

HUNTER COLLEGE

of The City University of New York



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 that 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 at large.

Undergraduate Catalog 2004–2007
Second Edition Fall 2005

Hunter College Undergraduate Catalog 2004-2007

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THE COLLEGE

Hunter College is part of The City University of New York (CUNY), the nation's largest urban university. CUNY comprises 11 senior colleges, six community colleges, a graduate school and a law school.

Known for its rich and academically rigorous environment, 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 The 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 its professional schools. Hunter offers both undergraduate and graduate degrees and enrolls more than 20,000 students, making it the largest college in CUNY.

The college consists of four schools: the School of Arts and Sciences, the School of Education, the Schools of the Health Professions and the School of Social Work. They offer more than 55 undergraduate programs, which lead to the degrees of bachelor of arts, bachelor of science, bachelor of fine arts and bachelor of music as well as 15 dual bachelor's/master's programs and scores of graduate programs. Each program of study provides students with skills to attain competence in a specialized field and a foundation of general knowledge. The fields of concentration may be chosen from the general areas of the fine arts, the humanities, the language arts, the sciences, the social sciences and the applied arts and sciences, as well as in professional areas in education, health sciences and nursing.

Graduate students may matriculate in any one of over 70 master's degree programs in the arts and sciences, education, the School of Health Sciences, the School of Nursing and the School of Social Work. In addition, the graduate programs in teacher education and nursing include courses leading to post-master's certificates in several different areas. Details of the graduate programs are available in the graduate catalog, at the Hunter College Welcome Center (Room 100 North Building), in the offices of the deans of each area, in the Wexler Library and on the web at www.hunter.cuny.edu

The Hunter College Campus Schools are devoted to the education of gifted students who reside in New York City. Opportunities are provided for students to engage in critical thinking and creative endeavors in an atmosphere of intellectual inquiry. Educational research and teacher education projects are features of collaboration with the School of Education at Hunter College. The elementary school (K to Grade 6) and the high school (Grades 7-12) model different educational strategies and serve as demonstration schools for students and teachers. For additional information, contact Dr. David Laurenson, Director, at (212) 860-4586 or by e-mail at director@hchsm1.hunter.cuny.edu.

ACCREDITATION

The programs of Hunter College are registered by the Regents of the State of New York. The college is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Individual programs are recognized and accredited by their national bodies. These are: the National Council for Accreditation of Teacher Education; the Council on Social Work Education; the Commission of Collegiate Nursing Education of the American Association of Colleges of Nursing; the Planning Accreditation Board of the American Planning Association, the Association of Collegiate Schools of Planning and the American Institute of Certified Planners; the Council on Rehabilitation Education; the Council on Academic Accreditation of the American Speech-Language-Hearing Association; the Council on Education for Public Health; the American Dietetic Association Commission on Accreditation for Dietetic Education; the Commission on Accreditation in Physical Therapy; the Accreditation Board for Engineering and Technology.





HEGIS CODE LIST

DEGREE, CERTIFICATE AND DIPLOMA PROGRAMS

The following undergraduate degree, graduate degree, advanced certificate and combined undergraduate/graduate degree programs are offered.

These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs <http://www.nysed.gov/heds/irpsl1.html>. 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 | HEGIS Code |
|--|---------------------|
| Accounting — BS, MS | 0502 |
| Africana and Puerto Rican/Latino Studies — BA | 2211 |
| Anthropology — BA, MA, BA/MA | 2202 |
| Archaeology — BA, Interdepartmental | 2203 |
| Art — BFA, MFA | 1002 |
| Art History — BA (24-cr and 42-cr majors), MA | 1003 |
| Studio Art — BA (24-cr and 42-cr majors) | 1002 |
| Biochemistry — MA | 0414 |
| Biological Sciences, Major I — BA | 0401 |
| Biological Sciences, Major II — BA | 0401 |
| Biological Sciences — MA | 0401 |
| Biological Sciences/Environmental and Occupational Health Sciences — BA/MS | 0401/1299 |
| Biology 7-12 Teacher — BA, MA | 0401, 0401.01 |
| Biotechnology — BA/MA | 0499 |
| Medical Laboratory Sciences/ Biological Sciences — BS/MA | 1223.01/0401 |
| Chemistry, Major I — BA | 1905 |
| Chemistry, Major II — BA | 1905 |
| Chemistry 7-12 Teacher — BA, BA/MA, MA | 1905, 1905, 1905.01 |
| Chinese Language and Literature — BA | 1107 |
| Chinese Language and Literature 7-12 Teacher — BA | 1107 |
| Classical Studies — BA | 1504 |
| Comparative Literature — BA | 1503 |
| Computer Science — BA | 0701 |
| Creative Writing (English) — MFA | 1507 |
| Dance — BA | 1008 |
| Dance Pre-K-12 Teacher — BA | 1008 |
| Earth Science 7-12 — MA | 1917.01 |
| Economics — BA, MA, BA/MA | 2204 |
| English — BA/MA | 1501 |
| English Language Arts — BA | 1501 |
| English Literature — BA, MA | 1502 |

| School of Arts and Sciences | HEGIS Code |
|---|---------------|
| English 7-12 Teacher — BA, MA | 1501, 1501.01 |
| Environmental Studies (geography) — BA | 4999 |
| Film Production — BA | 1010 |
| French — BA, MA | 1102 |
| † French 7-12 Teacher — BA, MA | 1102, 1102.01 |
| Geographic Information Systems — Advanced Certificate | 2206 |
| Geography — BA, MA | 2206 |
| Geography Social Studies 7-12 Teacher — BA, MA | 2205, 2201.01 |
| German — BA | 1103 |
| German 7-12 Teacher — BA | 1103 |
| Greek — BA | 1110 |
| Hebrew — BA | 1111 |
| Hebrew 7-12 Teacher — BA | 1111 |
| History — BA, MA, BA/MA | 2205 |
| Integrated Media Arts — MFA | 0605 |
| Italian — BA, MA | 1104 |
| Italian 7-12 Teacher — BA | 1104 |
| † Italian 7-12 Teacher — BA, MA | 1104, 1104.01 |
| Jewish Social Studies — BA | 0309 |
| Latin — BA | 1109 |
| † Latin 7-12 Teacher — MA | 1109.01 |
| Latin American and Caribbean Studies — BA | 0308 |
| Latin & Greek — BA | 1504 |
| Media Studies — BA | 0601 |
| Mathematics — BA, BA/MA | 1701, 1701 |
| Mathematics 7-12 Teacher — BA, BA/MA, MA | 1701, 1701 |
| Mathematics/Statistics and Applied Mathematics — BA/MA | 1701/1703 |
| Pure Mathematics — MA | 1701 |
| Medical Laboratory Sciences/Biological Sciences — BS/MA | 1223.01/0401 |
| Music — BA (25-cr and 42-cr majors) | 1004 |
| Music — BMus | 1004 |
| Music — BA/MA | 1004 |
| Music Pre-K-12 Teacher — BA/MA | 1004 |
| Music — MA | 1005 |
| Music Pre-K-12 Teacher — MA | 1004 |
| Philosophy — BA | 1509 |
| Physics — BA, MA, BA/MA | 1902 |
| Physics 7-12 Teacher — BA, MA | 1902, 1902.01 |
| Political Science — BA | 2207 |
| Psychology — BA, MA | 2001 |
| Pure Mathematics — MA | 1701 |
| Religion — BA | 1510 |
| Romance Languages — BA | 1101 |
| Russian — BA | 1106 |
| Russian 7-12 Teacher — BA | 1106 |
| Sociology — BA | 2208 |
| Social Research — MS | 2208 |
| Sociology/Social Research — BA/MS | 2208 |
| Spanish — BA, MA | 1105 |
| † Spanish 7-12 Teacher — BA, MA | 1105, 1105.01 |

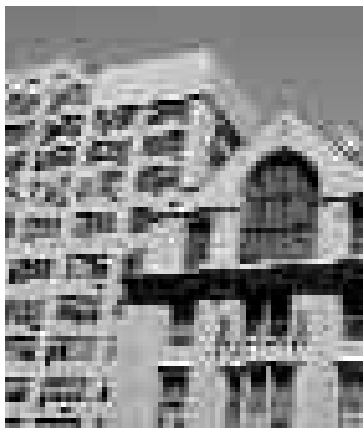
†See Classics section of this catalog for courses in Latin, Chinese, Hebrew, and Russian, and see Romance Languages section for courses in French, Italian, and Spanish.

* Childhood Education (Quest), BA, is a collateral major; students must major in English, English language arts, history, geography, social studies (available as a major in the geography department), mathematics, biology or chemistry).

| | | | |
|--|---------------------|---|----------------------|
| School of Arts and Sciences | HEGIS Code | Schools of the Health Professions | HEGIS Code |
| Special Honors Program — BA | 4999 | School of Health Sciences | |
| Statistics — BA | 1702 | Communication Sciences — MS | 1220 |
| Statistics and Applied Mathematics — MA | 1703 | Audiology, Speech/Language Pathology | |
| Statistics/Statistics and Applied Mathematics — BA/MA | 1702/1703 | Community Health Education — BS | 1214 |
| Studio Art — BA (24-cr and 42-cr majors) | 1002 | Environmental and Occupational Health Sciences — MS, MPH | 1299 |
| Theatre — BA, MA | 1007 | Medical Laboratory Sciences — BS | 1223 |
| Urban Affairs — MS | 2214 | Medical Laboratory Sciences/Biological Sciences — BS/MA | 1223.01/0401 |
| Urban Planning — MUP | 2214 | Nutrition and Food Science: Dietetics — BS | 1306 |
| Urban Studies — BA | 2214 | Physical Therapy — MPT | 1212 |
| Women's Studies — BA | 4903 | Teachers of Students with Speech and Language Disabilities — MS | 0815 |
| | | Teachers of Students with Speech and Language Disabilities with a Bilingual Extension — MS | 0815 |
| School of Education | HEGIS Code | Urban Public Health — MPH | 1214 |
| Adolescence Education — Offered in collaboration with the following departments or programs | | Community Health Nursing/Urban Public Health — MS/MPH | 1203.10/1214 |
| Biology 7-12 — BA, MA | 0401, 0401.01 | Community Health Nursing/Urban Public Health — BS/MS/MPH | 1203.10/1214 |
| Chemistry 7-12 — BA, BA/MA, MA | 1905, 1905, 1905.01 | School of Nursing | |
| † Chinese 7-12 — BA | 1107 | Nursing — BS | 1203 |
| Earth Science 7-12 — MA | 1917.01 | Nursing (RN) — BS | 1203.10 |
| English 7-12 — BA, MA | 1501, 1501.01 | Adult Health Nursing BS/MS | 1203.10 |
| † French 7-12 — BA, MA | 1102, 1102.01 | Adult Nurse Practitioner BS/MS | 1203.10 |
| German 7-12 — BA | 1103 | Maternal/Child Nursing — MS | 1203.10 |
| † Hebrew 7-12 — BA | 1111 | Maternal/Child Nursing — BS/MS | 1203.10 |
| † Italian 7-12 — BA, MA | 1104, 1104.01 | Medical/Surgical Nursing — MS | 1203.10 |
| † Latin 7-12 — MA | 1109.01 | Pediatric Nurse Practitioner — MS | 1203.10 |
| Mathematics 7-12 — BA, BA/MA, MA | 1701, 1701, 1701 | Pediatric Nurse Practitioner — BS/MS | 1203.10 |
| Physics 7-12 — BA, MA | 1902, 1902.01 | Pediatric Nurse Practitioner — Advanced Certificate | 1203.10 |
| † Russian 7-12 — BA | 1106 | Psychiatric Nursing — MS | 1203.10 |
| Social Studies 7-12 — BA, MA | 2205, 2201.01 | Psychiatric Nursing — BS/MS | 1203.10 |
| † Spanish 7-12 — BA, MA | 1105, 1105.01 | Psychiatric Nursing Practitioner — MS | 1203.10 |
| Childhood Education, Grades 1-6 — BA*, MSED | 0802 | Psychiatric Nursing Practitioner — Advanced Certificate | 1203.12 |
| Childhood Education with concentration in Math and Science, Grades 1-6 — MSED | 0802 | Psychiatric Nursing Practitioner — BS/MS | 1203.10 |
| Childhood Education 1-6 with Bilingual Education Extension — MSED | 0802 | Gerontological Nurse Practitioner — MS | 1203.10 |
| Early Childhood Education, Birth-2 — MSED | 0823 | Gerontological Nurse Practitioner — BS/MS | 1203.10 |
| Dance Pre-K-12 teacher — BA | 1008 | Gerontological/Adult Health Nurse Practitioner — BS/MS | 1203.10 |
| Music Pre-K-12 teacher — BA/MA, MA | 1004 | Community Health Nursing — MS | 1203.10 |
| School Counseling Program | | Community Health Nursing BS/MS | 1203.10 |
| School Counselor — MSED | 0826.01 | Community Health Nursing/Urban Public Health — MS/MPH | 1203.10/1214 |
| School Counselor with Bilingual Extension — MSED | 0826.01 | Community Health Nursing/Urban Public Health — BS/MS/MPH | 1203.10/1203.10/1214 |
| Literacy: Birth-6 — MSED | 0830 | School of Social Work | |
| Rehabilitation Counseling — MSED | 2104.10 | Social Work — MSW | 2104 |
| School Building Leadership — Advanced Certificate | 0828 | Infant and Parent Development and Early Intervention with Bank Street College of Education (MSED Bank Street)/MSW (Hunter) MS Ed /MSW | 0823/2104 |
| School District Leadership — Advanced Certificate | 0827 | Programs not currently accepting students | |
| Special Education — MSED | | Art K-12 — BA | 0831 |
| Childhood Special Education 1-6 | 0808 | Chemistry — MA | 1905 |
| Childhood Special Education 1-6 with an Annotation in Severe or Multiple Disabilities | 0808 | Cinema Studies — BA | 1010 |
| Early Childhood Special Education Dual Certification with Annotation in Severe/Multiple Disabilities | 0808 | Computer Science — MA | 0701 |
| Early Childhood Special Education with Annotation in Severe/Multiple Disabilities | 0808 | Energy and Environmental Studies (Geography) — BA | 4999 |
| Deaf or Hard-of-Hearing | 0812 | Health Education K-12 — BS | 0837 |
| Blind or Visually Impaired | 0814 | Humanities — BA | 4903 |
| Blind and Visually Impaired — Advanced Certificate | 0814 | Nutrition — MPH | 1306 |
| Severe Disabilities: Autism — Advanced Certificate | 0808 | Theatre Arts — BA | 1007 |
| Visual Impairment: Rehabilitation Teaching | 0814 | | |
| Teaching English to Speakers of Other Languages — MA | 1508 | | |

†See Classics section of this catalog for courses in Latin, Chinese, Hebrew, and Russian, and see Romance Languages section for courses in French, Italian, and Spanish.

* Childhood Education (Quest), BA, is a collateral major; students must major in English, English language arts, history, geography, social studies (available as a major in the geography department), mathematics, biology or chemistry).



Section 1

ADMISSION TO THE COLLEGE

FINDING OUT ABOUT HUNTER

The Admissions Office at Hunter College encourages all prospective students to meet with an admissions counselor to discuss their educational goals and opportunities at Hunter. Prospective students are also invited to visit the campus. Campus tours originate from the College Welcome Center, Room 100 Hunter North, most Fridays at 3:30 p.m. throughout the year. Please call (212) 772-4490 for tour information.

Students who apply to Hunter College must file the CUNY undergraduate application, which is available from New York State high school guidance offices, CUNY community colleges and the Welcome Center at Hunter College. Applicants are notified by CUNY's University Application Processing Center (UAPC) if additional information is necessary for the college to make an admission decision.

Freshmen and transfer students are encouraged to apply by March 15 for the fall semester and October 1 for the spring semester. There is no official closing deadline for applications. Applications are accepted and qualified applicants are offered admission throughout the year, space permitting. However, applicants who have had all or part of their education outside the United States should have a completed application on file by the aforementioned deadlines. All students should apply as early as possible to guarantee full consideration for admission and scholarship aid.

APPLICATION FEES

Fall 2004 admissions: \$50 freshman, \$50 transfer, \$50 graduate

Spring 2005: \$60 freshman, \$65 transfer and \$100 graduate

Fall 2005 and Spring 2006: \$65 freshman, \$70 transfer, \$125 graduate.

