
<td>Reading in the Elementary School II</td>
<td>2 hrs 2 cr</td>
</tr>
<tr>
<td>QST A 410.01</td>
<td>Fieldwork for Reading II</td>
<td>3 hrs 1 cr</td>
</tr>
<tr>
<td>QST A 412</td>
<td>Methods of Teaching Social Studies in Early Childhood and Elementary Schools</td>
<td>3 hrs 3 cr</td>
</tr>
<tr>
<td>QST A 412.01</td>
<td>Fieldwork for Teaching Social Studies</td>
<td>3 hrs 1 cr</td>
</tr>
<tr>
<td>QST B 413</td>
<td>Psychology of Teaching and Learning</td>
<td>2 hrs 2 cr</td>
</tr>
<tr>
<td>QST B 413.01</td>
<td>Fieldwork for the Psychology of Teaching and Learning</td>
<td>3 hrs 1 cr</td>
</tr>
<tr>
<td>QST A 414</td>
<td>Teaching Science in Early Childhood and Elementary Schools</td>
<td>2 hrs 2 cr</td>
</tr>
<tr>
<td>QST A 414.01</td>
<td>Fieldwork for Teaching Science</td>
<td>3 hrs 1 cr</td>
</tr>
<tr>
<td>QST A 415</td>
<td>Student Teaching</td>
<td>3 hrs 3 cr</td>
</tr>
</tbody>
</table>

**Organization of the QUEST Program**

The QUEST program may be completed in either three or four semesters. The recommended procedure is to complete the program in four semesters, as indicated below. However, students who must complete the program in three semesters may do so by combining semesters II and III and attending one or more summer sessions if space is available.

*QST B courses are offered by the Department of Educational Foundations and Counseling Programs. See listing for descriptions.

**QST A courses are offered by the Department of Curriculum and Teaching. See listing for descriptions.
Semester I
QST B 202, QST B 202.01, QST A 401 and QST A 401.01 must be taken during students’ first semester in QUEST. The two didactic courses meet back-to-back at the College one morning each week. The two fieldwork courses (QST B 202.01 and QST A 401.01) associated with these didactic courses are held in a New York City Hunter College-designated public elementary school. Fieldwork courses are scheduled for either one full day or two mornings. QUEST students, therefore, spend one full morning at the College and either one full day or two additional mornings in the field. In addition, the extended core course, QST B 403 (Social Foundations in Elementary Education), is to be taken in the first semester. This course does not have a field component and is held at the College.

Semester II
QST A 414, QST A 414.01, QST A 412 and QST A 412.01 are taken during students’ second program semester. The organization of these four courses replicates that of Semester I. (See extended core courses below.)

Semester III
QST B 413, QST B 413.01, QST A 406 and QST A 406.01 are taken during the third semester. The organization of these four courses replicates that of Semester I. (See extended core courses below.)

In addition, HED 314 is to be taken in the third semester. This course does not have a field component and is held at the College.

Semester IV
QST B 410.00, QST B 410.01, and QST A 415 are taken the fourth semester. Students spend four full mornings and two afternoons, i.e., two full days and two half days, in their New York City, Hunter-designated public school placements. On the two half days, students return to the College for didactic instruction (QST 410.00) and the student teaching seminar. (See extended core courses below.)

Extended Core Courses
Students are required to take two extended core courses of their choice within the four semesters dedicated to QUEST, i.e., QST A 404.1 (Teaching Art in the Elementary School), QST A 404.2 (Teaching Music in the Elementary School), QST A 404.3 (Movement Education for Children in the Elementary School), or QST A 405 (Technology in Education). With the exception of Technology in Education, each of the “extended core” courses meets for three hours of didactic instruction each week. Technology in Education involves one hour of lecture, two hours of laboratory, and conferences. Extended core courses are held at the College.

Minor in Elementary Education (Pre K-6): QUEST (12 cr)
Coordinator George Gonzalez, 1000 West Building; 772-4623
Students who cannot or do not wish to complete the 30-credit collateral major in elementary education may take a 12-credit minor, but will not qualify for New York State certification for teaching upon its completion. The admission requirements for the minor are the same as for the collateral major. In any given semester, the number of spaces available for students wishing to complete the minor instead of the collateral major may be limited. (See the QUEST description above.)

The education requirements for the minor are: QST B 202; QST B 202.01; QST A 401; QST A 401.01 and any two other courses in
Students who major in an academic subject may also wish to complete a sequence of courses in education that will enable them to pursue junior or senior high school teaching. Hunter College offers the following programs leading to provisional certification in secondary education (grades 7-12): Biology, Chemistry, Chinese, English, French, German, Greek, Hebrew, Italian, Latin, Physics, Russian, Social Studies and Spanish.

The College also offers programs leading to provisional certification in special subjects, grades K-12, in the following areas: Dance, Health Education, Physical Education, Mathematics (BA or BA/MA), and Music (BA/MA only).

Students who wish to pursue provisional certification in one of the above areas must take a specified sequence of education courses, in addition to fulfilling distribution requirements and subject area requirements of the major department. Most departments accept the secondary education sequence as fulfilling the requirements for a minor. Students should check with their major department advisors about this matter. Students pursuing secondary teacher certification must also complete a course relevant to cultural diversity (see below).

The program of study for the baccalaureate degree at Hunter College requires a minimum of 120 credits. Students pursuing secondary education certification may have to complete more than 125 credits. Please note: This is a daytime program which includes fieldwork in New York City Hunter College-designated public schools.

DISTRIBUTION AND ADMISSION REQUIREMENTS

The courses listed below, which can be used toward the distribution requirement, are required:

- STAT 113 Elementary Probability and Statistics
- ENGL 220 Introduction to Literature
- HIST 151 The U.S. from the Colonial Era to the Civil War
- HIST 152 The U.S. from the Civil War to the Present
- GEOG 101 People and Their Environment

The courses listed below have also been identified as relevant for students planning to enter secondary education programs. Students are advised to choose from these courses in fulfilling the remainder of the distribution/diversity requirements.

**Science**

*STAT 113 and 102 Foundations of Science

*Math and science majors should take STAT 213 instead of STAT 113.

**Humanities**

**Foreign Language**

A foreign language spoken by a large number of students in the New York City public schools, e.g., Spanish, Chinese.

**Literature**

- BLPR 235 African Literature
- BLPR 236 Afro-American Literature
- BLPR 237 Afro-Caribbean Literature

**Humanities and the Arts**

- HUM 201 Exploration in the Arts
- ART H 111 Introduction to History of Art
- MUSHL 101 Introduction to Music
- HUM 110 The Map of Knowledge

**Social Sciences**

(In addition to the required courses—HIST 151 and 152, GEOG 101)

- ECO 100 Introduction to Economics
- HIST 112 World History from 1500 to the Present
- ANTHC 101 Cultural Anthropology
- SOC 101 Introduction to Sociology
- PSYCH 100 Introduction to Psychology
- POLSC 111 Introduction to American Government and Politics
- URBS 101 Urban Life: Personal and Observational View

(See also SOC 217, BLPR 102 and BLPR 200, which are listed below for relevance to cultural diversity.)

**Other Liberal Arts Courses**

Other liberal arts courses required or recommended for students in the secondary education sequences are specified below. (Note that some of these courses also fulfill the distribution requirement.)

A. Courses that encourage the examination of issues surrounding diversity or that encourage the examination of other cultures highly represented in the NYC public school system.

- ANTHC 100 Cultural Diversity (3 credits)
- BLPR 102** Latino Communities in New York (3 credits)
- BLPR 181 Language and Ethnic Identity (3 credits)
- BLPR 182 Culture and Ethnic Identity (3 credits)
- BLPR 204 African-American History II (3 credits)
- BLPR 255 The Puerto Rican Child in American Schools (3 credits)
- WOMST 100 Introduction to Women's Studies (3 credits)

B. Courses that encourage the examination of issues surrounding the health and well-being of the adolescent.

- HED 100 Contemporary Health Concepts (3 credits)
Students who wish to enter the secondary education sequence must meet all the criteria given below.

1. Completion of 43.5 college credits with a GPA of at least 2.5 and no more than 6 credits of CR/NC grades. If a student has more than 6 credits of CR/NC grades, these grades will be calculated as “C” or “F” in determining whether the student meets the minimum GPA.

2. A grade of at least B- in ENGL 120 (or a 200 or 300-level writing course such as ENGL 201).

3. Formal declaration of a major in a subject area appropriate for certification grades 7-12 or K-12.

4. Submission of an application for entry to the sequence (the application is available in the Office of Educational Services, 1000 HW), along with proof of a negative finding on a tuberculosis test.

5. Submission of an on-site writing sample and participation in a group interview.

Students will be permitted to register for methods courses in their subject area only after having met the requirements given below.

1. Completion of 18 credits of study in the major subject area.

2. Approval of the major department advisor.

3. Maintenance of an overall GPA of 2.5.

4. An education sequence index of 2.5.

Students will not be allowed to enroll in student-teaching until their scores on the LAST (Liberal Arts and Sciences Test) have been received by the College. Therefore, students should take the LAST during their junior year. Students who fail the LAST (at least partly) because of poor written English will be required to take the two-hour-a-week no-credit intensive academic writing workshop offered by the School of Education.

**LIBERAL ARTS AND SCIENCES MAJOR REQUIREMENTS FOR SECONDARY EDUCATION OR SPECIAL SUBJECTS K-12 CERTIFICATION**

The academic subject matter concentrations referred to below are part of the program approved by the NYS Education Department for certification in academic subjects grades 7-12. These concentrations apply to students who complete the entire 19-22 credit sequence in education, and are recommended for certification by Hunter College. Students who do not complete the entire secondary education sequence will not be recommended for state certification by Hunter College and may be required to take additional coursework in the subject matter concentration should they apply for State certification on their own.

Art (K-12) Not currently offered.

Dance (K-12) See Dance Program section of the catalog.

English (7-12) Consult the English Department section of the catalog for specific course requirements.

Foreign Language (7-12) Consult the foreign language sections of the catalog for specific course requirements. Chinese, French, German, Greek, Hebrew, Italian, Latin, Russian, Spanish.

Health Education (K-12) Not currently offered.

Mathematics (7-12) Consult the Mathematics section of the catalog for specific course requirements.

Physical Education (K-12) See section on Physical Education below.

Science (7-12) See the Biological Sciences, Chemistry, and Physics sections of the catalog for course requirements in these respective areas.

Social Studies (7-12) See the History Department section of the catalog for the specific courses.

Mathematics, BA/MA

Students interested in secondary school teaching may also pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits. Approval for admission to this program requires completion of at least 45 credits with a GPA of 2.7, and completion of at least 10 credits in mathematics including a year of calculus (MATH 150 and 155 or equivalent), with an average of 2.7 in these major courses. The BA/MA program consists of 44.5-46 credits in mathematics courses, with at least 5 courses at the graduate level, and 19 credits in teacher education courses. The teacher education sequence consists of the following: EDFS 200, 201, and 202; EDCS 210, 713 and either 753 or 763.

(See the catalog section on the Department of Mathematics and Statistics for specification of required mathematics. Also see the Graduate Catalog.)
Music (BA/MA only)

A BA/MA degree program is offered in music (grades K-12). This program requires a total of 143 credits, including 42 undergraduate credits in music, 26 graduate credits in music, and 23 graduate credits in education. The education sequence includes: EDFS 700, 701, 702; EDCS 710 and 756, and either 706 or 723; and MUSED 677 and 678. See the Music Department section of the catalog or the Music Department advisor for more information about required courses in music. Also see Graduate Catalog.

Secondary Education Sequence
(Academic Subjects Grades 7-12 and K-12)

Students pursuing certificates in secondary education must complete the sequence of education courses listed below.

EDFS* 200 Human Development: Focus on Adolescents in Secondary Education 3 hrs, 3 cr
EDFS 201 Social Issues for Teachers in Secondary Schools 3 hrs, 3 cr
EDFS 202 Educational Psychology: Applications to Secondary Education 3 hrs, 3 cr
EDCS* 210 Secondary School Learning Environments 3 hrs, 3 cr
EDCS 300-308, or DANED 302, Methods of Teaching a Subject in Secondary Schools 3 hrs, 3 cr
or (see course descriptions)
EDCS 420-428 Supervised Student Teaching in Secondary Schools 4 cr
(see course descriptions)

Additional Requirement for Students Preparing to be English Teachers

EDCS 211 Reading Materials for Young Adults 3 hrs, 3 cr

The secondary education BA program may be completed in three or more semesters. Below is the sequence as it would be taken in three semesters:

Semester 1 EDFS 200, 201 (must be taken together) EDFS 202
Semester 2 EDCS 210 EDCS 211 (for English majors only)** EDCS 300-308**
Semester 3 EDCS 420-428***

*EDFS courses are offered by the Department of Educational Foundations and Counseling Programs; EDCS courses are offered by the Department of Curriculum and Teaching.

**Offered fall semester only.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>SEMESTER OFFERED</th>
<th>COURSES</th>
<th>FIELDWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 7-12 and K-12</td>
<td>Fall and Spring</td>
<td>EDFS 200</td>
<td>one morning a week</td>
</tr>
<tr>
<td>All 7-12 and K-12</td>
<td>Fall and Spring</td>
<td>EDFS 201</td>
<td></td>
</tr>
<tr>
<td>7-12 Dance Health Phys Ed</td>
<td>Fall only</td>
<td>EDFS 202 EDCS 210</td>
<td>one hour a week</td>
</tr>
<tr>
<td>K-12 Methods offered every 3 semesters</td>
<td></td>
<td>(English only)</td>
<td>no</td>
</tr>
<tr>
<td>7-12 Dance Health Phys Ed</td>
<td>Spring only</td>
<td>EDCS 301-305</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAN ED 302</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HED 310</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 376 and PEDCO 315</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PEDCO 398 and PEDCO 399</td>
<td></td>
</tr>
<tr>
<td>7-12</td>
<td></td>
<td>EDCS 406-425</td>
<td>4 hrs a day, 5 days a week + afternoon seminars and workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDCS 410</td>
<td>HTBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDCS 406</td>
<td>4 hrs a day, 5 days a week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDUC 476</td>
<td>HTBA</td>
</tr>
</tbody>
</table>

Application required during semester prior to student teaching. Student teaching in K-12 may not be offered each year.
HEALTH EDUCATION—BS*

Coordinator Mary Lefkarites, 1101 West Building; 772-4670

Health Education Major The undergraduate program in health education focuses on the health status, needs and lifestyles of individuals living in the United States, particularly in urban settings. The promotion of health is viewed from a sociocultural perspective and includes emotional, physical and social aspects of well-being. The BS in health education prepares school health educators to make an impact on the school's environment, health services and health instruction of children and adolescents in New York City. Students are required to complete a 36-credit major and a 16-credit teacher education sequence. It is also recommended that students take an 18-credit concentration in one liberal arts subject.

For students pursuing the health education major the 120 credits required for the BS degree will be distributed as follows:

Distribution Requirements (42-55 cr)
Major Courses (36 cr)
Teacher Education Sequence (16 cr)
Recommended liberal arts subject concentration (18 cr)
Electives (0-9 cr)
(The diversity requirement may be met through courses taken to meet the distribution requirement, the major, the liberal arts subject concentration and/or electives.)

Required Major Courses (24 cr)

NFS 141 Nutrition I
HED 100 Contemporary Health Concepts
COMHE 301 Introduction to Community Health Education
HED 305 Sex Education
HED 306 Drugs and Drug Dependencies
HED 309 The School Health Program
HED 310 Methods of Teaching Health Education (K-12)
HED 351 Safety Education and Emergency Care

Elective Major Courses

HED 201 Women and Health
HED 300 Seminar: Selected Topics in Health (1-3 cr)
HED 301 Mental Health for the Health Educator
HED 304 Death and Dying
HED 311 AIDS and Society
HED 470 Fieldwork (1-3 cr)
HED 480 Independent Study in Health Education (1-3 cr)
HED 490 Honors in Health Education
PEDCO 380 Foundations of Physical Fitness
POLSC 281 Drugs and US Policy
WOMST 498 Internship:
Reproductive Rights Education
Project Student Internship Seminar

Recommended Liberal Arts Concentration (18 cr)

Students who are interested in teaching in the elementary school, and who may choose to pursue a master's degree in elementary education, are urged to take 18 credits in one liberal arts subject. A concentration in a liberal arts subject is an admission requirement for master's degree programs in elementary education in New York State. It is recommended that the concentration be in a subject taught in the elementary and/or secondary schools (mathematics, a science, an area of social studies;** a foreign language or English) so as to strengthen the student's application as a teacher in both elementary and secondary schools.

Health Education Minor Students majoring in a liberal arts subject who wish to minor in health education should meet with an advisor from the health education program to arrange an appropriate course of study.

PHYSICAL EDUCATION—BS

The department offers two physical education degree programs designed to meet varying career goals. Students interested in teaching physical education should elect the BS degree in physical education with professional preparation in education. Students interested in working as professionals in physical education subfields—physical fitness, gerontology, sports medicine, etc.—apart from teaching should elect the BS degree in physical education for non-teachers.

BS in Physical Education—Teaching

Coordinator Arlene Seguine, 1104 West Building; 772-4639

Distribution Requirement (44-52 cr) Within category VI (Social Sciences), PSYCH 100 and 150 are required.

Science Requirement (13 cr) BIOL 120 and 122 (9 cr) (fulfills distribution requirement with approval from advisor) and ANTHP 101 Human Evolution (4 cr).

Core Courses (21 cr) PEDCO 250, 251, 349, 350, 351, 352, 383.

Activity Leadership (12 cr) PEDCO 130, 131 or 135, 148, 210, 212, 213, 220, 221, 225 and 245. 1 cr swimming and 2 cr required elective activities.

Methodology PEDCO 315, PEDCO 398, EDUC 376, PEDCO 399, EDUC 476.

Education Sequence (19 cr) For admission and distribution requirements and a listing of the teacher education course requirements, see section on Secondary Education and Special Subjects above.

Electives Students are encouraged to take 9-12 cr of concentrated work in an elective area offered by the department. (The tracks in Adapted Physical Education and in Coaching and Administration are particularly advised for students going into teaching.) Students are also strongly encouraged to take STAT 113 and HED 351.

BS in Physical Education—Nonteaching

Coordinator Arlene Seguine, 1104 West Building; 772-4689

Core Courses (21 cr) PEDCO 250, 251, 349, 350, 351, 352, 383.

Activity Leadership (12 cr) PEDCO 130, 131 or 135, 148, 210, 211, 212, 213, 220, 221, 225, 245, 470. 1 cr swimming and 2 cr required elective activities.

***Offered spring semester only.

*Admission to this program has been suspended.
**Areas accepted by New York State as social studies are:** history, political science, economics, sociology, cultural anthropology and geography.

**Science Requirement** (13 cr) BIOL 100 and 102 (fulfills distribution requirement) or BIOL 120 and 122 (9 cr) (fulfills distribution requirement with approval from department chair) and ANTH 101 Human Evolution (4 cr).

**Distribution Requirement** (41 to 55 credits)

**Elective Tracks** (15 cr) Students must take 12 cr in one of the areas listed below. Because the list is not inclusive, and the courses may vary, students must see an advisor to plan their 12-cr concentration. All BS degree students are encouraged to take HED 351 and PEDCO 470.

**Coaching and Administration**
PEDCO 360, 361, 381, SOC 217 and HED 351

**Physical Fitness Leadership**
PEDCO 380, 452, 470, HED 351, and NFS 141

**Adapted Physical Education**
PEDCO 383, 452, 470, 480 and EDSPC 700

**Health**
HED 100, 200, 305, and 306

*Note:* All physical education majors must earn a grade of C or better in each core course or repeat the course, and must maintain a B or better average in activity leadership courses.

**Activity Leadership Courses** (for physical education majors only)

PEDCO 100  **Swimming** 2 hrs, 1 cr.

PEDCO 109  **Swimming** 2 hrs, 1 cr.

PEDCO 115  **Fencing** 2 hrs, 1 cr

PEDCO 117  **Karate (Tai Kwon Do)** 2 hrs, 1 cr

PEDCO 118  **Wrestling** 2 hrs, 1 cr

PEDCO 120  **Self-defense** 2 hrs, 1 cr

PEDCO 122  **Intermediate Fencing** 2 hrs, 1 cr. Prereq: PEDCO 115

**Dance**
PEDCO 130  **Funk and Square Dance** 2 hrs, 1 cr

PEDCO 132  **Beginning Afro-American Dance** 2 hrs, 1 cr

PEDCO 135  **Beginning Modern Dance** 2 hrs, 1 cr

PEDCO 137  **Intermediate Afro-American Dance** 2 hrs, 1 cr

PEDCO 139  **Intermediate Modern Dance** 2 hrs, 1 cr

**Fitness and Conditioning Activities**

PEDCO 144  **Aerobics** 2 hrs, 1 cr

PEDCO 145  **Fitness and Weight Control** 2 hrs, 1 cr

PEDCO 148  **Yoga** 2 hrs, 1 cr

**Individual and Dual Sports**

PEDCO 164  **Tennis** 2 hrs, 1 cr

PEDCO 165  **Intermediate Tennis** 2 hrs, 1 cr

PEDCO 170  **Rhythmic Gymnastics** 2 hrs, 1 cr

PEDCO 171  **Racquetball** 2 hrs, 1 cr

PEDCO 172  **Handball** 2 hrs, 1 cr

PEDC 167  **Men’s Gymnastics** 2 hrs, 1 cr

PEDW 166  **Women’s Gymnastics** 2 hrs, 1 cr

Hunter College must submit proof of a recent medical examination and chest X-ray to the College medical office. A physical activity card will be issued and must be presented by the student at the first meeting of all physical education classes and cocurricular activities.

**Uniforms** All students enrolled in physical education classes must wear sneakers or other appropriate footwear. In most physical education classes T-shirts, shorts, and/or sweat pants are recommended and/or required.

**Basket and Uniforms Rental** The Department of Health and Physical Education has a voluntary rental plan that is available to all participants in physical education and recreation programs. For a nonrefundable fee of $15.00 per semester, the department will provide a storage basket, towel, T-shirt, shorts, socks, laundry service, full-length dressing lockers during use of facilities, and, for men, an athletic supporter. Each student must provide his/her own footwear, which can be stored in the security basket, along with the uniform equipment.

For a fee of $5.00 per semester, we will provide: a lock and storage basket, a towel with laundry service and a full-length dressing locker during use of facilities.

**Lockers** Lockers are available for use on the B2 level of the West Building. Lockers for physical education classes are to be used on a daily basis only.

**ELECTIVE PHYSICAL EDUCATION COURSES**

**Aquatics**
PEDCO 100  **Beginning Swimming** 2 hrs, 1 cr

PEDCO 200  **Intermediate Swimming** 2 hrs 1 cr. Prereq: PEDCO 100 or equiv

PEDCO 201  **Advanced Swimming** 2 hrs, 1 cr. Prereq: PEDCO 200 or equiv

PEDCO 300  **Advanced Life Saving** 2 hrs, 1 cr. Prereq: PEDCO 201 or perm instr

PEDCO 400  **Aquatic Leadership** 2 hrs, 2 cr. Prereq: HED 351 and PEDCO 300

**Combatives**
PEDCO 115  **Fencing** 2 hrs, 1 cr

PEDCO 117  **Karate (Tai Kwon Do)** 2 hrs, 1 cr

PEDCO 120  **Wrestling** 2 hrs, 1 cr

PEDCO 122  **Self-defense** 2 hrs, 1 cr

PEDCO 215  **Intermediate Fencing** 2 hrs, 1 cr. Prereq: PEDCO 115

**Dance**
PEDCO 130  **Funk and Square Dance** 2 hrs, 1 cr

PEDCO 132  **Beginning Afro-American Dance** 2 hrs, 1 cr

PEDCO 135  **Beginning Modern Dance** 2 hrs, 1 cr

PEDCO 137  **Intermediate Afro-American Dance** 2 hrs, 1 cr

PEDCO 139  **Intermediate Modern Dance** 2 hrs, 1 cr

**Fitness and Conditioning Activities**

PEDCO 144  **Aerobics** 2 hrs, 1 cr

PEDCO 145  **Fitness and Weight Control** 2 hrs, 1 cr

PEDCO 148  **Yoga** 2 hrs, 1 cr

**Individual and Dual Sports**

PEDCO 164  **Tennis** 2 hrs, 1 cr

PEDCO 165  **Intermediate Tennis** 2 hrs, 1 cr

PEDCO 170  **Rhythmic Gymnastics** 2 hrs, 1 cr

PEDCO 171  **Racquetball** 2 hrs, 1 cr

PEDCO 172  **Handball** 2 hrs, 1 cr

PEDC 167  **Men’s Gymnastics** 2 hrs, 1 cr

PEDW 166  **Women’s Gymnastics** 2 hrs, 1 cr

PEDC 166  **Men’s Gymnastics** 2 hrs, 1 cr

PEDW 166  **Women’s Gymnastics** 2 hrs, 1 cr

***Uniforms*** All students enrolled in physical education classes must wear sneakers or other appropriate footwear. In most physical education classes T-shirts, shorts, and/or sweat pants are recommended and/or required.

**Basket and Uniforms Rental** The Department of Health and Physical Education has a voluntary rental plan that is available to all participants in physical education and recreation programs. For a nonrefundable fee of $15.00 per semester, the department will provide a storage basket, towel, T-shirt, shorts, socks, laundry service, full-length dressing lockers during use of facilities, and, for men, an athletic supporter. Each student must provide his/her own footwear, which can be stored in the security basket, along with the uniform equipment.

For a fee of $5.00 per semester, we will provide: a lock and storage basket, a towel with laundry service and a full-length dressing locker during use of facilities.

**Lockers** Lockers are available for use on the B2 level of the West Building. Lockers for physical education classes are to be used on a daily basis only.
EDCS 210 Secondary School Learning Environments 3 hrs, 3 cr. Pre- or coreqs: EDFS 200, 201, 202. Establishment of effective learning environments, with a focus on learner/teacher dynamics, group process, and classroom management.

EDCS 211 Reading Materials for Young Adults 3 hrs, 3 cr. Prereq: English 120 and perm of an advisor, School of Education. Familiarizes prospective teachers with a wide variety of young adult literature and appropriate methodology for selecting and teaching materials based on their students' special needs, interests, abilities, styles of learning and multicultural backgrounds. Offered fall only.

EDCS 301 Methods of Teaching English in Secondary Schools 3 hrs, 3 cr. Prereqs: EDFS 200, 201, 202. 18 credits in English; coreq: EDCS 210, 211. Familiarizes prospective English teachers with the curriculum materials, instructional approaches, innovative teaching techniques, and evaluative procedures. Offered fall only.

EDCS 302 Methods of Teaching a Foreign Language 3 hrs, 3 cr. Prereq: EDFS 200, 201, 202. 18 credits in a foreign language; coreq: EDCS 210. Theory and research in proficiency-based second language teaching and their practical applications. Offered fall only.

EDCS 303 Curricular Issues and Teaching Methods in Secondary Mathematics 3 hrs, 3 cr. Prereqs: EDFS 200, 201, 202. 18 credits in college level mathematics, including two calculus courses; coreq: EDCS 210. Issues and problems in teaching mathematics to secondary school students in a multicultural setting; teaching strategies that emphasize problem solving/critical thinking/applications; ways to diagnose/remediate. Offered fall only.

EDCS 304 Methods of Teaching Secondary School Science 3 hrs, 3 cr. Prereqs: EDFS 200, 201, 202. 18 credits in science; coreq: EDCS 210. Rationale and methodology for teaching science based on current theories of the nature of students, science and secondary schooling. May not be offered every year. Offered fall only.

EDCS 305 Methods of Teaching Secondary School Social Studies 3 hrs, 3 cr. Prereqs: EDFS 200, 201, 202. 18 credits in social studies (history, cultural anthropology, economics, geography, political science, or sociology) of which 12 credits must be in history; coreq: EDCS 210. Rationale, methodology, and resources for teaching social studies based on current theories of the nature of students, social studies and secondary schooling. Offered fall only.

EDCS 406 Supervised Student Teaching of Health Education K-12 4 cr. Supervised observation and student teaching in grades 7-9 and 10-12 for no less than 225 clock hours; 15 hours of seminar plus conferences. Prereqs: EDFS 200, 201, 202; EDCS 210; HED 310.