Additional information is available on the Admissions Office website: <http://admissions.hunter.cuny.edu>.

Inquiries and questions can be addressed to:

Hunter College Welcome Center
Room 100 Hunter North
695 Park Avenue, New York, NY 10021

– or –

Office of Admissions
Room 203 Hunter North
695 Park Avenue, New York, NY 10021
(212) 772-4490

FRESHMAN ADMISSION

Freshman admission to Hunter College is competitive. Applicants are considered for admission on the basis of the overall strength of their academic preparation, which includes SAT/ACT scores, high school academic average, the number of academic subjects and the distribution of those courses. A diploma from an accredited high school, an equivalency diploma or a United States Armed Forces diploma is also required for entrance to the college. Neither a high school certificate nor an IEP diploma is acceptable.

Academic Preparation

The best preparation for success at Hunter College is a full program of college-preparatory courses. The college recommends four years of English, four years of social studies, three years of mathematics, two years of foreign language, two years of laboratory science and one year of performing or visual arts.

In addition to providing a strong foundation for college-level coursework, the program recommended above fulfills the 16 units of high school work in academic courses required for admission to a CUNY senior college under the College Preparatory Initiative (CPI). High school students should check with guidance counselors to determine which courses are considered to be academic within the English, mathematics, science, social science, foreign language and fine and performing arts curricula.

Advanced Placement and College-Level Courses

Students who have had an Advanced Placement (AP) 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 in most cases exempt from taking a corresponding course or equivalent requirement at Hunter. Those who are similarly prepared but whose scores are 3 (creditable) may also be exempt from a corresponding course at Hunter, provided the appropriate Hunter department so recommends.

A maximum of 30 credits can be awarded by examination through the following programs; College Entrance Examination Board Advanced Placement (AP), College-level Examination Program (CLEP) and Regents College Examinations (RCE). Certain academic departments may have restrictions on the award of credits by examination. Check with the department and see the Office of Admissions Web site for additional information.

Students who have completed college-level coursework offered by an accredited senior or community college while in high school will receive credit for courses in which grades of C or better are earned. Official college transcripts must be submitted to the Office of Admissions for credit to be awarded.

SPECIAL ADMISSIONS PROGRAMS AND CATEGORIES FOR FRESHMEN

CUNY Honors College at Hunter College The Hunter Honors College program attracts students with outstanding academic records who seek intellectual challenges in a supportive environment. Using an application available from their high school counselor or from The City University of New York Office of Admission Services (OAS), students indicate Hunter College as their first choice school.

A student must enter the Honors College as a first semester freshman and may seek admission through either Early Decision (application by November 1) or regular decision (application by December 1). For more information on the Hunter Honors College, see Special Academic Programs of this catalog or inquire at the Honors Office, Room 140 Hunter North, (212) 772-4128.

Early Admission

Students with superior high school records may apply for admission to the college upon completion of the third year of high school. An interview with the Admissions Committee is required, as well as a high school average of at least 90%, minimum SAT scores of 600 verbal and 600 math and three high school recommendations. Students are admitted only in the fall semester. Applications must be filed directly with the Hunter Admissions Office before April 1.

ESL (English as a Second Language) Designation Students whose secondary school education includes at least one year in a high school where a language other than English is the primary language of instruction are designated as ESL students. ESL students who are admitted to Hunter may be permitted to register even if they received failing scores on the CUNY skills assessment tests in reading and/or writing. (A passing score on the CUNY Math Assessment Test (CMAT) is required for ESL designation.)

These students are tested for placement in appropriate developmental courses and receive special advisement regarding program planning. ESL students may take developmental English courses for two semesters and are permitted to enroll at Hunter for an additional two semesters before being required to pass. Additional information about placement and program planning for ESL students is available at the Office of Student Services.

SEEK Program (Search for Education, Elevation and Knowledge) admits a limited number of educationally and economically disadvantaged students who do not meet the standard admission criteria. This program provides intensive academic services and a stipend for educational expenses to those students who exhibit extreme need. Students apply for entry to the SEEK Program through the standard freshman admission process. See the Financial Aid section for additional information on requirements for admission to the SEEK Program.

Note: For information about admission to special academic programs for continuing students, including programs in the Schools of the Health Professions, QUEST (School of Education) and the Thomas Hunter Honors program, see the appropriate school and department/program listing in this catalog.

TRANSFER (ADVANCED STANDING) ADMISSION

Students who attended a regionally accredited college or university after graduation from high school must file a CUNY Transfer (Advanced Standing) application. Transfer applicants are considered for admission with advanced standing if they meet the following minimum criteria (with the exception of the School of Nursing and the School of Health Sciences):

| Number of Credits Earned (i.e., credits completed at time of application) | Admission Requirement |
|---|--|
| 0 - 13.9 | Applicants must satisfy freshman admission criteria and present a cumulative college grade point average of at least 2.3 |
| 14 - 23.9 | Applicants must satisfy freshman admission criteria and present a cumulative college grade point average of at least 2.3, or a cumulative grade point average of 2.5 regardless of high school academic average. |
| 24 or more credits | A cumulative grade point average of at least 2.3 |

Nondegree students who are in attendance at Hunter College as well as those who were previously enrolled, in addition to meeting the above stated criteria, must have had a minimum grade point average of 2.0 in their Hunter coursework.

Transfer admissions decisions and determinations of advanced standing are made by the Hunter College Admissions Office on the basis of work done as a matriculated student at regionally accredited two- and four-year colleges and universities. Only courses in which a student has earned a grade of C or better (D from CUNY colleges) can be accepted for transfer. Transfer credit will not be granted for any remedial, developmental or ESL courses.

Transfer students from CUNY community colleges who have earned an AA or AS degree are admitted to the college, awarded junior status and considered to have satisfied core course requirements. However, depending upon the major selected at Hunter, some students may need more than 60 additional credits in order to complete Hunter's bachelor's degree requirements. Transfer students from CUNY colleges who have not earned a two-year AA or AS degree and transfer students from non-CUNY colleges are awarded credit for previous work on a course-by-course basis. All transfer students, including those entering with CUNY AA and AS degrees, must fulfill the college's foreign language and Pluralism and Diversity requirements.

The maximum total number of credits that may be transferred from other accredited four-year 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.

Applicants are required to report and provide transcripts for all previous college coursework including coursework that was in progress at the time of application. Failure to do so may result in the denial of all transfer credit and suspension from Hunter.

INTERNATIONAL STUDENTS

Admission of international students is based on three factors: academic record, English proficiency and the guarantee of sufficient financial resources to meet the cost of attendance. For purposes of admission, an international student is defined as an applicant who currently holds a student (F-1) or exchange visitor (J-1) visa or seeks such visa status upon enrollment. The United States Immigration and Naturalization Service requires documentation of financial support before approving the issuance of a visa.

International applicants whose primary language is not English must demonstrate a firm command of the English language by scoring a minimum of 500 on the TOEFL. No provisional admission is offered whereby a student may come to the college and spend a semester or year learning English.

Applicants are responsible for the payment of all tuition and fees at the time of registration. Hunter College does not provide financial assistance to international students; they must be in a position to finance tuition, fees, room and board, insurance, books and incidental expenses. The estimated cost is \$25,000 per year and is subject to change. Hunter College does not make housing arrangements for students; it is essential that students be prepared to make their own housing arrangements upon arrival.

For more information, contact the International Students Office, Hunter College, 695 Park Avenue, Room 1109 E, New York, NY 10021; telephone: (212) 772-4864; e-mail: internationalstudent.ser@hunter.cuny.edu. Policies governing the Office of Admissions and the International Students Office are based on policies and practices recommended by NAFSA, AACRAO and other educational organizations.

PART-TIME STUDENTS

Each semester nearly 6,700 part-time undergraduate students attend Hunter College. These students vary widely in age, interests, background and educational goals. Part-time students can enroll in most degree programs offered. Certain programs, however, require daytime attendance or periods of full-time attendance, such as those involving internships, student teaching and work outside the college.

Part-time students can be either degree candidates or nondegree students. To enroll as a part-time student contact the Hunter College Welcome Center for an appropriate application. The CUNY Undergraduate Degree Application must be filed by those seeking degree status, while those seeking nondegree status need to file the Hunter College Application for Nondegree Admission.

NONDEGREE STUDENTS

Students who are not interested in earning a degree but wish to enroll in courses relating to career advancement, preparation for graduate school or other special interests may be admitted as nondegree students. All students wishing to enroll at Hunter in a nondegree status must obtain an application for nondegree admission from the College Welcome Center, Room 100 Hunter North. This application, along with verification of at least a high school diploma or 24 earned college credits, must be submitted to the Office of Admissions. Neither a high school certification nor an IEP diploma is acceptable (see back of the nondegree application for further information.) A nondegree admission fee of \$60 (spring 2005) will be charged at the student's first registration. This fee will increase to \$65 effective fall 2005. See fee schedule in section 2. 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. (Check with the appropriate departments for more information concerning prerequisites and placement exams.) Such students: (1) are permitted to attempt up to 12 credit hours before they are required to take the CUNY Skills Assessment Test(s) and, providing they pass all parts of the test(s), must (2) 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 limitations. Students are permitted to take the CUNY Skills Assessment Test(s) at any time before the 12-credit limit. Generally, all parts of the Skills Assessment Test(s) must be taken, with the understanding that failing any part of the test(s) means the student cannot register for any further courses at Hunter College until all parts are successfully completed. (For student options in this case, see below.)

For students who have failed any part of the CUNY Skills Assessment Tests and consequently cannot enroll at Hunter in a non-degree or matriculated status, remediation is available at CUNY community colleges. Generally, students must matriculate at these colleges before they can take the appropriate remedial courses. Upon completing the 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 the degree is submitted along with their application for admission.

Credits earned at Hunter College as a nondegree student are automatically transferred into a degree program upon matriculation at Hunter. Those credits earned at Hunter will be accepted as residency credits.

Applications for all categories of nondegree students must be filed by April 15 for summer, July 15 for fall and December 15 for spring.

VISITING STUDENTS

Students in attendance at other than CUNY colleges who wish to take courses at Hunter College may enroll as visiting students. Visiting students attend Hunter in a nondegree classification and are subject to the same rules and regulations. Along with the Application for Nondegree Admission, visiting students must present to the Office of Admissions a college transcript indicating the completion of at least 24 academic credits.

Permit Students from CUNY Colleges Students in degree attendance at other CUNY colleges who wish to take courses "on permit" at Hunter College may enroll as nondegree visiting students. An approved permit must be obtained from the registrar of the home college and submitted to the Hunter College (host college) registrar in the OASIS, Room 217 Hunter North.

HIGH SCHOOL STUDENTS

Students at New York City public high schools may acquaint themselves with undergraduate life by participating in Hunter College Now. Activities range from showcases by dance and music faculty to workshops for sharpening writing or mathematics skills to college-level courses across the arts and sciences. Each summer, Hunter College Now focuses on the sciences and mathematics by hosting high-performing students at the Summer Institute for accelerated coursework that is complemented by tutoring, college guidance and internships.

Admission to college-level courses offered through College Now is competitive. To qualify for college-level coursework, including the Summer Institute, a student must demonstrate mastery of basic mathematics and/or verbal skills, depending on the discipline, as measured by the SAT, PSAT and English language arts and mathematics Regents exams. College Now offerings, including credit-bearing courses, are provided at no cost.

Apart from College Now, high school students from non-public and public high schools in New York City and elsewhere may register as nondegree students under Hunter's current tuition and fee schedule with the written approval of a high school principal. High school students must meet CUNY proficiency standards in basic skills. Interested high school students are encouraged to speak with an admissions counselor in the Welcome Center, Room 100 Hunter North.



SENIOR CITIZENS

New York State residents 60 years of age or older may audit undergraduate courses at Hunter College on a tuition-free, space-available basis. Auditors receive neither grades nor academic credit for their courses. Individuals enrolling under this program pay fees totaling \$70 each semester. Along with verification of having attained the age of 60 and New York State residency, applicants must file the undergraduate nondegree application to be considered for this program. Individuals over the age of 60 who do not wish to audit their courses may receive academic credit provided the appropriate tuition is paid.

READMISSION

Students who have previously attended Hunter College may apply for readmission to their former status. These applicants should apply for readmission to the college well in advance of the semester for which they wish to return. Priority consideration will be given to applications filed prior to September 15 for spring admission and April 15 for summer and fall admission. Applications filed after these dates will be considered on a space-available basis.

Applications for degree and nondegree readmission are available at the College Welcome Center. Students in good academic standing are routinely readmitted to the college, whereas students who were dismissed for academic reasons or who left with a grade point average below 2.0 are considered for readmission on a probationary basis. Readmission on probation is predicated on the expectation that the student will raise his/her grade point average above 2.0 within an additional 24 credits.

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.

ENROLLMENT REQUIREMENTS

Health Requirements

Prior to registration, the following health requirements must be met:

Immunizations for Measles, Mumps and Rubella Public Health Law 2165 requires college students to present a complete record of two live immunizations against measles and a 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. Further information regarding health standards may be found in the Student Rights and Regulations section of this catalog.

Meningococcal Disease Public Health Law 2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease and vaccination to all students meeting the enrollment criteria, whether they live on or off campus. Hunter College of the City University of New York is required to maintain a record of the following for each student: a) response to receipt of meningococcal disease and vaccine information signed by the student; b) record of meningococcal meningitis immunization within the past 10 years; or c) acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student.

Please note that students will not be allowed to continue at Hunter if they are not compliant (have not handed in their Response Form) within 30 days from the first scheduled day of classes. To learn more about meningitis and the vaccine, please consult your physician. You can also find information about the disease at <http://www.cdc.gov>.

For more information and to download/print the Immunization Requirement Form please see the following website: <http://studentservices.hunter.edu/>. The form must be returned to the Office of Health Services, 307 Hunter North. Office hours are Monday-Thursday 10-6 and Friday 10-3 pm.

TESTING REQUIREMENTS

Basic Skills Assessment Tests

Degree Students

Students admitted to Hunter College with fewer than 45 credits must demonstrate mastery in the basic skills of reading, writing and mathematics. Students may demonstrate basic skills mastery by meeting the score criteria indicated below:

| | |
|--|----------------------|
| Reading and Writing Test | Minimum Score |
| SAT (Verbal) | 480 |
| – or – English (ELA) Regents | 75 |
| Mathematics Test | Minimum Score |
| SAT (Mathematics) | 480 |
| – or – Math Regents (Sequential 2, 3 or A) | 75 |

Students who cannot demonstrate mastery by meeting the above criteria must take and pass the appropriate skills assessment test(s) before registering for their semester of coursework.

Nondegree Students

Nondegree students may attempt up to 12 credits without taking the CUNY Skills Assessment Tests, unless a placement test is required for a particular course. However, the test is required once 12 credits have been attempted, unless a student is exempt based on the same score criteria set forth above for degree students. Students who fail to demonstrate basic skills mastery will not be permitted to register for coursework beyond 12 credits. Nondegree students who take and fail any part of the CUNY Skills Assessment Tests before reaching the 12-credit limit will not be permitted to enroll in additional courses at Hunter until they have met proficiency requirements at a CUNY community college.

Mathematics Placement Test

The mathematics placement exam assesses a student's knowledge of algebra, trigonometry and pre-calculus. All students, whether or not they have demonstrated minimum proficiency in math, must take a math placement test before they may register at Hunter. Test results will be used to place students appropriately in coursework at the college. Although it is mandatory, the exam does not affect acceptance.

Students will automatically be scheduled for this examination and may change a scheduled appointment by contacting the Testing Center, Room 150 Hunter North or by calling (212) 772-4898. Sample questions may be viewed on the Testing Center Web Site: <http://admissions.hunter.cuny.edu/testing.htm>.

CUNY Proficiency Examination (CPE)

See Program of Study section of this catalog for more information about the CPE.





Section 2

ENROLLMENT, TUITION AND FEES, FINANCIAL AID

THE REGISTRAR'S OFFICE

217 Hunter North

Web Site: <http://registrar.hunter.cuny.edu>

This office prepares and maintains student academic records.

This office also accepts and/or issues:

- a. withdrawals from part of a program up to the first day of the tenth week of class;
- b. permission forms to attend classes at non-CUNY colleges;
- c. major/minor forms to be approved by the major department and then filed in OASIS;
- d. forms for change of name, address and forms for recording new or corrected Social Security numbers;
- e. certification of attendance for any valid reason;
- f. application for graduation and final evaluation and certification for graduation;
- g. requests for transcripts. Transcripts are sent outside of the College only with the signature of the student. There is a fee of \$4 per transcript, except for transcripts sent to other units of the City University, which are free;
- h. TAP certification.