EDCS 410 Supervised Student Teaching of Dance in Grades K-12 Seminar plus conferences and 225 clock hours of fieldwork, 4 credits. Prereq: EDFS 200, 201, 202; pre- or coreq: EDCS 210, DANED 302. Supervised observation and student teaching in grades K-12 in a NYC school for 225 clock hours; 15 hours of seminar plus conferences; includes a 2-hour child abuse workshop.

EDCS 421 Supervised Student Teaching of English in Grades 7-9 and 10-12 15 hours of seminar plus 275 hours of fieldwork, 4 cr. Prereqs: EDFS 200, 201, 202; pre- or coreq: EDCS 210, 211, 301. Supervised observation and student teaching in grades 7-9 and 10-12 for no less than 275 clock hours; 15 hours of seminar plus conferences. Offered spring semester only.

EDCS 422 Supervised Student Teaching of a Foreign Language in Grades 7-9 and 10-12 15 hours of seminar plus 275 hours of fieldwork, 4 cr. Prereqs: EDFS 200, 201, 202; pre- or coreq: EDCS 210, 303. Supervised observation and student teaching in grades 7-9 and 10-12 for no less than 275 clock hours; 15 hours of seminar plus conferences. Offered spring semester only.

EDCS 423 Supervised Student Teaching of Mathematics in Grades 7-9 and 10-12 15 hours of seminar plus 275 hours of fieldwork, 4 cr. Prereqs: EDFS 200, 201, 202; pre- or coreqs: EDCS 210, 303. Supervised observation of student teaching in grades 7-9 and 10-12 for no less than 275 clock hours; 15 hours of seminar plus conferences. Offered spring semester only.

EDCS 424 Supervised Student Teaching of Science in Grades 7-9 and 10-12 15 hours of seminar plus 275 hours of fieldwork, 4 cr. Prereqs: EDFS 200, 201, 202; pre- or coreqs: EDCS 210, 304. Supervised observation of student teaching in grades 7-9 and 10-12 for no less than 275 clock hours; 15 hours of seminar plus conferences. Offered spring semester only.

EDCS 425 Supervised Student Teaching of Social Studies in Grades 7-9 and 10-12 15 hours of seminar plus 275 hours of fieldwork, 4 cr. Prereqs: EDFS 200, 201, 202; pre- or coreqs: EDCS 210, 304. Supervised observation of student teaching in grades 7-9 and 10-12 for 275 clock hours; 15 hours of seminar plus conferences. Offered spring semester only.

EDFS 200 Human Development: Focus on Adolescents in Secondary Education 3 hrs, 3 cr. Coreq: EDFS 201. Cognitive, emotional, personality, social, and physical development from childhood through adolescence, with a particular focus on adolescence. Two hours of class work at Hunter College, and one hour of fieldwork in a secondary school.


EDFS 202 Educational Psychology: Applications to Secondary Education 3 hrs, 3 cr. Prereqs: EDFS 200, 201. Basic educational psychology covering the characteristics of the learner, learning theories and applications, and the instruction process as applied to the secondary setting. Two-hour class, one hour of tutoring or mentoring students.

EDUC 352 Introduction to Art Education 3 hrs, 3 cr. Plus hours to be arranged for fieldwork. An introduction to the philosophical and social foundations of art education. Field experience in diverse settings — elementary schools, museum education programs and community centers. Not currently offered.

EDUC 360 Methods of Teaching a Subject (ART) in Secondary Schools 3 hrs, 3 cr. Aims, problems and methods of teaching a subject on the secondary level. Not currently offered.

EDUC 375 See HED 310.


EDUC 400 Seminar in Special Topics in Educational Theory 3 hrs, 3 cr. Prereq: Jr/Sr with 15 cr in education. Reading, discussion and papers on significant topics in educational theory.

EDUC 401, 404 Fieldwork in Education 1 hr, 1 cr each.

EDUC 402, 405 Fieldwork in Education 2 hrs, 2 cr each.

EDUC 403, 406 Fieldwork in Education 3 hrs, 3 cr each. Independent project in an approved educational setting. Reports and conferences regarding educational activity.

EDUC 460 Supervised Student Teaching (ART) in Secondary Schools 12 hrs (180 clock hours), 6 cr. Prereq: EDFS 200, 201, 202; EDCS 210; EDCS 376 and PEDCO 315. Supervised observation and student teaching in secondary schools in field of major preparation. Note: Applicants for student teaching in spring semester must apply during previous October. Applicants for student teaching in fall semester must apply during previous March. Watch for announcement of application conference.

EDUC 476 Supervised Student Teaching (PHYSICAL EDUCATION) in Secondary Schools 12 hrs (180 clock hours), 6 cr. Prereq: EDFS 200, 201, 202; EDCS 210; EDCS 376 and PEDCO 315. Supervised observation and student teaching in secondary schools in field of major preparation. Note: Applicants for student teaching in spring semester must apply during previous October. Applicants for student teaching in fall semester must apply during
EDUC 490 Honors Course in Educational Research 2 hrs, 2 cr. Prereq: full education sequence including student teaching; 3.5 GPA in education courses and cumulative GPA of 2.8. Individual research in education. Admission by permission of the chairperson.


PEDCO 251 Principles of Physical Education 3 hrs, 3 cr. Principles and purposes of modern physical education programs.

PEDCO 315 Methods of Teaching Physical Education in the Elementary School 3 hrs, 2 cr. Prereq: PEDCO 250, 251; coreq PEDCO 398. Application of concepts of learning, and strategies of teaching interfaced with video-gra phing the learning/teaching process (K-12).

PEDCO 349 Kinesiology I 3 hrs, 3 cr. Prereq or coreq: PEDCO 250. Functional anatomy and neuromotor control underlying human movement.

PEDCO 350 Kinesiology II 3 hrs, 3 cr.


PEDCO 352 Exercise Physiology 4 hrs, 3 cr. Prereq: BIOL 120 and 122. Physiological and neuromuscular mechanisms in exercise.

PEDCO 353 Biomechanics 3 hrs, 3 cr. Prereq: PEDCO 250 and ENGL 120. Application of mechanical principles to the analysis of human movement.

PEDCO 380 Foundations of Physical Fitness 3 hrs, 3 cr. An introductory course in principles and methods of physical fitness development. Emphasis on cardiovascular and muscle endurance, strength, and flexibility development.

PEDCO 383 Adapted Physical Education 3 hrs, 3 cr. Background, objectives, and specific curriculum features of physical education and recreation programs for the handicapped child.

PEDCO 398 Practicum in Elementary Physical Education 2 hrs, 2 cr. Prereq: 12 cr in major. Coreq: PEDCO 315. Field observation and learning of elementary school physical education programs.


PEDCO 450 Introduction to Research and Measurement 3 hrs, 3 cr. Recom. coreq: STAT 113. For upperclassmen. Selection and use of tests and measurements in school programs.

Elective Offerings

PEDCO 340 The Aging Process 3 hrs, 3 cr. Biophysical changes and accompanying psychosocial aspects of aging.

PEDCO 341 Movement Education for the Older Adult 3 hrs, 3 cr. Theory underlying fitness, self-defense, and creative movement as related to changing physiology of older adult.

PEDCO 342 Recreation Leadership for the Older Adult 3 hrs, 3 cr. Educational concepts and leadership techniques essential for planning recreation programs for aging population in various settings.

PEDCO 360 Organization and Administration of Physical Education Programs 3 hrs, 3 cr. Administrative theory and its application.

PEDCO 361 Psychology of Coaching 3 hrs, 3 cr. Psychological dimensions of coaching sports.

PEDCO 380 Foundations of Physical Fitness 3 hrs, 3 cr. Principles and methods of developing physical fitness programs.


PEDCO 451 Workshop in Physical Education 1-3 hrs, 1-3 cr. Prereq: 12 cr in the major or perm instr. Workshop-type course in selected area of physical education not covered in existing courses.


PEDCO 470 Field Experiences 1-3 cr. See department chair. Prereq:
Students must earn a grade of C or better in each didactic course and a grade of B or better in each fieldwork course in order to continue in the program after completion of 12 credits of the sequence. Students who earn a grade of D in a didactic course or a grade of C in a fieldwork course will be required to repeat these courses. A course may only be repeated once. Students who receive a grade of F in a didactic course or a grade of D or F in a fieldwork course may not repeat these courses or continue in the collateral major.

QST A 414 Teaching Science in Early Childhood and Elementary Schools 2 hrs, 2 cr. Prereq: two courses in science, one of which must be a laboratory science. Pre- or coreq: QST B 202, QST B 202.01, QST A 401, QST A 401.01, QST A 414, QST A 414.01, QST A 412, QST A 412.01, QST B 413, QST B 413.01. Methods of teaching science to children in grades nursery through six. Curriculum materials and organization, strategies for teaching skills and providing activities.

QST A 414.01 Fieldwork for Teaching Science 3 hrs, 1 cr. Prereq: Two courses in science, one of which must be a laboratory science. Pre- or coreq: QST B 202, QST B 202.01, QST A 401, QST A 401.01, QST A 414, QST A 414.01, QST A 412, QST A 412.01, QST B 413, QST B 413.01. Supervised experiences in practical classroom applications on the content of QST A 414.

QST A 415 Student Teaching 252 hrs of field placement, + conferences, + 15 hrs of seminar. 4 cr. Prereq: QST B 202, QST B 202.01, QST A 401, QST A 401.01, QST A 414, QST A 414.01, QST A 412, QST A 412.01, QST B 413, QST B 413.01, QST A 406, QST A 406.01, QST B 417, QST B 417.01, coreq: QST A 410. Practice teaching in an elementary classroom under faculty supervision. Placement is made by the QUEST coordinator at a Hunter-affiliated New York City public school.

QST B 202 Child Growth and Development 2 hrs, 2 cr. Prereq: QST B 202.01, QST A 401, and QST A 401.01. The psychological development of preschool and school-age children with emphasis on understanding children’s behavior in the school.


QST B 403 Social Foundations of Urban Education 3 hrs, 3 cr. Contemporary issues in American education considered in their social, historical, and philosophical contexts.

QST B 413.01 Fieldwork for the Psychology of Teaching and Learning
3 hrs, 1 cr. Prereq: QST B 202, QST B 202.01, QST A 401, QST A 401.01.
Pre- or coreq: QST A 414, QST A 414.01, QST A 412, QST A 412.01, QST A
406, QST A 406.01; coreq: QST B 413. Application of the concepts and prin-
ciples from QST B 413 through supervised experience in urban elementary
school classroom.

DEPARTMENT OF SEEK/SEEK PROGRAM

Department Office 1013 East Building; 772-5725
Chair/Director Jorge Fuentes
Professor Rubenfeld
Associate Professor Rodriguez
Assistant Professors Stanley, Wimberly
Lecturers Liggins, Tsang

The Department of SEEK/SEEK Program offers a developmental
college-level, freshman skills curriculum designed to enhance stu-
dent performance in general college courses. The course of
instruction includes a developmental sequence in writing, reading,
speaking, mathematics, and the sciences.

The department offers a variety of supportive services, including
seminars on career planning, the Orientation for Success course,
group and individual tutoring, personal and academic counseling.
The services offered by the department are available only to eligi-
ble students who choose to enroll in the SEEK Program. The
Department of SEEK is administered by the School of Education.

COURSE LISTINGS

MATH/SCIENCES

ACSK 003 Pre-Anatomy and Physiology 1 4 hrs, 0 cr. Overview of physi-
cal and biological sciences. Topics include body as a whole, locomotion and
support, body maintenance, distribution of energy sources and nutrients.
Medical terminology and comprehension are stressed.

ACSK 019 Basic Skills for Chemistry 4 hrs, 0 cr. Prereq: ACSK 012 or
perm dept. Math tools applied to problem-solving in measurements, heat cal-
culations, gases, and stoichiometry; chemistry of elements; nomenclature;
bonding; properties of solutions.
The Schools of the Health Professions

Hunter College's Schools of the Health Professions comprises two prestigious units of the College: The Hunter-Bellevue School of Nursing and the School of Health Sciences. Restructured under a single dean in 1997, each school can now coordinate and enhance efforts to carry out a shared mission: the education of a new generation of health care professionals to meet the needs of the urban population.

History

Nursing education began at Hunter in 1943, when courses for registered nurses were added to its curriculum. In 1955, a four-year collegiate program that was a pioneer for its time — the Hunter College Program in Nursing — was launched. When the Bellevue School of Nursing closed in 1969, Hunter absorbed it to create the Hunter-Bellevue School of Nursing, now located at the College's Brookdale Health Science Center at 425 East 25th Street in Manhattan, near Bellevue Hospital.

Hunter’s Institute of Health Sciences, dedicated to the educational preparation of a range of health care professionals, opened its doors on East 106th Street in 1968. Six years later, the Institute became the School of Health Sciences and moved downtown to join the nursing school at the Brookdale campus.

The reorganization of the two schools allows them to be more innovative academically — and more influential in the delivery of modern urban health care. Interdisciplinary programming and research are strategic initiatives of the schools.

FACULTY

Philip Alcabes, Associate Professor, Urban Public Health; MPH, Columbia University; PhD, Johns Hopkins University; Epidemiology, Biostatistics, AIDS and HIV, Tuberculosis
Marilyn Auerbach, Associate Professor, Community Health Education/Urban Public Health; DPH, Columbia; Women's Issues, Chronic Illness, HIV/AIDS
Deborah Blocker, Assistant Professor, Nutrition/Urban Public Health; ScD, Harvard; Nutritional Epidemiology and Biochemistry, Nutrition and Minorities
Jack Caravano, Assistant Professor, Environmental and Occupational Health Sciences/Urban Public Health; DPH, Columbia; Industrial Hygiene, Environmental Assessments, Hazardous Wastes
Thelma Carter, Professor, Medical Laboratory Sciences; PhD, SUNY Downstate Medical Center; Immunology, Biotechnology Business Development
Lynne Clark, Professor, Communication Sciences; PhD, CUNY; Gerontology, Adult Language Disorders, Neuroanatomy
Florence Edelman, Associate Professor, Communication Sciences; PhD, NYU; Orofacial Disorders of Speech, Neuromuscular and Organic Disorders
Nicholas Freudenberg, Professor, Urban Public Health; DPH, Columbia; Urban Public Health, HIV Prevention, Public Health Policy
Mark Goldberg, Associate Professor, Environmental and Occupational Health Sciences/Urban Public Health; PhD, NYU; Industrial Hygiene, Exposure Assessment, Construction Health and Safety
Thomas Holland, Assistant Professor, Physical Therapy; PhD, NYU; Adult Rehabilitation and Kinesiology
Dean Johnston, Associate Professor, Medical Laboratory Sciences; PhD, Wayne State U; Cancer and Tumor Immunology, Cell Cultures
Susan Kiltzman, Associate Professor, Urban Public Health; MPH, Columbia University; Environmental and Occupational Health and Disease Prevention
David Kotelchuck, Associate Professor, Environmental and Occupational Health Sciences/Urban Public Health; PhD, Cornell; Occupational Health, Industrial Hygiene, Epidemiology
Gary Krasilovsky, Associate Professor, Physical Therapy; PhD, NYU; Parkinson's Disease and Neurological Rehabilitation
Soo-Kyung Lee, Assistant Professor, Nutrition/Urban Public Health; MPH, Cornell; Acculturation, Diet and Health, Immigration and Health
Regina Linder, Professor, Medical Laboratory Sciences; PhD, NYU; Biostatistics, AIDS and HIV, Tuberculosis
Milo Lipovac, Associate Professor, Physical Therapy; PhD, U of Belgrade; Neuroanatomy and Physiology, Pharmacology
Martha Macht-Sliwinski, Lecturer, Physical Therapy; MA, NYU; Clinical Education, Diversity Issues
Khursheed Navder, Associate Professor, Nutrition/Urban Public Health; PhD, Kansas; Lipid Metabolism, Food Science and Nutrition
Irwin Oreskes, Professor, Medical Laboratory Sciences; PhD, CUNY; Clinical Biochemistry, Immunology, Protein Antigenicity and Conformation, Autoantibodies
Robert Orlikoff, Associate Professor, Communication Sciences; PhD, Columbia; Speech Physiology, Voice and Vocal Tract Function
Lynne Roberts, Assistant Professor, Community Health Education/Urban Public Health; PhD, Cornell; Adolescent Health, Violence and Prevention, Minority Health
Kathryn Katzman Rolland, Associate Professor, Community Health Education/Urban Public Health; EdD, Fairleigh Dickinson University; Child and Adolescent Health, HIV/AIDS, School Health
Elaine Rosen, Associate Professor, Physical Therapy; Department of Physical Therapy, Institute of Physical Therapy, MS, LIU; Orthopaedic Management of Extremities and Spine
Dorothy Ross, Assistant Professor, Communication Sciences; PhD, CUNY; Speech Science, Fluency and Speech Disorders
Suzanne Babyar Rothbart, Assistant Professor, Physical Therapy;
The Hunter College School of Health Sciences offers undergraduate and graduate programs in the health-related professions. The school is housed at the Brookdale Health Science Center, located in close proximity to many of New York's major health care facilities. The health professions complex at East 25th Street provides students with fully equipped laboratories, computer and media facilities, a speech and hearing clinic and a library, as well as recreational facilities, a cafeteria and an on-site dormitory.

As a principal unit of The City University of New York for allied health education, Hunter’s School of Health Sciences prepares liberally educated professionals to enter and advance in health-related careers. These professionals will provide health maintenance and promotion, disease prevention, evaluation and clinical management of health-related conditions. The school’s programs of study provide unique educational, research, and clinical and community service-oriented opportunities to students.

The undergraduate programs offered at the Hunter College School of Health Sciences are designed for the working health professional.

- **BS Medical Laboratory Sciences**
- **BS Community Health Education/Urban Public Health**
- **BS Nutrition and Food Sciences/Urban Public Health**

Additionally, the following graduate programs are offered at the School of Health Sciences.

- **MS Communication Sciences (Speech-Language Pathology and Audiology)**
- **MPH Urban Public Health with Specializations:** Community Health Education, Environmental and Occupational Health, Public Health Nutrition
- **MS Environmental and Occupational Health Sciences**
- **MPT Physical Therapy**

Course Offerings for Undergraduate Students in Communication Sciences, and Environmental and Occupational Health Sciences

Communication Sciences and Environmental Occupational Health Sciences are not offered at the undergraduate level. Electives may be taken in Environmental and Occupational Health Sciences. For further information on Environmental and Occupational Health Sciences, call the Urban Public Health Program (212) 481-5111.

The Communication Sciences Program offers a preprofessional curriculum in audiology and speech-language pathology on the 600 level. Upper-level junior and senior undergraduate students at Hunter College are eligible to enroll in the Communication Sciences Program’s prerequisite 600-level course work as electives upon mutual approval of their academic advisor and the Communication Sciences Program. These courses cannot be applied towards the master’s degree as they are prerequisite requirements for admission to the Communication Sciences master’s degree program. Students considering electives in this area should call (212) 481-4467. The prerequisite coursework includes the following. For a detailed description of these courses, see the College’s Graduate Catalog.

- **COMSC 604:** Introduction to Language Science
- **COMSC 607:** Phonetics of American English
- **COMSC 609:** Anatomy and Physiology of the Auditory and Vestibular Mechanisms and Hearing Sciences
- **COMSC 610:** Anatomy and Physiology of Speech Production
- **COMSC 611:** Introduction to Speech Science
- **COMSC 620:** Introduction to Speech-Language Pathology
- **COMSC 640:** Introduction to Audiology

Those undergraduate students majoring in Community Health Education are also eligible to enroll in these 600-level prerequisite Communication courses as a minor area of study upon permission from their undergraduate advisor through the COMHE-COMSC Pathway.

**Admission** Students planning for admission to one of the undergraduate programs offered at the School of Health Sciences should directly contact their program of choice for admission and degree requirements. These programs offer prospective student sessions each semester. See individual program listings in the catalog or visit their Web sites.

Students enter the School of Health Sciences after completion of a minimum of 60 college credits. All applicants, including those currently enrolled at Hunter College who wish to apply to Community Health Education and Nutrition and Food Science, BS degree in the Urban Public Health Program, must file a City University of New York (CUNY) transfer (Advanced Standing) application. The application may be obtained at Hunter’s 68th Street Campus in the College’s Welcome Center, Room 100 North Building, (212) 947-4490, at CUNY’s Office of Admission Service, 101 West 31st Street, New York, NY 10001, (212) 947-4800, and at all CUNY campuses.

Hunter College students applying to Medical Laboratory Sciences should contact the program, preferably in the semester before they wish to enter, or as soon as possible thereafter. Qualified students will receive the Major/Minor form, usually at their first academic advisement session.

*The Physical Therapy Program made a transition to a solely postbaccalaureate master’s degree curriculum, effective September 2000. The program no longer offers a BS degree curriculum. Contact the Physical Therapy Program for specific information on prerequisites and admission for this new program at (212) 481-4469 or visit their Web Site (http://www.hunter.cuny.edu/health/pthp).
The transfer application and required supporting academic records, which must be mailed to the University Application Processing Center, P.O. Box 359023, Brooklyn, NY, 11235-9023 between January 1 and March 1 for the fall semester, and between September 1 and November 1 for the spring semester, are not given priority consideration and are processed on a space-available basis. Applicants with completed applications by the deadline date can expect to be notified no later than May 1 for the fall semester and by December 1 for the spring semester. Students who have not completed the prerequisite course requirements to be considered for admission to one of these undergraduate programs in the School of Health Sciences may wish to transfer to Hunter College as liberal arts and science students. These students should follow the same transfer admission process detailed above.

Course of Study The course of study varies from program to program. The curriculum for each program follows this section. Candidates for the BS degree complete a total of 120 credits and are exempt from the College’s foreign language requirement. In addition to the special requirements in each program, all candidates for graduation must also complete a Hunter-wide distribution requirement and pluralism and diversity requirement that is explained in detail in the Distribution Requirements section of this catalog. We recommend that students complete most distribution requirements before they enter any of the programs in the School of Health Sciences.

Scholastic Requirements Student grades are reviewed each semester to determine eligibility for remaining in programs of the School of Health Sciences. Each student must maintain an overall GPA of 2.5 for each semester and a grade of C or better in each major course. Major courses must be taken for letter grades except, at the discretion of the program director, for clinic, field or independent study.

Program permission is required in order to register for most courses offered at the School of Health Sciences. Permit forms are authorized by program advisors during the pre- and registration periods.

MEDICAL LABORATORY SCIENCES—BS

Program Director Regina Linder, Brookdale Center 729 W; 481-4442, 5114 E-mail rlinder@hunter.cuny.edu
Professors Carter, Oreskes, Linder
Associate Professor Johnston
Advisors Dean Johnston, Brookdale Center 730 W; 481-4356
E-mail djohnston@hunter.cuny.edu
Web Site www.hunter.cuny.edu/health/mls/index.html

Medical Laboratory Sciences (MLS) is a preprofessional major, preparing students for careers in laboratories devoted to promoting, maintaining and restoring human health. The MLS curriculum builds upon the basic science courses required to enter the program. Courses in the major provide a strong theoretical and practical background in the traditional areas of medical laboratories (e.g. microbiology, biochemistry) as well as newer subspecialties (e.g., mammalian cell culture, computer applications). Heavy emphasis is placed on problem solving and development of laboratory strategies, in addition to detailed knowledge in each of the disciplines in the curriculum.

Students graduating with a degree in MLS are prepared to qualify as medical technologists, or to follow a variety of different career pathways. There is currently a shortage of medical technologists in the U.S. To qualify to practice generally requires a period of practical training after graduation. Students can begin this process while matriculated in the major by enrolling in the professional practice course. MLS graduates are also employed as research assistants in the many prestigious medical centers in the area, and often continue their education in those settings. Opportunities to work in the pharmaceutical and biotechnology industries, which are rapidly expanding in the N.Y. metropolitan area, offer another option for MLS graduates.

A primary emphasis of the MLS program is to encourage and help prepare students to continue their education, including medical and dental school, graduate degree programs in science and other areas, and clinical laboratory specializations (i.e., cytotechnology). Qualified students are encouraged to participate in the research projects of faculty members through independent study and honors courses. An interdisciplinary program in biotechnology offers qualified students an intensive techniques workshop, internship and an accelerated BS/MA in biological sciences. Students receive faculty counseling and support in obtaining prerequisite courses, applying to postgraduate programs, and obtaining financial aid, as well as securing their first professional positions.

Admission Requirements Completion of 60 credits before entrance; including 1 year general chemistry with lab, 1 year general biology with lab, overall GPA of 2.5. Students enter the Medical Laboratory Sciences Program in the fall and spring semesters. Transfer students must file a transfer application as described under Admissions to health science programs. Hunter College students may apply any time of the year by contacting the Program, preferably in the semester before they wish to enter, or as soon as possible thereafter. Students who qualify (bring a student copy of transcript) will receive a Major/Minor form to be returned to the Admissions Office.

Requirements for Graduation in Medical Laboratory Sciences (120 cr)

Distribution Requirement (31 cr) excluding Category I: Science and Mathematics; foreign language not required.

Category I Requirements

Science and Mathematics (30.5-31.5 cr) including BIOL 100, 102, CHEM 102, 103, 104, 105, (or 111, 112, 113, 103, 105), 222, 223, MATH 150 or STAT 113, PHY 110, or equiv

Health Core (3 cr) One of the following: COMHE 330, PHILO 254, SOC 301

Specialization (39 cr) MLS 300, 312, 347, 349, 351, 352, 353, 354, 355, 361, 420, 450, 457, 460

Electives (15.5-16.5 cr) Recommended: MLS 400, 410, 454, 459, 480, 490, BIOL 300, 302, 380, 410, CHEM 224, 225, 249, 352, MATH 155, STAT 113

COURSE LISTINGS

*MLS 300 Fundamental Concepts and Techniques in the Medical Laboratory 3 hrs (2 lec, 1 lab), 3 cr. Prereq: BIOL 100, 102. CHEM 102, 103, 104, 105 or equiv. Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approx. 1-2 informal laboratory hours are required to practice the use of equipment.

*MLS 312 Human Physiology: Integration and Control 3 hrs, 3 cr. Prereq: BIOL 100 and 102. Study of function at cellular, systemic, and organismic level, with emphasis on the integrated organism and associated control systems.
**PROGRAM IN URBAN PUBLIC HEALTH**

The Program in Urban Public Health educates public health professionals to promote health and prevent disease in diverse urban communities. The program offers bachelor of science degrees in Community Health Education and Nutrition and Food Sciences, a master of science degree in Environmental and Occupational Health Sciences, and a Master in Public Health degree with specialization tracks in Community Health Education, Environmental and Occupational Health and Public Health Nutrition.

As more of the world's population moves into urban areas, cities pose unique challenges to public health practitioners. This program prepares students to contribute to improved urban health by addressing such problems as HIV, substance abuse, asthma, obesity, undernutrition, violence, heart disease and cancer. Graduates are employed by public and private agencies, hospitals, schools and community organizations. Many students go on to enroll in graduate programs after they earn the bachelor's degree and qualified undergraduates can take selected graduate courses in Urban Public Health in their senior year.

**COMMUNITY HEALTH EDUCATION—BS**

Program Coordinator  Kathryn Rolland, Brookdale Center; 481-5111  
E-mail krolland@hunter.cuny.edu  
Professor  Freudenberg  
Associate Professors  Alcabes, Auerbach, Rolland, Seals  
Assistant Professor  Roberts  
Web Site www.hunter.cuny.edu/health/comhe/index.html  

Community health educators assist individuals and communities to choose more healthful behaviors and lifestyles and to work for healthier environments. They are employed by health centers, government agencies, hospitals, community organizations and workplace programs.

Community health educators learn how to assess health needs, attitudes, knowledge and beliefs and how to mobilize communities around health issues.

The program emphasizes urban health concerns and prepares students to work in New York City and other metropolitan regions. Internships provide students with an opportunity to practice skills prior to graduation.

**Admission Requirements**  Completion of 60 credits before entrance; GPA of 2.5; one semester of college-level biology with lab. Students enter the community health education program in the fall and spring semesters; entrance in the fall semester is encouraged. All applicants, including current Hunter College students, must file a transfer application as described under “Admission to Health Sciences.”

**Requirements for Graduation in Community Health Education**  
(120 cr)

**Distribution Requirement**  43 cr, including BIOL 100, STAT 113, COMHE 310; foreign language not required, PSYCH 150 or 210, BIOL 120 or 122, or equivalent

---

*MLS 347 Human Histology 5 hrs (2 lec, 3 lab), 3 cr. Coreq: MLS 312. Structure and function of normal human tissues and cells, including systematic study of microscopic morphology.*

*MLS 348 Histology Laboratory 3 hrs, 1 cr. Prereq or coreq: MLS 347. Preparation of tissues for microscopy. Special staining techniques.*

*MLS 349 Hematology 5 hrs, 3 cr. Prereq or coreq: MLS 353; prereq: SHS 320. Study of normal and pathological conditions of blood. Use of current diagnostic techniques such as peripheral blood and bone marrow differential counting and blood banking.*

*MLS 351 Clinical Microbiology I 5 hrs, 3 cr. Prereq: BIOL 100, 102, CHEM 102, 103, 104, 105 or fac perm. Properties and mechanisms of pathogenesis of microorganisms associated with disease and the antimicrobial agents used to control them.*

*MLS 352 Clinical Microbiology II 5 hrs, 3 cr. Prereq: MLS 351 or equiv. Continuation of MLS 351 with particular emphasis on anaerobic bacteria, fungi, and viruses.*

*MLS 353 Clinical Laboratory Instrumental Analysis 2 hrs, 2 cr. Coreq: CHEM 222, PHYS 110, MLS 300. Principles of analytical instrumentation including study of photometrics, electroanalysis, particle counting, chemical analysers.*

*MLS 354 Clinical Biochemistry I 5 hrs, 3 cr. Prereq: MLS 353, CHEM 222. Normal and pathological human chemical processes. Clinical chemistry methodologies applied to biological specimens.*

*MLS 355 Clinical Biochemistry II 5 hrs, 3 cr. Prereq: MLS 354. Continuation of MLS 354.*

*MLS 361 Computers and Data Processing in the Medical Laboratory 3 hrs, 3 cr (1 lec, 2 lab). Approx. 3 additional informal lab hours are required weekly. Prereq: MATH 150 or STAT 113; coreq: MLS 353. Study of computer integration in the medical and research lab, data compilation and medical information systems.*

*MLS 400 Topics in Biomedical Sciences 1-3 hrs, 1-3 cr. Topics vary from semester to semester and are announced before registration.*

*MLS 410 Professional Practice 8 wks, 3 cr. Prereq: perm director. Directed full-time experience in clinical, research, public health or other biomedical laboratories. Arranged on an individual basis.*

*MLS 420 Fundamentals of Pathology 2 hrs, 2 cr. Prereq: BIOL 100, 102, MLS 347, 349, 351, 352, 354, SHS 320 or equiv. General pathology: alterations occurring after injury or disease. Relation between pathological and clinical findings.*

*MLS 450 Cell and Tissue Culture 5 hrs, 3 cr (2 lec, 3 lab). Prereq: MLS 351; coreq: MLS 347, 352. Cell and tissue culture theory and techniques, including starting primary cultures, passing and preservation of cells, cytotoxicity assays and monoclonal antibody techniques. Several informal hours are required each week in the lab in addition to the scheduled class.*

*MLS 454 Parasitology 5 hrs, 3 cr. Prereq: MLS 351. Ecology, life cycle, physiology, and identification of intestinal, blood, tissue, and ectoparasites of man.*

*MLS 457 Senior Seminar 2 hrs, 2 cr. Oral presentations and a written research proposal introduce students to the use of the biomedical literature, research design, and effective scientific communication.*

*MLS 459 Viral Mechanisms in Human Disease 2 hrs, 2 cr. Prereq: MLS 351 and 352 or equiv. Structure and replication of viruses, viruses as models in molecular biology, and the mechanisms of interferon action in relation to human disease.*

*MLS 460 Immunology 5 hrs, 3 cr. Prereq: MLS 349, 351, 352, 354. Cellular reactions in immunology, structure of antibodies and antigens, and laboratory determination of immune functions.*

*MLS 460.1, .2, .3 Independent Study Hrs TBA, 1, 2, 3 cr respectively. Prereq: perm director.*

*MLS 490 Honors Hrs TBA, 3 cr. Prereq: perm director.*

---

*Pending Senate approval.
affected by HIV/AIDS.

COMHE 325 Environmental Public Health Problems 3 hrs, 3 cr. Impact of environmental problems associated with urbanization—e.g., water quality, air and noise pollution, waste disposal and radiation hazards.

COMHE 330 Principles of Epidemiology 3 hrs, 3 cr. Methods of study of disease; risk factors; distribution, causes, prevention, and control of selected diseases.

COMHE 400 Topics in Community Health Education and Public Health 3 hrs, 3 cr. Content varies from semester to semester to address changing needs of profession.

COMHE 401 Directed Fieldwork I 6 wks, 3 cr. Prereq: COMHE 301, 302, 303. Assignment in health care agency to provide experience of requirements of profession.

COMHE 402 Directed Fieldwork II 1 full day per wk, 2 cr. Prereq: COMHE 401.

COMHE 403 Directed Fieldwork III 1½ days per wk, 3 cr. Prereq: COMHE 401, 402.

COMHE 405 Principles of Administration of Health Care Agencies and Institutions 3 hrs, 3 cr. Prereq: SHS 300. Overview of US health care system, official and voluntary agencies; introduction to administrative skills.

COMHE 420 Introduction to Clinical Medicine 3 hr, 3 cr. Prereq: BIOL 120 or 122 or equiv. Role of health professionals in treatment, management and control of disease.

*COMHE 480.1, .2, .3 Independent Study Hrs TBA, 1, 2, 3 cr respectively. Prereq: perm director.

*COMHE 490 Honors Hrs TBA, 3 cr. Prereq: perm director.

COMMUNITY HEALTH EDUCATION THE COMHE-COMSC PATHWAY

Students who wish to major in Community Health Education and also meet the requirements to apply for admission to the Master’s Program in Communication Sciences take the same specialization course credits plus the following:

Electives (13 cr in consultation with advisor) depending on the student’s intention to follow the Communication Sciences Arts and Sciences Curriculum (clinical) or Teacher of the Speech and Hearing Handicapped Curriculum (clinical plus teacher of the speech and hearing handicapped in elementary and secondary schools).

Communication Sciences Arts and Sciences Curriculum: 13 cr

COMHE 200xx Special Topics for Pre-Health Science Students

COMHE 480.01 Independent Study and 9 credits in consultation with pathway advisor.

or

Communication Sciences Teacher of the Speech and Hearing Handicapped Curriculum: 13 cr

COMHE 200xx Special Topics for Pre-Health Students

COMHE 480.01 Independent Study and 9 cr in education courses

Free electives: (22 cr. In consultation with advisor)

COMSC 604, COMSC 607, COMSC 609, COMSC 610, COMSC 611, COMSC 620 (prereq: COMSC 610), COMSC 640 (prereq: COMSC 609), COMSC 642 (and for Teacher of Speech and Hearing Handicapped Curriculum, 3 additional credits in education courses) are taken upon matriculation in the master’s program.
Nutrition and Food Science curriculum meets the academic (didactic) requirements set by the American Dietetic Association (ADA) and qualifies students to continue their professional preparation for the Registered Dietitian (RD) credential. To become a Registered Dietitian students must: a) Successfully complete all required courses for the NFS major and graduate with the BS degree; b) Complete a dietetic internship (DI); and c) Take and pass the Dietetic Registration Examination.

Admission Requirements Students planning to apply for admission to the School of Health Sciences’ Nutrition and Food Science Program, located at the Hunter College Brookdale Health Science Center, 425 East 25th Street, New York, NY, 10010, should attend a group orientation session held every October and February for prospective students. Individual appointments with a faculty advisor may also be requested by calling (212) 481-5111. After completion of 45 credits and most of the program’s distribution requirements, Hunter College students may see an NFS advisor for pre-NFS major advising, however, pre-major status does not guarantee later acceptance into the major. Pre-majors must follow the same application procedures as any other student. Students enter the program in the fall semester and can attend on a full-time or part-time basis during the day. The Hunter College Distribution and Pluralism and Diversity Requirements should be met before entrance to the program.

The prerequisite courses for admission are completion of 60 credits, including the following course prerequisites: Two semesters of anatomy and physiology with lab; one semester of general chemistry with lab; one semester of organic chemistry with lab; one semester of biochemistry; one semester of microbiology with lab; one semester of introductory food science; one semester of introductory nutrition. A grade of C or better must be earned in all prerequisites.

The prerequisite courses may be completed in the summer session preceding entrance to the program. An overall GPA (combined grade point average from all postsecondary institutions attended) of 2.8 is required for consideration because of the competitive nature of the applicant pool and the small size of the incoming class. However, the admission process may favor applicants with much higher overall GPA requirements. Students who have completed 30 credits at Hunter College or at another City University institution at the time of application will be given priority in the selection process.

All applicants, including those currently enrolled at Hunter College, must file a City University of New York (CUNY) Transfer (Advanced Standing) application. The application may be obtained at Hunter’s 68th Street Campus in the College’s Welcome Center, Room 100 North Building, (212) 947-4490, or on the Web at http://admissions.hunter.cuny.edu or at CUNY’s Office of Admission Service, 101 West 31 Street, New York, NY 10000, (212) 947-4800 and at all CUNY campuses.

The transfer application and required supporting academic records must be mailed to the University Application Processing Center, P.O. Box 359023, Brooklyn, New York, 11235-9023 between January 1 and March 1. Applications that arrive after March 1 are not given priority consideration and are processed on a space available basis. Applicants with completed applications by the deadline date can expect to be notified no later than May 1.

Students who have not completed the prerequisite course requirements to be considered for admission to the Nutrition and Food Science Program may wish to transfer to Hunter College as liberal arts and science students. These students should follow the same transfer admission process detailed above for the following year.

Requirements for Graduation in Nutrition and Food Science (120 cr)

<table>
<thead>
<tr>
<th>Distribution Requirement</th>
<th>(42 cr - foreign language not required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>(12 cr) All majors must take CHEM 100, 101, 120, 121. STAT 113.</td>
</tr>
<tr>
<td>Category II</td>
<td>(3 cr) ENGL 120.</td>
</tr>
<tr>
<td>Category III</td>
<td>No foreign language is required.</td>
</tr>
<tr>
<td>Category IV</td>
<td>(6 cr)</td>
</tr>
<tr>
<td>Category V</td>
<td>(9 cr)</td>
</tr>
<tr>
<td>Category VI</td>
<td>(12 cr) All majors must take ANTHC 101. PSYCH 100. SOC 101. ECO 100.</td>
</tr>
</tbody>
</table>


Science Core Courses (16 cr) BIOL 120, BIOL 122, BIOL 230, BIOL 280. CSCI 100.

Electives (18 cr) Recommended: Any NFS elective courses or others, with the approval of an advisor.
COURSE LISTINGS

NFS 131 Food Science I 3 hrs., 3 crs. Basic principles of the chemical and physical nature of foods, food sanitation and safety; the nutritional value of food in relation to storage, processing, and preparation.

NFS 141 Nutrition 3 hrs., 3 crs. Fundamentals of the science of nutrition as they apply to individuals and society.

NFS 330 Food Science II Laboratory 3 hrs., 1 cr. Prereq: NFS 131; CHEM 120, 121; coreq: NFS 331. Laboratory experience with the chemical and physical properties of food components.

NFS 331 Food Science II 3 hrs., 3 crs. Prereq: NFS 131; coreq: NFS 330. Application of the principles of chemical and physical changes that occur during food preparation and preservation; product evaluation and meal management; laboratory preparation.

NFS 332 Cultural Aspects of Food and Nutrition 3 hrs., 3 crs. Prereq: NFS 131, 141, ANTHC 101, SOC 101. Study of the way in which cultural, social, and technological factors influence food behavior and dietary patterns.

NFS 333 Nutrition Education 3 hrs., 3 crs. Prereq: NFS 131 and 141. Introduction to the theories and principles of the teaching-learning process in the field of nutrition.

NFS 335 Institutional Management 3 hrs., 3 crs. Prereq: NFS 131, 141, ECO 100. Overview of the theories, functions, and tasks of management. Discussion of labor and effective methods for directing an operation with applications drawn from food service.


NFS 361 Food and the Consumer 3 hrs., 3 crs. Prereq: NFS 131, 141, 331, ECO 100. Food issues; food services available to the consumer; responsibilities of the private and public sectors.


NFS 402 Seminar in Nutrition and Food Sciences 3 hrs., 3 crs. Prereq: NFS 335, 342, 343. Research in nutrition and food science; examination of professional goals.

NFS 431 Experimental Foods 5 hrs. (2 lec, 3 lab), 3 crs. Prereq: NFS 331, 341. Scientific approach to food testing; use of instruments and techniques in food and nutrition laboratories.

NFS 434 Nutrition and the Elderly 3 hrs., 3 crs. Prereq or coreq: NFS 342, PSYCH 100, SOC 101. Psychological, psychosocial, and economic problems of the elderly; how needs are met by government and private agencies. Application of nutrition to these problems.

NFS 435 Food Service Systems 3 hrs., 3 crs. Prereq: NFS 335. The organization and administration of a food service operation from the systems approach on the tactical and strategic level, stressing learning activities and competencies required by the American Dietetic Association.

NFS 441 Community Nutrition I 3 hrs., 3 crs. Prereq: NFS 333, 342. Analysis of nutrition services, legislation and policy; role and function of community nutritionists; nutrition education in a community setting.


NFS 443.51, 443.52, 443.54, 443.55, 443.56 Practicum in Nutrition and Food Science 7 hrs. (1 lec, 6 lab), 3 crs. Prereq: NFS 442. Practicum in institutions, agencies, business and research firms; projects.

NFS 444 Advanced Nutrition II 3 hrs., 3 crs. Prereq: NFS 341, 441. A study of the biochemical conditions leading to disease and the interrelationship between nutrition and abnormal metabolism.

NFS 445 Advanced Nutrition Laboratory II 3 hrs., 1 cr. Prereq: NFS 341 or 441; coreq: NFS 444. Laboratory experience with basic methods of biochemical analysis and interpretation of biochemical data.

NFS 480.31, 480.32 Independent Study in Nutrition and Food Science Hrs. TBA, 3 crs., respectively. May be taken 1 or 2 sem. Prereq: NFS 342 with perm dept chair.

NFS 490 Honors in Nutrition and Food Science Hrs. TBA, 3 crs. Prereq: NFS 342. Senior with permission of the program director. Supervised independent research project. A written report or suitable presentation is required. Proposal must be presented the semester before work is done.
School of Health Sciences

Field Instruction Centers

Communication Sciences
Albert Einstein Medical Center — Rose F. Kennedy Center
Associated for Help of Retarded Children
Bacharach Rehabilitation Hospital
Bellevue Hospital
Beth Abraham Health Services
Billete Early Childhood Centers
Blythedale Children’s Hospital
Bronx Veterans Administration
Brookdale Hospital Medical Center
Brookdale Medical Center
Central Park East Learning Center
Challenge Infant Development Center
Clove Lakes Nursing Home
Coler-Goldwater Memorial Hospital
Columbia Presbyterian Medical Center
DC 37 Audiology Service
East Orange Veterans Administration
Medical Center
East River Developmental Center
Gillian Brewer School
Hebrew Home and Hospital
Hebrew Home for the Aged
Helen Hayes Hospital
Hospital for Special Surgery
Jacques Hospital and Medical Center
James Howard Veterans Administration Clinic
Jewish Home and Hospital
JHS 47 School for the Deaf
Lenox Hill Hospital
Long Island College Hospital
Manhattan Eye and Ear and Throat Hospital
Mary Manning Walsh Home
MJG Nursing Home
Mt. Sinai Medical Center
New York City Board of Education
New York Eye and Ear Infirmary
New York League for the Hard of Hearing
Orthopedic Institute Preschool Unit,
Hospital for Joint Diseases
Park Avenue Hearing Services
Parkside School
Queens General Hospital
Rainbow School
Silvercrest Extended Care Facility
State Island University Hospital
St. Barnabas Hospital
St. Charles Hospital & Rehabilitation Center
St. Francis DeSales School for the Deaf
St. Joseph’s Hospital of Yonkers
St. Mary’s Hospital for Children
St. Vincent’s Hospital
Sunshine School
Transitions of Long Island
United Cerebral Palsy — Brooklyn
(Heast Early Instruction Center)
Veterans Administration Medical Center
Village Child Development Center
Westchester County Medical Center, Valhalla
YAI NY League for Early Learning
Young Adult Institute

*Internship locations are subject to change

Medical Laboratory Sciences
Bellevue Hospital Center
Booth Memorial Hospital
Bronx-Lebanon Hospital
Long Island College Hospital
Maimonides Medical Center
Memorial Sloan-Kettering Cancer Center
Metropolitan Hospital Center
Mt. Sinai /NYU Medical Center
NYC Dept. of Health Bureau of Laboratories
New York Hospital Cornell Medical Center
Our Lady of Mercy Medical Center
Victory Memorial Hospital

*Physical Therapy
Abilities Health and Rehabilitation Services
Accident and Rehabilitation Center in Mesa
Advanced Physical Therapy
Arizona Back Institute
Arizona Physical Medicine and Rehabilitation
Associated Therapies - Adults
Associated Therapies - Pediatrics
Atta Sports Medicine and Physical Therapy
Avonlea Physical Therapy and Sports
Rehabilitation
Bakersfield Regional Rehab Hospital
Barrow’s St. Joseph Hospital
Bassett Hospital
Bayley Seton
Bellevue Hospital
Beth Abraham Hospital
Beth Israel Medical Center
Beth Israel New Jersey
Beaufort Memorial Hospital
Booth Memorial Medical Center
Bronx Lebanon Hospital
Bronx Municipal Hospital
Brookdale Hospital-Schulman Rehabilitation
Institute
Brooklyn Physical Therapy Services
Brunswick Hospital
Burger Rehabilitation
Burke Rehabilitation Center
Cabrin Medical Center
Catskill Sports and Rehabilitation Center
Center for Multi-Handicapped Children
Center for Rehabilitation
Center for Sports Medicine and Orthopedics
Center for Sports Therapy/J. Cardonne
Children’s Specialized Hospital
Chilton Memorial Hospital
City Hospital Center at Eimhurst
Clara Maas Hospital
Coler-Goldwater Memorial Hospital
Columbia Presbyterian Medical Center
Columbus Hospital and Rehabilitation
Community Physical Therapy
Comprehensive Physical Therapy and
Rehabilitation
Coney Island Hospital
Danbury Hospital, Physical Medicine and
Rehabilitation
Daughters of Jacob Nursing Home
Devita/Becker Physical Therapy

Desert Hospital
Downstate Medical Center/SUNY Health Sciences
Eastside Sports Medicine
Einstein-Lubin Rehabilitation
Elite Physical Therapy
Ellenwood Community Hospital
FHP Health Care, Inc.
Federal Correction Institute Fort Worth
Francesc Abbink and Raul Klap, PT
Functional Abilities
Garden State Rehabilitation Center
Geisinger-Wyoming Valley Medical Center
Good Samaritan Hospital
Gouverneur Hospital
Grace Hospital
Hackensack Community Nursing Home
Hackensack Medical Center
Hand Surgery Associates
Harlem Hospital
Healthworks of Brooklyn
Health South
Hebrew Hospital Home
Helen Hays Hospital
Henning and Cole Physical Therapy
Holy Name
Hospital for Joint Diseases
Hospital for Special Surgery
Huhukam Memorial Hospital
Huntington Hospital
Institute for Physical Therapy
Institute for Rehabilitation Medicine
(NYU Medical Center)
Interfaith Hospital
International Center for the Disabled
John F. Kennedy Medical Center
Jamaica Hospital
Janet Ottuiano
Jersey Shore Medical Center
Joseph R. Masefield, Jr. Physical Therapy
Kaiser Permanente
Kateri Residence
Kenneth Leacock
Kessler Institute for Rehabilitation
Kings County Hospital
Kingsbrook Jewish Medical Center
La Guardia Hospital
Larry J. Kopelman, Ph.T., P.C.C
Demetrios Kostopoulou
Lawrence Hospital
Lee Memorial Hospital
Lenox Hill Hospital
Lincoln Hospital
Long Beach Memorial Hospital
Long Island Medical Center
Long Island Jewish Medical Center
Luckman Therapy Clinic
Lutheran Medical
MJG Nursing Home Company, Inc.
Madison Avenue Physical Therapy and Sports
Training Center
Madonna Residence
Magic Valley Regional Medical Center
Maimonides Medical Center
Marathon Physical Therapy
Mather Hospital
Memorial Sloan-Kettering Cancer Center
Mercy Hospital
Meridian Point
Meridian Rehabilitation Services
Mesa Lutheran (Rehabilitation)
Methodist Hospital
Missouri River Medical Center
Montefiore Hospital
Mount Sinai Hospital
Nassau County Medical Center
New Horizon’s Physical Therapy
New Rochelle Hospital
New York Downtown Hospital
New York Foundling Hospital
New York Hospital
North Shore Physical Therapy Services
Norwalk Hospital
Novacare
Orthopedic and Sport Injury Rehabilitation
Orthopedic and Sports Therapy of Queens
Our Lady of Mercy Medical Center
Pain Alleviation Center
Park South Hospital Therapy Group
Parker Jewish Geriatric Institute
Peninsula Hospital
Performing Arts Physical Therapy
Phelps Memorial Hospital
Phoenix Indian Medical Center
Physical Therapy Sports Rehabilitation
Physician’s Physical Therapy Service
Physio Fitness
Physio Rehabilitation Institute of New York
Pineland Physical Therapy
Plus One
Presbyterian Intercommunity Hospital
Putnam Hospital
Queens Hospital Center
Rehabilitation Institute
Rehabilitation Center of Fairfield
Ronkonkoma Sports Medicine
Roosevelt Hospital
S.S. Lamm
Scottsdale Osmore Hospital
Seaview Hospital and Home
Sells Indian Hospital
Southern Arizona Rehabilitation Hospital
Southern Vermont Medical Center
Sports and Physical Therapy Center
Sports Physical Therapy Center of Bergen
Sports Training Institute
Sports Training Physical Therapy
St. Joseph’s Hospital
St. Agnes Hospital
St. Agnes Hospital - Pediatrics
St. Barnabas Hospital
St. Charles Hospital - Adult
St. Charles Hospital - Pediatrics
St. John’s Episcopal Hospital
St. John’s Queens Hospital Division
St. John’s Riverside
St. Joseph’s Medical Center
St. Luke’s Hospital
St. Mary’s Hospital
St. Mary’s Hospital for Children
St. Peter’s Medical Center
St. Vincent’s Hospital
St. Vincent’s Medical Center of Richmond
Staten Island University Hospital - North
Staten Island University Hospital - South
Stepping Stone Day School
Straub Clinic and Hospital
Sullivan Diagnostic Treatment Center
Sutter Memorial Hospital
Terrence Cardinal Cooke Health Care Ctr.
The Brooklyn Hospital Center
The Shield Institute
The Sinai Rehabilitation Center
The St. Charles Rehabilitation Center
These Our Treasures Tots

Turner Physical Therapy
UC Davis Medical Center
UCP Brooklyn
UCP Middletown
UCP of Greater Suffolk
UCP of Nassau
Union Square Sports Medicine & Rehab
United Cerebral Palsy - Queens
United Hospital
United Presbyterian Home
United States Public Health Service
University Hospital at Stonybrook
University Pain Center
V.A. Hospital
V.A. Hospital - Bronx
V.A. Hospital - Queens
V.A. Hospital - Brooklyn
V.A. Medical Center - Northport
VNS Home Care Manhattan
Valdese Hospital
Visiting Nurse Service New York
Westchester County Medical Ctr.
Western Infirmary Community Hospital
Westside Dance Physical Therapy
Westside Sports P.T.
White Plains Medical Ctr.
Whitestone School for Child Development
Windgate Nursing Home
Workmen’s Circle Multicare Center
Yale New Haven Hospital
Yonkers General

Urban Public Health
Community Health Education

AIDS and Adolescents Network
American Cancer Society
American Diabetes Association
American Lung Association
Arthur Ashe Institute for Urban Health
Brooklyn Teen Pregnancy Network
Caribbean Women’s Health Association
Children’s Aid Society
Columbia Presbyterian Medical Center
Cornell University Medical Center
Young Adult Clinic
Cornell University Medical Center
Department of Obstetrics and Gynecology
District Council 37 Health & Safety
The Door – A Center of Alternatives
Gay Men’s Health Crisis, Inc.
Hunter College Brookdale—
Center on AIDS, Drugs and Community Health
Hunter College Brookdale—
Center on Aging
Hunter College Brookdale—
Center for Occupational and Environmental Health
Institute for Urban Family Health
March of Dimes
Memorial Sloan-Kettering Hospital
Cancer Information Service
Mt. Sinai Medical Center
Department of Health Education, Department of Emergency Medicine
NYC Department of Health, Health Resource Training Center
Office of Health Promotion
NY State Department for the Aging
NY State Department of Health
Offices of Members of NYC Council,
NY State Legislature, and U.S. Congress
Planned Parenthood of NYC
United Nations Fund for Population Activities

Urban Public Health
Environmental and Occupational Health

Amalgamated Clothing and Textile Workers Union (ACTWU)
Ambient Labs
ATC Environmental, Inc.
Center for Occupational and Environmental Health
Hunter College
Gateway National Recreation Area
Division of Professional Services
Metropolitan Bridge & Tunnel Authority
Mt. Sinai Medical Center
Division of Occ. & Env. Medicine
National Union of Hospital and Health Care Employees
NY State Department of Health
NYC Transist Authority
NY Committee for Occupational Safety and Health
NY State Attorney General’s Office, Environmental Protection Bureau
NY State Dept. of Env. Conservation
NYU Medical Center, Health and Safety Division
U.S. EPA, Region II
U.S. Dept of Labor, Occupational Health and Safety Administration

Urban Public Health
Public Health Nutrition

Coler-Goldwater Memorial Hospital
Health Insurance of Greater New York (HIP)
Brookdale Center on Aging
Hunter College
Wellness Education Program
Hunter College
Momentum AIDS Project
Montefiore WIC Program Comprehensive Family
Health Center
NYC Department of Health
Nursing

The Hunter-Bellevue School of Nursing
425 East 25th St., New York City, NY 10010

Director Diane Rendon, 530 West; 481-7598
Director of Undergraduate Programs Susan M. Neville, 503 West; 481-7598

FACULTY

Elizabeth Ann M. Barrett, Professor; PhD, NYU; Psychiatric Nursing, Nursing Research, Nursing Science
Steven L. Baumann, Associate Professor; PhD, Adelphi; GNP, Primary Care of Older Adults, Psychiatric Nursing
Carole Birdsall, Associate Professor; EdD, Columbia; ANP, Critical Care, Primary Care of Adults
Phyllis Cunningham, Assistant Professor; EdD, Columbia; Community Health Nursing
Cynthia Degazon, Associate Professor; PhD, NYU; Nursing Administration, Community Health
Pamela J. Dole, Assistant Professor; EdD, Institute for Advanced Study of Human Sexuality; FNP, Primary Care of Adults, Women’s Health, HIV, AIDS
Gloria Essoka, Associate Professor; PhD, NYU; PNP, Maternal and Child Health; Pediatric Nurse Practitioner Education
Catherine Kelleher, Assistant Professor, ScD., Johns Hopkins; Health Policy, Community Health Nursing
MioK Lee, Assistant Professor; EdD, Columbia; ANP, Primary Care of Adults, Medical-surgical Nursing
Violet Malinski, Associate Professor; PhD, NYU; Psychiatric Nursing, Nursing Research and Theory
Mary Anne McDermott, Associate Professor; PhD, NYU; Medical-surgical Nursing, Gerontological Nursing
Janet N. Natapoff, Professor; EdD, Columbia; PNP, Maternal and Child Health, Primary Care of Children, Pediatric Nurse Practitioner Education and Research
Susan Neville, Assistant Professor; PhD, Adelphi; Medical-surgical Nursing
Donna M. Nickitas, Associate Professor; PhD, Adelphi; Nursing Administration
Victoria R. Nikou, Associate Professor; PhD, NYU; Medical-surgical Nursing, Health Promotion, Educational Research
Kathleen A. Nokes, Professor; PhD, NYU; Community Health Nursing; HIV/AIDS
Mary T. Ramshorn, Professor; EdD, Columbia; Psychiatric Nursing, Nursing Education and Administration
Diane Rendon, Associate Professor; EdD, Columbia; Psychiatric Nursing, Gerontological Nursing
Carol F. Royle, Associate Professor; EdD, Columbia; PNP, Primary Care of Children and Adolescents, Women’s Health, Community Health Education
Joan Sayre, Assistant Professor; PhD, New School; Psychiatric Nursing
Vidette Todaro-Franceschi, Assistant Professor; PhD, NYU; Medical-surgical Nursing, Critical Care, Health and Healing

The Hunter-Bellevue School of Nursing is one of the largest and most prestigious nursing schools in the country. Its program of study combines liberal and professional education with a humanistic and comprehensive approach to health care. The School of Nursing offers a program leading to the bachelor of science (nursing) degree. The undergraduate program has two pathways: the Generic Pathway, for those students who do not have an RN license, and the RN Pathway, for those who have completed a nursing program and have or are about to receive a current license to practice professional nursing in New York State. Applications to either program are available from the Hunter College Admissions Office at 695 Park Avenue, New York, NY 10021 or from the CUNY Office of Admissions, 101 West 31st St, New York, NY 10001. The undergraduate division consists of two parts: lower division (general education) and upper division (professional education). Students are considered for admission to the Generic Pathway Program for the fall semester only, and only after completing lower division courses. RN Pathway students are admitted for spring to take electives in nursing and may begin core courses in the fall. RNs are also admitted in the fall. Although a college GPA of 2.5 is the minimum requirement for consideration of an application, IT DOES NOT GUARANTEE ADMISSION INTO THE SCHOOL OF NURSING. The stronger the group of applicants in any given year, the higher the GPA needed for admission. A minimum grade of “C” must be attained for all required science, mathematics, and nursing courses. In order to be allowed to continue in the Nursing major, students must receive minimum grades of “C” in all required nursing courses. One failed required nursing course (RN Pathway: NURS 200, 310, 312, 331, 332, 410, 412, 419, 421; RN Pathway: NURS 379, 381, 479, 480, 482) is repeatable once by students who have received a “D” or less. Students who fail a second required course in the sequence may not repeat that course and may not continue in the Nursing major. This policy applies even though a grade appeal is in progress.