OASIS (Office of Administrative and Information Services)

217 Hunter North; (212) 772-4474

The Office of Administrative and Information Services combines the most vital administrative services at Hunter College into one conveniently located office in Room 217 HN. The OASIS incorporates the information services of the Registrar, Bursar and Financial Aid Offices. The OASIS is designed to help students navigate the administrative arm of the college by 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.

Many of the forms and services available in the OASIS are also available on the registrar's Web site.

ID Cards

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.

Department of Veterans Affairs Liaison

The Registrar's Office serves as the college's liaison to the Department of Veterans Affairs to certify enrollment status for students eligible for education benefits. Students who would like to receive VA education benefits and belong to any of the following categories must come to the Registrar's Office to fill out the appropriate forms:

- Active duty service person
- Active Selective Reservist or National Guards person
- Veteran
- Veteran's dependent
- Disabled veteran

Students receiving benefits must notify the Registrar's Office of any adjustments made in their schedules that result in changes in the total number of credits attempted during the semester. The Registrar's Office also facilitates course drops and adds related to military service obligations.

Registration

Registration Procedures Prior to each registration period, the Registrar's Office develops a Schedule of Classes, which is available on the web through the Registrar's Web site.

Students are assigned appointment times for registration by the Registrar's Office. Prior to each registration, an e-mail is sent to students alerting them that their registration appointment has been established. Students may then view their appointment time online by accessing E-SIMS. (see Web Services below)

Students may register on the Web or by telephone. Instructions for using either method may be found on the Registrar's Web site.

Each semester, as grades are submitted, the Registrar's Office notifies students by e-mail that a grade has been posted on their transcript and is available for viewing on E-SIMS. Students should pay careful attention to their grade and if there are any errors, contact their instructor immediately.

WEB Services Access to the electronic student information system (E-SIMS) is available through the registrar's Web site. Students may register, view their transcript, current schedule, current bill, change their PIN, view open course sections and access their registration appointment times. All registration is conducted through E-SIMS or via the telephone.

Students wishing to register for courses at another CUNY campus may do so by registering for an E-Permit through the CUNY portal available at <http://www.cuny.edu>. Effective Fall 2004, grades for courses taken on permit are posted to students' records and are computed in the GPA.

THE BURSAR'S OFFICE

Bursar's Office

238 Hunter North; (212) 772-4400

The Bursar's Office collects all tuition and fees and issues a Bursar's receipt. The Bursar's receipt is the only valid proof of registration payment. The Bursar's Office will issue a duplicate Bursar's receipt to replace a lost one for a fee of \$5. The office also accepts cash and issues receipts for payments to other Hunter offices.

Method of Payment for Tuition and Fees Students may pay for tuition and fees by cash, check, money order or acceptable credit card (MasterCard, Visa, American Express or Discover). All checks and money orders must be made payable in U.S. currency only. Details concerning payment options are included with the tuition and fee bill.

In addition, a tuition payment plan can be arranged through Academic Management Services (AMS). For a \$30 fee, the AMS Tuition Pay Plan permits students to pay semester expenses over a five-month period. AMS can be contacted directly by telephone at 1-866-AMS-CUNY or through their website at www.tuitionpay.com.

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

TUITION AND FEES

Effective Fall 2005

The City University of New York adopted a revised schedule of student tuition and fee charges (see below.) All tuition and fee charges listed in this catalog and in any registration materials issued by the college are subject to change by action of the Trustees of the The City University of New York without prior notice.

Undergraduate-Matriculated

Resident

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

Non-Resident

| | |
|-----------------|--------------|
| Full-time..... | \$360/credit |
| Part-time | \$360/credit |

Other Undergraduate

Resident

| | |
|--|-------------------|
| Non-degree..... | \$250/credit |
| *Senior Citizen | fee \$65/semester |
| or session (plus a \$15 consolidated services fee) | |
| *Enrollment on a "space available" basis only | |

Non-resident

| | |
|-----------------|--------------|
| Non-degree..... | \$530/credit |
|-----------------|--------------|

Credits in Excess of 18

| | |
|---|-------|
| Less than or equal to two | \$100 |
| Greater than two but less than or equal to four | \$230 |
| Greater than four but less than or equal to six | \$460 |
| Greater than six | \$690 |

Graduate (Masters)

Resident

| | |
|-------------------|------------------|
| Full-time | \$3,200/semester |
| Part-time..... | \$270/credit |
| Excess hours..... | \$65/hour |

Non-Resident

| | |
|-------------------|--------------|
| Full-time..... | \$500/credit |
| Part-time..... | \$500/credit |
| Excess hours..... | \$85/hour |

Maintenance of Matriculation:

| | |
|---------------------|---------|
| Residents..... | \$750 |
| Non-Residents | \$1,250 |

Other Graduate (Masters) Programs

Masters in Physical Therapy:

Resident

| | |
|-----------------|------------------|
| Full-time | \$3,500/semester |
| Part-time..... | \$290/credit |

Non-Resident

| | |
|----------------|--------------|
| Full-time..... | \$520/credit |
| Part-time..... | \$520/credit |

Masters in Social Work:

Resident

| | |
|-----------------|------------------|
| Full-time | \$3,800/semester |
| Part-time..... | \$320/credit |

Non-Resident

| | |
|----------------|--------------|
| Full-time..... | \$535/credit |
| Part-time..... | \$535/credit |

Combined BA-MA Program:

Students in combined programs will pay undergraduate tuition rates up to the number of credits required to earn a baccalaureate degree in that particular program. Any credits taken in excess of that number toward the combined degree are billed at the graduate level. A combined BA-MA degree ranges from 120 to 141 credits.

Student Activity Fees

Fall and Spring

| | |
|-------------------------------|---------|
| Undergraduate full-time | \$84.50 |
| Undergraduate part-time | \$54.45 |
| Graduate..... | \$ 7.85 |

Summer

| | |
|-------------------------------|---------|
| Undergraduate full-time | \$26.55 |
| Undergraduate part-time | \$26.55 |
| Graduate | no fee |

Consolidated Services Fee:

| | |
|---|------|
| All students, including Senior Citizens | \$15 |
|---|------|

Technology Fee:

| | |
|--|---------|
| All students, except College Now and Senior Citizens | |
| Full-time | \$75.00 |
| Part-time | \$37.50 |

Refunds

Cancellation Policy A letter will accompany your tuition bill outlining the cancellation policy for the semester. This policy will also be outlined in the Schedule of Classes. If you plan not to attend the college for the semester and register after the early registration period, you must drop all your classes prior to the first day of class. If you do not drop your classes, you will be liable for all tuition and fees, whether or not you attend classes during the semester.

CUNY Policy This policy relates to all students who withdraw from courses prior to the 1st day of the 4th week of class. 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 This refund relates to students who totally withdraw in the first semester of attendance and have financial aid at Hunter. A refund is calculated based on the number of weeks that a student attended class. Fall and spring semesters consist of 15 weeks each. 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 Office of the Registrar, will calculate and determine how the refund will be disbursed to federal programs and the student accordingly. 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 refund 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 Office of the Registrar, will calculate and disburse refunds to federal programs and the student accordingly. A recalculated tuition liability will be produced by the Bursar's Office.

Special Provisions for Students in the Military

The following policies apply to students who leave CUNY to fulfill military obligations. Military personnel for whom these provisions apply must register each semester with the Veterans Affairs representative in the Registrar's Office, Room 217 Hunter North.

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

- A. **Grades.** In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
- B. **Refunds.** A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

Students who volunteer (enlist) for the military

- A. **Grades.** Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
- B. **Refunds.** The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.
 1. Withdrawal before beginning of the 5th calendar week (3rd calendar week for summer session): 100% refund of tuition and all other fees except application fees.
 2. Withdrawal thereafter: 50% refund.

Other Provisions for Military Service:

- A. **Resident Tuition Rates** These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.
- B. **Re-enrollment of Veterans** Veterans who are returning students are given preferred treatment in the following ways:
 1. Veterans who were former students with unsatisfactory scholastic records, may be readmitted with a probationary program.
 2. Veterans, upon their return, may register even after normal registration periods, without late fees.
 3. Granting of college credit for military service and armed forces instructional courses.
 4. Veterans returning too late to register may audit classes without charge.
- C. **Late Admissions** Veterans with no previous college experience are permitted to file applications up to the date of registration and are allowed to begin classes pending completion of their application and provision of supporting documents.
- D. **Readmission Fee** Upon return from military service, a student will not be charged a Readmission Fee to register at the same college.
- E. **Veterans Tuition Deferrals** Veterans are entitled to defer the payment of tuition pending receipt of veterans' benefits.
- F. **New York National Guard Tuition Waivers** Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

Financial Aid Processing Center:

1605 Hunter East; (212) 772-5017

The primary role of the Financial Aid Processing Center (FAPC) is to help students fulfill their tuition obligation by processing financial aid in coordination with the Bursar's and Financial Aid Offices. Additionally, this office administers the Federal Work Study and Federal Perkins Loan Programs, issues medical/economic hardship deferrals, processes emergency loans and maintains accountability over all financial aid funded book vouchers.

FINANCIAL AID

The Office of Financial Aid helps matriculated undergraduate students to access funds in order to pay for their educational expenses at Hunter College. Federal, state and municipal financial aid funds are available to help pay for these expenses. Students who want to apply for financial aid may contact the OASIS, the college's one-stop service center, located in 217 Hunter North. The OASIS is open on Monday, Tuesday, Wednesday and Thursday from 9 a.m. to 7 p.m. and on Friday from 9 a.m. to 5 p.m.

Application Procedure

The fastest and easiest way to apply for financial aid is by completing the application online. FAFSA on the Web is available at www.fafsa.ed.gov. When the student completes the FAFSA (Free Application for Federal Student Aid), Hunter College should be included among the colleges to which the application information is reported. 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 the Office of Financial Aid to verify the application information or to clarify any discrepancies in the application information.

New York State resident students can apply for both federal and New York State aid during a single on-line session. After completing FAFSA on the Web, New York State residents are able to link to the TAP on the Web Form, which is pre-filled with their FAFSA data.

In order to request a Federal Direct Loan at Hunter College, the student must complete the FAFSA and complete an on-line Federal Direct Loan Request on the Hunter College Office Financial Aid Office web site at www.hunter.cuny.edu/finaid.

Financial Need

All funds from federal financial aid programs administered by the Office of Financial Aid are awarded on the basis of financial need, with the exception of the Federal Direct Unsubsidized Loan and the Federal Direct PLUS (Parent) Loan.

When the student applies for federal student aid, the information that is reported on the FAFSA is used in a formula, established by the U. S. Dept. of Education and approved by the U.S. Congress, that calculates the Expected Family Contribution (EFC), the amount that the student and the student's family are expected to contribute toward the student's education.

If the EFC is below 3851*, the student will be eligible for a Federal Pell Grant, assuming all other eligibility requirements are met. There is not a maximum EFC that defines eligibility for the other financial aid programs. Instead, the EFC is used in an equation to determine financial need:

$$\begin{aligned} & \text{Cost of Attendance} \\ & - \text{Expected Family Contribution (EFC)} \\ & \hline & = \text{Financial Need} \end{aligned}$$

The Financial Aid Office subtracts the Expected Family Contribution (EFC) from the Cost of Attendance. The remainder is the student's financial need. In determining the student's need for aid from the federal financial aid programs, the Financial Aid Office must first consider other aid the student is expected to receive.

*3850 is the maximum EFC that qualifies for a Federal Pell Grant award in 2004-05. The maximum EFC that qualifies for a Federal Pell Grant may change from year to year, depending on U. S. Congressional actions and appropriations.

The Cost of Education

Cost must be considered when a student is making decisions about whether, where and when to attend college. A student budget is used as an estimate of the amount of money it will cost a student to attend college. The budget includes allowances for tuition, fees, books, transportation, housing, food and personal expenses. Additional allowances may be made for unusual expenses such as dependent care costs.

Student budgets are set each year by CUNY. 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 2004-2005 Hunter College budgets for full-time undergraduate students who are charged the NY State resident tuition rate are as follows for the 9-month period of the fall and spring semesters:

| | Living With Parents | Living Away from Parents |
|------------------|---------------------|--------------------------|
| Tuition | \$4,000 | \$ 4,000 |
| Fees | \$ 329 | \$ 329 |
| Books & supplies | \$ 798 | \$ 798 |
| Transportation | \$ 714 | \$ 714 |
| Housing | \$1,500 | \$ 4,555 |
| Food | \$1,020 | \$2,416 |
| Personal | \$1,653 | \$ 3,422 |
| Total | \$10,014 | \$16,234 |

Note: Tuition charges are estimates for full-time New York State residents based on 2004-2005 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.

The Housing component of the Living Away from Parent budget is derived using average housing costs for a rental apartment in metropolitan New York and using the assumption that the student is sharing the cost of housing with a roommate. The Personal component includes an allowance for medical expenses and/or health insurance.

Student Resources

In reviewing the student budget, a prospective student should consider the resources they will have from earnings and savings, the amount that parents can contribute and any benefits the prospective student receives, such as Social Security, veteran's benefits, unemployment or public assistance. Summer employment can help to meet the first costs of enrollment and the prospective student should plan to save money from summer earnings. Cash will be needed at the beginning of the school year for books, supplies and transportation.

Packaging

Rather than using one source of funds to finance their education, students may receive a combination of funds from a number of programs for which they are eligible. 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. FAFSA on the Web for the coming academic year is available starting on January 1.

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 coursework for which they enroll must be applicable to their degree at Hunter College. Contact the Office of Programs Abroad at (212) 772-4983 for further information about study abroad.

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 postsecondary school must make satisfactory repayment arrangements with that institution before they will be eligible to receive aid at Hunter College.

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

In order to receive assistance from the Tuition Assistance Program (TAP) and the Aid for Part-time Study (APTS) Program, students must complete a minimum number of credits the prior semester, complete the appropriate number of cumulative credits and have the appropriate grade point average at the beginning of each semester of state-supported study. The chart below outlines these requirements.

For example, to receive the fifth payment of TAP, a student 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 at (212) 772-4878.

| State Academic Performance | | | | | | | | | | |
|----------------------------|---|---|---|-----|-----|-----|-----|-----|-----|-----|
| TAP | | | | | | | | | | |
| Payment Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Pursuit | | | | | | | | | | |
| Credits Completed | | | | | | | | | | |
| Prior Semester | 0 | 6 | 6 | 9 | 9 | 12 | 12 | 12 | 12 | 12 |
| ----- | | | | | | | | | | |
| Minimum Cumulative | | | | | | | | | | |
| Credits Earned | 0 | 0 | 6 | 18 | 31 | 45 | 60 | 75 | 90 | 105 |
| Progress | | | | | | | | | | |
| Minimum Grade | | | | | | | | | | |
| Point Average | 0 | 0 | 1 | 1.2 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

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 for federal aid, 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:

- Attempted credits are not more than 150% of the credits normally required for completion of the degree.
– and –
- 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:
- For students who are pursuing a baccalaureate degree, the accumulated credits must be equal to or greater than (75 percent times the cumulative credits attempted) minus 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.

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

| Credits Attempted | Credits Completed | Credits Completed Conditional Standard |
|-------------------|-------------------|--|
| 12 | 8 | 0 |
| 24 | 16 | 0 |
| 36 | 24 | 9 |
| 48 | 32 | 18 |
| 60 | 40 | 27 |
| 72 | 48 | 36 |
| 84 | 55 | 45 |
| 96 | 64 | 54 |
| 108 | 72 | 63 |
| 120 | 80 | 72 |
| 132 | 88 | 81 |
| 144 | 96 | 90 |
| 156 | 104 | 99 |
| 168 | 112 | 108 |
| 180 | 120 | 117 |
| 189 | 126 | 126 |

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. For many students, Federal Pell Grants provide a foundation of financial aid to which other aid may be added. The amount of Federal Pell Grant awards each year depends on program funding. The maximum Federal Pell Grant for the 2004-2005 award year is \$4,050. 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 are encouraged to complete the FAFSA no later than May 1 in order to be considered for awards for the subsequent award year. 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 awarded 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 educational 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 College 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 available through Hunter College:

Federal Direct Subsidized Loans are subsidized loans awarded on the basis of financial need. (See Financial Need section.) 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 Loans are unsubsidized loans, 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 are loans that parents of a dependent student can borrow to pay for the student's education.