Leave of Absence Policy and Reserved Placement in a Clinical Course A reserved placement in a clinical/field course will be held for the student for only one year from the date of the leave of absence. The School of Nursing cannot guarantee the placement for any longer period of time. It is the responsibility of the student to submit to the undergraduate program director a letter of intent, one semester prior to returning to the program and enrolling in the course (April 1st for a fall course and September 1st for a spring course). Students who fail to follow this procedure release the School of Nursing from reserving a clinical/field placement in a course for the student.

Graduates are awarded a BS (Nursing) degree and are eligible to take the National Council Licensing Examination. (A student who has been convicted of a felony or misdemeanor will have to undergo investigation by the Office of Professional Discipline, which might result in licensure being withheld.) Hunter-Bellevue graduates are prepared to give first-level professional nursing care in all areas of nursing practice. The program also provides a foundation for graduate study at the master’s level, which is also offered at the School of Nursing.

Generic Pathway This program is designed to be completed in four academic years by students who are admitted with no college credit and who attend full time. How long it takes transfer or second-degree students to complete the program depends on such factors as the number of applicable transfer credits they have and the number of courses they take each semester. Generic Pathway students cannot earn the degree in three years. Part-time attendance may result in the student's losing the pace of the upper-division sequence and having to wait a year for a required course. All generic students admitted to the program are required to submit evidence of liability insurance, health insurance and medical records with specified immunizations prior to entering the clinical course sequence.

All junior students are required to submit CPR certification prior to entry into NURS 312. Detailed fact sheets on the Generic Pathway are available from the Hunter-Bellevue School of Nursing, 425 East
I. Lower Division

A. Natural Sciences and Mathematics (24 cr)
   1. Generic Pathway
      CHEM 100, 101, 120, 121. (Both lectures and labs must be successfully completed.) BIOL 120, 122, 230, STAT 113. A minimum grade of C is required.
   2. RN Pathway (20 cr)
      CHEM 100, 101, STAT 113 (must be completed in order to graduate) and 12.5 credits of biology, chemistry and math to complete the distribution.

B. English Composition (3 cr)
   ENGL 120.

C. Humanities: Literature (6 cr)
   ENGL 220, 250, or any two courses which fulfill Category IV of the distribution requirement (see Distribution Requirements section of this catalog).

D. Humanities (9 cr)
   9 credits from among the disciplines listed under Category V of the distribution requirement (see Distribution Requirements section of this catalog).

E. Social Sciences (12 cr)
   All nursing students must take PSYCH 100 and 150. Also, they must take 6 additional credits from among the disciplines listed under Category VI of the distribution requirement (see Distribution Requirements section of this catalog).

F. Liberal Arts and Science Electives (12 cr)
   Students must take 12 cr in any liberal arts and/or science courses.

G. Pluralism and Diversity Requirements
   All students are required to complete 12 credits in designated courses that address issues of pluralism and diversity (see the Distribution Requirements section of this catalog.) Courses that satisfy the Pluralism and Diversity Requirement may simultaneously meet a student’s Distribution Requirement or the courses necessary for a major or minor area of study. Transfer students must complete the Pluralism and Diversity Requirement.

II. Upper Division

A. Nursing
   1. Generic Pathway (45 cr)
      NURS 200, 310, 312, 331, 332, 410, 412, 419, 421.
   2. RN Pathway
      24 credits of nursing (by Regents College Exams or a CUNY Associate degree in Nursing), plus NURS 379, 381, 384, 479, 480, 482.

B. Nursing Electives
   Students must take at least 9 credits of nursing electives. These offerings vary from semester to semester. Students should consult each semester’s Schedule of Classes.

COURSE LISTINGS

NURS 200 Introduction to Nursing  3 hrs, 3 cr. Prereq: completion of lower-division sequence. Offered fall. Introduction to conceptual framework of nursing curriculum.

NURS 310 Nursing I  18 hrs (4 lec, 14 lab), 8 cr. Prereq: completion of lower-division sequence. Coreq: NURS 200. Offered fall. Provides knowledge base for effective nursing care of the childbearing family.

NURS 312 Nursing II  18 hrs (4 lec, 14 lab), 8 cr. Prereq: NURS 200, 310, 331. Offered spring. Provides knowledge base for effective nursing care of clients from childhood through young adulthood.

NURS 331 Essentials of Pharmacology 3 hrs, 3 cr. Prereq: Completion of lower-division sequence. Presents essential pharmacological information for nursing care of clients of all ages.

NURS 332 Normal and Therapeutic Nutrition in the Nursing Process 3 hrs, 3 cr. Prereq: Lower division sequence, NURS 200, NURS 310. Presents principles of normal and therapeutic nutrition throughout the developmental life cycle.

*NURS 379 Nursing and Societal Forces in the Health Care Delivery System 3 hrs, 3 cr. Coreq: NURS 384. Offered fall and spring. Exploration of health care dilemmas through the integration of knowledge from nursing, social and political sciences.

*NURS 381 Health Assessment Throughout the Lifespan  6 hrs (3 lec, 3 lab), 4.5 cr. Prereq: NURS 379. Prereq or Coreq: NURS 384. Offered fall and spring. Analysis of normal patterns of wellness for individual clients with emphasis on development of assessment skills.

*NURS 384 Nursing Culturally Diverse Families 3 hrs, 3 cr. Prereq or coreq: NURS 379, 381. Offered fall and spring. Explores the interrelationships between sociocultural factors and health care practices of families from diverse cultures as a basis for nursing practice.

NURS 410 Nursing III  18 hrs (4 lec, 14 lab), 8 cr. Prereq: NURS 200, 310, 312, 331, 332. Offered fall. Provides a knowledge base for effective nursing care of middle-aged clients.

NURS 412 Nursing IV  18 hrs (4 lec, 14 lab), 8 cr. Prereq: NURS 310, 331, 332, 410. Offered spring. Provides knowledge base for effective nursing care of elderly clients.

NURS 419 Nursing Management and Leadership in the Health Care System 2 hrs, 2 cr. Prereq: NURS 200, 310, 312, 331, 332. Offered fall. Study of principles of nursing management, leadership, and research processes in health care system.

NURS 421 Nursing and Society 2 hrs, 2 cr. Prereq: NURS 200, 310, 312, 331, 332, 410, 419. Offered spring. Analysis of issues and trends in nursing and health care from societal perspective.

*NURS 479 Nursing Theory and Research 3 hrs, 3 cr. Prereq: NURS 379, 381, 384. Coreq: NURS 480. Offered fall and spring. Introduction to theory development and research in nursing.

*NURS 480 Promotion of Wellness in the Community 7.5 hrs (3 lec, 4.5 practicum), 4.5 cr. Prereq: NURS 379, 381, 384. Coreq: NURS 479. Offered fall and spring. Examination of family and community patterns as they relate to individual clients of all ages.

*NURS 482 Advancement of Roles and Relationships in Professional Nursing 3 hrs, 3 cr. Prereq: NURS 379, 381, 384, 479, 480. Offered fall and spring. Explores the roles and relationships in nursing with a focus on leadership as the key to the professionalization of nursing.

Electives

NURS 340 Women’s Health  3 hrs, 3 cr. Designed to identify and analyze those factors which impact on the health status of women—biological, socio-
NURS 342 Ethical Issues in Nursing Practice 3 hrs, 3 cr. (RN Pathway and Senior Generic Pathway students only.) Examines ethical issues which arise from the practice of nursing in an interpersonal, professional, institutional and social context of diverse and competing values.

NURS 343 Patterns of Biological Disruptions 3 hrs, 3 cr. Emphasizes biological disruptions that are pathobiological and their influence on levels of wellness across the life span. (STRONGLY RECOMMENDED FOR GENERIC SENIORS)

NURS 345 HIV/AIDS: An Interdisciplinary Perspective for Health Care Providers 3 hrs, 3 cr. Examines the impact of the HIV epidemic on the biological, psychological and social dimensions of persons affected by HIV/AIDS.

NURS 350 Independent Study in Nursing 1 hr, 1 cr; 2 hrs, 2 cr; 3 hrs, 3 cr. An opportunity to explore a topic relevant to nursing which is of individual interest.

NURS 351/WOMST 351 Women and the Sciences: Myths and Realities 3 hrs, 3 cr. Explores the complex relationship between women and the sciences.

NURS 384 Nursing Culturally Diverse Families 3 hrs, 3 cr. Explores the interrelationships between sociocultural factors and health care practices of families from diverse cultures as a basis for nursing practice. (ELECTIVE FOR GENERIC PATHWAY)

NURS 440 Stress Management for Nurses 3 hrs, 3 cr. An overview of stress and its effect upon behavior within the framework of the holistic man-wellness model.

NURS 441 Selected Studies in Nursing Research 3 hrs, 3 crs. Honors course. Prereq: NURS 310, 312, 331, 332, 380, 381. A utilization of basic knowledge in nursing research to critique and interpret studies and discuss their relevance and application in nursing.

NURS 442 Nursing Care of Acute and Critically Ill Clients 3 hrs, 3 cr. Examination of nursing knowledge and roles in caring for acute and critically ill clients and their families.

NURS 445 Teaching—Learning Across the Developmental and Health Continua 3 hrs, 3 cr. Pedagogical/androgogical principles of learning and instruction to enhance client teaching in the promotion, maintenance and/or restoration of health.

NURS 450 Computer Concepts and Application in Nursing 3 hrs, 3 cr. Study of computing concepts, principles, practices, and applications in nursing and health care.

NURS 483 Politics of Health 3 hrs, 3 cr. An analysis of the relationships between politics and health status, health services and health care providers. Note: Students who fail a core prerequisite course in a nursing sequence may not proceed to the next course in the sequence without repeating the failed course. In order to continue in the Nursing major, students must receive minimum grades of "C" in all required nursing courses. Only one failed required nursing course is repeatable only once by students who have received a "D" or less. Students who fail a second required nursing course in the sequence may not repeat that course and may not continue in the Nursing major. This policy applies even though a grade appeal is in progress.
**Faculty**

Miriam Abramovitz, Professor, Social Work; BA, Michigan; MSW, DSW, Columbia

Caroline M. Adkins, Professor, Educational Foundations; BS, Rochester; MED, Teachers College, Columbia; PhD, Columbia

Terence Agbeyegbe, Professor, Economics; BA, Univ. of Essex; MSc, MS, London; PhD, Univ. of Essex

William Agee, Professor, Art History; BA, Princeton; MA, Yale

Sean C. Ahearn, Associate Professor, Geography; BS, SUNDY-College of Environmental Science and Forestry; MS, PhD, Wisconsin-Madison

Philip Alcabes, Assistant Professor, Health Sciences, BA, Union College; MA, California; MPH, Columbia; PhD, John Hopkins

Alex E. Alexander, Professor, Russian; BA, CCNY; MA, PhD, Columbia

Meena Alexander, Professor, English; BA, Khartoum Univ. (Sudan); PhD, Nottingham

Cristina L. Alfaro, Associate Professor, English; BA, MA, California State; PhD, Washington

Ronnie Ancona, Associate Professor, Classics; BA, MA, Washington; PhD, Ohio State

Jesus A. Angulo, Associate Professor, Biological Sciences; BA, MA, Hunter; PhD, CUNY

Terrie L. Ashley, Instructor, Library; BA, Columbia; MLS, Pratt

Marilyn Auerbach, Associate Professor, Health Sciences; BA, Emerson; AMLS, Michigan; DrPH, Columbia

Eija Auyuanetxu, Lecturer, Film and Media; BA, MA, Hunter

Suzanne Babyar, Assistant Professor, Health Sciences; BA, Immaculate College; BS, NYU; MS, New York Medical College

Alberto Baider, Professor, Mathematics and Statistics; Licentiate, Buenos Aires; PhD, MIT

Miriam Balmuth, Professor, Curriculum and Teaching; BA, Brooklyn; MS, CCNY; PhD, NYU

Alvin Baranchik, Associate Professor, Mathematics and Statistics; BS, Case Institute; PhD, Stanford

Jill Bargenetti-Chavarría, Associate Professor, Biological Sciences; BA, SUNY; MS, PhD, NYU

Richard Barickman, Associate Professor, English; AB, Washington; MA, PhD, Yale

Ellis I. Barowsky, Professor, Special Education; BA, Harpur; PhD, CUNY

Gordon Barr, Professor, Psychology; BA, Dickinson; MA, PhD, Carnegie-Mellon

Elizabeth Barrett, Professor, Nursing; BSN, MSN, MA, Evanston; PhD, NYU

Richard Barsam, Professor, Film and Media; BS, BA, MA, PhD, Southern California

Marlene Barsoum, Assistant Professor, Romance Languages (French); BA, CUNY; Licence en Lettres, Nancy (France); MA, PhD, CUNY

Peter Basquin, Professor, Music; BA, Carleton; MMus, Manhattan School of Music

Daniel G. Bates, Professor, Anthropology; BA, MA, PhD, Michigan

Ulku Bates, Professor, Art History; Licentiate, Istanbul; MA, PhD, Michigan

Juan Battle, Associate Professor, Sociology; BS, York College of Pennsylvania; MA, PhD, Michigan

Steven Baumann, Associate Professor, Nursing; BSN, Molloy; MSN, Catholic; PhD, Adelphi

Elizabeth Bejaou, Professor, Russian; AB, Vassar; MA, Certificate of Russian Institute, PhD, Columbia

Richard Belsky, Assistant Professor, History; PhD, Harvard

Martin Bendersky, Professor, Mathematics and Statistics; BA, CCNY; PhD, California

Edward Bendix, Professor, Anthropology; AB, NYU; PhD, Columbia

Lila Bergman, Lecturer, Economics; BS, Hunter; MFA, Fordham

Janos Bergou, Professor, Physics; MS, PhD, Lorand Eotvos Univ. (Hungary)

Martha Bermúdez-Gallegos, Associate Professor, Romance Languages; BA, Towsen State Univ.; MA, PhD, Univ. of Arizona

Edward S. Binkowski, Associate Professor, Mathematics and Statistics; AB, PhD, Princeton; JD, Fordham

Carole A. Birdsall, Associate Professor, Nursing; BSN, Marymount; MSN, Columbia; EdD, Teachers College, Columbia

Deborah Blocker, Assistant Professor, Health Sciences; BS, Cornell; MPH, California; MS, ScD, Harvard

Andrea Blum, Associate Professor, Studio Art; BFA, Boston Museum School of Fine Arts; MFA, Art Institute of Chicago

Rose Boone, Lecturer, Curriculum and Teaching; BS, Southern Univ.; MS, CUNY

Fred Bornhauser, Associate Professor, English; AB, Louisville; AB, MA, Oxon; PhD, Cornell

Barbara Bosch, Associate Professor, Theatre; BA, California (Riverside); MFA, SMU, PhD, California (Berkley)

Jane P. Bowers, Professor, English; PhD, California (Berkley)

Sema Brainin, Associate Professor, Curriculum and Teaching; BA, CCNY; MS, Yeshiva; EdD, Teachers College, Columbia

Anthony D. Branker, Professor, Music; BA, Princeton; MA, Miami

Emily Braun, Associate Professor, Art History; BA, Victoria College, Toronto; MA, PhD, NYU

Derrick T. Brazill, Assistant Professor, Biological Sciences; BS, Stanford; PhD, California (Berkley)

Sybil Brinberg, Associate Professor, English; BA, Northwestern; AM, Chicago; PhD, Ohio State

Timothy Bromage, Professor, Anthropology; BA, California State (Sonoma); MA, PhD, Univ. of Toronto

Eleanor Mallach Bromberg, Professor, Social Work; BA, Brooklyn; MSW, Smith; DSW, Columbia

Uradyn Bulag, Assistant Professor, Anthropology; BA, Inner Mongolian Teachers Univ., China; PhD, Cambridge

Stephen F. Burghardt, Professor, Social Work; BA, Lafayette: MSW, PhD, Michigan

Thomas R. Burke, Associate Professor, Curriculum and Teaching; BS, MS, Massachusetts; EdD, Teachers College, Columbia

Leigh P. Burstein, Assistant Professor, Music; BA, Mannes; MA, Queens; PhD, CUNY

Donald Byrd, Professor, Curriculum and Teaching; AB, Davidson; PhD, North Carolina (Chapel Hill)

Ian R. Calderon, Professor, Theatre; BA, Hunter; MFA, Yale

David A. Caputo, Professor, Political Science, and President; BA, Miami; MA, PhD, Yale

Jack Caravanas, Assistant Professor, Health Sciences; BA, Hunter; MS, Polytech Inst; DrPH, Columbia

Joel Carreiro, Associate Professor, Studio Art; BFA, Cornell; MFA, Hunter

Mary Anne Cartelli, Assistant Professor, Classical and Oriental Studies; BA, Oberlin; MA, PhD, Columbia

Robert L. Carter, Assistant Professor, Sociology; AB, Howard; PhD, Columbia

Thelma H. Carter, Professor, Health Sciences; PhD, SUNY/Downstate Medical College

Mary Anne Cebenoyan, Assistant Professor, Economics; BA, Johns Hopkins; MPhil, Cambridge

Hanna K. Charnay, Professor, Romance Languages (French); BA, Hunter; MA, Smith; PhD, Columbia

Sheila Chase, Professor, Psychology; BA, MA, CCNY; PhD, CUNY

Ying Chih Chen, Professor, Physics and Astronomy; BA, National Taiwan Univ.; PhD, Columbia

Barry Cherkas, Professor, Mathematics and Statistics; BS, Worcester Polytech; MA, PhD, Georgetown

Howard Chernick, Professor, Economics; BA, Johns Hopkins; MA, PhD, Pennsylvania

Michael J. Hubris Cherrier, Associate Professor, Film and Media; BA, Michigan; MFA, Northwestern

Daniel S. Chess, Associate Professor, Mathematics and Statistics; AB, Harvard; PhD, Princeton

Martin Chodorow, Associate Professor, Psychology; BA, Texas (Austin); PhD, MIT

Richard Churchill, Professor, Mathematics and Statistics; BA, George Washington; MS, MA, PhD, Wisconsin

Lynne Clark, Professor, Health Sciences; BA, Elmira; MS, Columbia; PhD, CUNY

Sandra Clarkson, Professor, Mathematics and Statistics; BS, North Georgia; MEd, EdD, Georgia

Daniel I. A. Cohen, Professor, Computer Science; AB, Princeton; MA, PhD, Harvard; JD, Columbia

Leon Cohen, Professor, Physics and Astronomy; BS, CCNY; MS, PhD, Yale

Shirley Cohen, Professor, Educational and Asst Dean, School of Education; BA, Brooklyn; MA, PhD, Teachers College, Columbia

William D. Cohen, Professor, Biological Sciences; BA, Princeton; PhD, Columbia

Veronika A. Conant, Instructor, Library; BSc, London; MLS, Syracuse

Diana Conchado, Assistant Professor, Romance Languages (Spanish); BA, Hunter; MA, PhD, Brown

Andrea J. Copeland, Instructor, Library; BA, Florida; MLS, Florida State
Marthelma Costa, Professor, Romance Languages (Spanish); BA, SUNY (Albany); MA, Columbia; PhD, CUNY

Laurel Eckhardt, Professor, Biological Sciences; BA, Texas; PhD, Stanford

Janet Cox-Rearick, Distinguished Professor, Art History; BA, Wellesley; MA, PhD, Harvard

Florence Edelman, Associate Professor, Health Sciences; BA, MA, Brooklyn; PhD, NYU

Margaret Crahan, Dorothy Epstein Professor, History; AB, College of New Rochelle; MA, Georgetown; PhD, Columbia

Marc Edelman, Professor, Anthropology; BA, MA, PhD, Columbia

Kathleen Crane, Professor, Geography; BA, Oregon State; PhD, Scripps College

Joanne Edey-Rhodes, Lecturer, Black and Puerto Rican Studies; BA, LIU; MA, MPH, Columbia

Anne M. Ediger, Associate Professor, Curriculum and Teaching; BA, Bethel College; MA, Kansas; PhD, UCLA

Charles Ehsislaeger, Assistant Professor, Geography; BA, Illinois (Urbana)

Irwin Epstein, Helen Rehr Professor, Social Work; BA, NYU; MSW, PhD, Columbia

Susan Epstein, Professor, Computer Science; BA, PhD, Columbia

Terrie Epstein, Assistant Professor, Curriculum and Teaching; BA, MA, Brandeis; EdD, Harvard

Kenneth Paul Erickson, Professor, Political Science; BA, Michigan; PhD, Columbia

Gloria Essoka, Associate Professor, Nursing; BSN, MS, Pennsylvania; PhD, NYU

Henry Evans, Lecturer, Educ Foundations and Counseling Programs; BA, CCNY; MFA, Columbia

Gabriele Evertz, Assistant Professor, Art; BA, MFA, Hunter

Stuart B. Ewen, Professor, Film and Media; BA, Wisconsin; MA, Rochester; PhD, SUNY

Michael B. Fabricant, Professor, Social Work; BA, Pittsburgh; PhD, Brandeis

Paolo Fasoli, Assistant Professor, Romance Languages (Italian); PhD, Univ. of Rome

Jana Feinman, Professor, Dance, MSEd, Hunter; EdD, Temple

Mark Feldstein, Professor, Studio Art; BFA, MA, Hunter

Mira Feller, Professor, Theatre; BA, MA, PhD, NYU

Dolores Fernandez, Professor, Curriculum and Teaching; BS, SUNY (Old Westbury); MS, PD, LIU; PD, PhD, Hofstra

Marie Figueredo-Ferreira, Associate Professor, Biological Sciences; BA, MA, Columbia; PhD, NYU

Marie T. Filbin, Marie L. Hesselbach Professor of Biological Sciences; BSc, PhD, Univ. of Bath (England)

Randall Flier, Professor, Economics; BA, Haverford; MA, PhD, Princeton

Elizabeth Finkelstein, Assistant Professor, Mathematics and Statistics; PhD, Columbia

Juan Flores, Professor, Black and Puerto Rican Studies; BA, CUNY; MA, PhD, Yale

Roseanne Flores, Assistant Professor, Psychology; BS, Fordham; MA, New School for Social Research; MA, Hunter; PhD, CUNY

Madeline Ford, Assistant Professor, Library; MLS, Rutgers

Robert K. C. Forman, Associate Professor, Religion; BA, Chicago; MA, PhD, Columbia

David Foster, Professor, Biological Sciences; AB, California (Berkeley); MA, PhD, Columbia

Lynn Francesconi, Associate Professor, Chemistry; BA, Ithaca; PhD, Illinois

Richard Franck, Distinguished Professor, Chemistry; AB, Amherst; MS, Wisconsin; PhD, Stanford

James Freeman, Professor, Philosophy; BA, Drew; MA, PhD, Indiana

Nicholas Freudenberg, Professor, Health Sciences; BS, Hunter; DrPh, Columbia

Robert Fried, Professor, Psychology; BA, CCNY; MS; PhD Rutgers

Rivka Friedman, Professor, Hebrew; BA, Hebrew Univ. (Jerusalem); MRE, DRL, Ohel Yeshiva Theological Seminary

S. Marvin Friedman, Professor, Biological Sciences; BS, Michigan; MS, PhD, Purdue

Jorge Fuentes, Assistant Professor, SEEK; BA, CCNY; MS, Lehman; EdD, Grambling State (Louisiana)

Sumit Ganguy, Professor, Political Science; BA, Berea; MA, Miami; PhD, Quella

Francesca Gala, Assistant Professor, Curriculum and Teaching; BA, Fordham; MA, Lehigh; MA, Brooklyn; EdD, Rutgers

Katherine Garnett, Professor, Special Education; BA, Bennington; MA, EdD, Teachers College, Columbia

Nashwa George, Assistant Professor, Economics; BC, MA, Univ. of Cairo; MBA, Baruch; PhD, CUNY

George S. Getzel, Professor, Social Work; BA, CCNY; MS, Western Reserve; DSW, Columbia

Arnold Gibbons, Professor, Film and Media; BA, London; MA, PhD, Syracuse

Evelyn Giorgieva, Professor and Dean, Schools of Health Professions; BS, Cornell; MA, PhD, NYU

CUNY

Devra Golbe, Professor, Economics; BA, MBA, PhD, NYU

Tami Gold, Associate Professor, Film and Media; BA, Friends World College

Mark Goldberg, Associate Professor, Health Sciences; BS, Queens; MS, Hunter; PhD, NYU

Victor Goldsmith, Professor, Geography; BS, Brooklyn; MS, Florida State; PhD, Univ. of Massachusetts (Amherst)

Hongmian Gong, Associate Professor, Geology; BS, MS, Zhongshan Univ. (China); MA, Akron; PhD, Georgia

George González, Associate Professor, Curriculum and Teaching; BA, MS, Hunter; MA, PhD, Yeshiva

Juan González-Millán, Professor, Romance Languages (Spanish); MA, Univ. of Comillas; PhD, CUNY

Susan González, Associate Professor, Music; BMus, Cincinnati; MMus, DMA, Eastman

Harriet Goodman, Associate Professor, Social Work; BS, MSW, DSW, Hunter

Timothy Goodspeed, Associate Professor, Economics; BS, SUNY (Binghamton); PhD, Maryland

Gail L. Gordon, Lecturer, English; BS, MS, NYU

James Gordon, Professor, Psychology; BA, Rochester; MA, PhD, Brown

Dixie Goss, Professor, Chemistry; BS, Nebraska Wesleyan; PhD, Nebraska

Sherry B. Graves, Associate Professor, Educational Foundations; BA, Swarthmore; PhD, Harvard

Robert A. Graziano, Associate Professor, Social Work; BA, Hunter; MSW, Smith; DSW, CUNY

Marlene Costa, Professor, Romance Languages (Spanish); BA, SUNY (Albany); MA, Columbia; PhD, CUNY

Robert P. Dottin, Professor, Biological Sciences; BS, MS, PhD, Toronto

Tony Doyle, Assistant Professor, Library; BA, Boston College; MA, Northern Illinois; MLS, Queens

Charles M. Drained, Assistant Professor, Chemistry; BS, Missouri (St. Louis); PhD, Tufts Univ. – Jackson College

Emil A. Dratzer, Professor, Russian; MS, Odessa Polytech Inst (USSR); MA, Moscow Inst of Journalism; MA, PhD, UCLA

Wayne Dynes, Professor, Art History; BA, UCLA; PhD, NYU

Richard Franck, Distinguished Professor, Chemistry; AB, Amherst; MS, Wisconsin; PhD, Stanford

James Freeman, Professor, Philosophy; BA, Drew; MA, PhD, Indiana

Nicholas Freudenberg, Professor, Health Sciences; BS, Hunter; DrPh, Columbia

Robert Fried, Professor, Psychology; BA, CCNY; MS; PhD Rutgers

Rivka Friedman, Professor, Hebrew; BA, Hebrew Univ. (Jerusalem); MRE, DRL, Ohel Yeshiva Theological Seminary

S. Marvin Friedman, Professor, Biological Sciences; BS, Michigan; MS, PhD, Purdue

Jorge Fuentes, Assistant Professor, SEEK; BA, CCNY; MS, Lehman; EdD, Grambling State (Louisiana)

Sumit Ganguy, Professor, Political Science; BA, Berea; MA, Miami; PhD, Quella

Francesca Gala, Assistant Professor, Curriculum and Teaching; BA, Fordham; MA, Lehigh; MA, Brooklyn; EdD, Rutgers

Katherine Garnett, Professor, Special Education; BA, Bennington; MA, EdD, Teachers College, Columbia

Nashwa George, Assistant Professor, Economics; BC, MA, Univ. of Cairo; MBA, Baruch; PhD, CUNY

George S. Getzel, Professor, Social Work; BA, CCNY; MS, Western Reserve; DSW, Columbia

Arnold Gibbons, Professor, Film and Media; BA, London; MA, PhD, Syracuse

Evelyn Giorgieva, Professor and Dean, Schools of Health Professions; BS, Cornell; MA, PhD, NYU

Devra Golbe, Professor, Economics; BA, MBA, PhD, NYU

Tami Gold, Associate Professor, Film and Media; BA, Friends World College

Mark Goldberg, Associate Professor, Health Sciences; BS, Queens; MS, Hunter; PhD, NYU

Victor Goldsmith, Professor, Geography; BS, Brooklyn; MS, Florida State; PhD, Univ. of Massachusetts (Amherst)

Hongmian Gong, Associate Professor, Geology; BS, MS, Zhongshan Univ. (China); MA, Akron; PhD, Georgia

George González, Associate Professor, Curriculum and Teaching; BA, MS, Hunter; MA, PhD, Yeshiva

Juan González-Millán, Professor, Romance Languages (Spanish); MA, Univ. of Comillas; PhD, CUNY

Susan González, Associate Professor, Music; BMus, Cincinnati; MMus, DMA, Eastman

Harriet Goodman, Associate Professor, Social Work; BS, MSW, DSW, Hunter

Timothy Goodspeed, Associate Professor, Economics; BS, SUNY (Binghamton); PhD, Maryland

Gail L. Gordon, Lecturer, English; BS, MS, NYU

James Gordon, Professor, Psychology; BA, Rochester; MA, PhD, Brown

Dixie Goss, Professor, Chemistry; BS, Nebraska Wesleyan; PhD, Nebraska

Sherry B. Graves, Associate Professor, Educational Foundations; BA, Swarthmore; PhD, Harvard

Robert A. Graziano, Associate Professor, Social Work; BA, Hunter; MSW, Smith; DSW, CUNY
Charles St. Clair Green, Professor, Sociology; BA, Hunter; MSW, Howard; PhD, Rutgers
Tamara M. Green, Professor, Classics; BA, MA, PhD, NYU
Steven G. Greenbaum, Professor, Physics and Astronomy; BA, Clark; ScM, PhD, Brown
Dolores Greenberg, Professor, History; BA, Columbia; PhD, Cornell
Franklyn R. Greenberg, Associate Professor, Curriculum and Teaching; BA, Trenton State; MS, Penn State; EdD, Temple
Karen Greenberg, Professor, English; BA, Queens; MA, PhD, NYU
Veronica M. Gregg, Assistant Professor, Black and Puerto Rican Studies; BA, Univ. of West Indies; MA, Queens Univ., Canada; PhD, Columbia
Karen Green, Professor, Political Science; BA, Raymond Callison College; MA, PhD, Chicago
David Hodges, Professor, Educational Foundations; BA, Morris Brown; MA, PhD, NYU
George Hofmann, Professor, Studio Art; Akademie der Bildenden Kuneste, Nuremberg; Art Students League; Instituto Allende; Univ. of Guanajuato, Mexico
Tom Holland, Assistant Professor, Health Sciences; BS, MA, NYU
John Holm, Professor, English; BA, Michigan; MA, Columbia; PhD, London
Mae L. Horn, Assistant Professor, Library; BA, Hunter
Marjorie Honig, Professor, Economics; BA, Chatham; MA, PhD, Columbia
Danise G. Hoover, Associate Professor, Library; BA, Illinois; MA, MA, Indiana
Carlos R. Hortas, Professor, Romance Languages (Spanish); BA, Miami; MA, Syracuse; PhD, Yale
Rebecca Huseid, Associate Professor, Psychology; BA, Sterling College; MA, California State; PhD, Kansas
Herbert H. Hyman, Professor, Urban Affairs; PhD, Brandeis
Mohamed B. Ibrahim, Assistant Professor, Geography; PhD, Univ. of Alberta
Nico Isreal, Assistant Professor, English, BA, California; PhD, Yale
Joann Ivy, Assistant Professor, Social Work; BA, Boston; MS, Simmons; PhD, Ohio State
Ehiedu Iweirebor, Associate Professor, Black and Puerto Rican Studies; BA, MA, University of Ibadan (Nigeria); PhD, Columbia
David Jaeger, Associate Professor, Economics; PhD, Michigan
Thomas Jambois, Associate Professor, Mathematics and Statistics; BA, Harvard; PhD, California (Berkeley)
Valerie Jaudon, Professor, Art; Mississippi State Univ. for Women, Memphis Academy of Art, Univ. of the Americas (Mexico); St. Martin's School of Art (London)
Gregory A. Johnson, Professor, Anthropology; AB, AM, PhD, Michigan
Harriet Johnson, Associate Professor, English; BA, Barnard; MA, EdD, Teachers College, Columbia
Dean Johnsson, Associate Professor, Health Sciences; BA, Kalamazoo; PhD, Wayne State
Stephen Johnston, Assistant Professor, Urban Affairs; Arch, PhD, Columbia
Elliot J. Kackab, Associate Professor, Library; BA, MSLS, Columbia
Jonathan Kalb, Associate Professor, Theatre; BA, Wesleyan; MFA, DFA, Yale
Ira Kanis, Associate Professor, Curriculum and Teaching; BS, LIU; MS, Brooklyn; PhD, St. John's; EdD, Columbia
Roger Karapin, Associate Professor, Political Science; BA, MA, Pennsylvania State; PhD, MIT
Philip Kasinitz, Professor, Sociology; BA, Boston; MA, PhD, NYU
Jafmar Kassem-Ali, Lecturer, Black and Puerto Rican Studies; BA, Amherst; MA, Columbia; PhD, Denver
Sue A. Kawashima, Instructor, Classical and Oriental Studies; BA, MA, Columbia
Laura Keating, Assistant Professor, Philosophy; BA, Michigan State; MA, PhD, Ohio State
Mario Kelly, Associate Professor, Educational Foundations and Counseling; BA, EdD, Rochester
Jun Kim, Assistant Professor, Economics; BS, Hanyang Univ.; MS, Korea Advanced Inst of Sciences and Technology; MBA, Lehigh; PhD, Memphis State
Kimberly Kinsler, Associate Professor, Educational Foundations; BA, MA, CCNY; PhD, CUNY
Frank Kirkland, Associate Professor, Philosophy; BA, Bucknell; PhD, New School for Social Research
Ellen Tobey Klass, Associate Professor, Psychology; BA, PhD, Chicago
Susan Klitzman, Associate Professor, Health Sciences; BA, Harpur College, SUNY; MPH, PhD, Columbia
Robert B. Koehl, Associate Professor, Classics; BA, Pomona; PhD, Pennsylvania
Mary Kopala, Associate Professor, Educ. Foundations and Counseling Programs; BS, MEd, PhD, Penn State
David Kotelchuck, Associate Professor, Health Sciences; BA, Johns Hopkins; MPH, Harvard; PhD, Cornell
Steven P. Kowalk, Lecturer, Library; BA, MLS, Wayne State
Gary Krasilovsky, Associate Professor, Health Sciences; BA, Boston; MS, Simmons; PhD, University of Illinois
Herbert Krauss, Professor, Psychology; BS, MSc, Penn State; PhD, Northwestern
Namby I. Krishnamachari, Assistant Professor, Chemistry; BS, Madras (India); MA, Columbia; PhD, CUNY
Naomi Kroeger, Associate Professor, Sociology; AB, Valparaiso; MA, Roosevelt; PhD, Chicago
Robert J. K. Ku, Assistant Professor, English; BA, Loma Linda; MA, California (Berkeley); MA, NYU
Manfred P. Kuechler, Professor, Sociology; BA, Free Univ. (Berlin); PhD, Bielefeld University
Kraft Ekhard Kuhn-Osius, Associate Professor, German; BA, MA, McPherson College (Kansas); PhD, Colorado
Roselle Kurland, Professor, Social Work; BA, Barnard; MSW, DSW, California
Paul Kurzman, Professor, Social Work; BA, Princeton, MS, Columbia; PhD, NYU
Peter Kwong, Professor, Urban Affairs and Planning; BA, Whitman College; BS, MA, PhD, Columbia
Annette Kym, Associate Professor, German; BA, Queens College (North Carolina); MA, PhD, Cincinnati
John Lango, Associate Professor, Philosophy; BA, Carlton; MA, PhD, Yale
Bo T. Lawrence, Professor, Physics and Astronomy; Fil. Kand., Uppsala (Sweden); PhD, Australian National Univ.
Marnia Lazreg, Professor, Sociology; BA, Univ. of Algiers; MA, PhD, NYU
Bogart R. Leashore, Professor and Dean, Social Work; BA, Xavier; MSW, Howard; PhD, Michigan
Gess A. LeBlanc, Assistant Professor, Educational Foundations and Counseling; BS, Cornell; MA, Hunter; PhD, CUNY
Chang-rae Lee, Professor, English; BA, Yale; MFA, Oregon
Miok C. Lee, Assistant Professor, Nursing; BSN, Cornell; MED, EdD, Teachers College, Columbia
Soo-Kyung Lee, Assistant Professor, Health Sciences, BS, MS, Seoul National Univ.; PhD, Cornell
Susan H. Lees, Professor, Anthropology; BA, Chicago; MA, PhD, Michigan
Mary Lenoff, Associate Professor, Curriculum and Teaching; BS, CCNY; MS, Hunter; PhD, NYU
Louise D. Lemnahan, Associate Professor, Anthropology; BA, Sarah Lawrence; MA, Columbia; PhD, Cornell
Eve Leoff, Associate Professor, English; BA, Chicago; MA, PhD, Columbia
Kenneth N. Levy, Assistant Professor; PhD, CUNY
Fredericka C. Liggins, Lecturer, SEEK; BA, Hunter; MS, Fordham
Regina Linder, Professor, Health Sciences; BS, CCNY; MS, Massachusetts; PhD, NYU
Peter N. Lipke, Professor, Biological Sciences; BS, Chicago; MA, PhD, California
Milo Lipovac, Associate Professor, Health Sciences; MD, MS, PhD, Belgrade
Marcia Lipson, Associate Professor, English; BA, NYU; MA, CCNY; ME, Columbia; EdD, Teachers College, Columbia
Avi Liveoson, Professor, Economics; BA, Brandeis; LLM, NYU; JD, Pennsylvania
Vincent Longo, Phyllis and Joseph Caroff Professor, Studio Art; Cooper Union, Brooklyn Museum
Pedro Lopez-Adorno, Professor, Black and Puerto Rican Studies; BA, MA, CCNY; PhD, NYU
John Loustau, Professor, Mathematics and Statistics; BA, Oregon State; PhD, California (Santa Barbara)
Victoria Luine, Professor, Psychology; BS, Allegheny; PhD, SUNY
Marsa Lupi, Associate Professor, Special Education; BS, Buffalo State; MA, Hunter; EdD, Teachers College, Columbia
Michael M. Luther, Associate Professor, History; BA, MA, PhD, Columbia
Shafer Mahoney, Assistant Professor, Music; BA, Princeton; MA, PhD, Eastman
Violet Malinski, Associate Professor, Nursing; BSN, Rutgers; MA, PhD, NYU
Gerald Mallon, Assistant Professor, Social Work; BSW, Dominican College; MSW, Fordham; DSW, CUNY
George Manley, Lecturer, English; BA, CCNY; MA, Teachers College, Columbia
Tatiana Manevelidze, Instructor, Library; BA, Hunter; MLS, Columbia
Ivone Margulies, Associate Professor, Film and Media; BA, Federal Univ. of Rio de Janeiro; MA, PhD, NYU
Robert Marino, Professor, Physics and Astronomy, and Acting Dean of Arts and Sciences; BS, CCNY; PhD, Brown
Elaine Fischer Marshack, Associate Professor, Social Work; AB, Mt. Holyoke; MS, Columbia; DSW, Yeshiva
Donna Masini, Assistant Professor, English; MA, NYU
Nondita Mason, Professor, English; BA, MA, PhD, NYU, CCNY
Louis Massa, Professor, Chemistry; BS, Lemozny; MS, Clarkson; PhD, Georgetown
Felix Matos Rodriguez, Associate Professor/Assistant Administrator, Center for Puerto Rican Studies; BA, Yale; MA, PhD, Columbia
Jane Matthews, Associate Professor, Mathematics and Statistics; AB, Hunter; MA, Columbia; PhD, NYU
Marilynn D. May, Lecturer, Nursing; BS, Cornell; MED, Columbia
William J. Meyer, Lecturer, Classics; BA, SUNY (Albany); MA, ABD, Columbia
Yolanda O. Mayo, Associate Professor, Social Work; BA, MSW, Hunter; DSW, Adelphi
Bernadette McCauley, Associate Professor, History; BA, Hunter; MA, Columbia
Lynn McCormick, Assistant Professor, Urban Affairs and Planning; BS, MS, Wisconsin; PhD, MIT
Mary Anne Nelson McDermott, Associate Professor, Nursing; BSN, Seton Hall; MA, PhD, NYU
Connie Mcgee, Assistant Professor, Mathematics and Statistics; BA, Austin College; MA, PhD, Rice
Thomas H. McGovern, Professor, Anthropology; BA, MA, PhD, Columbia
Thomas McIntyre, Professor, Special Education; BS, SUNY (Buffalo); MED, Rutgers; PhD, Connecticut
Sara Mclaflerty, Professor, Geography; BA, Barnard; MA, PhD, Iowa
Kenneth J. McLaughlin, Associate Professor, Economics; BA, Ohio State; MA, PhD, Chicago
Sally McLendon, Professor, Anthropology; BA, MS, Georgetown; PhD, California (Berkeley)
Evelyn Melamed, Assistant Professor, English; AB, MA, Adelphi; MA, CCNY
Carmen Mercado, Associate Professor, Curriculum and Teaching; BA, Queens; MS, Lehman; PhD, Fordham
Lewis Meyers, Lecturer, English; BA, George Washington; MA, Michigan; MA, Teachers College, Columbia; MA, Pennsylvania
William Milczarski, Assistant Professor, Urban Affairs; BS, St. Peter's; MCRP, Rutgers; PhD, Michigan
Sally Anne Milgrim, Professor, Curriculum and Teaching; BA, MA, Hunter; PhD, Michigan
Pamela Mills, Associate Professor, Chemistry; BS, George Washington; MS, PhD, Wisconsin
Harvey Minoff, Professor, English; BA, MA, CCNY; PhD, CUNY/Hunter
Ines Mityares, Associate Professor, Geography; BA, MA, California State (Stanislaus); PhD, Arizona State
Terry Mizrahi, Professor, Social Work; BA, NYU; MSW, Columbia; PhD, Virginia
Peter Moller, Professor, Psychology; Head of Doctoral Subprogram, Biopsychology; PhD, CUNY; First Diploma, PhD, Free Univ. (Berlin)
Jeffrey Mongrain, Associate Professor, Studio Art; BFA, Minnesota; MFA, Southern Illinois
Mary Moore, Professor, Art History; BA, New Hampshire; PhD, NYU
David R. Mootoo, Professor, Chemistry; BSc, MPhil, West Indies; PhD, Maryland/Duke
Greggory Morris, Assistant Professor, Film and Media; BS, MFA, Cornell
Liní G. Morris, Lecturer, English; BA, Hunter; MA, NYU
Robert Morris, Distinguished Professor, Studio Art; MA, Hunter
Stanley Moses, Professor, Urban Affairs; BA, CCNY; MA, Hunter; PhD, Syracuse
Marie O. Mosley, Associate Professor, Nursing; BSN, MSN, Hunter; PhD, Teachers College, Columbia
Claus Mueller, Associate Professor, Sociology; BA, Cologne; CEPP, Institut d'Etudes Politiques; MA, PhD, New School for Social Research
Paul Mueller, Professor, Music; BME, Wartburg College; MM, DMA, Indiana
Janet N. Napatoff, Professor, Nursing; BS, Alfred; MS, Boston; EdD, Teachers College, Columbia
Kursheed Navder, Associate Professor, Health Sciences; BS, Univ. of Rajasthan; MS, Univ. of Bombay; PhD, Kansas State
Constantin Virgil Negolta, Professor, Computer Science; MA, PhD, Polytechnic Inst (Bucharest)
Susan Neville, Assistant Professor, Nursing; BS, MS, Hunter; PhD, Adelphi
Helen M. Newman, Associate Professor, Psychology; BA, Adelphi; MA, PhD, CUNY
Donna Nickitas, Associate Professor, Nursing; BSN, SUNY (Stony Brook); MA, NYU; PhD, Adelphi
Elke Nicolai, Assistant Professor, German; PhD, Siegen (Germany)
Victoria Nikou Rizzo, Assistant Professor, Nursing; BS, C.W. Post; MS, PhD, NYU
John Niman, Professor, Curriculum and Teaching; BS, Brooklyn Polytechnic; MS, Wisconsin; PhD, Columbia
Kanako Nishimura, Assistant Professor, English; BA, Sophia Univ.; MA, Mills College; PhD, Indiana
Kathleen Nokes, Professor, Nursing; BSN, Hunter; MA, Teachers College, Columbia; Phd, Indiana
Christine Noschese, Assistant Professor, Film and Media; MA, Goodard
John F. Dates, Professor, Anthropology; BSc, PhD, London
Edward O'Donnell, Assistant Professor, History; PhD, Columbia
John O'Neill, Professor, Educational Foundations; BA, MA, PhD, Syracuse
Joong Oh, Assistant Professor, Sociology; BA, MA, Pusan National Univ., Korea; PhD, Southern California
Douglas Ohlhson, Professor, Studio Art; BA, Minnesota
Anita Ondruszek, Associate Professor, Library, BS, Mills College; MLS, Pratt Institute; PhD, Pennsylvania State
Claudia Orenstein, Assistant Professor, Theatre; BA, USC; PhD, Stanford
Lisa Schwebel, Assistant Professor, Classical and Oriental Studies; BA, Hunter; MA, PhD, Fordham
Hugh J. Scott, Professor, Curriculum and Teaching/Dean of School of Education; BS, MA, Wayne State; EdD, Michigan State
Marvin Scott, Professor, Sociology; BS, Illinois; MA, PhD, California (Berkeley)
Brenda F. Seals, Associate Professor, Health Sciences; BS, Missouri Western State; MA, Iowa; MPH, Emory; PhD, Iowa
Bonnie Segg Miller, Associate Professor, Psychology; BA, Stetson; PhD, NYU
Verna Segarra, Lecturer, Mathematics and Statistics; BS, MA, CCNY
Arlene Seguine, Associate Professor, Curriculum and Teaching; BA, MS, Hunter; EdD, Columbia
Robert M. Seltzer, Professor, History; BA, Washington; MA, Yale; PhD, Columbia
Ezra Shahn, Professor, Biological Sciences; BA, Bard, Pennsylvania
Subash Shankar, Assistant Professor, Computer Science; BS, Virginia Tech; MS, Rensselaer Polytech; PhD, Minnesota
Brian Shay, Associate Professor, Mathematics and Statistics; BS, MA, Fordham; PhD, CUNY
Louise Sherby, Chief Librarian, Library; BA, Hofstra; MA, Denver; DLS, Columbia
Kenneth S. Sherrill, Professor, Political Science; BA, Brooklyn; PhD, North Carolina
Roger John Sherwood, Associate Professor, Social Work; BA, Nebraska; MSW, Illinois (Chicago Circle); DSW, Columbia
Sigmund Shipp, Assistant Professor, Urban Affairs and Planning; BS, Howard; MA, Johns Hopkins; PhD, Cornell
Clay C. Shirky, Associate Professor, Film and Media Studies; BFA, Yale
Lawrence Shore, Lecturer, Film and Media; BA, Univ. of Witwatersrand (South Africa); MA, Pennsylvania; Stanford; PhD, Stanford
Bernard Shull, Professor, Economics; BA, Temple; MA, Illinois; PhD, Wisconsin
Joseph Shull, Professor, English; BA, Univ. of Cape Town (South Africa); MA, PhD, UCLA
Ruth Sidel, Professor, Sociology; AB, Wellesley; MSW, Boston; PhD, Union
Eleanor Siegel, Assistant Professor, Art; BA, Queens; MA, PhD, Texas, Austin
Rosanne Silberman, Professor, Special Education; BA, Brooklyn; MA, Boston; EdD, Columbia
Carol Silverman, Professor, Health Sciences; BA, Wellesley; MS, Columbia; PhD, NYU
Nancy G. Siraisi, Distinguished Professor, History; BA, MA, Oxford; PhD, CUNY
Martha Silwinski, Lecturer, Health Sciences; BS, Temple; MA, NYU
Joyce Slochower, Professor, Psychology; BA, NYU; PhD, Columbia
Mary E. Small, Lecturer, Mathematics and Statistics; BS, Talladega; MA, Columbia
Alene Smith, Associate Professor, Curriculum and Teaching; BS, Southern Conn; MS, CCNY; EdD, Teachers College, Columbia
Michael J. Smith, Professor, Social Work; BA, Seton Hall; MSW, Pennsylvania; DSW, Columbia
Trudith M. Smoke, Professor, English; BA, Queens; MA, PhD, NYU
Carolyn M. Somerville, Associate Professor, Political Science; BA, MA, PhD, Michigan
Arlene Spark, Associate Professor, Health Sciences; BA, CCNY; MS, MEd, EdD, Columbia
Mark Spicer, Instructor, BMus, MMus, North Texas; PhD, Yale
Joan Spitzer, Lecturer, Romance Languages (Spanish); BA, MA, NYU
Barbara Sproul, Associate Professor, Religion; BA, Sarah Lawrence; MA, PhD, Columbia
Joanne M. Spurza, Assistant Professor, Classical and Oriental Studies; MA, Princeton
Barbara Stanley, Assistant Professor, SEEK; BA, MSW, Howard
Robert H. Stanford, Professor, Film and Media; BA, SUNY; MA, Queens; PhD, Ohio
Richard Stapleford, Professor, Art History; BA, Duke; MA, PhD, NYU
Rose Z. Starr, Associate Professor, Social Work; BA, Cornell; MA, MS; Columbia; DSW, CUNY
George Stauffer, Professor, Music; BA, Dartmouth; MA, Bryn Mawr; PhD, Columbia
Malika Sternberg, Lecturer, Social Work; BA, Brooklyn; MSW, Pennsylvania; EdD, Teachers College, Columbia
Patricia A. Sternberg, Professor, Theatre; BA, Bowling Green; MA, Villanova
Pamela Stone, Associate Professor, Sociology; BA, Duke; MA, PhD, Johns Hopkins
Jean Jacques Straayer, Assistant Professor, Library; BA, MLS, Pratt; MA, NYU
Rena T. Subotnik, Professor, Educational Foundations; BA, CCNY; MA, Columbia; PhD, Washington
Mary C. Sullivan, Associate Professor, German; BA, Hunter; MA, Yale; PhD, Pennsylvania
Kathleen Sumler, Assistant Professor, Dance (Music); BFA, SUNY; MFA, Sarah Lawrence
Ida Susser, Professor, Anthropology; AB, Barnard; MA, Chicago; PhD, Columbia
Robert Swain, Professor, Studio Art; BA, American
Philip G. Swan, Assistant Professor, Library; BA, Michigan; MA, William and Mary; MLS, Michigan
William V. Sweeney, Professor, Chemistry; BA, Knox; MS, PhD, Iowa
Frederick S. Szalay, Professor, Anthropology; BA, Mt. St. Mary; MA, Massachusetts; PhD, Columbia
Christina Taharally, Associate Professor, Curriculum and Teaching; BEd, Univ. of Guyana; EdD, Massachusetts (Amherst)
Wendy W. Tan, Assistant Professor, Library; MA, Hunter; MS, SUNY (Buffalo)
Virginia M. Teller, Professor, Computer Science; BA, Brooklyn
Jewel Thompson, Professor, Music; BS, Virginia State; MA, PhD, Eastman School
Robert D. Thompson, Associate Professor, Mathematics and Statistics; BA, California (Santa Cruz); PhD, Washington
Charles Tien, Assistant Professor, Political Science; BA, Michigan; PhD, Iowa
Vidette Todor-Franchesci, Assistant Professor, Nursing; BS, CSI; MS, Hunter; PhD, NYU
Neal Tolchik, Associate Professor, English; BA, Ramapo; PhD, Rutgers
Willie Francis Tolliver, Associate Professor, Social Work; BA, Florida A&M; MSW, Columbia; DSW, CUNY
Sylvia Tomash, Associate Professor, English; BA, Brooklyn
Maria Tomasz, Distinguished Professor, Chemistry; Diploma of Chemistry, Lorand Eotvos Univ.; PhD, Columbia
Richard Tomkins, Assistant Professor, Film and Media; BA, Harvard; MA, NYU, Tufts
Joyce Toney, Associate Professor, Black and Puerto Rican Studies; BA, Cardinal Stritch; MA, Ohio; PhD, Columbia
Virginia Tong, Assistant Professor, Curriculum and Teaching; BA, MA, Hunter; PhD, NYU
Howard Topoff, Professor, Psychology; BA, CCNY; PhD, CUNY
José Manuel Torres-Santiago, Professor, Black and Puerto Rican Studies; BA, Puerto Rico; MA, SUNY
Joan C. Tronto, Professor, Political Science; BA, Oberlin; MA, PhD, Princeton
Edward P. Tryon, Professor, Physics and Astronomy; BA, Cornell; PhD, California (Berkeley)
Ruby S. Y. Tsang, Lecturer, SEEK; BA, Brooklyn; MS, Hunter; MA, Indiana
Peter Seth Tuckel, Professor, Sociology; BA, Clark; MA, PhD, NYU
Gerald Turkewitz, Professor, Psychology; BA, MA, CCNY; PhD, NYU
Dwayne C. Turner, Assistant Professor, History; PhD, UCLA
J. Michael Turner, Associate Professor, History; PhD, UCLA
Susan Turner-Meiklejohn, Assistant Professor, Urban Affairs; PhD, Michigan
Virginia Vallian, Professor, Psychology; BA, Michigan; MA, PhD, Northeastern
Rodney L. Varley, Associate Professor, Physics and Astronomy; BS, Stevens Institute of Technology; PhD, Brandeis
Lisa Vergara, Associate Professor, Art History; BA, Michigan; MA, Hunter; PhD, Columbia
Nari C. Ward, Assistant Professor, Art; BFA, Hunter; MFA, Brooklyn
Jeanne D. Weiler, Assistant Professor, Educational Foundations and Counseling; BS, San Diego State; MA, Teachers College, Columbia; PhD, SUNY/Buffalo
Florence Wexler Vigilante, Professor, Social Work; BA, Adelphi; MS, Columbia; DSW, Yeshiva
Claiibourne Williams, Assistant Professor, Library; BA, Grinnel College; MA, Idaho; MS, Illinois
Walter E. Volkmer, Professor, Political Science; BA, MA, Rutgers; JD, NY Law School; PhD, Rutgers
John Wallach, Associate Professor, Political Science; PhD, Princeton
Elaine Walsh, Associate Professor, Urban Affairs and Planning; BA, PE, MS, DSW, Fordham
Dava Waltzman, Assistant Professor, Health Sciences; BS, Wisconsin; MA, Hunter; PhD, CUNY
Thomas Weaver, Associate Professor, Studio Art; BA, California (Santa Cruz); MFA, Hunter
Barbara Webb, Associate Professor, English;
Sylvie Weil, Professor, Romance Languages (French); Licence és Lettres, Diplôme d’Etudes Supérieures, Agrégée de l’Université