Federal Direct Subsidized and Unsubsidized 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 section.)

The maximum amount that may be borrowed under the Federal Direct Loan 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 Federal 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: Federal 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 Federal 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 Federal 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 Federal Direct Loan the student must complete the Free Application for Federal Student Aid (FAFSA), the Renewal FAFSA or FAFSA on the Web and complete an on-line Federal Direct Loan Request on the Hunter College Office Financial Aid Office web site at www.hunter.cuny.edu/finaid. 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 Subsidized Loan.).

Once a Federal 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 Federal Direct Loan Program offers the Federal 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 Federal 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 the Federal Direct 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-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.

To apply for a Federal Direct PLUS Loan the student must complete the Free Application for Federal Student Aid (FAFSA),

the Renewal FAFSA or FAFSA on the Web and the parent must complete an on-line Federal Direct PLUS Loan Request on the Hunter College Office Financial Aid Office web site at www.hunter.cuny.edu/finaid.

Federal Direct Consolidation Loans (Loans not available through Hunter College)

A Federal Direct Consolidation Loan is designed to help student borrowers simplify loan repayment. Even though a student may have several different federal student loans, a Consolidation Loan allows the student 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 Federal 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 meet the income criteria. To be eligible for a TAP award, each semester students must register for 12 credits, which are directly attributable to their degree. Students should consult with an adviser in the Office of Student Services or their major department when planning their programs to ensure continued TAP eligibility.

Awards ranging from \$275 to \$4,000 are made to dependent students and independent students with dependents whose New York State taxable income is \$80,000 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 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.

New York State World Trade Center Memorial Scholarships

The World Trade Center Memorial Scholarship Program for study at the City University of New York is intended for victims, spouses and children of the victims who died or were severely disabled as a result of the September 11 terrorist attacks. The program also provides scholarships to the spouses and children of those who died or were severely disabled during ongoing rescue and recovery efforts, including firefighters, police officers, peace officers and emergency medical service workers.

The scholarships cover the cost of tuition, fees, books, supplies, transportation and room and board, if applicable, for four years of full-time undergraduate study or for five academic years of a program of academic study as defined by the Commissioner of Education. The scholarships were established by Governor George Pataki's Executive Order 113 and related legislation to establish such a program, along with a CUNY Board of Trustees resolution. Applications are available online at: http://www.hesc.com/Forms/WTC_scholarship_inst.html

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 this awards 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 re-file a supplement yearly. Supplements are available on request from New York State Higher Education Services Corporation (HESC) at (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 HESC web site at: <http://www.hesc.com/bulletin.nsf/>

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 the Civilian Education Office at (518) 786-4500.

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, NY 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 percent 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.

Awards for Children of Veterans

Students, whose parent(s) served in the U. S. Armed Forces during specified periods of war or national emergency and, as a result of service, died or suffered a 40% or more disability, is classified as missing in action or was a prisoner of war, may be eligible for this award from New York State. The veteran must currently be a New York State resident or have been a New York State resident at the time of death, if death occurred during or as a result of service.

A recipient of a Child of Veteran Award can receive \$450 a year 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. Students must initially establish eligibility by submitting a Child Of Veteran Award Supplement form with the New York State Higher Education Services Corp. (HESC) before applying for payment. For more information see the HESC web site at: <http://www.hesc.com/bulletin.nsf/>

Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers

This award provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers and emergency medical service workers who have died in the line of duty in service to the State of New York.

Memorial Scholarships provide funds to help meet the cost of attending college. The award covers up to four years of full-time undergraduate study (or five years in an approved five-year bachelor's degree program).

Students must establish eligibility by submitting a Memorial Scholarship Supplement, which is available from the New York State Higher Education Services Corporation (HESC). Once eligibility has been established, the student must submit an application for payment by May 1 of the academic year for which payment of the scholarship is sought.

To apply for payment, the student must complete the FAFSA and apply for TAP. For more information see the HESC web site at: <http://www.hesc.com/bulletin.nsf/>

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 New York State residents. Students must be enrolled full-time (matriculated) in an approved program of study in New York State. Students must agree to practice in New York State 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 the 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 or five years in certain programs. TAP and some other benefits may supplement this award. Contact the college Financial Aid Office or the New York State Education Dept., Bureau of Postsecondary Grants Administration, Cultural Education Center, Room 5B68, 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 2004-2005 is March 1, 2005.)

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.

NEW YORK CITY PROGRAMS

Peter F. Vallone Academic Scholarship

The Peter F. Vallone Academic Scholarship Program is available to full-time students who enroll directly into a CUNY college no later than two semesters after graduating from a New York City high school, public or private. Vallone Scholarship recipients are awarded \$1,000 per year. The CUNY Freshman Admission Application is used as the application for this scholarship. All Vallone Scholarship recipients must file a FAFSA each year.

Initial eligibility for the Vallone Scholarship is based solely on academic achievement in high school. In order to remain eligible, Vallone Scholarship recipients at Hunter College must continuously enroll as full-time, matriculated students and maintain a cumulative grade point average of 3.0 or higher. Baccalaureate degree students are eligible for a maximum of ten semesters of scholarship award.

HUNTER COLLEGE SCHOLARSHIPS, AWARDS, PRIZES AND OTHER FINANCIAL ASSISTANCE FOR MATRICULATED STUDENTS

Hunter College recognizes academic merit and need through a growing number of scholarship and fellowship programs. In general, these fall into two categories: scholarships and fellowships for incoming students; and scholarships, fellowships, awards and prizes for continuing students.

Incoming Students

There are several four-year scholarship opportunities for incoming first-year, full-time students, including the CUNY Honors College financial package, Athena Scholarship, Dormitory Scholars Awards and Scholars Awards.

Continuing Students

Scholarship opportunities, awards and prizes for currently enrolled students are generally based on need, merit and, in some cases, area of study. The Office of Student Services publishes The Grants Guide, a

resource listing of scholarship opportunities, which is available in the Office of Student Services, 1119 Hunter East and online at <http://www.studentservices.hunter.cuny.edu/grant/>.

Incoming and continuing students who wish to be considered for awards from scholarship funds administered through the college should submit a Hunter College Scholarship application, available online at the following websites:

<http://studentservices.hunter.cuny.edu>;
<http://www.hunter.cuny.edu/finaid>;
<http://admissions.hunter.cuny.edu>.

For more information, contact the coordinator of scholarship opportunities in the OASIS, 217 Hunter North (212) 650-3550.

The following organizations are sources of scholarship support for Hunter College students:

Hunter College Foundation Established in 1991, the Hunter College Foundation is dedicated to ensuring continued access to the highest quality public higher education and to helping Hunter maintain its longstanding reputation for academic distinction. Undergraduate scholarships and graduate fellowships may be set up in the Hunter College Foundation.

The Scholarship and Welfare Fund of the Alumni Association, a not-for-profit group established in 1949, administers a number of funds to provide scholarships to students who otherwise might not be able to complete their education. For over fifty years, the Scholarship and Welfare Fund has contributed substantially to the education of Hunter College 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 awards and awards to graduating seniors.

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 merit and financial need. They include college-wide awards and awards to graduating seniors.

Emergency Loan Program The emergency loan program was established to assist students with an immediate problem concerning essential needs for school-related expenses. The program provides 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.

Students may obtain information and request an emergency loan through the Financial Aid Office, 241 Hunter North or the Office of Student Services, 1103 Hunter East. Counselors in the Financial Aid Office help students with processing emergency loans.

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

Other Sources of Financial Assistance Hunter College is committed to providing its students with the maximum amount of financial assistance available from government grants, loans and work-study opportunities. Information and assistance in obtaining financial aid is available from counselors in the Financial Aid office, Room 241 HN. See the Financial Aid section of this catalog or visit the Financial Aid Office Web site at www.hunter.cuny.edu/finaid/.



Section 3

SERVICES FOR STUDENTS

OFFICE OF STUDENT SERVICES

1119 Hunter East; (212) 772-4882
<http://studentservices.hunter.cuny.edu>

The Office of Student Services helps students move successfully through the college experience from orientation through graduation. Student Services counselors provide advice and information on matters related to course and program requirements and curricular offerings, personal concerns and college procedures, regulations and policies. Exceptions to academic regulations are considered through an appeals process.

Information on graduate schools, scholarships and fellowships for continuing students and opportunities for study in other countries is available. Advising related to a wide range of special programs, including the CUNY baccalaureate programs and BA/MA or BA/MS degrees is also provided.

ADVISING AND COUNSELING SERVICES

1119 Hunter East; (212) 772-4882

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 includes: individual advising and program planning, Major Day receptions, pre-major conferences, Orientation Seminar for first-year students and group activities with faculty and staff. Advising for students moving to a major preference is also provided by the major department.

In addition, 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 the Office of Student Services, 1119 Hunter West; The Student Center, 417 Hunter West; or by visiting the Office of Student Services website at: <http://studentservices.hunter.cuny.edu>.

Personal Counseling

Personal counseling is a therapeutic process in a confidential setting through which students are helped to define goals, make decisions and solve problems related to personal, social, educational and career concerns. Short-term personal and psychological counseling is available to all students. Counselors will be glad to talk with students about anything that concerns them, ranging from general information questions to discussions about personal matters that may be having an impact on their academic performance. Where appropriate, referrals to outside sources are made. Students who are considering withdrawing from school altogether are encouraged to see a counselor before reaching a decision.

CAREER DEVELOPMENT SERVICES

805 Hunter East; (212) 772-4850

The Office of Career Development helps Hunter College students to compete in the job market through a variety of career development and placement services:

Career Counseling Career counseling is an interactive process where students are assisted in discovering the career that will provide optimum personal satisfaction. Counselors meet with students individually and in small groups to explore and evaluate the student's academic strengths and concentration, additional training, work history, interests, skills and personal traits. Counselors help uncover underlying factors that may impede progress toward decision making. Counselors also help the student develop a resume, interviewing skills and job search skills and provide assistance in job placement. Alumni are also encouraged to use the services for assistance in job search and career change.

Internships Internships provide the opportunity to gain pre-professional work experience in a setting related to a student's major course of study. Interns work in corporations, government agencies and nonprofit organizations. In addition to gaining work-related skills, students develop contacts for future employment and acquire job-related experience to enhance their resume and interview presentation and earn academic credit or stipends.

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, including alumni, 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.

The Graduating Senior Recruiting Program Graduating seniors have the opportunity to enroll in the Graduating Senior Recruiting Program. Approved resumes are made available to participating employers for review. Employers select those candidates in whom they are interested and conduct interviews on and off campus.

Job Listings Businesses, industries, government agencies, schools, hospitals and nonprofit organizations post entry-level and advanced part- and full-time positions with the Career Development Services office. Students and alumni can stop by the office to use the job bank and fax or e-mail their resumes to employers for advertised positions.

Career Resource Library A wide variety of career information is available: reference books, periodicals, directories and guide books on career planning and job search preparation and strategies.

OTHER SERVICES

Services for Students with Disabilities (Office of Access and Accommodations)

1124 Hunter East; (212) 772-4857

Support services and accommodations are available to provide students with disabilities optimal access to the academic environment. Those eligible include students with mobility, visual and hearing impairments. It also includes students with learning disabilities, psychiatric disorders or any medical condition which limits one or more of life's basic functions. Those students in recovery from alcoholism or other chemical dependencies and those with AIDS/ARC or who are HIV-positive are also eligible. Documentation is required and kept confidential. Services include priority registration (after course approvals have been obtained from departments, if needed), alternate testing, readers, note-takers and interpreters.

The Access and Technology Center, Room 205 Thomas Hunter Hall, is a resource facility for students with disabilities. The center houses equipment with adaptive technology, including Visualtek machines (print enlarger), large print computer, voice synthesizer, adjustable height computer workstations, 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 Wexler Library in the Hunter East building.

For information, contact the Office of Access and Accommodations in Student Services, 1124 Hunter East; (212) 772-4857.

International Students Office

1109 Hunter East; (212) 772-4579

The International Students Office (ISO) provides vital information and academic counseling to all international students, including students with F-1 and J-1 visas and others with questions about their immigration status. The office is an important source of information regarding immigration matters, such as the requirements for compliance with the Student Exchange and Visitors Information System (SEVIS). The ISO issues SEVIS I-20 forms to all new international students. It also provides individualized advising and holds small group discussions throughout the academic year on such topics as immigration law, tax issues and cultural adaptation to the United States.

Ellen Morse Tishman Women's Center

1214 Hunter East; (212) 772-4931

The center is staffed by professional counselors who provide confidential counseling for academic and personal issues. The center is also a resource for literature and referrals to free or low-cost services off campus.

Children's Learning Center

207 Hunter North; (212) 772-4066

Under the direction of a qualified and caring staff, the preschool and school age programs provide a nurturing atmosphere for children while their parents attend classes. Students register for both programs in January for the following fall semester. A modest nonrefundable application fee is required. Inquiries may be made at the Children's Learning Center, where brochures and registration cards are available.

Two distinct programs operate at Hunter. The preschool program is a child care service available to matriculated students during the academic year (September through May) and during summer session

(June-August). It is a preschool educational and development program designed for children aged 29 months through 5 years. The school age program is for children ages 6 through 10. Facilities include two classrooms equipped with age-appropriate educational materials. This after-school program provides an opportunity for homework assistance, participation in planned activities designed to reinforce educational goals and recreation.

Office of Health Services

307 Hunter North; (212) 772-4800/4801

The Office of Health Services provides emergency on-campus care by certified NYS Emergency Medical Technicians and infirmary facilities for students requiring short-term care. Physicians and nurse practitioners are on duty during the academic semester for a limited number of hours to provide: free physical examinations, general health care during walk-in hours, limited rapid tests, vaccinations for flu, hepatitis B and immunization for measles, mumps and rubella. Also provided are free blood pressure screenings and health education information. In addition, the office is responsible for the maintenance of all immunization records and the distribution of physical activity cards (required for use in all recreation programs and facilities).

Dormitory Facilities

The Hunter College Residence Hall is located at 425 East 25th Street and houses approximately 600 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, (212) 481-4311 or check the Residence Life website at: <http://www.hunter.cuny.edu/~reslife/>.

ALUMNI ASSOCIATION

1313B Hunter East; (212) 772-4087

The Alumni Association of Hunter College—composed of 80,000 women and men graduates of the college has been in continuous existence since 1872. Membership is automatic upon graduation from any Hunter College degree program.

The Association provides opportunities for alumni to become actively involved in the life of the college and serves as the link between Hunter and its graduates. In addition to providing vital support for scholarships and academic programs, members participate in a variety of chapter and on-campus activities, including lectures, faculty roundtables, workshops and book discussion groups.

Members can take advantage of campus facilities with the Alumni Card, which provides access to the college libraries, Sportsplex, instructional computing center, Chanin Language Center and career development services. Alumni can attend association meetings in January and May and stay informed about alumni activities through the publication, *At Hunter*.

The association selects and honors members of the Hunter Hall of Fame from among the college's distinguished graduates. The deadline for nominations is December 1st.

HUNTER COLLEGE LIBRARIES

<http://library.hunter.cuny.edu>

The Hunter College Libraries — comprising 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 — have open stack collections and hold over 775,000 volumes, over 2,100 print periodical subscriptions and approximately 10,000 electronic periodicals, 1,189,000 microforms, 10,205 sound recordings and music CDs, 3,133 videocassettes and DVDs, 250,000 art slides and 20,000+ digital images. All Hunter libraries provide access to the CUNY+ online catalog of university-wide holdings 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 Hunter East Building, where the circulation desk and the Center for Puerto Rican Studies Library are located. The floors are dedicated to specific subject areas and functions: 1st floor—education, 2nd floor—Reserve Desk, Archives and Special Collections, music and video stations, 4th floor—Reference Desk, 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, networked computer classrooms and labs for word processing and Internet access. The Health Professions Library also has a computer lab and classroom.

Many commercial full-text databases that are available on the worldwide web can be accessed via the Hunter Libraries homepage: <http://library.hunter.cuny.edu>. These resources also can be accessed from off campus by registering at the main library, the Health Professions Library or the Social Work Library and by applying for a proxy server account.