Stewart Weiss, Associate Professor, Computer Science; BA, Arch, Cooper Union; BA, Hunter; MS, PhD, NYU

Harold H. Weissman, Professor, Social Work; BA, Yeshiva; MSW, Pittsburgh; DSW, Columbia

Barbara Ann Welte, Professor, History; BA, Rosary; MA, PhD, Wisconsin

Clayton Westermann, Professor, Music; BMus, MMus, Yale

Robert J. White, Professor, Classics; BA, Fordham; PhD, Yale

William Williams, Professor, Mathematics and Statistics; BA, BM, MS, PhD, Iowa State

Willie Wimberly, Assistant Professor, SEEK; BA, Florida A&M, MS, Tennessee State; PhD, Columbia

David Winn, Assistant Professor, English; BA, California (Irvine); MA, Colorado

Pamela L. Wonske, Associate Professor, Library; BA, Massachusetts; MLS, Simmons

Michael Wood, Associate Professor, Sociology; BA, Florida Atlantic; PhD, Texas (Austin)

Patricia Woodward, Assistant Professor, Library; BA, William Carey; MS, Pratt; MFA, Tulane

Sanford Wurmfeld, Professor, Studio Art; BA, Dartmouth

Jason Young, Assistant Professor, Psychology; PhD, Univ. of Milan

Donald S. Zagoria, Professor, Political Science; BA, Rutgers; MA, PhD, Columbia

Christina M. Zamfirescu, Professor, Computer Science; MS, Bucharest; PhD, Aachen

Philip Zeigler, Distinguished Professor, Psychology; BA, CCNY; PhD, Wisconsin

Ana Celia Zentella, Professor, Black and Puerto Rican Studies; BA, Hunter; MA, PhD, Pennsylvania

Stephen Zoloth, Professor, Health Sciences, and Assoc Provost; BA, California (Santa Cruz); MPH, California (Berkeley); PhD, Pennsylvania

Joel Stewart Zuker, Associate Professor, Film and Media; BA, Ohio State; MA, PhD, NYU

Professors Emeriti

Blanche D. Blank, Professor, Political Science, and Acting President; BA, Hunter; MA, Syracuse; PhD, Columbia; DHL, Hunter

Jacqueline Wexler, Professor, English, and President; MA, Notre Dame; DHL, Carnegie Institute of Technology; HumD, Michigan; DHL, Colorado; LLD, Skidmore; DHL, Columbia; LLD, Franklin and Marshall; ScD, Central Michigan; LLD, Temple; DHL, Syracuse; LLD, Smith; HumD, Ohio; LLD, Hunter

Theodore Abel, Professor, Sociology; PhD, Columbia

Ethel G. Aginsky, Professor, Anthropology; PhD, Columbia

Nicholas Anastasiou, Professor, Special Education; PhD, Stanford

Ruth Anderson, Professor, Music; MA, Washington

Thomas V. Atkins, Professor, Library; PhD, New School for Social Research

Lucille E. Bailey, Professor; Library; MA, Columbia

Elsie L. Bandman, Professor, Nursing; EdD, Columbia

Edward J. Barrett, Professor, Chemistry; PhD, Columbia

Serafina Batchik, Associate Professor, Communications; PhD, Wisconsin

Frederika Beatty, Professor, English; PhD, Columbia

Jewel L. Bellush, Professor, Political Science; PhD, Columbia

Jane Benardete, Professor, English; PhD, Radcliffe

Alfred H. Bennick, Professor, Physics and Astronomy; PhD, Columbia

Moe Bergman, Professor, School of Health Sciences; EdD, Columbia

Ethel Garfunkel Berl, Professor, Educational Foundations; PhD, NYU

Eugenie L. Birch, Professor, Urban Affairs; PhD, Columbia

Dorothy R. Blitsten, Professor, Sociology; PhD, Columbia

Frank Bonilla, Professor, Center for Puerto Rican Studies; PhD, Harvard

Lucia D. Bonilla, Associate Professor, Romance Languages; PhD, Madrid

Gertrude M. Borgeson, Professor, Home Economics; PhD, Columbia

Micheline L. Braun, Professor, Romance Languages; Agrégation Ås-Lettres, Sorbonne

Paul Brodtkorb, Associate Professor, English; PhD, Yale

Marcia Brody, Professor, Biological Sciences; PhD, Illinois

Josephine M. Burke, Professor, Health and Physical Education; MA, Columbia

Joan Buxbaum, Professor, Educational Foundations; PhD, Columbia

Jennie W. Callahan, Professor, Communications; PhD, Berlin

Sophie T. Cambria, Professor, Sociology; PhD, Bryn Mawr

Mary O. Cameron, Associate Professor, Educational Foundation; PhD, Indiana

Phyllis Caroloff, Professor, Social Work; DSW, Columbia

Maria S. Carrasco, Professor, Romance Languages; PhD, Columbia

Michael A. Carrera, Professor, Health Sciences; EdD, Columbia

Lawrence R. Chenuault, Professor, Economics; PhD, Columbia

John Henrik Clarke, Professor, Black and Puerto Rican Studies; LHD, Denver

Harold Hayden Clum, Professor, Biological Sciences; PhD, Cornell

Saul B. Cohen, University Professor, Geology and Geography; PhD, Harvard

Francis P. Conant, Professor, Anthropology; PhD, Columbia

Ruth C. Conkey, Professor, Office of Dean of Students; PhD, Columbia

David Cooper, Professor, Curriculum and Teaching; EdD, Stanford

LaWanda F. Cox, Professor, History; PhD, California

John M. Cuddihy, Professor, Sociology; PhD, Rutgers

Dorothy J. Cunningham, Professor, Health Sciences; PhD, Yale

Mirella D’Ancona, Professor, Art History; PhD, Univ. of Florence

Elizabeth Dane, Professor, Social Work; DSU, UNI

Marlina Danziger, Professor, English; PhD, Yale

Karl Davis, Professor, Nursing; EdD, NYU

Thomas B. Davis, Jr., Professor, History; PhD, Yale

Nancy Dean, Professor, English; PhD, NYU

A. Willis Dearing, Professor, Chemistry; PhD, Johns Hopkins

Roy DeCarava, Distinguished Professor, Art; George Washington Carver Art School, Harlem Art Center, Cooper Union

Judith Dederick, Professor, Educational Foundations; PhD, Columbia

Thelma B. DeGraff, Professor, Classical and Oriental Studies (Classics Division); PhD, Columbia

Florence Denmark, Thomas Hunter Professor, Psychology; PhD, Pennsylvania

Joseph DeVito, Professor, Communications; PhD, Illinois

Rose Dobrof, Professor, Social Work; DSU, Columbia

Dorothy Doob, Professor, Communications; EdD, NYU

Henry Dupont, Professor, Romance Languages; Licence és Lettres, Agrégation, Paris; Chev. de la Légion d’Honneur

Charles Elson, Professor, Theatre and Film; MFA, Yale

Carol R. Ember, Professor, Anthropology; PhD, Harvard

Willie M. Evans, Professor, English; PhD, Columbia

Oscar J. Fernandez de la Vega, Professor, Romance Languages (Spanish); Doctor en Filosofía y Letras, Havana

Henry LeRoy Finch, Professor, Philosophy; PhD, Columbia

Myron Fink, Professor, Music; MMus, Illinois

Mary L. Finocchiaro, Professor, Curriculum and
Teaching; PhD, Columbia
Norris E. Fliegel, Professor and Dean of Programs in Ed.; EdD, NYU

Nelson Foote, Professor, Sociology; PhD, Cornell

Dorothea Fowler, Professor, History; PhD, Wisconsin; LLB, Carroll

Louise Fox, Associate Professor, Educational Foundations; PhD, Columbia

Dorothy Fraser, Professor, Curriculum and Teaching; PhD, Minnesota

Mario Fratti, Professor, Romance Languages (Italian); PhD, Dottore Ca Foscarin

Florence B. Freedman, Professor, Curriculum and Teaching; PhD, Columbia

Estelle Fuchs, Professor, Educational Foundations; PhD, Columbia

Herbert Geyer, Professor, Economics; PhD, Goethe Univ. (Germany)

Eleanor Gilpatrick, Professor, Health Sciences; PhD, Harvard

Dorothy Burne Goebel, Professor, History; PhD, Columbia

Milton J. Gold, Professor, Curriculum and Teaching and Dean of Programs in Education; EdD, Columbia

Julius Goldstein, Associate Professor, Studio Art; Brooklyn Museum Art School, “Y” Art Center

Arthur Goldzweig, Professor, Library-Reference; MA, Columbia

Eugene Goosen, Professor, Art History; Faculté de Lettres, Sorbonne

Ron Gorchov, Associate Professor, Studio Art; Mississippi, Art Inst. of Chicago, Univ. of Illinois

David Gordon, Professor, English; PhD, Yale

Rena C. Gropper, Professor, Anthropology; PhD, Columbia

Bertram M. Gross, Distinguished Professor, Urban Affairs; MA, Pennsylvania

Monroe Grossman, Associate Professor, Curriculum and Teaching; EdD, Columbia

William E. L. Grossman, Professor, Chemistry; PhD, Columbia

Pierre Gueneth, Professor, Romance Languages; Licence ès Lettres, Université de Paris

Leo Gurko, Professor, English; PhD, Wisconsin

Zenaida Gutierrez-Vega, Professor, Romance Languages (Spanish); PhD, Havana; PhD, Madrid

Anna Gutmann, Professor, German; PhD, Yale

Louis Hallgring, Jr., Professor, History; PhD, Columbia

James P. Harrison, Jr., Professor, History; PhD, Columbia

James S. Harrison, Professor, Music; MA, Harvard

Donald Harvey, Professor, History; PhD, Columbia

Richard C. Havel, Professor, Health and Physical Education; EdD, Columbia

Robert Hayton, Professor, Political Science; JD, NYU; PhD, California

Charles E. Hecht, Professor, Chemistry; PhD, Chicago

Miriam Hecht, Assistant Professor, Mathematics; EdD, Columbia

Celia Heller, Professor, Sociology; PhD, Columbia

Dorothy O. Helly, Professor, History; PhD, Harvard

James M. Hendel, Professor, Chemistry; PhD, Columbia

Irwin H. Herskovitz, Professor, Biological Sciences; PhD, Columbia

Donna M. Hill, Professor, Education Library; MLSL, Columbia

Ernst F. Hoffman, Professor, German; PhD, Yale

Alan Holder, Professor, English; PhD, Columbia

Cecilia A. Hatcher, Professor, English; PhD, NYU

Horst W. Hoyer, Professor, Chemistry; PhD, Southern California

L. Hughes, Professor, Romance Languages (Italian); PhD, Princeton

Elizabeth Hunter, Professor, Curriculum and Teaching; EdD, Columbia

Robert Hout, Professor, Studio Art; BS, Wagner

Herbert R. Insh, Professor, Music; MusD, Montana State

Dorothy James, Professor, German; PhD, London

Norma Eva Johann, Professor, Chemistry; PhD, Columbia

José O. Jiménez, Distinguished Professor, Romance Languages (Spanish); PhD, Madrid

Robert W. July, Professor, History; PhD, Columbia

Alvin Kabot, Associate Professor, Economics; JD, LLM, NYU

Bela Kapotsy, Associate Professor, Library; PhD, Univ. of Economics (Budapest)

Doris Kennedy, Professor, Studio Art; MA, Hunter; Art Students League

Dorothy Strouse Keur, Professor, Anthropology; PhD, Columbia

Pearl Kibre, Professor, History; PhD, Columbia

Lymann Kipp, Professor, Studio Art

Bettina Knapp, Professor, Romance Languages (French); PhD, Columbia

John Kneller, University Professor, Romance Languages (French); PhD, Yale

Sam Korn, Professor, Psychology; PhD, NYU

Joseph S. Krakow, Professor, Biological Sciences; PhD, Yale

Bernard Kramer, Professor, Physics and Astronomy; PhD, NYU

Philip E. Kraus, Professor, Curriculum and Teaching; PhD, NYU

Arnold H. Kritz, Professor, Physics and Astronomy; PhD, Yale

Evelyn Kugler, Professor, Curriculum and Teaching; EdD, Columbia

Mildred Kuner, Professor, English; PhD, Columbia

Eileen M. Lahey, Lecturer, Nursing; MA, NYU

Charles Landesman, Professor, Philosophy; PhD, Yale

Eddie E. Lee, Professor, Health Sciences; EdD, Columbia

Samuel Levin, Professor, English; PhD, Pennsylvania

Babette M. Levy, Professor, English; PhD, Columbia

Dora S. Lewis, Professor, Home Economics; MA, Columbia

Harold Lewis, Professor and Dean, Social Work; Pittsburgh; DSW, Pennsylvania

Anne Schumacher Loop, Professor, Biological Sciences; PhD, NYU

Genevieve H. Loughran, Professor, Educational Foundations; PhD, St. John’s

Nathan Lyons, Professor, English; PhD, Michigan

Katherine M. Lyser, Professor, Biological Sciences; PhD, Radcliffe

Thomas F. Mader, Associate Professor, Communications; PhD, Northwestern

Leonard Mades, Professor, Romance Languages (Spanish); PhD, Columbia

Margaret M. Magnus, Professor, Nursing; PhD, Catholic

Mildred D. Maillack, Professor, Social Work; DSW, Columbia

Estella Monoszor Majoza, Associate Professor, English; PhD, Iowa

Pasqualina Manca, Professor, Romance Languages (Italian); PhD, Rome

Seymour Z. Mann, Professor, Urban Affairs; PhD, Chicago

Susan Manning, Professor, Psychology; PhD, California (Riverside)

Lester Mansfield, Associate Professor, Romance Languages; Docteur d’ Université, Paris

Louis Martin, Professor, Music; MS, Juilliard

Maurice M. Martinez, Professor, Educational Foundations; PhD, Michigan

John Mason, Professor, Studio Art

Gregory J. Massell, Professor, Political Science; PhD, Harvard

Richard C. Mawe, Professor, Biological Sciences; PhD, Princeton

Douglas H. Maynard, Professor, History; PhD, California

Edward C. McAlear, Professor, English; PhD, Tennessee

Kathern M. McKinnon, Professor, Educational Foundations; PhD, Columbia

Jo Ann McNamara, Professor, History; PhD, Columbia

Bernadette Conrad Metzler, Professor, Business Education; PhD, NYU

Rudolf K. Michels, Professor, Economics; PhD, Columbia

Antoni Milikowski, Professor, Studio Art; BA, Kenyon

Bernard S. Miller, Professor, Curriculum and Teaching; EdD, Columbia

Naomi C. Miller, Professor, History; PhD, Columbia

Margaretha Brohmer Miller, Professor, Art; MA, Columbia

Phyllis Moë, Professor, English; PhD, NYU

Robert Monetse, Professor, Music; MMus, Manhattan School of Music

Donald D. Mossman, Professor, Chemistry; PhD, Columbia

Russell Oberlin, Thomas Hunter Professor, Music; Artist’s Diploma, Juilliard

Pierre Oberling, Professor, History; PhD, Columbia

Burton Pasternak, Professor, Anthropology; PhD, Columbia

Lawrence Perry, Professor, Curriculum and Teaching; EdD, Columbia

Susan Peterson, Professor, Studio Art; MFA, Alfred

Gerald Pinciss, Professor, English; PhD,
Irving Weisman, Professor, Social Work; EdD, Columbia
James Williams, Professor, English; PhD, NYU

Administrative Personnel

David Adams, Director of Institutional Research; PhD, Pennsylvania
Tracy Adler, Art Gallery Curator; Art; BA, Skidmore College; MA, Hunter
Cisco Alvarez, Data Base Programmer and Analyst, School of Health Professions
Iris M. Aroyewun, Coordinator of Social Services and Welfare Counseling, Student Services; BA, Pace; MSed, Fordham
Barbara Austin, Admissions Associate; BS, John Jay; MS, Hunter
Eija Ayravainen, Asst Provost for Undergraduate Studies; BA, MA, Hunter

Jean-Claude Bailey, Programmer and Analyst, Mgt Information Systems; BA, Hunter
Frances Balga, Asst Registrar; BA, MA, Hunter
Barbara A. Banks, Supervisor, OSSIAS; BA, Hunter
Barbara Barone, Administrative Coordinator, Dolciani Mathematics Learning Center; BA, MA, Hunter
James P. Barry, Production Coordinator, Operations, Computing Center
Joel Bassin, Performing Arts Coordinator, School of Arts and Sciences; MFA, CUNY
John Battaglia, Assoc Business Manager; BBA, Baruch
William J. Baumer, Director of Publications; BA, Hunter
Audrey Berman, Assoc Director, Office of Educational Services; BA, Vassar; MA, Hunter
Margaret G. Beveridge, Assoc Director, Records and Transcripts; BS, SUNY (Oneonta); MS, Wagner
Rinku Bhattacharya, Director of Financial and Information Systems, Institutional Advancement; BA, Calcutta; MBA, The New School
Marisol Bonet, Financial Aid Counselor, OSSIAS; BA, Hunter
Edna S. Bornstein, Asst to Chair, Chemistry Dept; BA, MPA, NYU

Ramon Bosque-Perez, Program Director, CUNY-UPR Academic Exchange Program; Researcher, Centro; BA, Univ. of Puerto Rico; MA, Michigan
Theresa Bradley, Exec Secretary to President
Gary Bragina, Coordinator, Study Abroad Program; BA, MA, Hunter
Vivian Brawer, Exec Asst to VP for Administration; BA, Jacksonville
Polly Smith Breland, Director of Admissions, Campus Schools; BA, NYU; MA, Hunter
Ruth Brooks, Mgr of Office Operations, Facilities; BS, NYU; MS, Hunter
John Brundage, Director of Annual Giving and Alumni Relations; BA, St. Francis
James Bryson, Asst to Director, Campus Services; BS, Fairleigh Dickinson
Judith Bubnell, Executive Assistant to Provost; BA, Hunter

Robert Buckley, Director of Research Administration; MBA, NYU
Thomas Buckley, Head Athletic Trainer; BA, Springfield College; MA, Indiana State
Herbert Budd, Dean of Research; BA, MS, MIT; PhD, Ecole Normale Supérieure, University of
Paris
Pamela Burtwright, Director, Residence Hall; BA, Univ. of West Indies; MA, Hunter; Med, Western Carolina

Nicole A. Buther, Manager, Alumni Relations, Office of Institutional Advancement; BA, Penn State

Sergio E. Caceres, Benefits Coordinator, Human Resources; BA, MA, Hunter

Lauren M. Caiccia, Assistant Athletics Director; MBA, SUNY (Binghamton)

David A. Caputo, President; BA, Miami; MA, PhD, Yale

Anabela Carrera, Asst to VP for Student Affairs; AA, LaGuardia; BBA, Baruch

Adele Cato, Coordinator of Communications and Administrative Services; BA, Hunter

Martha Chi, International Student Credential Evaluator, Student Services; BA, California; MS, California State

Linda Chin, Dean of Student and Faculty Relations/Special Counsel to the President; BA, CCNY: MA, Pace; JD, Brooklyn Law School

Jacqueline Coates, Registrar; BA, Hunter

Ann Hopkins Cohen, Acting Provost; AB, MA, Illinois; PhD, Minnesota

Reva M. Cohen, Counselor/Advisor, Student Services; BA, Harpur College; MA, Hunter

Jeffrey Collins, Coordinator, Freshman Orientation and Mentoring, Student Services; MA, Hunter

Susan Conrad, Asst to Director, Campus Services; BA, Hunter

Kenneth R. Cook, Asst Director, SEEK-Financial Aid; BA, Richmond; MA, Columbia

Gregory Crosbie, Director, Audio Visual Center; BA, Queens

Thomas W. Crowls, Asst to Bursar; BS, Frostburg State College

Lisa Crowe, Sr Program Analyst, Computing Center; AB, Douglass; MS, Rutgers

Danielle Cylich, Development Officer; BA, SUNY/Binghamton; MS, Columbia

Marlyn Daley-Weston, Supervisor of Degree Audit; BA, Hunter; MA, Baruch

Doreen D’Amico, Director, Office of Educational Services; BS, Southern Illinois; MS, Bank of Communication

Hayedeh Daneshvar, Coordinator, Administrative Services, IELI; BS, Hunter

Bessie Deans-Sutton, Bursar, Continuing Education

Lisa M. Decker, Director, Distance Learning Center, Social Work; BA, MEd, Kent State; PhD, Virginia Commonwealth

Nancy De La Cruz-Arroyo, Director, Clinical Experiences, School of Education; BA, MS, Hunter

Jose de Jesus, Staff Asst, Centro; BA, NYU; MA, Harvard

Alex Delakowski, Asst Budget Mgr; BA, Queens; MBA, Fordham

Albert Del Banco, Asst to Dean, Arts and Sciences

Patrick Delices, Career Counselor, Student Services; Med, City College

Daffodil Dennis, Financial Aid Counselor; BA, Queens; MA, Teachers College, Columbia

Martin Dornbaum, Director, Media Resource Center; BA, Hunter

Ilene Drapkin, Director of New Student Articulation and Retention, Student Services; BA, Queens; MA, Hunter

Michael Dunham, Asst to the Dean, Health Sciences; BA, Hunter

Nicole Escott, Asst to the Dean, Health Sciences; BA, Hunter

Bruce Ellison, Senior Network Programmer, Mgt Information Systems

George Eng, Database System Operator, Computer Center; BA, Oswego State

Fran L. Eritz, Environmental Health and Safety Officer; BA, MS, Hunter

Michael Escott, Assoc Dean of Students; BA, Buffalo; MA, Trinity; MA, Columbia

Myrna Fader, Coordinator, Special Advising, Student Services; BA, MS, CCNY

John F. Fallis, Admissions and Recruitment Counselor; BA, St Johns; MA, Brooklyn

Joseph Fantozzi, Assoc Director of Admissions; BA, York

Rafael Ferrer, Assoc to Dean of Students; BS, MSW, NYU; CSW, SUNY

Martin Fine, Assoc Director of Institutional Research; BA, Long Island Univ.; MA, PhD, Wisconsin

Sylvia Fishman, Vice President for Student Affairs and Dean of Students; BS, Tufts; MS, Hunter; EdD, Columbia

Arthur S. Ford, International Student Credential Evaluator, Student Services; BA, MA, Hunter

William Fox, Acting Executive Director, Business Office; MBA, Baruch

Sam L. Gelman, Director, Socrates Center, Biological Sciences; BA, MA, Hunter

Martha B. Giannasio, Asst Director of Financial Aid/Graduate Division; BA, MA, Hunter

Gilbert Giannetti, Asst Director, Mgt Information Systems, Computing Center; BA, Hunter

Pascale J. Gilberto, Deputy Director, Brookdale Center on Aging; BA, St. Francis

Donna Gill, Asst Bursar; AAS, St. Phillips; BA, York College

Evangelos J. Gizis, Interim President; BA, SUNY Utica; MS, PhD, Oregon State

Lauren Gohara, Graphic Designer; BFA, Art Center College of Design (Pasadena); MFA, Hunter

Rebecca Goldstein, Assistant Director, Clinical Experiences; BA, Bucknell; MS, Rochester

Ana Golici, Graphic Designer; MFA, Hunter

Anthony Grande, Asst to Chair, Geography Dept; BA, Hunter; MA, Catholic

Michael Guerette, Assoc Director of Development, Special Gifts; BA, Hartford

Emerilda Guerrero, Reading/Writing Center Mgr; BA, Hunter

Marilynn Gumpel, Asst Director, Facilities; BA, Edison State College

Juanita Ham, Financial Aid Counselor; BA, Hunter

Timothy B. Harwood, Vice President for Institutional Advancement; BA, Yale

Robert Hassel, Manager, Welcome Center; BA, Hunter

Charles E. Hayes, Director of Human Resources; BS, Ohio State

William J. Healy, Facilities Manager, Physical Education; BS, Saint Josephs; MS, Brooklyn; JD, California State

Cindy Helberger, Exec Asst to President; BA, Buffalo; MA, NYU

Robert Hendrix, Director of Administrative Services, Campus Services

Pedro J. Hernandez, Archivist, Centro; BA, MA, Univ. of Puerto Rico

Jennifer Higgins, Assoc Director of Development, Research and Foundation Relations; BA, SUNY (Stony Brook)

Arthur Hinson, Asst to Director, Facilities

Dirk Houben, Research Associate, Psychology; PhD, CUNY

Maria Holder, Asst Director, Human Resources; BA, Lehman; MA, Brooklyn

Sarah Jeninsky, Honors Program Coordinator; BA, Hunter; MA, NYU

Kathleen Jaeger, Asst to Chair, Computer Science Dept; BS, CUNY

Angela Jana, Asst Budget Mgr; BA, Queens;

Gustavo Jimenez, Supervisor, Evening OASIS, Registrar’s Office; BA, Hunter

Lucinde Jocelyn, Coordinator of Admissions Processing; AAS, BMCC; BS, CCNY

William Jones, Technical Services Mgr; AAS, Queensborough; BA, CCNY

Thomas Jordan, Coordinator, Student Affairs, School of Health Sciences, MA, NYU

Larry C. Joyce, Asst Dean of Students for Advising and Counseling; BA, MED, SUNY

Bonnie Kaplan, Director of Academic Advising, Student Services; BA, Brooklyn; MA, Hunter

Joyce Kaplan, Senior Budget/Crner/Writer; BS, Ohio State; BA, Hunter; MA, Columbia

Nancy Karimi, Special Events Coordinator; BA, Hunter

Madeline Kaye, Aad Asst, Personnel Systems, Budget; BA, Hunter

Jeryll M. Kemp, Director, Development and Special Services, School of Social Work; BA, Yale; MBA, Pennsylvania; JD, Harvard

Dana Klimovich, Coordinator for Retention Programs Assessment, Student Services; BA, MS, Hunter; PhD, Fordham

Howard Krukowski, Preprofessional Advisor; BA, Brooklyn; MA, Columbia

Naomi Lakin, Asst Director of Undergraduate Admissions; BS, NYU

Sandra LaPorta, Director, Programs for Students with Disabilities; BA, CCNY; MS, Hunter

Courtland C. Lee, Dean, School of Education; BA, Hofstra University; MS, Hunter; PhD, Michigan State

Deborah Lecceese-Harris, Director, Continuing Education; BA, Fordham; MA, Hunter

Angie B. Leon, Director of Registrar’s Office; BA, John Jay; MA, NYU

Schubert P. Leroy, Director of Registration and Degree Audit; BA, Baruch

Don Linder, Assoc Director, IELI; BA, MA, Columbia

Elaine Liu, Assistant Director, Purchasing; BA, SUNY (Buffalo)

Joseph A. LoSciavo, Director, The Sylvia and Darryn Kaye Playhouse; BA, Fordham; MLS, Queens.