The Student Center

417 Hunter West; (212) 650-3282/3278

The Student Center offers programs, activities and services to enhance the academic experience for students. Student Services counselors and peer advisers are available at the center to provide academic advising and assistance with program planning and to connect students with more comprehensive counseling and career development services. Additional programs related to career exploration, internship opportunities, financial aid, wellness education and residential life are sponsored regularly. A “one-stop shopping” opportunity for information about the many and varied activities and services available at Hunter, the Student Center also links students with workshops, tutoring, campus and off-campus cultural and recreational events.

Reading/Writing Center

416 Thomas Hunter; (212) 772-4212

The Hunter College Reading/Writing Center is a comprehensive service for the college community. Located on the fourth floor of Thomas Hunter Hall, the center offers tutorial services to all registered students at the college — undergraduate and graduate — and provides computer facilities for Hunter students, faculty, staff and alumni and technical support and development to faculty and staff.

Students can utilize the center's services by registering for individualized and paired tutoring sessions by appointment or receive assistance on a drop-in basis during scheduled hours of operation. Tutors help to develop a reading-writing process that students can use to improve their skills and negotiate the requirements of academic reading and writing. The center also offers a series of workshops on various aspects of critical reading, comprehension and the writing process, including preparation for the ACT Basic Skills Test in Reading and Writing and the CUNY Proficiency Exam (CPE). Students can also access our online tutorial service, called E-tutor, through e-mail at e-tutor@hunter.cuny.edu. In addition, the center's extensive resource file of instructional handouts can be accessed online at the Reading/Writing Center Web site: <http://rwc.hunter.cuny.edu>. Students are welcome to use the center's library of textbooks and materials during the hours the center is open. Our computer facilities are available to all members of the Hunter College community and the center offers workshops in all aspects of technical assistance: basic computer application training, online academic research, desktop publishing and electronic communication.

For further information concerning hours and description of services, contact the Reading/Writing Center at (212) 772-4212 or the Reading/Writing Center Computer Facilities at (212) 650-3952.

Writing Across the Curriculum

The Writing Across the Curriculum Program at Hunter includes:

- consultation on writing pedagogy provided by experts in the field;
- the CUNY Writing Fellows Program, a collaboration between fellows from the CUNY Graduate Center and Hunter faculty in the effort to address issues of writing in the disciplines;
- the services of the Reading/Writing Center, which offers tutoring in academic writing across the curriculum to students and consultation with faculty on student writing.

The Writing Across the Curriculum Program is founded on the principle that students learn by writing; they learn to write by engaging in a variety of academic writing activities and they learn subject matter by writing about it. For more information about the program, contact the co-coordinators at (212) 772-4014 or (212) 772-5742.

Dolciani Mathematics Learning Center

300 Hunter North; (212) 772-5371

The Dolciani Mathematics Learning Center is a multipurpose resource center, providing group tutoring, computer-assisted tutorials, audio-visual materials and videotapes for students enrolled in most mathematics and statistics courses, as well as for students who need to brush up on their math skills for other courses. It also provides workshops on a variety of topics to assist students in the learning of mathematics, including a specifically designed multimedia workshop to prepare students for success in MATH 101.

The center is open days, evenings and Saturdays, with no appointment necessary. Specific hours of operation and additional information are posted outside the center and can be found on our web site, <http://xena.hunter.cuny.edu/dolciani>

The Leona and Marcy Chanin Language Center

209 Hunter West; (212) 772-5700

The Chanin Language Center is a state-of-the-art multi-media foreign language learning facility. The center includes a classroom and an independent study lab equipped with 55 multi-media workstations.

Students can supplement their language learning from the elementary to the advanced level by working with computerized study modules, CD-ROMs and digitized audio-visual programs based on textbooks and/or lab manuals. The center provides Internet access to dictionaries and other writing and research tools. In addition, the center houses an extensive collection of foreign language films and video programs on VHS and DVD. An audiocassette/audioCD home borrowing program is available to students enrolled in a foreign language course. Through the support of the SEEK Department, Spanish, French and Italian tutoring assistance is available to SEEK status students.

A 30 minute orientation must be completed by all first time users.

Hours of operation and additional information can be found on our web site: <http://www.hunter.cuny.edu/~chanin>

Instructional Computing and Information Technology Resources

<http://icit.hunter.cuny.edu>

The Instructional Computing and Information Technology Department (ICIT) provides technology resources and services for students and faculty. These include the Instructional Computing Center, 1001 HN, equipped with 250 computers available to 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: e-mail services, course management, computer training, consultation, audiovisual services, teleconferencing and videoconferencing services, telephone and voice mail services, computer networking services (on campus and off campus), software licenses and student information services. Guidelines for access to and use of these services and facilities are posted at each facility and are subject to the rules and regulations of the college.

In addition, ICIT manages computer work areas in several loca-

tions at each of Hunter's five campus sites. Hours, locations and a general description of the facilities available in each area are posted on the Hunter College web site: <http://www.hunter.cuny.edu>.

Physical Sciences Learning Center

The Physical Sciences Learning Center is located in 1209 Hunter North and provides tutoring in physics, chemistry and astronomy. Computers with Internet service and appropriate programs are available, as is a library containing both physical science textbooks and videos. Tutoring hours are posted on the door.

The Social Sciences Computing Laboratory

607 Hunter West; (212) 772-5605

The Social Sciences Computing Laboratory is located on the sixth floor of Hunter West (enter through W607) and facilitates computer-based teaching and research among the social science departments. The lab itself is used primarily as a computer classroom for social science departments, but is open to all Hunter students for walk-in hours when available. Exact hours vary from week to week. The current and following week's walk-in hours are posted on the door and on the lab web site at: <http://urban.hunter.cuny.edu/ssl/hours/thisweek.html>.

Center for Student Achievement

C001 Hunter North; (212) 772-4890

The Center for Student Achievement provides students with the opportunity to develop and enhance their study methods. The center conducts workshops in time management, classroom note-taking, stress management, test taking strategies, learning styles, test anxiety reduction and other topics. Workshops are open to all Hunter students. The center provides individual assistance to students on academic probation and those who are experiencing particular study problems. Video programs and other reference materials are also available. For current workshop schedules and a variety of useful information on study skills and strategies, students are invited to visit the center's website at www.studentservices.hunter.cuny.edu/stusk1.htm.

Special Services Program/Tutoring

1236 Hunter East

The Special Services Program provides free tutoring, advising and other academic support services to Hunter College undergraduates who are low-income, first-generation college students or individuals with disabilities. The program's services are designed to help students stay in college, earn passing grades and graduate.

College Bookstore

1st Floor, Hunter West; (212) 772-3970

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

SPORTS, RECREATION AND ENRICHMENT

Hunter Athletics

B317 Hunter West; (212) 772-4783

Hunter College'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 an outstanding and supportive 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 post-season contests. Over the last decade, Hunter has proven to be the dominant institution in the City University of New York Athletic

Conference (CUNYAC). Hunter has captured 83 team championships, by far more than any other CUNYAC college. Also, in six out of the last seven years, the Hunter College Hawks have won the CUNYAC Commissioners Cup, awarded to the best overall athletic program in the conference.

The Hunter College Sportsplex, completed in 1985, has become one of the premier sports centers in New York City and the metropolitan area. Located in the Hunter West building at the 68th Street campus, the Sportsplex offers a wide array of practice and competitive facilities, including multiple gymnasiums and racquetball courts, pool, a fully equipped weightlifting facility, locker rooms, an athletic training room and staff offices. Additional athletics facilities are available at the Brookdale campus.

Intercollegiate Sports

Women's sports include basketball, junior varsity basketball, cross country, fencing, indoor track, outdoor track, softball, swimming, tennis and volleyball and junior varsity volleyball. Men's sports include basketball, cross country, fencing, indoor track, outdoor track, soccer, tennis, volleyball and wrestling.

Recreation and Intramurals

B315 Hunter West; (212) 772-4912

Hunter College's recreation and intramural programs are designed to promote physical fitness, relaxation, wellness and enjoyment for members of the college. Open to students, faculty, staff and alumni, the recreation and intramural programs are flexible and provide for a variety of healthful and enjoyable experiences at all levels of skill and participation. Activities offered include a weight/cardiovascular fitness room, racquetball, swimming, dance/aerobics, basketball, volleyball, tennis and martial arts.

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

STUDENT LIFE: CLUBS, ORGANIZATIONS AND ACTIVITIES

Student life at Hunter is enriched by a wide array of organizations and clubs — approximately 150 in number — which provide opportunities for participation in academic, political, recreational, ethnic, religious and social activities. Student organizations sponsor events and activities, which include hosting guest speakers, concerts, movies, attending conferences, assisting charities and social gatherings. All student clubs and publications are administered by the membership through their elected officers. Students are encouraged to join and become active in at least one organization so they have an opportunity to meet other students and develop interpersonal, leadership and managerial skills.

The Office of Student Life, a unit of the Office of Student Services, encourages student involvement and supports clubs and organizations on campus by conducting a series of student leadership colloquia and other leadership development workshops, facilitating club events and opening doors to community service opportunities. The office is also a resource for free and discount tickets to theater, concerts and other performances.

A complete listing of student organizations and additional information regarding student activities can be obtained by contacting the Office of Student Services/Student Life, 1103 Hunter East, (212) 772-4876.

Assembly and Meeting Hours

A block of time is set aside each week during which no classes are scheduled. Called "Dean's Hours," this time block is reserved for official college assemblies, guidance meetings and other academic and administrative purposes and for meetings of student organizations. Generally, Dean's Hours are scheduled on Wednesdays, from 1:10-3:00 p.m.

FOOD SERVICES

Dining facilities are available on the main campus at 68th Street, the Brookdale campus and the School of Social Work.

Food Service at the Main Campus There are several food outlets on the main campus:

- The cafeteria on the 3rd floor of Hunter West is open to all Hunter students, faculty, staff and visitors. There are two eating areas adjacent to the food service area. The south side seats around 200 people. Hours: Monday through Thursday, 11:00 am to 7:30 pm; Friday, 11:00 am to 2:30 pm). The north side seats about 75 and also has several computer terminals for lunch-time checking of e-mail and internet reference. Hours: Monday through Friday, 7:30 am to 2:30 pm. A full menu of hot and cold foods and beverages is offered.
- A coffee kiosk is located in the lobby of Hunter West, serving beverages and light snacks. Hours: Monday through Thursday, 7:30 am to 7:30 pm; Friday, 7:30 am to 2:30 pm; Saturday 8:00 am to 2:00 pm.
- The Faculty Dining Room is located on the 8th floor of Hunter West. The facility is open during the fall and spring semesters Monday through Friday, from 11:30 am to 2:00 pm and is open to all Hunter faculty and staff.
Note: for the aforementioned facilities, shorter hours are in effect during semester breaks, summer session and the day before major holidays.
- Vending: there are vending machines throughout the Main Campus buildings, with the largest concentration located on the 2nd floor of Hunter West.

Brookdale 425 East 25th Street A full service cafeteria for the Hunter health sciences community has many of the same options as the main campus cafeteria. Hours: Monday through Thursday, 7:30 am to 7:30 pm; Friday, 7:30 am to 2:30 pm. The Brookdale cafeteria is closed during semester breaks, summer session and the day before major holidays.

School of Social Work 79th St. & Lexington Avenue At the School of Social Work on 79th Street and Lexington Avenue, a limited product cafeteria (no hot meals) is located on the 4th floor. Sandwiches, soups, drinks, breakfast baked goods are available. Hours: Monday and Friday, 8:00 am to 2:00 pm; Tuesday through Thursday, 8:00 am to 6:00 pm. This facility is closed during semester breaks, summer session and the day before major holidays.

DEPARTMENT OF PUBLIC SAFETY

B122 Hunter West; (212) 772-4447

Public Safety and Emergencies

In order to provide a safe and secure environment, the Hunter College campuses are monitored 24 hours a day by members of the Department of Public Safety. Public Safety personnel are available to provide assistance with public safety, security and health emergencies at all times. If an officer is not immediately available, the department can be reached in the following manner:

Emergencies Located throughout the campuses are general emergency telephones, which are large silver boxes identifiable by their "For Emergency Use" label. These phones are to be used in the event of all emergencies. If, however, one of these phones is not available, the department can be reached from any telephone on campus by dialing (212) 772-4444.

Non-emergencies All calls for Public Safety services from all Hunter College campuses should be made to (212) 772-4447. This number is staffed 24 hours daily. Calls for outside assistance can be made from campus telephones by dialing 9-911. (An extra 9 is entered to ensure that the caller is given an outside line.)

Building Hours and Off-Hours Use The following schedule and procedures are in effect for the Hunter College complex of buildings:

Building Hours:

Monday through Friday 7:00 a.m. to 10:00 p.m.
Saturday, Sunday, holidays 7:00 a.m. to 6:00 p.m.

To enter the buildings at times and days other than those scheduled above, 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.

Special Procedures on the Brookdale campus Students, faculty, staff and visitors to the Brookdale campus are required to possess a valid photo ID, which they must present to campus security upon entry into Brookdale campus buildings and show to any member of the Residence Life or Campus Security staff upon request at any time.

Information and Complaints Requests for information or complaints concerning security services should be made to Louis Mader, Director of Public Safety, (212) 772-4521.





Section 4

ACADEMIC PROGRAMS AND POLICIES

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 5 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 Bachelors/Masters programs are designed for highly qualified students in particular areas of study; they enable full-time students to complete both the bachelor's and master's degrees in 4-5 years. Some programs offer teacher certification at the master's level. Fifteen programs are available. See page 54 for a list of programs.

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 that 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 adviser in the Office of Student Services.

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 are no longer offered by the college. ESL and non-proficient SEEK students are exempt from this policy, but must adhere to the following guidelines (see the Admissions section of this catalog for information about ESL and SEEK designations): SEEK students must enroll in the appropriate basic skills workshop(s) prior to enrolling in their first semester at Hunter. SEEK students who do not gain proficiency in the pre-first semester workshops must take additional basic skills workshops during the semester. SEEK students must demonstrate proficiency within one year of enrollment at Hunter. SEEK students needing basic skills coursework must consult with the director of the SEEK Program for course access and availability. ESL students are placed in an appropriate developmental reading and/or writing course during their first semester and may continue taking developmental courses in their second semester, if

needed. ESL students must demonstrate proficiency by the end of their fourth consecutive semester at Hunter. ESL students should see the ESL adviser in the English Department, Room 1212 Hunter West, for details about basic skills proficiency requirements.

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 (CPI). Students who do not satisfy the Initiative through coursework taken while in high school take appropriate college-level courses to meet the requirement. See the Admissions section of this catalog for CPI requirements.

CUNY Proficiency Examination (CPE)

The CPE requires students to demonstrate proficiency in aspects of academic literacy and quantitative reasoning that the CUNY faculty considers important for success in upper-division studies. The examination consists of two parts totaling three hours: part one is an essay written in response to questions related to two reading assignments, one of which is provided in advance of the test; part two requires students to determine the extent to which data from charts or graphs support the major claims of a short reading selection. As of fall 2003, all baccalaureate students are required to take the CPE between the 45th and 60th credit. Students who are within the credit range or time frame mandated for the examination will be sent information about test dates and registration procedures by mail. Additional information about the CPE, including a booklet with sample tasks and responses, is available at the Testing Center, 150 Hunter North, (212) 772-4868. General information, including sample questions and a self-paced learning program to practice CPE tasks, may also be viewed at the website of the Reading/Writing Center at <http://www.rwc.hunter.cuny.edu>.

General Education Requirement

Students must fulfill the General Education Requirement, which consists of a Core Requirement made up of three sequential stages of liberal arts courses, as well as three graduation requirements: Writing, Foreign Language and Pluralism and Diversity. See section on General Education Requirement below. Note: All students who matriculated at Hunter College prior to fall 2001 have the option of fulfilling either the Distribution Requirement in its entirety or the General Education Requirement in its entirety in order to be eligible for graduation. The Distribution Requirement is included as Appendix A of this catalog.

Major Field of Study

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 on page 53.

Elective Courses

Elective courses are courses chosen by the student, provided the prerequisites are met, to complete the total credits required for the degree. See Elective (or Optional) Credits on page 54.