Akkar Lofthpou, Director, Purchasing; BA, Fordham

Stanley Liu, Mgr of Development, Mgt Information Systems; BBA, MBA, Baruch

Angela Luna, Administrative Assistant, School of Arts and Sciences; BA, Hunter

Robert Lyons, Coordinator of Police Operations; AA, Florida College
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education/Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nelida Perez</td>
<td>Librarian, Centro</td>
<td>BA, Edgewood</td>
</tr>
<tr>
<td>Carlos R. Manzano</td>
<td>Asst to Chair, Psychology</td>
<td>BA, Univ. of Puerto Rico, MS, Syracuse</td>
</tr>
<tr>
<td>Helen H. Marcus</td>
<td>Asst to VP for Institutional Advancement</td>
<td></td>
</tr>
<tr>
<td>Anna Marino</td>
<td>Director of Language Laboratory</td>
<td></td>
</tr>
<tr>
<td>Nemir Matos-Cintron</td>
<td>Research Asst, Centro</td>
<td>BA, Univ. of Puerto Rico; MS, Syracuse</td>
</tr>
<tr>
<td>Susan McCarthy</td>
<td>Director, Career Development Center</td>
<td>MSW, Hunter</td>
</tr>
<tr>
<td>Patricia McDonald</td>
<td>Program Administrator, Employee Assistance Program</td>
<td>BA, Swarthmore; MSW, Hunter</td>
</tr>
<tr>
<td>Robert C. McGarry</td>
<td>Deputy Director, Human Resources</td>
<td>MA, NYU</td>
</tr>
<tr>
<td>Kevin McGowan</td>
<td>Director, Financial Aid</td>
<td>BA, Fordham; MPA, Baruch</td>
</tr>
<tr>
<td>Jacqualyn Meadow</td>
<td>Asst Athletics Director for Recreation and Intramurals</td>
<td>BS, SUNY (Oneonta); MS, Lehman</td>
</tr>
<tr>
<td>William Mendez, Jr.</td>
<td>Affirmative Action Officer</td>
<td>JD, Hofstra</td>
</tr>
<tr>
<td>Mary Michael</td>
<td>Coordinator, Social and Informational Services</td>
<td>BA, Hunter</td>
</tr>
<tr>
<td>Debra Mileski</td>
<td>Coordinating Asst, Social and Informational Services</td>
<td>Student Services; AA, LaGuardia; BA, Hunter</td>
</tr>
<tr>
<td>Gary L. Minella</td>
<td>Admissions Assoc, Budget and Record Clerk</td>
<td>BA, York</td>
</tr>
<tr>
<td>Mollie Muller</td>
<td>Asst to Deputy Director, Brookdale Center on Aging</td>
<td></td>
</tr>
<tr>
<td>Nydia Muniz</td>
<td>Benefits Coordinator, Human Resources</td>
<td>BA, Hunter</td>
</tr>
<tr>
<td>Reneate G. Murray</td>
<td>Exec Asst to Chair, Hunter College Senate</td>
<td></td>
</tr>
<tr>
<td>Kamilna Narrah</td>
<td>Financial Officer, Campus School</td>
<td>BA, Hunter</td>
</tr>
<tr>
<td>Ivelisse Rosario-Natal</td>
<td>Program Asst, CUNY-UPR Academic Exchange Program</td>
<td>BA, Hunter</td>
</tr>
<tr>
<td>Victoria Nelson</td>
<td>Asst to Chair, Biological Sciences Dept</td>
<td></td>
</tr>
<tr>
<td>Michael H. Nisbett</td>
<td>User Services Technician, OIS Systems</td>
<td></td>
</tr>
<tr>
<td>Tonia Osborn</td>
<td>Asst Coordinator for Staff Development and Training</td>
<td>Student Services; BA, Moorhead State Univ.; MA, NYU</td>
</tr>
<tr>
<td>Fran Pace</td>
<td>Fringe Benefits Officer, BA, Fordham</td>
<td>MA, NYU</td>
</tr>
<tr>
<td>Dennis V. Paoli</td>
<td>Coordinator, Writing Center</td>
<td>BA, Dundee; BA, Wisconsin; MA, Columbia</td>
</tr>
<tr>
<td>Zully I. Papa</td>
<td>Teacher/Director, Day Care Center, Student Services</td>
<td>BA, St. Joseph; MS, Hunter</td>
</tr>
<tr>
<td>Edward Pearlmutter</td>
<td>Space Mgr, Facilities, Brookdale</td>
<td>BA, Brooklyn; MS, Indiana State</td>
</tr>
<tr>
<td>Cathy A. Penn</td>
<td>Associate Director, Financial Aid</td>
<td>BA, California</td>
</tr>
<tr>
<td>Pedro Pedraza</td>
<td>Program Director, CUNY Caribbean Exchange Program</td>
<td>Researcher, Centro, BA, Occidental</td>
</tr>
<tr>
<td>Joy Pereths</td>
<td>Assistant Director of Development, Corporate and Foundation Fundraising</td>
<td>BA, London; BA, Fordham</td>
</tr>
<tr>
<td>Nelida Perez</td>
<td>Librarian, Centro</td>
<td>BA, Edgewood</td>
</tr>
<tr>
<td>Ellen Perper</td>
<td>Director, OASIS</td>
<td>BA, Lehman</td>
</tr>
<tr>
<td>Kan Yee Man</td>
<td>Asst Director, Accounting</td>
<td>BA, Queens</td>
</tr>
<tr>
<td>Carlos R. Manzano</td>
<td>Asst to Chair, Psychology</td>
<td>BA, Univ. of Puerto Rico, MS, Syracuse</td>
</tr>
<tr>
<td>Helen H. Marcus</td>
<td>Asst to VP for Institutional Advancement</td>
<td></td>
</tr>
<tr>
<td>Anna Marino</td>
<td>Director of Language Laboratory</td>
<td></td>
</tr>
<tr>
<td>Nemir Matos-Cintron</td>
<td>Research Asst, Centro</td>
<td>BA, Univ. of Puerto Rico; MS, Syracuse</td>
</tr>
<tr>
<td>Susan McCarthy</td>
<td>Director, Career Development Center</td>
<td>MSW, Hunter</td>
</tr>
<tr>
<td>Patricia McDonald</td>
<td>Program Administrator, Employee Assistance Program</td>
<td>BA, Swarthmore; MSW, Hunter</td>
</tr>
<tr>
<td>Robert C. McGarry</td>
<td>Deputy Director, Human Resources</td>
<td>MA, NYU</td>
</tr>
<tr>
<td>Kevin McGowan</td>
<td>Director, Financial Aid</td>
<td>BA, Fordham; MPA, Baruch</td>
</tr>
<tr>
<td>Jacqualyn Meadow</td>
<td>Asst Athletics Director for Recreation and Intramurals</td>
<td>BS, SUNY (Oneonta); MS, Lehman</td>
</tr>
<tr>
<td>William Mendez, Jr.</td>
<td>Affirmative Action Officer</td>
<td>JD, Hofstra</td>
</tr>
<tr>
<td>Mary Michael</td>
<td>Coordinator, Social and Informational Services</td>
<td>BA, Hunter</td>
</tr>
<tr>
<td>Debra Mileski</td>
<td>Coordinating Asst, Social and Informational Services</td>
<td>Student Services; AA, LaGuardia; BA, Hunter</td>
</tr>
<tr>
<td>Gary L. Minella</td>
<td>Admissions Assoc, Budget and Record Clerk</td>
<td>BA, York</td>
</tr>
<tr>
<td>Mollie Muller</td>
<td>Asst to Deputy Director, Brookdale Center on Aging</td>
<td></td>
</tr>
<tr>
<td>Nydia Muniz</td>
<td>Benefits Coordinator, Human Resources</td>
<td>BA, Hunter</td>
</tr>
<tr>
<td>Reneate G. Murray</td>
<td>Exec Asst to Chair, Hunter College Senate</td>
<td></td>
</tr>
<tr>
<td>Kamilna Narrah</td>
<td>Financial Officer, Campus School</td>
<td>BA, Hunter</td>
</tr>
<tr>
<td>Ivelisse Rosario-Natal</td>
<td>Program Asst, CUNY-UPR Academic Exchange Program</td>
<td>BA, Hunter</td>
</tr>
<tr>
<td>Victoria Nelson</td>
<td>Asst to Chair, Biological Sciences Dept</td>
<td></td>
</tr>
<tr>
<td>Michael H. Nisbett</td>
<td>User Services Technician, OIS Systems</td>
<td></td>
</tr>
<tr>
<td>Tonia Osborn</td>
<td>Asst Coordinator for Staff Development and Training</td>
<td>Student Services; BA, Moorhead State Univ.; MA, NYU</td>
</tr>
<tr>
<td>Fran Pace</td>
<td>Fringe Benefits Officer, BA, Fordham</td>
<td>MA, NYU</td>
</tr>
<tr>
<td>Dennis V. Paoli</td>
<td>Coordinator, Writing Center</td>
<td>BA, Dundee; BA, Wisconsin; MA, Columbia</td>
</tr>
<tr>
<td>Zully I. Papa</td>
<td>Teacher/Director, Day Care Center, Student Services</td>
<td>BA, St. Joseph; MS, Hunter</td>
</tr>
<tr>
<td>Edward Pearlmutter</td>
<td>Space Mgr, Facilities, Brookdale</td>
<td>BA, Brooklyn; MS, Indiana State</td>
</tr>
<tr>
<td>Cathy A. Penn</td>
<td>Associate Director, Financial Aid</td>
<td>BA, California</td>
</tr>
<tr>
<td>Pedro Pedraza</td>
<td>Program Director, CUNY Caribbean Exchange Program</td>
<td>Researcher, Centro, BA, Occidental</td>
</tr>
<tr>
<td>Joy Pereths</td>
<td>Assistant Director of Development, Corporate and Foundation Fundraising</td>
<td>BA, London; BA, Fordham</td>
</tr>
<tr>
<td>Nelida Perez</td>
<td>Librarian, Centro</td>
<td>BA, Edgewood</td>
</tr>
<tr>
<td>John Nieto-Phillips</td>
<td>Research Associate, Centro, PhD, California</td>
<td></td>
</tr>
<tr>
<td>Gerard Quagliariello</td>
<td>Director, Office Services and Property Management</td>
<td>BA, Pace</td>
</tr>
<tr>
<td>Salvatore Quagliariello</td>
<td>Bursar, BS, Baruch</td>
<td></td>
</tr>
<tr>
<td>Milton Quiah</td>
<td>Exec Asst to Chief Librarian, BS, MS, Liv. Calcutta</td>
<td></td>
</tr>
<tr>
<td>Sandra Radinsky</td>
<td>Director of Development, Deputy Director, Hunter College Foundation</td>
<td>Inc.; BBA, CCNY</td>
</tr>
<tr>
<td>Gloria Ramos</td>
<td>Asst to Dean, Nursing, BA, Rutgers; MPA, NYU</td>
<td></td>
</tr>
<tr>
<td>Olga Rafei-Faust</td>
<td>Director of Accounting and Financial Aid Processing Center</td>
<td>BS, Hunter</td>
</tr>
<tr>
<td>Javier Remigio</td>
<td>Coordinator, Student Services, IELI; BA, Fordham; MA, NYU; MA, Hunter</td>
<td></td>
</tr>
<tr>
<td>Alison Rice</td>
<td>Program Director, IELI; BA, Queens; MA, Teachers College, Columbia</td>
<td></td>
</tr>
<tr>
<td>Felix Rivera</td>
<td>Reference Asst, Centro Library, BA, CCNY</td>
<td></td>
</tr>
<tr>
<td>Charles Roberts</td>
<td>Financial Aid Counselor, BA, St. Mary’s College</td>
<td></td>
</tr>
<tr>
<td>Janet Robertson</td>
<td>Asst to the Dean of Arts and Sciences for Personnel and Budget</td>
<td>BA, Wellesley; MA, Teachers College, Columbia</td>
</tr>
<tr>
<td>Jerrell Robinson</td>
<td>Coordinator, Evening Student Services, BA, MS, SUNY(Oswego)</td>
<td></td>
</tr>
<tr>
<td>Dennis G. Rodriguez</td>
<td>Asst Bursar, MA, John Jay</td>
<td></td>
</tr>
<tr>
<td>Leida Rodriguez</td>
<td>Specialist, Human Resources</td>
<td>BA, York</td>
</tr>
<tr>
<td>Luis Rosa</td>
<td>Mgr, Budget and Financial Control</td>
<td>BS, Hunter; MPA, Baruch</td>
</tr>
<tr>
<td>Thomas D. Rosato, Jr.</td>
<td>Associate Director of Annual Giving, BA, Northeastern</td>
<td></td>
</tr>
<tr>
<td>Yechiel Rosenrauch</td>
<td>Senior Registrar, BA, Hunter</td>
<td></td>
</tr>
<tr>
<td>Marilyn W. Rothschild</td>
<td>Program Analyst and Coordinator, Physics and Astronomy Dept</td>
<td></td>
</tr>
<tr>
<td>Vyonne C. Rubie</td>
<td>Pre-Admission Counselor, Admissions, BS, York College</td>
<td></td>
</tr>
<tr>
<td>Glynn Rudich</td>
<td>Director, Field Education, School of Social Work, BA, Bennington; MSW, Hunter</td>
<td></td>
</tr>
<tr>
<td>Jean T. Sadowsky</td>
<td>Director of Publications and Editor, BA, Queens; MA, Clark</td>
<td></td>
</tr>
<tr>
<td>Christine Sampson</td>
<td>Degree Auditor, Registrar, BS, LIU</td>
<td></td>
</tr>
<tr>
<td>Irene Schaefer</td>
<td>Asst to Dean, School of Social Work, BA, Marymount Manhattan; MA, Virginia</td>
<td></td>
</tr>
<tr>
<td>Stella Schilling</td>
<td>Financial Aid Counselor, MA, York, MEd, Hunter</td>
<td></td>
</tr>
<tr>
<td>John A. Seefranz</td>
<td>Operation and Network Services Technician, Computer Operations; BS, Manhattan College</td>
<td></td>
</tr>
<tr>
<td>Steven Serafin</td>
<td>Director, Reading/Writing Center, BS, American; MA, Catholic; PhD, Utah</td>
<td></td>
</tr>
<tr>
<td>George K. Sherry</td>
<td>Asst to Director of Campus Schools, FS, Florida Institute of Technology</td>
<td></td>
</tr>
<tr>
<td>John Shore</td>
<td>Assistant Director, Residence Hall, BA, Southeast Missouri State</td>
<td></td>
</tr>
<tr>
<td>Daniel Shure</td>
<td>Asst Director, Public and Community Relations, BA, Utica</td>
<td></td>
</tr>
<tr>
<td>Rosalie M. Simari</td>
<td>Executive Director, Development, Institutional Advancement; BS, Queens College; MA, Adelphi; EdD, Hofstra</td>
<td></td>
</tr>
<tr>
<td>Denise Simmons</td>
<td>Coordinator, Tutoring, SEEK, BS, MA, John Jay</td>
<td></td>
</tr>
<tr>
<td>Betty A. Smith</td>
<td>Technical Support Administrator, BA, Hunter</td>
<td></td>
</tr>
<tr>
<td>Allison Sokaris</td>
<td>Director of Special Events and Projects, BA, Skidmore</td>
<td></td>
</tr>
<tr>
<td>Betty Steinberg</td>
<td>Asst to Dean of Programs in Education, Personnel/Budget, BA, Queens; MBA, Baruch; JD, Fordham</td>
<td></td>
</tr>
<tr>
<td>Lee E. Steinberg</td>
<td>Systems Programmer Analyst, Library, BA, MA, Wisconsin</td>
<td></td>
</tr>
<tr>
<td>Madlyn Stokely</td>
<td>Director of Evening Student Services, BA, John Jay; MSW, Hunter</td>
<td></td>
</tr>
</tbody>
</table>
Hunter College

Students’ Rights Concerning Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

I. The right to inspect and review the student’s education records.

Students should submit to the registrar, the dean of students, or other appropriate College 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, the student will be provided with copies of the requested records or notified of the time and place where the records may be inspected. Students will be charged a fee for copies of requested records. If the request is denied, the response to within 45 days, the student may appeal to the College’s FERPA appeals officer. Additional information regarding the appeal procedures will be provided by the College’s FERPA appeals officer: Office of Legal Affairs, Hunter College, Room 1705 HE, 695 Park Avenue, New York, NY 10021.

II. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the registrar, the dean of students, or other appropriate College official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her 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 the student when notified of the right to a hearing.

III. The right to consent to disclosure of personally identifiable information contained in the student’s 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, 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.

IV. 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.

V. 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.

VI. The College will make the following “directory information” concerning current and former students available to those parties having a legitimate interest in the information: a student’s name, attendance dates, telephone listing, home address, present address, major and minor fields of study, degrees and awards received, date of birth, place of birth, level of education, and the most recent previous educational institution attended. By filing a form with the Registrar’s Office, a student or former student may request that any or all of the above information not be released without his or her prior written consent. This form may be completed, withdrawn, or modified at any time. This policy shall be effective as of May 1999 and shall supersede prior policy on this issue.
Student Regulations and Rights

STATEMENT ON THE RIGHTS OF STUDENTS

The Hunter College Senate voted endorsement of the following statement on September 24, 1974:

PREAMBLE

"Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals...Freedom to teach and freedom to learn are inseparable facets of academic freedom."

Students "have a distinctive role...which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education...Joint efforts among all groups in the institution—students, faculty, administration, and governing board—is a prerequisite of sound academic government...Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in college and university government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community."

"The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students' rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the college change.

I. Academic and Personal Files

1. Improper disclosure, even within the college, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal, and disciplinary records should be kept in separate files.
2. All files may be made available only to specially authorized college staff. Express consent of the student involved is otherwise required.
3. Academic records and transcripts should contain only information about scholastic achievement.
4. No records should be kept which reflect the political and off-campus activities or beliefs of students.
5. Non-current medical and disciplinary records should be periodically destroyed.
6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails the student has the right to append a written rebuttal to the record.

II. Classroom, Grades, etc.

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to college standards.
2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.
3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.
4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.
5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.
6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

III. Participation in Academic Affairs

1. Students have the right, individually and collectively, to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.
2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.
3. Students should share in the formulation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.
4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.
5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the college community, and should be weighed in all decisions affecting faculty status and curriculum.

IV. Extracurricular Activities

1. Students should be free to form and join associations to promote their common interests.
2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the college.

V. Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the college.

2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.

3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

RESOLVED, That these rules and regulations be incorporated in each college bulletin.

Adopted by the Board of Trustees of The City University of New York on June 23, 1969, and amended on October 27, 1980 and May 22, 1989

RULES AND REGULATIONS FOR STUDENTS PURSUANT TO ARTICLE 224A

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 is unable, because of his 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 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 religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he 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 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 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 rights under this section.
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 "institutions 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 Higher Education of the City of New York or any community college.

EQUAL OPPORTUNITY PROGRAMS

Hunter College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sex orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedure.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A 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 freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures 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 and to 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 superintendence over the concerns, officers, employees, and students of his educational unit...""

I. RULES

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 rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to and 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 positions of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on 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 instruments or materials 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 or 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 employees in the workplace 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 (5) days after such conviction.

II. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 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 or without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to rejection and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive Rules 1-10 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.

APPENDIX
Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Bylaws of the Board of Trustees

ARTICLE XV — STUDENTS

Section 15.0 PREAMBLE. Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Section 15.1 CONDUCT STANDARD DEFINED. Each student enrolled in or in attendance at any college, school, or unit under the control of the board and every student organization, association, publication, club, or chapter shall obey the laws of the City, State, and Nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college.

The faculty and student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the board, rules and regulations concerning the conduct of students.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

Section 15.2 STUDENT ORGANIZATIONS. a. Any group of students may form an organization, association, club, or chapter; by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club, or chapter; (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification of sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding inter-collegiate athletics), publications, organizations, associations, clubs, or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend, or revoke any charter or other authorization for cause after a hearing.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3.

c. Any person or organization affiliated with the college may file charges with an office of the dean of students alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the board, or any policy, regulation, or order of the college, within a reasonable period of time after the occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3 thereof.

3. Any disciplinary action taken by the faculty-student disciplinary committee shall be reported to the duly elected student government. On appeal an aggrieved student or group shall be entitled to an appeal hearing following the due process procedures as set forth in section 15.3.

Section 15.3 STUDENT DISCIPLINARY PROCEDURES.

Complaint Procedures:

a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, may be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge.

b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary inves-
Conciliation Conference:

1. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chairperson of the committee. The following procedures shall be in effect at this conference:

2. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chairperson of the committee. The following procedures shall be in effect at this conference:

3. Prior to accepting testimony at the hearing, the chairperson shall rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.

4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape or equivalent without cost.

5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee’s normal operations.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.

8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student’s previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e. to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee’s decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee’s decision within five days of the conclusion of the hearing. The decision shall be final subject to the student’s right of appeal.

11. Where a student is represented by legal counsel the President of the College may request that a lawyer from the general counsel’s office appear at the hearing to present the college’s case.

Section 15.4 APPEALS. An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committee as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5 COMMITTEE STRUCTURE.

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to assure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate governing body, or where the president is the head of the governing body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committees. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty/student disciplinary committee and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.

4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape or equivalent without cost.

5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee’s normal operations.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Section 15.6 SUSPENSION OR DISMISSAL. The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The Chancellor or Chancellor’s designee, president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within in not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her own explanation and the college’s findings. If the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7 THE UNIVERSITY STUDENT SENATE. There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights, and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8 COLLEGE GOVERNANCE PLANS. The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

*Section 15.10 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS AND COLLEGE ASSOCIATIONS.

a. The president of the college shall have the authority to veto any student activity fee including the student government fee allocation, which in his or her opinion requires further clarification, is inappropriate, or contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to exercise a veto within a reasonable time after being made aware of this action, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body.

b. The college association may within ten (10) working days of the presidential veto, by the affirmative vote of two-thirds of the total membership of the governing board, override the presidential veto, except a presidential veto based upon compliance with the laws of the city, state, or nation, or bylaws or policy of the university shall not be subject to being overridden.

*Section 15.11 REFERENDA.

a. A referendum proposing changes in the student activity fee shall be initiated by a petition of at least 10% of the appropriate student body and voted upon in conjunction with student government elections.

b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

c. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the president of the college together with his/her recommendation.

d. At the initiation of a petition of at least 10% of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

*Section 15.12 DISCLOSURE.

a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The college association shall be responsible for the full disclosure of all financial information to its membership, to the college, and to the student governments with respect to all of its activities, including auxiliary enterprises.

d. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once a year.

*Section 15.13 STIPEND. The payment of stipends to student government officers and other student leaders is prohibited, except insofar as specifically authorized by board policy.

*Section 15.14 UNIVERSITY REVIEW COMMITTEE. There shall be a university review committee consisting of three administrators appointed by the chancellor.

a. The university review committee shall have responsibility for oversight and supervision over university student activity fees and extramural student activity fees. Recipients of extramural fees shall present an annual report to the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

b. The university review committee may veto any proposed expenditure of the university student senate, subject to being overridden by the affirmative vote of two-thirds of the total membership of the university student senate, in person or by mail ballot, except that a veto based upon the opinion that an item is in contravention of the laws of the city, state or nation, or bylaws or policy of the university is not subject to being overridden.

ARTICLE XVI—STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

Section 16.1 STUDENT ACTIVITY FEE. The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

*Implementation of these bylaws is deferred until the issuance of a decision.
in the proceeding pending in the Supreme Court of the State of New York, or until such later time as the order of the Supreme Court or a Court of Appellate jurisdiction shall provide.

Section 16.2 STUDENT ACTIVITY FEES USE—EXPENDITURE CATEGORIES. Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

Section 16.3 STUDENT GOVERNMENT FEE. The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2 of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

Section 16.4 STUDENT GOVERNMENT ACTIVITY DEFINED. Student government activity is any activity operated by and for the students enrolled at the college, (1) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2 of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

Section 16.5 COLLEGE ASSOCIATION.

a. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fees, including student government fee allocations and expenditures for conformance with the expenditure categories defined in section 16.2 of this article and the college association shall disapprove any allocation or expenditure if it finds does not so conform or is inappropriate, improper, or inequitable.

b. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board of the college association is composed of:
   (i) The college president or his/her designee as chair
   (ii) Three administrative members appointed by the college president
   (iii) Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
   (iv) Six students members comprised of the student government president and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

Section 16.6 MANAGEMENT AND DISBURSEMENT OF FUNDS. The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures: one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

Section 16.7 REVENUES. All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

Section 16.8 FISCAL ACCOUNTABILITY HANDBOOK. The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his designee to protect the integrity and accountability of all student activity fee funds.

Section 16.9 COLLEGE PURPOSES FUND.

a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

b. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13 of these bylaws.

c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12 of these bylaws.

Section 16.10 AUXILIARY ENTERPRISE BOARD.

a. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

b. The auxiliary enterprise board shall be considered approved for purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president, and the following requirements are met:

1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.

2. The administrative members are appointed by the college president.
3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

5. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

6. The governing documents of the auxiliary enterprise board have been reviewed by the board’s general counsel and approved by the board.

Section 16.11 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE BOARDS.

a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2 of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

c. The chancellor or his designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

d. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12 REFERENDA. A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

a. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

c. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

Section 16.13 DISCLOSURE.

a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activities fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

d. The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.

e. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a
public auditing firm shall be conducted at least once each year.

Section 16.14. STIPENDS. The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

Fire Safety Plan

Instructions

A. If you see a fire, do the following:
1. Call the Fire Department (911), or
2. Call the Public Safety Emergency Number 772-4444, or
3. Pull the Fire Alarm
4. Then, follow the procedures below

B. Procedures

a. Evacuate your area.
b. Close but do not lock doors.
c. Follow instructions transmitted over the public address system.
d. Proceed to evacuate the building through designated exits.
e. Evacuate to street if not directed otherwise over the public address system.
f. Before entering any stairwell, touch the door with the palm of your hand. If it is warm or hot, do not enter the stairwell. Proceed to the next stairwell.
g. When leaving the building keep your head turned to the center of the stairway.
h. Walk downstairs—do not run. Do not panic. Remain calm.
i. It is dangerous to use elevators during an evacuation. Use elevators only when authorized to do so by Fire Emergency Personnel.
j. When using the down escalators, make long and wide turns going from one escalator to the next escalator in order to prevent congestion.
k. When you are outside the building move away from the entrance approximately two hundred feet.
l. Wait for the all clear signal before re-entering the building.

HUNTER COLLEGE PUBLIC SAFETY AND SECURITY
FIRE SAFETY PLAN FOR THE DISABLED

This Fire Safety Plan for the Disabled is established to provide for the safety of the disabled members of the Hunter College community and disabled visitors to the College in the event of a fire or other life-threatening emergency. The plan will be implemented in any situation in which there may be a need to relocate disabled persons to a safe location.

The Fire Safety Plan for the Disabled identifies the New York City Fire Department as the agency having the primary responsibility for relocating any disabled person from an endangered floor to a safe location. However, if the Fire Department or other New York City emergency agency response is not exercised in a timely fashion, and the situation requires immediate removal of disabled persons, Public Safety and Security Personnel will transport such individuals to a safe location.

The Fire Safety Plan for the Disabled is a part of the Hunter College Fire Safety Plan. All faculty, staff and students are advised to read and be fully familiar with the entire Fire Safety Plan.

Instructions

A. If you see a fire, do the following:
1. Call the Fire Department (911), or
2. Call the security emergency number 772-4444, or
3. Pull the fire alarm
4. Then, follow the procedures below

B. Procedures for the Disabled

1. During an emergency, the entire floor may or may not need to be evacuated. In either case, when you hear the emergency alarm, assemble near any exit door near the elevators.
2. Do not enter the stairwell. Do not use an elevator unless directed by the fire department or Hunter’s Emergency Response Team.

Relocation Procedures for the Disabled

If it is necessary to evacuate the entire floor, a member of the Fire Department or Hunter’s Emergency Response Team will search the entire floor to locate disabled persons. The emergency personnel will remove you to a safe location by elevator or stairwell. A notice containing these procedures shall be placed on each floor.

Hunter North — Special Instructions

1. In Hunter North, go to the area near the Fire Tower. The entrance to the Fire Tower is located at the north end of the west corridor (the corridor parallel to Park Avenue). A diagram of the Fire Tower location is provided at the end of this section.
2. Do not enter the Fire Tower stairwell unless the major portion of the college community has completed its descent.

Other Precautions

1. Remain calm. Your safety and the security of others depend on the absence of panic.
2. Before entering any stairwell, touch the door leading into the stairwell. If the door is warm or hot, do not open or enter the stairwell. Proceed to the next stairwell.
3. If you cannot reach a stairwell near an elevator, and you are in an office or classroom and have access to a phone, call Security at 772-4444. Disabled persons and persons who are trapped are the only persons who should call Public Safety during a fire emergency.
4. If you are in an area with a door and cannot reach an exit near the elevators, seal the crack around the door with rags or clothing.
5. Public Safety and Security has a chart indicating all the special rooms in the library designed for use by the disabled. These rooms will be checked during a fire emergency.

What Emergency Personnel Will Do

1. The Emergency Response Team member who searches the floor will report your location to the Fire Command Station. The Fire Command Station will inform the Fire Department of your location.
2. If you are in need of relocation and the Fire Department is not available to relocate you, a member of the Public Safety and Security Department will relocate you to a safe location.
3. If necessary, you will be relocated to a safe floor or taken out of the building.

Training and Orientation

A. Training

Personnel in the Public Safety and Security Department are trained in the proper methods for safe lifting and carrying of disabled persons. (See Assembling and Relocation Procedures, next column.)

B. Orientation

1. Orientation to the Fire Safety Plan, including the relocation procedures, will be provided for disabled faculty, students and staff yearly under the auspices of the 504 Committee.
2. Orientation for new disabled students will be included in the orientation program for entering freshmen.
3. Instructions regarding the Fire Safety Plan and Relocation Procedures will be included in the regularly conducted fire drills.
Locating Disabled Persons
A. Public Safety maintains class schedules for disabled students and work schedules for disabled faculty and staff. These schedules will be used to assist emergency personnel to locate disabled persons in an emergency.