THE GENERAL EDUCATION REQUIREMENT

Introduction

All undergraduate students who matriculated at Hunter College in fall 2001 and later must fulfill the General Education Requirement (GER), a set of competencies, knowledge areas and perspectives that Hunter College considers essential to the intellectual development of its undergraduates. Students are strongly urged to complete most of the GER before going into their major and minor. Without the necessary background found in the GER, you may find yourself at a disadvantage in your major courses. However, students in highly structured programs, such as the sciences, mathematics, foreign languages and BFA, BMus and BS degree should begin their major and minor courses and their Core requirements concurrently.

The General Education Requirement is comprised of the Core Requirement, consisting of designated courses at various academic levels and three graduation requirements: the Writing Requirement, the Foreign Language Requirement and the Pluralism and Diversity Requirement. Transfer students who have earned an AA/AS degree from a CUNY college and who matriculated in fall 2003 and after are exempt from the Core requirements of the GER, but must fulfill the three graduation requirements of Writing, Pluralism and Diversity and Foreign Language. Transfer students who have earned an AA/AS degree from a CUNY college and who matriculated between fall 2001 and summer 2003 are exempt from the Core Requirement and the Writing Requirement. Evaluated transfer credits sometimes can be used to fulfill the GER requirements. All transfer students should carefully check their evaluated courses against the GER. Students transferring from a CUNY school without an AA or AS degree should seek an adviser to help determine which courses they may use to satisfy Core requirements. For overlaps and restrictions on these different requirements and their relation to major and minor requirements, see the section below on Regulations.

Summary

The **Core Requirement**, comprised of designated courses, is divided into three sequential Stages: 1-Academic Foundations; 2-Broad Exposure; and 3-Focused Exposure.

Stage 1 — Academic Foundations: (Students should complete this stage within their first 30 credits.) The Academic Foundations Stage includes courses in mathematics, composition and history that provide students with the analytic, interpretive, communication and historical competencies and perspectives critical to academic success.

Stage 2 — Broad Exposure: (Students should complete this stage within their first 45 credits.) The Broad Exposure Stage continues with courses in the social sciences, humanities, arts and natural sciences to introduce students to a broad range of disciplinary perspectives and areas of knowledge.

Stage 3 — Focused Exposure: (Students should complete this stage within their first 60 credits.) This Stage requires students to select advanced courses outside their major (students with more than one major should see the Regulations, below). The Focused Exposure Stage includes courses in areas that the student has selected to study in greater depth, in the expectation that more advanced students should do more analysis and research.

Graduation Requirements:

Comprised of the Writing Requirement, the Foreign Language Requirement and the Pluralism and Diversity Requirement.

Writing Requirement The Writing Requirement (the “W” designation) ensures that all students have significant writing experiences. It is recommended that students fulfill the Writing Requirement early in their academic career in order to prepare effectively for advanced coursework and for the CPE. The maximum number of writing intensive, (W)-designated courses a student must take is 3 (see the section below on Writing Requirement). All (W) courses must be taken at Hunter. The (W)-designated courses (or specific sections thereof) are indicated

in the Schedule of Classes each semester. (NOTE: Not all sections of a course are necessarily offered with significant writing. To satisfy the Writing Requirement a section designated as (W) must be taken.)

Foreign Language Requirement: The goal of this requirement is to provide facility in a language other than English and to enable students to access non-English literatures. In learning a foreign language and studying its literature and cultures, students acquire new perspectives on how peoples think, view the world, express themselves and communicate with one another. Language learning expands one’s ability to create and discover new meaning in one’s own language and culture. An awareness of contrasting cultural concepts sensitizes students to the differences between their own culture and others — increasingly important, as the communities of the world have become so interconnected and interdependent. This is a graduation requirement. 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.

All BA, BFA and BMus students must fulfill a graduation requirement of intermediate (fourth semester) foreign language proficiency. It is recommended that students begin the first two semesters of foreign language proficiency within their first 30 credits at Hunter. Although intermediate foreign language proficiency is required only by the time a student graduates, gaps in language instruction are very undesirable and it is strongly recommended that students complete all their foreign language requirements in consecutive semesters. Students in BS programs should check the requirements for their specific program. Students who change from a BS to a BA program must meet the foreign language requirement for the BA degree.

Pluralism and Diversity Requirement is comprised of designated courses in four groups (A, B, C, D). A course can satisfy only one of these four groups, though it may also satisfy a requirement in the Core and in the minor and major.

General Education Requirement Tables

The General Education Requirement is comprised of a Core Requirement and Graduation Requirements in: Writing, Foreign Language and Pluralism and Diversity. Any number of courses from a major or minor may be used to satisfy Pluralism and Diversity Requirement and the Writing Requirement.

Note: The list of courses satisfying the requirements is often updated. For the most recent list, please check the registrar’s web site at: <http://registrar.hunter.cuny.edu>.

The tables are organized by GER category. These are:

A. Core Requirements

Stage 1: Group A, B and C9 credits
(one course from each group)

Stage 2: Group A, B, C, D and E22 credits
(one course Group A, two from Group B, one from Group C,
one from Group D and two from Group E)

Stage 3: Group A and B6 credits
(one course from each group)

B. Graduation Requirements

WritingThree courses

Foreign language12 credits

Pluralism and Diversity: Group A, B, C and D12 credits
(one course from each group)

Courses that satisfy the GER are listed below.

Please note that a Pluralism and Diversity course can satisfy only one of the four Pluralism and Diversity groups, even when it is a designated P&D course in more than one group. It is so indicated in the “also meets” column with an “or,” meaning that it will satisfy one P&D category or the other but not both.

P&D courses can also satisfy the Core and the Writing requirement as indicated. They can also satisfy the major and the minor.

Core courses can satisfy P&D and Writing where indicated.

CORE REQUIREMENT

Regulations for Core Requirement:

1. A course may be used to satisfy only one Core Requirement.
2. No more than two courses per department or program may be applied to satisfy Core requirements. Exceptions to this are courses in Stage 1: Academic Foundations.*
3. All courses satisfying Core, Stage 2, Groups A through D must be from different departments or programs.*
4. Students may apply up to two courses from their major to satisfy Stage 1 and Stage 2 of the Core; only one of these is permitted to fulfill a Stage 1 requirement and only one a Stage 2 requirement.

*5. All CUNY Honors College (CHC) courses designated for the Core Requirement may be applied toward the Core Requirement.

Note: Students who have declared two or more majors can use up to two courses from one of those majors to satisfy Stage 1 and Stage 2 of the Core. Only one of these is permitted to fulfill a Stage 1 requirement and only one a Stage 2 requirement. Courses from minors and any additional majors can be used without limit to satisfy Stages 1, 2 and 3 of the Core.

STAGE 1: ACADEMIC FOUNDATIONS

This Stage involves basic academic skills needed for success in the liberal arts and sciences. Accordingly students should complete this Stage as early as possible, preferably within their first 30 credits at Hunter.

Exemption may be granted on the basis of placement exams or other criteria as determined by the Hunter College Senate. Such exemptions do not yield credit unless they are based on the successful completion of college courses.

- Group A: English Composition
- Group B: Quantitative Reasoning
- Group C: US History

STAGE 1A ENGLISH COMPOSITION3 CREDITS

This requirement introduces expository writing and academic discourse. Through reading, writing and rewriting, students learn to generate, explore and refine their own ideas, analyze and evaluate intellectual arguments, take positions and support them persuasively and write with sound grammar, varied sentence structure, logic and coherence.

| Course | Title | Also Meets |
|----------|--------------------|------------|
| ENGL 120 | Expository Writing | |

STAGE 1B QUANTITATIVE REASONING3 CREDITS

The goal of this requirement is to develop competence in mathematical and quantitative reasoning, including the use of numerical and graphical data in making judgments on personal, professional and public issues. Students who place out of MATH 125 are exempt from this requirement.

| | | |
|----------|--|--|
| ECO 221 | Economic Statistics I | |
| MATH 100 | Basic Structures of Mathematics | |
| MATH 104 | Mathematics for Elementary Education I | |
| MATH 105 | Mathematics for Elementary Education II | |
| MATH 110 | Topics in the Mathematical Sciences | |
| MATH 111 | Matrices, Vectors and Linear Programming | |
| MATH 125 | Precalculus | |
| MATH 150 | Calculus with Analytic Geometry I | |
| MATH 155 | Calculus with Analytic Geometry II | |
| MATH 160 | Matrix Algebra | |
| STAT 113 | Elementary Probability and Statistics | |
| STAT 212 | Discrete Probability | |
| STAT 213 | Applied Statistics | |

STAGE 1C US HISTORY3 CREDITS

This requirement introduces portions of the history of the United States covering periods of time sufficiently long to reveal the historical dynamic and bring understanding of the historical contexts that have created our social and political institutions. It emphasizes the importance of the historical perspective and method, an understanding of how, where and why change has occurred over time and an awareness that the world we live in has been influenced by the past.

| Course | Title | Also Meets |
|-----------|--|-------------------|
| HIST 151 | The United States from the Colonial Era to the Civil War (W) | or GER 2B Writing |
| HIST 152 | The United States from the Civil War Era to the Present (W) | or GER 2B Writing |
| POLSC 110 | American Government: A Historical Introduction (W) | or GER 2B Writing |

STAGE 2: BROAD EXPOSURE

These courses should be completed within a student's first three semesters (full time) or 45 credits (part time) at Hunter.

- Group A: Survey of Literature Written in English
- Group B: Social Science: People and their Societies
- Group C: Humanities: Cultures and Ideas: Literature, Philosophy, Classics
- Group D: Visual and Performing Arts: Media, Art, Dance, Film, Music, Theater
- Group E: Natural Science: Two courses are required, one of which must include a laboratory component. These may be in the same discipline.

STAGE 2A SURVEY OF LITERATURE WRITTEN IN ENGLISH3 CREDITS

This requirement is meant to increase students' understanding and appreciation of literature written in English. Courses emphasize close readings of representative texts chosen to familiarize student with various authors, periods and genres — fiction, drama and poetry — and to provide a firm foundation for further literary study. Written assignments include quizzes, papers and a midterm and final exam.

| Course | Title | Also Meets | |
|-----------|----------------------------------|--------------|---------|
| AFPRL 235 | African Literature (W) | PD/A | Writing |
| AFPRL 236 | African-American Literature (W) | PD/B | Writing |
| AFPRL 237 | African-Caribbean Literature (W) | PD/A or PD/B | Writing |
| ENGL 220 | Introduction to Literature | | |

STAGE 2B SOCIAL SCIENCE: PEOPLE AND THEIR SOCIETIES6 CREDITS

The goal of this requirement is to introduce students to the understanding of individual and collective human behavior. Students should be aware of the geographic, political, social, economic, historical and psychological effects on the human environment. By studying human relations and the human experience, students should learn the methodologies as well as the nature, scope and limits of specific disciplines in the social sciences.

AFRICANA & PUERTO RICAN/ LATINO STUDIES

| | | | |
|-----------|---|------|--|
| AFPRL 100 | Introduction to Black Politics | PD/B | |
| AFPRL 102 | Latino Communities in New York | PD/B | |
| AFPRL 103 | Conquered Peoples in America | PD/B | |
| AFPRL 201 | African History from Human Origins to 1600 CE | PD/A | |
| AFPRL 202 | African History Since 1600 CE | PD/A | |
| AFPRL 203 | African-American History I | PD/B | |
| AFPRL 204 | African-American History II | PD/B | |
| AFPRL 205 | African-American Politics of Social Change | PD/B | |
| AFPRL 209 | Introduction to Caribbean History to 1900 | PD/A | |
| AFPRL 210 | Introduction to Caribbean History: 1900-Present | PD/A | |
| AFPRL 241 | Puerto Rican History to 1897 | PD/A | |
| AFPRL 242 | Puerto Rican History Since 1898 | PD/A | |
| AFPRL 244 | Puerto Ricans in the United States | PD/B | |

ANTHROPOLOGY

| | | | |
|-----------|---------------------------------------|------|--|
| ANTHC 101 | Introduction to Cultural Anthropology | PD/A | |
| ANTHC 126 | Introduction to Prehistory Archeology | | |
| ANTHC 151 | Introduction to Linguistics | | |

CUNY HONORS COLLEGE

| | | | |
|---------|--|---------|--|
| CHC 150 | The Peopling of New York (for CUNY Honors College students only) | Writing | |
| CHC 250 | Shaping the Future of the City (for CUNY Honors College students only) | Writing | |

ECONOMICS

| | | | |
|---------|---|--|--|
| ECO 100 | Introduction to Economics | | |
| ECO 200 | Principles of Economics: Microeconomics | | |
| ECO 201 | Principles of Economics: Macroeconomics | | |

GEOGRAPHY

| | | | |
|----------|---|--------------|--|
| GEOG 101 | People and Their Environment | | |
| GEOG 150 | World Regional Geography | PD/A or PD/D | |
| GEOG 221 | Economic Geography | | |
| GEOG 226 | Environmental Conservation: Resource Management | | |
| GEOG 251 | Geography of the United States and Canada | | |
| GEOG 260 | Geography of New York State | | |

HISTORY

| | | | |
|----------|--|-----------|---------|
| HIST 111 | World History to 1500 | PD/A | |
| HIST 112 | World History from 1500 to the Present | | |
| HIST 121 | Early Modern Europe 1500 to 1815 | PD/D | |
| HIST 122 | 19th and 20th Century Europe | PD/D | Writing |
| HIST 151 | The United States from the Colonial Era to the Civil War (W) | or GER 1C | Writing |
| HIST 152 | The United States from the Civil War Era to the Present (W) | or GER 1C | Writing |
| HIST 201 | Ancient Civilization | | |
| HIST 210 | History of Judaism | | |
| HIST 277 | Early Asia to 1600 | PD/A | |
| HIST 278 | East Asia 1600 to the Present | PD/A | |
| HIST 288 | History of Africa to the 19th Century | PD/A | |
| HIST 289 | Africa in the 19th and 20th Centuries | PD/A | |

MATHEMATICS & STATISTICS

| | | | |
|----------|----------------------------------|--|---------|
| MATH 261 | Mathematics in Human History (W) | | Writing |
|----------|----------------------------------|--|---------|

POLITICAL SCIENCE

| | | | |
|-----------|--|-----------|---------|
| POLSC 110 | American Government: A Historical Introduction (W) | or GER 1C | Writing |
| POLSC 111 | Introduction to American Government and Politics (W) | | Writing |
| POLSC 112 | Introduction to Political Theory (W) | | Writing |
| POLSC 115 | Introduction to International Politics | | |
| POLSC 117 | Introduction to Comparative Politics (W) | | Writing |

| Course | Title | Also Meets |
|-------------------------------------|---|--------------|
| PSYCHOLOGY | | |
| PSYCH 100 | Introduction to Psychology | |
| PSYCH 140 | Psychology of Adjustment | |
| PSYCH 150 | Human Development | |
| PSYCH 160 | Evolution and Behavior | |
| PSYCH 170 | Psychology of Human Sexuality | PD/C |
| PSYCH 180 | Brain and Behavior | |
| PSYCH 190 | Development of Gender Roles | PD/C |
| PSYCH 195 | Special Topics in Psychology | |
| RELIGION | | |
| REL 208 | Religion and Social Justice (W) | PD/D Writing |
| SOCIOLOGY | | |
| SOC 101 | Introduction to Sociology | |
| URBAN AFFAIRS & PLANNING | | |
| URBS 101 | Urban Life, Personal and Observational View (W) | Writing |
| URBS 102 | Structure of Urban Region (W) | Writing |
| URBS 201 | Plans and Policies for Contemporary Urban Community (W) | Writing |
| WOMEN'S STUDIES | | |
| WOMST 100 | Introduction to Women's Studies | PD/C |
| WOMST 170 | Psychology of Human Sexuality | PD/C |
| WOMST 190 | Development of Gender Roles | PD/C |
| WOMST 195 | Special Topics in Psychology | |

STAGE 2C HUMANITIES: CULTURES AND IDEAS: LITERATURE, PHILOSOPHY, CLASSICS3 CREDITS

This requirement is meant to introduce students to the human intellectual heritage, the wisdom and the vision expected of well-educated members of the global human community. The study of texts, thoughts, cultures and human values should nourish the mind and the spirit, inspiring an enduring love of learning. The humanities are strongly linked to other fields of higher education and vital to the health of society.