B. Students are responsible for reporting their class schedules, their work schedules, and schedule changes to the Coordinator for Disabled Student Services (Room E1100 - East Building).

C. Disabled faculty and staff are responsible for reporting their work schedules and schedule changes to the Director of Personnel (Room E1502A).

Responsibility for Implementation
The Director of Public Safety and Security is responsible for the implementation of the Fire Safety Plan.

Distribution
The Fire Safety Plan for Disabled Persons will be distributed to all faculty, students and staff who have identified themselves as disabled.

The Fire Safety Plan for the Disabled will be distributed with the Hunter College Fire Safety Plan.

FIRE SAFETY PLAN FOR DISABLED PERSONS
Assembling and Relocation Procedures
When there is a fire alarm in one of the College’s buildings, disabled persons who are unable to walk down steps should assemble at one of the Disabled Persons Fire Emergency Assembly Areas (DPFEAA).

These areas are located on every floor of Hunter’s four buildings in the immediate vicinity of each building’s elevators. They are near the two stairwells closest to the elevators. The areas are identified by wall signs that identify the area as a Disabled Persons Fire Emergency Assembly Area.

During a fire alarm, fire wardens, fire searchers and security personnel have been directed to communicate the number, the location, and the status of all disabled persons via Fire Warden Phones or through security personnel to Hunter College’s Fire Command Station. The public safety person at the Fire Command Station will notify members of the New York City Fire Department of the status of all disabled persons in the building as soon as the firefighters arrive on the campus.

No person should ever use an elevator in a fire unless so directed by Fire Department personnel. Using an elevator in a fire is extremely dangerous. The College has been informed by the Fire Department that the use of elevators in a fire has, in many cases, resulted in many unfortunate and unnecessary deaths.

The New York City Fire Department has informed Hunter College that the Department has the primary responsibility to determine if elevators can be used to transport disabled persons during fire emergencies. Fire Department officials also state that they are responsible for relocating disabled persons to a safe location if such relocation is necessary.

The New York City Fire Department considers transporting disabled persons in an emergency a highly risky procedure. The relocation process may subject disabled persons and other persons to accidents and injuries. However, if it is necessary to relocate disabled persons during an emergency, the Fire Department will handle the relocation of disabled persons, using safe procedures and experienced Fire Department personnel.

If elevators can be used during a fire alarm, the Fire Department considers use of the elevators to be the best method of relocation because it is practical, safe and efficient. This explains the Fire Department’s position of advocating Emergency Assembly Areas for Disabled Persons. (The Fire Department often refers to this type of assembly area as a refuge area.)

When there is a report of a fire alarm in the building (Note: the alarm may be a false alarm or the fire may be in a small section of the building), if disabled persons are not in any danger from the fire or its smoke, the Fire Department does not automatically recommend the relocation of disabled persons. In most cases, the Fire Department would not recommend that such persons be removed from the building. Instead, the Fire Department would recommend that such persons be moved to a safe location within the building.

NOTE: It is extremely important that the Hunter College community understand the procedure of the New York City Fire Department for evacuating a building which is experiencing a fire. Everyone in the building should not automatically be evacuated to the street.

If you have any questions regarding the standards used to determine the need for evacuating the buildings, call the Director of Public Safety and Security, (212) 772-4521.

When Security Personnel Will Relocate Disabled Persons
If, for any reason, a disabled person is in imminent danger because of fire, smoke or other circumstances on campus, and members of the New York City Fire Department are not present to relocate the disabled person, Public Safety and Security personnel, and other members of the Fire Response Team will assume the responsibility of moving that person to a safe location.

Security personnel operating under the direction of the Fire Command Station, or the Public Safety Supervisor in charge of the emergency, will take command and make immediate arrangements to have the disabled person(s) moved to a safe location. If necessary to carry out this task, the Security Supervisor will ask for assistance from other members of the Fire Response Team as well as from other volunteers.

NOTE: The Public Safety Supervisor in charge of the evacuation process will determine how many persons will be needed to relocate a disabled person. The factors that will be considered when these assignments are made include: · the weight of the disabled person; · the weight of the wheelchair; · the width of the staircase; and · any other factors deemed necessary to successfully carry out these functions without accidents.

When Fire Wardens and Fire Searchers and other members of the Fire Response Team report the status and location of disabled persons who use wheelchairs to the Fire Command Station, they will include the approximate weight of the disabled persons and their wheelchairs. It is requested that Fire Wardens or Fire Searchers remain with disabled persons while they wait at a Disabled Persons Fire Emergency Assembly Area to be relocated.

Procedure For a Disabled Person Who is Blind
If a disabled person who is blind has to be relocated, he or she will be escorted to a safe location by a Security person, a Fire Warden, a Fire Searcher or a member of the Hunter College Fire Response Team if he or she is able to walk down the stairs.

Procedures For a Disabled Person Who is Deaf
A disabled person who is deaf will be contacted by Security personnel, Fire Wardens, or Fire Searchers in their search of all floors. Those disabled persons will be informed of the fire and will be given the same directions as other ambulatory persons—they
Special Caution on Lifting and Carrying Disabled Persons

Before lifting a disabled person, those doing the lifting will, if possible, ask the disabled person how he or she should be lifted. Disabled persons know better than anyone else how they should be lifted or carried in order to avoid being injured.

The procedures for lifting and carrying disabled persons are derived from instructions prepared under the direction of the Center for Independence of the Disabled New York (CIDNY).

Lifting and Carrying Procedures For Disabled Persons Who Use Wheelchairs

If you are a disabled person who must be carried to a safe location because you use a wheelchair or are unable to walk downstairs for any reason, and you are endangered by the fire condition, you will be carried to a safe location by public safety personnel with the assistance of a member of the Hunter College Fire Response Team.

Whenever possible, a disabled person who uses a wheelchair will be carried downstairs without being removed from his or her wheelchair. In the following procedures, the “Carrier” indicates the person who will assist the disabled person.

Specific Guidelines for Lifting and Carrying Persons in Wheelchairs:

1. Caution: No disabled person is to enter a stairwell or be carried into a stairwell, or be carried upstairs, or down steps, when ambulatory occupants are using that particular stairwell to leave the building. This is a precaution that must be taken to prevent panic and accidents between ambulatory and non-ambulatory persons.

2. The Fire Tower in the North Building has a wide staircase, and, because it is wide, it may be feasible, under some circumstances, to use this staircase to accommodate a disabled person in a wheelchair while ambulatory persons are going down the staircase.

3. The wheelchair wheels will be placed in a locked position before any lifting takes place.

4. If possible, the Carriers will strap the disabled person to the wheelchair. The disabled person should always be facing forward when carried.

5. The Carriers should be located at each side of the wheelchair. The Carriers should also be facing each other and the disabled person in the wheelchair should be between the carriers.

6. The Carriers should grasp each side of the wheelchair at the upper section of the rear frame and the lower section of the front frame. Moving parts or a weak area on the frame should not be used as a handle to lift the wheelchair.

7. The Carriers should bend their knees slightly before lifting a wheelchair and should straighten their knees as they lift it. Carriers should not use their backs for leverage while lifting as they may injure themselves or be the cause of an accident involving the disabled person.

8. The Carriers will coordinate all movements with the Carrier’s partner(s). The Carriers should synchronize their one-step-at-a-time movement downstairs. Carriers should not turn their bodies to face forward or cross one leg over the other leg while moving down the staircase.

Lifting and Carrying a Disabled Person Independent of His/Her Wheelchair

There may be occasions when a disabled person who uses a wheelchair cannot be carried within his or her wheelchair for a variety of reasons. The chair may be too heavy, the staircase may be too narrow, or the Carriers may not be strong enough to carry a person in a chair. If any of these circumstances present themselves, the disabled person will be lifted out of his or her wheelchair and carried in the following manner:

1. The wheels of the wheelchair should be placed in a locked position before lifting the disabled person.

2. The Carriers should be stationed on each side of the wheelchair.

3. If the disabled person is physically able to do so, have that person place his or her arms behind the neck and shoulders of the Carriers before attempting to lift the person.

4. Each Carrier should place one arm around the back of the person to be lifted.

5. Each Carrier should place his or her other arm under the thigh area (close to the knee), of the person to be lifted. Before lifting the person, Carriers should bend their knees. They should not use their backs for leverage. Carriers should not attempt to join hands while lifting or carrying the disabled person.

6. Carriers should descend the stairs using the same method described for carrying a person in a wheelchair.
The Hunter College Fire Safety Plan was prepared by Public Safety and
Degree, Certificate, and Diploma Programs

The following undergraduate degree, graduate degree, advanced certificate, and combined undergraduate/graduate degree programs are offered (concentrations or options are indicated in parentheses). These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs. The Higher Education General Information Survey (HEGIS) code numbers appear next to the appropriate program.

Students are advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards.

For specific information on a particular undergraduate program—including faculty, admission and degree requirements, and course descriptions—consult the appropriate section of this catalog.

For specific information on graduate and advanced certificate programs, consult the Hunter College Graduate Catalog.

### School of Arts and Sciences

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting — BS</td>
<td>0502</td>
</tr>
<tr>
<td>Anthropology — BA, MA, BA/MA</td>
<td>2202</td>
</tr>
<tr>
<td>Applied Mathematics — MA</td>
<td>1703</td>
</tr>
<tr>
<td>Archaeology — BA, Interdepartmental</td>
<td>2203**</td>
</tr>
<tr>
<td>Art — BFA, MA**, MFA</td>
<td>1002</td>
</tr>
<tr>
<td>Studio Art — BA (24-cr and 42-cr majors)</td>
<td>1002</td>
</tr>
<tr>
<td>History — BA (24-cr and 42-cr majors), MA</td>
<td>1003</td>
</tr>
<tr>
<td>Biochemistry — MA</td>
<td>0414</td>
</tr>
<tr>
<td>Biological Sciences/Environmental and Occupational Health Sciences — BA/MS</td>
<td>0401/1299</td>
</tr>
<tr>
<td>Biological Sciences, Major I — BA</td>
<td>0401</td>
</tr>
<tr>
<td>Biological Sciences, Major II — BA</td>
<td>0401</td>
</tr>
<tr>
<td>Biological Sciences — MA</td>
<td>0401</td>
</tr>
<tr>
<td>Bio-pharmacology — BA/MA</td>
<td>0499**</td>
</tr>
<tr>
<td>Biology — BA/MA</td>
<td>0401</td>
</tr>
<tr>
<td>Biology — 7-12 Teacher — BA</td>
<td>0401</td>
</tr>
<tr>
<td>Biology — 7-12 General Science Ext. — BA</td>
<td>0401**</td>
</tr>
<tr>
<td>Black &amp; Puerto Rican Studies — BA</td>
<td>2211</td>
</tr>
<tr>
<td>Chemistry, Major I — BA</td>
<td>1905</td>
</tr>
<tr>
<td>Chemistry, Major II — BA</td>
<td>1905</td>
</tr>
<tr>
<td>Chemistry — MA</td>
<td>1905**</td>
</tr>
<tr>
<td>Chemistry — 7-12 Teacher — BA</td>
<td>1905</td>
</tr>
<tr>
<td>Chinese Language and Literature — BA</td>
<td>1107</td>
</tr>
<tr>
<td>Chinese Language and Literature — 7-12 Teacher — BA</td>
<td>1107</td>
</tr>
<tr>
<td>Cinema Studies — BA</td>
<td>1010**</td>
</tr>
<tr>
<td>Classical Studies — BA</td>
<td>1504</td>
</tr>
<tr>
<td>Communications — MA</td>
<td>0601</td>
</tr>
<tr>
<td>Comparative Literature — BA</td>
<td>1503</td>
</tr>
<tr>
<td>Computer Science — BA, MA**</td>
<td>0701</td>
</tr>
<tr>
<td>Creative Writing — MFA</td>
<td>1507</td>
</tr>
<tr>
<td>Dance — BA</td>
<td>1008</td>
</tr>
<tr>
<td>Dance Teacher — BA</td>
<td>1008</td>
</tr>
<tr>
<td>Economics — BA, MA, BA/MA</td>
<td>2204</td>
</tr>
<tr>
<td>Energy and Environmental Studies — BA</td>
<td>4999</td>
</tr>
<tr>
<td>English Literature — BA, MA</td>
<td>1502</td>
</tr>
<tr>
<td>English - Dual — BA/MA</td>
<td>1501</td>
</tr>
<tr>
<td>English Language Arts — BA</td>
<td>1501</td>
</tr>
<tr>
<td>English — 7-12 Teacher — BA</td>
<td>1502</td>
</tr>
<tr>
<td>Film Production — BA</td>
<td>1010</td>
</tr>
</tbody>
</table>

**Applications for admission to this program are not being accepted at the current time.

### School of Arts and Sciences

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>French — BA, MA</td>
<td>1102</td>
</tr>
<tr>
<td>French — 7-12 Teacher — BA</td>
<td>1102</td>
</tr>
<tr>
<td>Geography — BA, MA</td>
<td>2206</td>
</tr>
<tr>
<td>Geology — BA</td>
<td>1914**</td>
</tr>
<tr>
<td>History — BA, MA, BA/MA</td>
<td>2205</td>
</tr>
<tr>
<td>German — BA</td>
<td>1103</td>
</tr>
<tr>
<td>German — 7-12 Teacher — BA</td>
<td>1105</td>
</tr>
<tr>
<td>Greek — BA</td>
<td>1110</td>
</tr>
<tr>
<td>Greek — 7-12 Teacher — BA</td>
<td>1110</td>
</tr>
<tr>
<td>Hebrew — BA</td>
<td>1111</td>
</tr>
<tr>
<td>Hebrew — 7-12 Teacher — BA</td>
<td>1111</td>
</tr>
<tr>
<td>Humanities — BA</td>
<td>4903**</td>
</tr>
<tr>
<td>Italian — BA, MA</td>
<td>1104</td>
</tr>
<tr>
<td>Italian — 7-12 Teacher — BA</td>
<td>1104</td>
</tr>
<tr>
<td>Jewish Social Studies — BA</td>
<td>0309</td>
</tr>
<tr>
<td>Latin — BA</td>
<td>1109</td>
</tr>
<tr>
<td>Latin American and Caribbean Studies — BA</td>
<td>0308</td>
</tr>
<tr>
<td>Latin &amp; Greek — BA</td>
<td>1504</td>
</tr>
<tr>
<td>Media Studies — BA</td>
<td>0601</td>
</tr>
<tr>
<td>Mathematics — BA, BA/MA</td>
<td>1701</td>
</tr>
<tr>
<td>Mathematics — 7-12 Teacher — BA, BA/MA</td>
<td>1701</td>
</tr>
<tr>
<td>Music — BA (24-cr and 42-cr majors)</td>
<td>1004</td>
</tr>
<tr>
<td>Music — MusB</td>
<td>1004</td>
</tr>
<tr>
<td>Music — 4-year Dual BA/MA</td>
<td>1004</td>
</tr>
<tr>
<td>Music — MA</td>
<td>1005</td>
</tr>
<tr>
<td>Philosophy — BA</td>
<td>1503</td>
</tr>
<tr>
<td>Physics — BA, MA, BA/MA</td>
<td>1902</td>
</tr>
<tr>
<td>Physics — 7-12 Teacher — BA</td>
<td>1902</td>
</tr>
<tr>
<td>Political Science — BA</td>
<td>2207</td>
</tr>
<tr>
<td>Psychology — BA, MA</td>
<td>2001</td>
</tr>
<tr>
<td>Pure Mathematics — MA</td>
<td>1701</td>
</tr>
<tr>
<td>Religion — BA</td>
<td>1510</td>
</tr>
<tr>
<td>Romance Languages — BA</td>
<td>1101</td>
</tr>
<tr>
<td>Russian — BA</td>
<td>1106</td>
</tr>
<tr>
<td>Russian — 7-12 Teacher — BA</td>
<td>1106</td>
</tr>
<tr>
<td>Social Studies — 7-12 Teacher — BA</td>
<td>2205</td>
</tr>
<tr>
<td>Sociology — BA</td>
<td>2208</td>
</tr>
<tr>
<td>Social Research — MS</td>
<td>2208</td>
</tr>
<tr>
<td>Sociology &amp; Social Research — BA/MS</td>
<td>2208</td>
</tr>
<tr>
<td>Spanish — BA, MA</td>
<td>1105</td>
</tr>
<tr>
<td>Spanish — 7-12 Teacher — BA</td>
<td>1105</td>
</tr>
<tr>
<td>Special Honors Program — BA</td>
<td>4999</td>
</tr>
<tr>
<td>Statistics — BA</td>
<td>1702</td>
</tr>
<tr>
<td>Theatre — BA, MA</td>
<td>1007</td>
</tr>
<tr>
<td>Theatre Arts — BA</td>
<td>1007</td>
</tr>
<tr>
<td>Theatre &amp; Film — BA</td>
<td>1007**</td>
</tr>
<tr>
<td>Urban Affairs — MS</td>
<td>2214</td>
</tr>
<tr>
<td>Urban Planning — MUP</td>
<td>2214</td>
</tr>
<tr>
<td>Urban Studies — BA</td>
<td>2214</td>
</tr>
<tr>
<td>Women’s Studies — BA</td>
<td>4903</td>
</tr>
</tbody>
</table>

**Applications for admission to this program are not being accepted at the current time.
### Schools of Health Professions

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition and Food Science: Research and</td>
<td>1306</td>
</tr>
<tr>
<td>Business — BS</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy — BS, Advanced Certification</td>
<td>1212</td>
</tr>
<tr>
<td>Physical Therapy — MPT</td>
<td>1212</td>
</tr>
<tr>
<td>Teachers of Speech and Hearing</td>
<td></td>
</tr>
<tr>
<td>Handicapped — MS</td>
<td>0815</td>
</tr>
<tr>
<td>Urban Public Health — MPH</td>
<td>1214</td>
</tr>
<tr>
<td>Nursing — BS</td>
<td>1203.10</td>
</tr>
<tr>
<td>Nursing (RN) — BS</td>
<td>1203.10</td>
</tr>
<tr>
<td>Maternal—Child Nursing — MS</td>
<td>1203.10</td>
</tr>
<tr>
<td>Medical—Surgical Nursing — MS</td>
<td>1203.10</td>
</tr>
<tr>
<td>Pediatric Nurse Practitioner — MS</td>
<td>1203.10</td>
</tr>
<tr>
<td>Pediatric Nurse Practitioner — Adv Cert</td>
<td>1203.10</td>
</tr>
<tr>
<td>Psychiatric Nursing — MS</td>
<td>1203.10</td>
</tr>
<tr>
<td>Nursing Administration — MS</td>
<td>1203.10</td>
</tr>
<tr>
<td>Gerontological Nurse Practitioner Program — MS</td>
<td>1203.10</td>
</tr>
<tr>
<td>Community Health Nursing — MS</td>
<td>1203.10</td>
</tr>
</tbody>
</table>

### School of Education*

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary, N-6 — BA, MSED</td>
<td>0802</td>
</tr>
<tr>
<td>Elementary, N-6 with Bilingual Extension</td>
<td>0802</td>
</tr>
<tr>
<td>— MSED</td>
<td></td>
</tr>
<tr>
<td>Elementary, N-6, Reading — MSED</td>
<td>0802</td>
</tr>
<tr>
<td>Art “K-12” Teacher — BA, MA</td>
<td>0831**</td>
</tr>
<tr>
<td>Music “K-12” Teacher — BA/MA, MA</td>
<td>0832</td>
</tr>
<tr>
<td>Health “K-12” Teacher — BS</td>
<td>0837</td>
</tr>
<tr>
<td>Physical Education “K-12” Teacher — BS</td>
<td>0835</td>
</tr>
<tr>
<td>Biology “7-12” Teacher — MA</td>
<td>0401.01</td>
</tr>
<tr>
<td>Chemistry “7-12” — MA</td>
<td>1905.01</td>
</tr>
<tr>
<td>Earth Science “7-12” — MA</td>
<td>1917.01</td>
</tr>
<tr>
<td>English “7-12” Teacher — MA</td>
<td>1501.01</td>
</tr>
<tr>
<td>French “7-12” Teacher — MA</td>
<td>1102.01</td>
</tr>
<tr>
<td>Italian “7-12” — MA</td>
<td>1104.01</td>
</tr>
</tbody>
</table>

### School of Education*

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching of Latin — MA</td>
<td>1109.01</td>
</tr>
<tr>
<td>Teacher Education in Mathematics I — MA</td>
<td>1701</td>
</tr>
<tr>
<td>Teacher Education in Mathematics II — MA</td>
<td>1701</td>
</tr>
<tr>
<td>Physics “7-12” — MA</td>
<td>1902.01</td>
</tr>
<tr>
<td>Social Studies “7-12” — MA</td>
<td>2201.01</td>
</tr>
<tr>
<td>Spanish “7-12” — MA</td>
<td>1105.01</td>
</tr>
<tr>
<td>Teachers of Special Education — MSED</td>
<td>0808</td>
</tr>
<tr>
<td>Teachers of the Deaf — MSED</td>
<td>0812</td>
</tr>
<tr>
<td>Teachers of the Blind and Visually</td>
<td></td>
</tr>
<tr>
<td>Handicapped — MSED</td>
<td>0814</td>
</tr>
<tr>
<td>School Counselor — MSED</td>
<td>0826.01</td>
</tr>
<tr>
<td>Rehabilitation Counseling — MSED</td>
<td>2104.10</td>
</tr>
<tr>
<td>School Administrator &amp; Supervisor —</td>
<td></td>
</tr>
<tr>
<td>Advanced Certificate</td>
<td>0828</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other</td>
<td></td>
</tr>
<tr>
<td>Languages — MA</td>
<td>1508</td>
</tr>
<tr>
<td>Bilingual (Spanish-English) Special Education</td>
<td></td>
</tr>
<tr>
<td>— MSED</td>
<td>0808**</td>
</tr>
</tbody>
</table>

### School of Social Work

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work — MSW</td>
<td>2104</td>
</tr>
<tr>
<td>Social Work Practice — Advanced Certificate</td>
<td>2104</td>
</tr>
</tbody>
</table>

### Dual Degree Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health Nursing/Urban Public Health — MS/MPH</td>
<td>1203.10/1214</td>
</tr>
</tbody>
</table>

---

*Subject area teacher education programs, grades 7-12 or K-12, are offered in collaboration with the relevant subject area departments.

**Applications for admission to these programs not being accepted at the current time.
INDEX

A
Abbreviations, 51
Absence of Instructor, 38
Academic Calendar, 38
Academic Honesty, 38
Academic Honors, 34
Academic Policies and Regulations, 35-39
Academic Program, 6
Access to College Files, 39
Accounting, 78
Accreditation, 5
Administrative and Information Services (OASIS), 48
Administrative Personnel, 181
Admissions, 22
Advising Offices, 43
Alumni Association, 49
Anthropology, 54
Appeals, 38
Archaeology, 56, 71
Art, 56
Asian American Studies, 60
Astronomy, 114
Athena Scholars Program, 33
Athletics, 43
Attendance, 39
Auditing, 38
Avon/Tukman Scholars Program, 33

B
Biological Sciences, 61
Biopharmaceutical Science, 62
Black and Puerto Rican Studies, 64
Bookstore, 48
Brookdale Center on Aging, 19
Building Hours, 49
Bursar, 26
Business Programs
(see Accounting, Computer Science, Economics, Statistics)

C
Campus Safety and Security, 49
Campus Schools, 5, 148
Career Counseling, 44
Career Development Services, 44
Center on AIDS, Drugs and Community Health, 19
Center for Occupational and Environmental Health, 20
Center for Puerto Rican Studies, 20
Center for the Study of Family Policy, 20
Central Reservations, 44
Centro—Library and Archives, 20
Certification for Teaching, 147
Change of Name and Address, 39
Chanin Language Center, 47
Chemistry, 66
Child Care Center, 44
Chinese, 69
Classical and Oriental Studies, 70
Classics, 70
College Calendar, 39
College Entrance Examination Board Advanced Placement Tests, 25
College Governance, 40-42
College Name, 40
College Regulations, 41
Communication Sciences, 162
Community Health Education, 164
Comparative Literature, 72
Computer and Network Use, 41
Computer Science, 73
Congressional Teacher Scholarship, 31
Continuing Education, 5
Cost of Attendance, 27
COR (Career Opportunities in Research and Education), 18
Counseling, 43
Course Designations, 50
Courses Taken Abroad, 25
Creative Writing (see English)
Credit for College-level Work, 25
CUNY Baccalaureate, 6
CUNY Caribbean Exchange Program, 18
CUNY/University of Puerto Rico Exchange Program, 18
CUNY FAFSA (Free Application for Federal Aid), 30
Curriculum and Teaching, 147

D
Dance, 75
Dean’s Hours, 46
Dean’s List, 34
Degree, Certificate and Diploma Programs, 196-197
Degree Status, 22
Degrees: BA, BS, BFA, BMus, BA/MA, BA/MS, CUNY Baccalaureate, 6, 7
Departmental Advising, 17
Departmental Committees, 40
Dietetics (see Nutrition and Food Science)
Disabilities, Services Available to Students with, 45
Dismissal from the College, 36
Distribution Requirement, 7-16
Dolciani Mathematics Learning Center, 47
Dormitory Facilities, 47
Dormitory Scholars (S&W), 33
Drug-Free Schools and Campuses, 41

E
Economics, 76
Education, School of, 147
Educational Foundations and Counseling Programs, 147
Educational Services, Office of, 147
Electives, 17
Elementary Education, 148
Elementary School, Hunter College, 148
Emergencies, 49
Emergency Loan Policy, 45
Emergency Medical Services, 41
Energy and Environmental Studies, 80
Engineering (see Pre-engineering)
English, 81
ESL Students, courses open to, 7
English Language Arts, 85
Environmental and Occupational Health Science, 164
Examinations, College-level, Regents, Departmental, 26
Evening Student Services, Office of, 45
IMPORTANT
Notice of Possible Changes
The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York.

Office of Publications

Director and Editor William J. Baumer
Senior Editor/Writer Joyce Kaplan
Graphic Designer Ana Golici
Graphic Designer Lauren Gohara
Office Manager Johnnie Douglas
Editorial Consultants Doris Eder, Elie Faust-Lévy, Ruth Weisgal
College Assistant Tara Tyburczy

The course descriptions in this catalog summarize the full, official descriptions authorized by the Hunter College Senate. Full descriptions are available in the appropriate school and department offices.

Hunter College reserves the right to change rules, policies, fees, and curricula without advance notice.

STATEMENT OF NONDISCRIMINATION
Hunter College is an Equal Opportunity and Affirmative Action Institution. The College does not discriminate on the basis of age, sex, sexual orientation, religion, race, color, alienage, citizenship status, national or ethnic origin, physical or mental disability, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

William Mendez Jr., Esq., is the College affirmative action officer. His office is located in the Office of the President, 1706 HE; his telephone number is 772-4242.

He is also the coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs.

Professor Tamara Green is the College Section 504 coordinator for the handicapped. Her office is located in 1425A HW; her telephone number is 772-5061.

Credits

Coordinators Eija Ayravainen, Judi Bubnell, Lynne Clark, Doreen D’Amico, Michael Escott, L. Michael Griffel, Larry Joyce, Kevin McGowan, Renate G. Murray, Salvatore Quagliariello, Mary T. Ramshorn, Diane Rendon, Yechiel Rosenrauch, Louise Sherby, John Williams, Pamela Wonsek, William Zlata, Stephen Zoloth

Cover Design Ana Golici

Photography

Ana Golici: p. 23
Hunter College Archives: p. 49 (bottom)
Brainworks: pp. 63, 80
E. Stenbakken: p. 64
Gideon D’Arcangelo: p. 143
Unknown: pp. 34, 43 (top), 95, 159

Typesetting/Design Richard Kipper, PC Publishing Systems

EQUITY IN ATHLETICS DISCLOSURE ACT — ANNUAL REPORT

Pursuant to the above entitled Act (34CFR Part 668), Hunter College prepares an annual report of participation rates, financial support and other information on men’s and women’s intercollegiate athletic programs. This report is available to the college community, prospective students and the general public. A copy of the report may be obtained in the Office of the Director of Intercollegiate Athletics, Room B316 West Building.