AFRICANA & PUERTO RICAN/ LATINO STUDIES

| | | |
|-----------|--------------------------------------|--------------|
| AFPRL 141 | Puerto Rican Folklore | PD/A or PD/B |
| AFPRL 181 | Language and Ethnic Identity | |
| AFPRL 182 | Culture and Ethnic Identity | |
| AFPRL 220 | African Spirituality in the Diaspora | PD/A or PD/B |
| AFPRL 222 | African Civilization | PD/A |
| AFPRL 243 | Puerto Rican Culture | PD/A or PD/B |

CLASSICAL & ORIENTAL STUDIES

| | | |
|----------|--|--------------|
| Chinese | | |
| CHIN 111 | Chinese Culture I | PD/A |
| CHIN 112 | Chinese Culture II | PD/A |
| CHIN 251 | Topics in Chinese Literature in English Translation (W) | Writing |
| Classics | | |
| CLA 101 | Classical Mythology | PD/D |
| CLA 110 | The Greek and Latin Roots of English | |
| CLA 201 | Greek Civilization (W) | PD/D Writing |
| CLA 203 | Roman Civilization (W) | PD/D Writing |
| CLA 204 | Introduction to Classical, Near Eastern and Egyptian Archaeology (W) | Writing |
| CLA 250 | Greek and Roman Tragedy (W) | PD/D Writing |
| CLA 251 | Ancient Comedy (W) | PD/D Writing |
| CLA 253 | Homer and Vergil (W) | PD/D Writing |
| Hebrew | | |
| HEBR 211 | Masterpieces of Medieval Hebraic Literature In Translation (W) | PD/D Writing |
| HEBR 212 | Readings in Modern Hebrew Literature in Translation (W) | Writing |
| HEBR 240 | Introduction to the Old Testament | PD/A |
| HEBR 259 | Old Testament Religion | PD/A |
| HEBR 288 | Ancient Hebraic Folklore | PD/A |
| HEBR 290 | Biblical Archaeology | PD/A |
| HEBR 292 | The Hebrew Prophets | PD/A |
| HEBR 295 | Ancient Hebrew Law | PD/A |
| Russian | | |
| RUSS 155 | The Culture of Old Russia | PD/D |
| RUSS 156 | Culture in Imperial Russia: The Age of Empresses | PD/C |
| RUSS 157 | The Age of the Great Masters | PD/D |
| RUSS 158 | Contemporary Russian Culture | |
| RUSS 250 | 19th Century Russian Literature in English Translation (W) | PD/D Writing |
| RUSS 252 | Modern Russian Literature in English Translation (W) | PD/D Writing |
| RUSS 253 | Russian Theater in English Translation (W) | PD/D Writing |
| RUSS 254 | The Silver Age of Russian Literature (W) | PD/D Writing |
| RUSS 255 | Russian Folklore in Translation (W) | PD/D Writing |
| RUSS 270 | Soviet and Post-Soviet Cinema and Society (W) | Writing |

Core Requirement — Stage 2C, cont.; Stage 2D

| Course | Title | | Also Meets |
|-------------------------------------|--|----------------------|------------|
| ENGLISH | | | |
| ENGL 250 | Topics in Literature | | |
| ENGL 250.80 | Autobiographies of Black Women Literary Artists (WOMST 200.68) | PD/B or PD/C | |
| ENGL 250.92 | Black Women Writers: Cross Cultural Connections (WOMST 200.58) | PD/A or PD/B or PD/C | |
| ENGL 251 | Topics in Literature | | |
| ENGL 252 | Literary Analysis | PD/D | |
| FILM & MEDIA STUDIES | | | |
| MEDIA 180 | Introduction to Media Studies | | |
| GERMAN | | | |
| GERMN 240 | German Thought and Culture: A Survey (W) | PD/D | Writing |
| GERMN 241 | German Fairy Tales in Translation (W) | PD/D | Writing |
| HUMANITIES INTERDISCIPLINARY | | | |
| HUM 110 | The Map of Knowledge (W) | | Writing |
| PHILOSOPHY | | | |
| PHILO 101 | Introduction to Philosophy | | |
| PHILO 103 | Introduction to Logic and Critical Thinking | | |
| PHILO 104 | Introduction to Ethics | | |
| PHILO 106 | Philosophy, Politics and Society | PD/D | |
| PHILO 203 | Great Philosophers: Ancient and Medieval | PD/D | |
| PHILO 204 | Great Philosophers: Modern and Contemporary | PD/D | |
| RELIGION | | | |
| REL 110 | Nature of Religion (W) | | Writing |
| REL 111 | Approaches to Religion (W) | | Writing |
| REL 204 | Religious Experience (W) | PD/D | Writing |
| REL 205 | Faith and Disbelief (W) | PD/D | Writing |
| REL 206 | Ideas of God (W) | PD/D | Writing |
| REL 207 | Religious Sources for Morality (W) | PD/D | Writing |
| REL 251 | Eastern Religions (W) | PD/A | Writing |
| REL 252 | Ancient Near Eastern Religions (W) | PD/A | Writing |
| REL 253 | Western Religions (W) | PD/D | Writing |
| REL 254 | Tribal Religions: from Australia to the Americas (W) | PD/A or PD/B | Writing |
| REL 255 | Religions of Two Gods (W) | PD/A | Writing |
| REL 256 | Afro-Caribbean Religions (W) | PD/B | Writing |
| REL 270 | Religion and Psychology (W) | PD/D | Writing |
| ROMANCE LANGUAGES | | | |
| French | | | |
| FREN 241 | Early French Civilization: From Gothic to Revolution | PD/D | |
| FREN 242 | Modern French Civilization: From Revolution to Present | PD/D | |
| Italian | | | |
| ITAL 260 | Modern Italian Short Story (W) | PD/D | Writing |
| ITAL 280 | The Italian Renaissance: An Introduction | PD/D | |
| ITAL 334 | Italian Civilization in the Baroque, in English | PD/D | |
| ITAL 335 | Italian Culture I | | |
| ITAL 336 | Italian Culture II | | |
| ITAL 337 | Italian Women Writers from the Middle Ages to the 18th Century, In Translation | PD/C | |
| ITAL 338 | 19th and 20th Century Italian Women Writers in Translation | PD/C | |
| Spanish | | | |
| SPAN 241 | Civilization of Spain in English | PD/D | |
| THEATRE | | | |
| THEA 211 | World Theatre I (W) | PD/D | Writing |
| THEA 212 | World Theatre II (W) | PD/D | Writing |
| THEA 213 | World Theatre III (W) | PD/D | Writing |
| WOMEN'S STUDIES | | | |
| WOMST 156 | Culture of Imperial Russia: The Age of Empresses | PD/C | |
| WOMST 200.58 | Black Women Writers: Cross Cultural Connections (ENGL 250.92) | PD/C | |
| WOMST 200.68 | Autobiographies of Black Women Literary Artists (ENGL 250.80) | PD/B or PD/C | |
| WOMST 200.74 | Heroines | PD/C | |
| WOMST 300.22 | 19th and 20th Century Italian Women Writers in Translation | or GER 3A | PD/C |

STAGE 2D VISUAL AND PERFORMANCE ARTS: MEDIA, ART, DANCE, FILM, MUSIC, THEATER.....3 CREDITS

This requirement is meant to introduce students to significant works of the creative imagination, familiarize them with a medium of creative expression and enable them to actively participate in individual aesthetic and creative experiences. Through critical analysis, research and direct involvement in creative work in a particular medium students should develop an appreciation of the interrelations of intellectual and emotional responses to the arts and letters.

| | | | |
|----------------------------|---|------|---------|
| ART | | | |
| ART H 111 | Introduction to History of Art | PD/D | |
| CUNY HONORS COLLEGE | | | |
| CHC 100 | The Arts in New York City (for CUNY Honors College students only) | | Writing |

| Course | Title | Also Meets |
|-------------------------------------|---------------------------------|------------|
| DANCE | | |
| DAN 102 | Dance, Dancers and the Audience | |
| DAN 232 | 20th Century Dance History | PD/D |
| FILM & MEDIA STUDIES | | |
| FILM 101 | Introduction to Cinema | PD/D |
| HUMANITIES INTERDISCIPLINARY | | |
| HUM 201 | Exploration in the Arts | |
| MUSIC | | |
| MUSHL 101 | Introduction to Music | PD/D |
| MUSHL 107 | The World of Music | PD/A |
| MUSTH 101 | Basic Musicianship | |
| THEATRE | | |
| THEA 101 | Introduction to Theatre | |

STAGE 2E NATURAL SCIENCE7 CREDITS

The goal of this requirement is to introduce students to the concepts and ways of thinking of the natural sciences. The sciences have intrinsic intellectual value, pursuing basic questions about the workings of the universe and the world around us. Students should be conversant with the rapid pace of scientific advances and able to make informed decisions about scientific matters in the public domain.

LABORATORY COURSES:

Anthropology

| | | |
|-----------|-----------------|--|
| ANTHP 101 | Human Evolution | |
| ANTHP 102 | Human Variation | |

Biological Science

| | | |
|----------|---------------------------------|--------------|
| BIOL 100 | Principles of Biology I | PD/C or PD/D |
| BIOL 102 | Principles of Biology II | PD/C or PD/D |
| BIOL 160 | Honors Principles of Biology II | PD/C or PD/D |

Chemistry

| | | |
|----------|---|--|
| CHEM 100 | Essential of General Chemistry Lecture (core credit only if CHEM 101 and 102 are completed) | |
| CHEM 101 | Essential of General Chemistry Laboratory (core credit only if CHEM 100 and 102 are completed) | |
| CHEM 102 | General Chemistry I (core credit only if CHEM 102 and 103 are completed) | |
| CHEM 103 | General Chemistry Laboratory I (core credit only if CHEM 102 and 103 are completed) | |
| CHEM 104 | General Chemistry II (core credit only if CHEM 104 and 105 are completed) | |
| CHEM 105 | General Chemistry Laboratory II (core credit only if CHEM 104 and 105 are completed) | |
| CHEM 111 | Chemical Principles | |
| CHEM 112 | Thermodynamics and Solution Chemistry | |
| CHEM 120 | Essentials of Organic Chemistry Lecture (core credit only if CHEM 120 and 121 are completed) | |
| CHEM 121 | Essentials of Organic Chemistry Laboratory (core credit only if CHEM 120 and 121 are completed) | |

Geography

| | | |
|-----------|--|--|
| PGEOG 130 | Physical Geography I: Weather and Climate | |
| GEOL 231 | Physical Geography II: Principles of Geomorphology | |
| GEOL 101 | Fundamentals of Geology | |
| GEOL 102 | Plate Tectonics and the Earth's Evolution | |

Physics & Astronomy

| | | |
|-----------|---|--|
| PHYS 101 | Studies of Selected Phenomena and Basic Concepts of Physics | |
| PHYS 110 | General Physics: Introductory Course in Mechanics, Heat and Sound | |
| PHYS 111 | General Physics: Introductory Course in Mechanics, Heat and Sound with Calculus | |
| PHYS 120 | General Physics: Introductory Course in Electricity and Magnetism, Light and Atomic Physics | |
| PHYS 121 | General Physics: Introductory Course in Electricity and Magnetism, Light and Atomic Physics with Calculus | |
| ASTRO 100 | Basic Concepts in Astronomy (core credit for science course with lab only if ASTRO 100 and ASTRO 107 are completed) | |
| ASTRO 107 | Laboratory Exercises in Astronomy (together with ASTRO 100 or equivalent) | |

Sciences Interdisciplinary

| | | |
|---------|--|--|
| SCI 101 | Foundations of Science (core credit only if SCI 101 and 102 are completed) | |
| SCI 102 | Foundations of Science (core credit only if SCI 101 and 102 are completed) | |

NON-LABORATORY COURSES:

Physics & Astronomy

| | | |
|-----------|-----------------------------|--|
| ASTRO 100 | Basic Concepts in Astronomy | |
|-----------|-----------------------------|--|

Computer Science

| | | |
|----------|----------------------------------|--|
| CSCI 120 | Introduction to Computers | |
| CSCI 127 | Introduction to Computer Science | |

Geography

| | | |
|----------|------------------------------|--|
| GEOL 180 | Introduction to Oceanography | |
|----------|------------------------------|--|

STAGE 3: FOCUSED EXPOSURE

These courses are intended to give students the opportunity to study selected subjects outside their major department or program in greater depth than in Stage 2. Usually, these courses will be beyond the 100 level. Accordingly, it is strongly recommended that students take a first course in the same discipline. A student must take one course from Group A and one course from Group B in Stage 3.

STAGE 3A HUMANITIES OR VISUAL AND PERFORMING ARTS3 CREDITS

| Course | Title | Also Meets |
|---|---|----------------------|
| AFRICANA & PUERTO RICAN/ LATINO STUDIES | | |
| AFPRL 320 | African-Caribbean Culture (W) | PD/A or PD/B Writing |
| AFPRL 322 | African World View: Philosophy and Symbolic Thought (W) | PD/A Writing |
| AFPRL 323 | Islam and Christianity in Africa (W) | Writing |
| AFPRL 330 | Autobiography as a Special Theme in Black Literature (W) | Writing |
| AFPRL 336 | African-American Women Writers (W) | PD/C Writing |
| AFPRL 337 | Caribbean Women Writers (W) | Writing |
| AFPRL 355 | Spanish African-Antillean Poetry (W) | PD/A Writing |
| AFPRL 356 | Latino Literature in English (W) | PD/B Writing |
| AFPRL 362 | Folk Religion in Puerto Rico (W) | PD/A or PD/B Writing |
| AFPRL 391 | Problems in Black and Puerto Rican Studies (W) | Writing |
| AFPRL 445 | Caribbean Short Story in Spanish: Readings and Theories | |
| ART | | |
| ART H All 200- and 300-level ART H courses (please refer to Pluralism and Diversity Writing for fulfillment of additional criteria) | | |
| CLASSICAL & ORIENTAL STUDIES | | |
| Chinese | | |
| CHIN 355 | Classical Chinese Fiction in Translation (W) | PD/A Writing |
| CHIN 357 | Chinese Poetry in Translation (W) | PD/A Writing |
| Classics | | |
| CLA 202 | Hellenistic Civilization (W) | PD/D Writing |
| CLA 210 | The Greek and Roman Theatre (W) | Writing |
| CLA 220 | Aegean Archaeology (W) | PD/D Writing |
| CLA 221 | Greek Archaeology (W) | PD/D Writing |
| CLA 222 | Roman Archaeology (W) | PD/D Writing |
| CLA 225 | Egyptian Archaeology (W) | PD/A Writing |
| CLA 227 | Archaeology of Eastern Mediterranean (W) | PD/A Writing |
| CLA 254 | The Ancient Novel in Translation (W) | PD/D Writing |
| CLA 302 | Comparative Backgrounds of Classical Mythology (W) | PD/D Writing |
| CLA 303 | Religion of Ancient Greece (W) | Writing |
| CLA 304 | Pagans and Christians (W) | PD/D Writing |
| CLA 305 | Women and Slaves in Classical Antiquity (W) | PD/C or PD/D Writing |
| CLA 308 | Magic and Science in Antiquity (W) | Writing |
| CLA 310 | Ancient Sports and Spectacles (W) | PD/D Writing |
| CLA 322 | Archaeology of Mesopotamia (W) | PD/A Writing |
| CLA 323 | Archaeology of Iran and Anatolia (W) | PD/A Writing |
| Hebrew | | |
| HEBR 214 | Maimonides' Guide to the Perplexed | PD/D |
| HEBR 218 | Masterpieces of Yiddish Literature in Translation (W) | PD/D Writing |
| HEBR 281 | Masterpieces of Ancient Hebraic Literature in Translation (W) | Writing |
| HEBR 284 | Images of Women in the Old Testament | PD/C |
| HEBR 286 | Ancient Near Eastern Literature & the Bible | PD/A |
| HEBR 294 | Job, Ecclesiastes and the Human Predicament | PD/A |
| HEBR 296 | The Dead Sea Scrolls | PD/A |
| HEBR 310 | Modern Hebrew Literature I | PD/D |
| HEBR 311 | Modern Hebrew Literature II | |
| HEBR 315 | Biblical Literature: Pentateuch | PD/A |
| HEBR 316 | Biblical Literature: Historical Books | PD/A |
| HEBR 317 | Biblical Literature: Prophetic Books | PD/A |
| HEBR 318 | Biblical Literature: Hagiographa | PD/A |
| HEBR 320 | The Modern Hebrew Short Story | |
| HEBR 321 | Talmudic Literature | PD/A |
| HEBR 322 | Medieval Literature | PD/D |
| HEBR 323 | Poetry of the Modern Hebrew Renaissance | PD/D |
| HEBR 324 | The Modern Hebrew Essay | PD/D |
| HEBR 325 | History of Modern Hebrew Literature | |
| HEBR 326 | Hebrew Poetry Between the Two World Wars | |
| HEBR 327 | The Modern Hebrew Novel | |
| HEBR 328 | Contemporary Hebrew Prose | |
| HEBR 331 | Medieval Hebrew: Philosophic Texts | |
| Russian | | |
| RUSS 251 | Tolstoy and Dostoevsky in Translation (W) | PD/D Writing |
| RUSS 260 | Russian Women Writers (W) | PD/C Writing |
| RUSS 294 | Folklore and Literature (W) | PD/D Writing |
| RUSS 296 | Vladimir Nabokov Between Two Cultures (W) | Writing |
| RUSS 297 | The Russian Urban Novel in Translation (W) | Writing |

| Course | Title | Also Meets |
|----------|--|------------|
| RUSS 302 | Advanced Russian II | |
| RUSS 321 | Russian Short Story and Novella | PD/D |
| RUSS 322 | Classical Russian Poetry | PD/D |
| RUSS 323 | Modern Russian Poetry | PD/D |
| RUSS 324 | Literature of Kievan Rus' & Early Russian Literature through the Age of Classicism | |
| RUSS 340 | 19th Century Russian Literature | |
| RUSS 341 | Tolstoy and Dostoevsky | PD/D |
| RUSS 342 | Modern Russian Literature | PD/D |
| RUSS 343 | Russian Theatre | PD/D |
| RUSS 344 | The Silver Age of Russian Literature | PD/D |
| RUSS 360 | Russian Women Writers | PD/C |

DANCE

DAN All 200-level courses, except DAN 232 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

ENGLISH

ENGL All courses numbered ENGL 252 and above, except ENGL 303, 331, 332 and 338 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

FILM & MEDIA STUDIES

FILM All 200- and 300-level FILM-prefix courses, except production courses-FILMP (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

MEDIA All 200- and 300-level MEDIA-prefix courses, except production (please refer to Pluralism and Diversity and courses-MEDP Writing for fulfillment of additional criteria)

GERMAN

GERMN All 300-level courses in German plus 444 and 479 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

MUSIC

MUSHL All 200-level MUSHL courses, except MUSHL 201, 205, 206 and 262 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

PHILOSOPHY

PHILO All 200-level courses, except PHILO 203, 204 and those listed under Stage 3/B. All 300-level courses, except PHILO 375, 376 and 379 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

RELIGION

REL All 300-level courses (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

ROMANCE LANGUAGES

FREN FREN 252 through 256, 262, 341 through 375 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

ITAL ITAL 276, 338, 339, 341 through 375 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

SPAN SPAN 269 (W), 335, 336, 341 through 375 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

THEATRE

THEA All THEA courses numbered 214 and above, except 251, 263, 281 and 351 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria)

WOMEN'S STUDIES

| | | | | |
|--------------|--|-----------|--------------|---------|
| WOMST 201 | Classics in Feminist Thought (W) | or GER 3B | PD/C | Writing |
| WOMST 216 | Women Philosophers of the Past | | PD/C | |
| WOMST 222.52 | Topics in Genre Studies: The Woman's Film of the 1940's | | PD/C | |
| WOMST 230 | Feminism: Philosophical Theory and Practice (W) | | PD/C | Writing |
| WOMST 250 | Women and Music (W) | | | Writing |
| WOMST 258 | Topics in Literature by Women (W) | | PD/C | Writing |
| WOMST 260 | Russian Women Writers in English Translation (W) | | PD/C | Writing |
| WOMST 269 | Spanish American Women's Literature and Cinema (W) | | PD/A or PD/C | Writing |
| WOMST 300.14 | Independent Women: The Brontes | | | |
| WOMST 300.20 | Writing the Wounded Body | | | |
| WOMST 300.22 | 19th and 20th Century Italian Women Writers in Translation | or GER 2C | PD/C | |
| WOMST 300.57 | Writing Women's Lives | | | |
| WOMST 300.61 | Migration and Immigration: U.S. Women Writers | | | |
| WOMST 300.75 | Queer Votility in Literature and Film | | | |
| WOMST 300.76 | Renaissance English Literature By and About Women | | PD/C | |
| WOMST 305 | Women and Slaves in Classical Antiquity (W) | | PD/C or PD/D | Writing |
| WOMST 319 | Advanced Topics in Literature by Women (W) | | PD/C | Writing |
| WOMST 336 | Afro-American Women Writers (W) | | PD/C | Writing |
| WOMST 337 | Caribbean Women Writers (W) | | | Writing |
| WOMST 361 | Russian Women Writers | | PD/C | |
| WOMST 384 | Women and Media (W) | | PD//C | Writing |

STAGE 3B SOCIAL SCIENCE OR NATURAL SCIENCE/MATHEMATICS.....3 CREDITS

AFRICANA & PUERTO RICAN/ LATINO STUDIES

| | | | |
|-----------|--|--------------|---------|
| AFPRL 304 | Leaders and Movements in Black Urban Communities (W) | PD/B | Writing |
| AFPRL 306 | Modern African International Relations (W) | PD/A | Writing |
| AFPRL 307 | Contemporary African Politics (W) | | Writing |
| AFPRL 308 | Contemporary International Relations of the Afro-Caribbean (W) | | Writing |
| AFPRL 309 | Afro-Americans and Africa (W) | PD/A or PD/B | Writing |
| AFPRL 310 | Modern Nigeria (W) | | Writing |

Core Requirement — Stage 3B, cont.

| Course | Title | Also Meets |
|--|--|------------------------|
| AFPRL 313 | Slavery (W) | PD/A or PD/B Writing |
| AFPRL 314 | Blacks in Labor and Politics (W) | Writing |
| AFPRL 318 | Women in Africa (W) | PD/C Writing |
| AFPRL 319 | Women in the African Diaspora (W) | PD/B or PD/C Writing |
| AFPRL 342 | Political Nationalism in Puerto Rico (W) | PD/A Writing |
| AFPRL 351 | Major Puerto Rican Figures | PD/A or PD/B Writing |
| AFPRL 352 | Power Structure in Puerto Rico (W) | Writing |
| AFPRL 360 | Politics in Puerto Rico (W) | Writing |
| AFPRL 370 | Sociolinguistic Fieldwork in Black and Puerto Rican Speech Communities (W) | Writing |
| AFPRL 384 | Poverty in Society (W) | Writing |
| AFPRL 387 | Puerto Rican/Latino Politics in the United States (W) PD/B | Writing |
| AFPRL 390 | Problems in Black and Puerto Rican Studies (W) | Writing |
| AFPRL 401 | Pan-Africanism | |
| AFPRL 402 | Afro-American Political Thought | |
| AFPRL 403 | Development Strategies in the Afro-Caribbean | |
| AFPRL 420 | The Black Church and Social Change | |
| AFPRL 428 | Selected Topics in Black Studies: Social Science | |
| AFPRL 442 | History of Puerto Rican Labor Movement | |
| ANTHROPOLOGY | | |
| ANTHC All ANTHC courses at the 200 and 300 level and all ANTHP courses at the 300 level (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria) | | |
| BIOLOGICAL SCIENCES | | |
| BIOL All 200-level courses and above (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria) | | |
| CHEMISTRY | | |
| CHEM All 200-level courses and above, except CHEM 295 | | |
| COMPUTER SCIENCE | | |
| CSCI All CSCI courses numbered 235 and above | | |
| CUNY HONORS COLLEGE | | |
| CHC 200 Science and Technology in New York City | | Writing |
| ECONOMICS | | |
| ECO All 200- and 300-level courses in Economics except ECO 200 and 201 and all Accounting and Business Law courses (ECO 271- 272, 280, 371-374) (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria) | | |
| GEOGRAPHY | | |
| GEOG All GEOG-, GEOL-, PGEOG-prefix courses numbered 200 to 383.99 inclusive, except those courses listed for Stage 2B and 2E (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria) | | |
| HISTORY | | |
| HIST All 300-level courses and above (please refer to Pluralism and Diversity for Writing fulfillment of additional criteria) | | |
| MATHEMATICS & STATISTICS | | |
| MATH All MATH courses numbered 200 and above, except MATH 261 (MATH 376 also meets Writing) | | |
| STAT All STAT courses numbered 214 and above | | |
| PHILOSOPHY | | |
| PHILO 246 | Social and Political Philosophy (W) | Writing |
| PHILO 248 | International Ethics (W) | Writing |
| PHILO 250 | Problems of Ethics and Society (W) | Writing |
| PHILO 252 | Problems of Law and Morality | |
| PHILO 254 | Ethical Issues in Biology and Medical Care (W) | Writing |
| PHILO 268 | Philosophical Psychology (W) | Writing |
| PHILO 270 | Philosophy, Science and Culture (W) | Writing |
| PHILO 275 | Intermediate Symbolic Logic | |
| PHILO 279 | Inductive Logic and the Scientific Method | |
| PHILO 375 | Advanced Symbolic Logic | |
| PHILO 376 | Philosophy of Mathematics (W) | Writing |
| PHILO 379 | Philosophy of Science (W) | Writing |
| PHYSICS & ASTRONOMY | | |
| PHYS All 200-level courses | | |
| POLITICAL SCIENCE | | |
| POLSC All POLSC 200-level and 300-level courses | | |
| PSYCHOLOGY | | |
| PSYCH All 200-level courses and above, except PSYCH 201, 306, 307, 395, 396 and 398 (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria) | | |
| SCIENCES INTERDISCIPLINARY | | |
| SCI 302 Ethical Conduct in the Natural and Physical Sciences | | |
| SOCIOLOGY | | |
| SOC All 200-level courses and above (please refer to Pluralism and Diversity and Writing for fulfillment of additional criteria) | | |
| URBAN AFFAIRS & PLANNING | | |
| URBS All 200-level courses and above, except URBS 201 | | |
| WOMEN'S STUDIES | | |
| WOMST 200 | Topics in Women's Studies | |
| WOMST 200.02 | Women and Reproduction in the Caribbean | |
| WOMST 200.13 | Women in Russian Culture | |
| WOMST 201 | Classics in Feminist Thought (W) | or GER 3A PD/C Writing |

| Course | Title | Also Meets |
|--------------------|---|----------------------|
| WOMST 209 | Women and Gender in Western Political Thought (W) | PD/C or PD/D Writing |
| WOMST 219 | Women and the Law (W) | PD/C Writing |
| WOMST 223 | The Family | PD/C |
| WOMST 235 | The Psychology of Women | PD/C |
| WOMST 239 | Child Welfare (W) | Writing |
| WOMST 257 | Sex and Gender Roles | PD/C |
| WOMST 261 | Women and Politics (W) | PD/C Writing |
| WOMST 262 | Women, War and Peace (W) | PD/C Writing |
| WOMST 300.10 | Childhood in New York | |
| WOMST 300.19 | Globalizing Women: Domestic and Factory Workers in the Global Economy | |
| WOMST 300.32 | Gender and Development | |
| WOMST 300.53 | Language, Sex and Gender | PD/C |
| WOMST 300.87 | Women and Work | PD/C |
| WOMST 300.88 | Women and Development in the Caribbean | |
| WOMST 300.89 | Family and Household in Anthropology and History | |
| WOMST 301 | Gender in Anthropological Perspective | PD/C |
| WOMST 309 | Feminist Political Theory (W) | Writing |
| WOMST 315 | Work and Society (W) | Writing |
| WOMST 318 | Women in Africa (W) | PD/C Writing |
| WOMST 321 | Women and Globalization | |
| WOMST 329 | Women in the African Diaspora (W) | PD/B or PD/C Writing |
| WOMST 345 [300.80] | Women and Men in the Labor Market | PD/C |
| WOMST 360 [300.60] | Feminist Social Theory | PD/C |
| WOMST 400.52 | Politics of Gay and Lesbian Rights | |
| WOMST 400.53 | Body Politics: Sexuality and Reproduction | PD/C |
| WOMST 400.63 | Ethnicity, Gender and Disease | |

GRADUATION REQUIREMENTS

WRITING REQUIREMENT

Students matriculating with fewer than 31 credits must take three courses in significant writing (W)-designated courses at Hunter College. Transfer students matriculating with 31 to 59 credits must take at least two (W)-designated courses at Hunter College. Transfer students matriculating with 60 to 90 credits must take at least one (W)-designated course at Hunter College. (ENGL 120 does not count as (W)-designated course.)

NOTE: Specific sections of courses containing significant writing are listed with a (W) designation in the Schedule of Classes. Please note that not all sections of a course are necessarily offered with significant writing. To satisfy the Writing Requirement a section designated as (W) must be taken.

WRITING REQUIREMENT9 CREDITS

| Course | Title | Also Meets |
|---|--|---------------------|
| AFRICANA & PUERTO RICAN/LATINO STUDIES | | |
| AFPRL 235 | African Literature (W) | GER 2A PD/A |
| AFPRL 236 | African-American Literature (W) | GER 2A PD/B |
| AFPRL 237 | African-Caribbean Literature (W) | GER 2A PD/A or PD/B |
| AFPRL 304 | Leaders and Movements in Black Urban Communities (W) | GER 3B PD/B |
| AFPRL 306 | Modern African International Relations (W) | GER 3B PD/A |
| AFPRL 307 | Contemporary African Politics (W) | GER 3B |
| AFPRL 308 | Contemporary International Relations of the Afro-Caribbean (W) | GER 3B |
| AFPRL 309 | Afro-Americans and Africa (W) | GER 3B PD/A or PD/B |
| AFPRL 310 | Modern Nigeria (W) | GER 3B |
| AFPRL 313 | Slavery (W) | GER 3B PD/A or PD/B |
| AFPRL 314 | Blacks in Labor and Politics (W) | GER 3B |
| AFPRL 318 | Women in Africa (W) | GER 3B PD/C |
| AFPRL 319 | Women in the African Diaspora (W) | GER 3B PD/B or PD/C |
| AFPRL 320 | African-Caribbean Culture (W) | GER 3A PD/A or PD/B |
| AFPRL 322 | African World View: Philosophy and Symbolic Thought (W) | GER 3A PD/A |
| AFPRL 323 | Islam and Christianity in Africa (W) | GER 3A |
| AFPRL 324 | Afro-American Ethnohistory (W) | |
| AFPRL 330 | Autobiography as a Special Theme in Black Literature (W) | GER 3A |
| AFPRL 336 | African-American Women Writers (W) | GER 3A PD/C |
| AFPRL 337 | Caribbean Women Writers (W) | GER 3A |
| AFPRL 342 | Political Nationalism in Puerto Rico (W) | GER 3B PD/A |
| AFPRL 351 | Major Puerto Rican Figures | GER 3B PD/A or PD/B |
| AFPRL 352 | Power Structure in Puerto Rico (W) | GER 3B |
| AFPRL 355 | Spanish African-Antillean Poetry (W) | GER 3A PD/A |
| AFPRL 356 | Latino Literature in English (W) | GER 3A PD/B |
| AFPRL 360 | Politics in Puerto Rico (W) | GER 3B |
| AFPRL 362 | Folk Religion in Puerto Rico (W) | GER 3A PD/A or PD/B |
| AFPRL 370 | Sociolinguistic Fieldwork in Black and Puerto Rican Speech Communities (W) | GER 3B |

Writing Requirement, cont.

| Course | Title | | Also Meets |
|---|--|--------|--------------|
| AFPRL 384 | Poverty in Society (W) | GER 3B | |
| AFPRL 387 | Puerto Rican/Latino Politics in the United States (W) | GER 3B | PD/B |
| AFPRL 390 | Problems in Black and Puerto Rican Studies (W) | GER 3B | |
| AFPRL 391 | Problems in Black and Puerto Rican Studies (W) | GER 3A | |
| ANTHROPOLOGY | | | |
| ANTHC 215 | The Anthropology of Black America (W) | GER 3B | PD/B |
| ANTHC 275 | Reading Ethnographies (W) | GER 3B | |
| ART | | | |
| ART H 205 | Egyptian Art (W) | GER 3A | PD/A |
| ART H 215 | Greek Art (W) | GER 3A | PD/D |
| ART H 216 | Roman Art (W) | GER 3A | PD/D |
| ART H 220 | Early Medieval Art (W) | GER 3A | |
| ART H 221 | Later Medieval Art (W) | GER 3A | PD/D |
| ART H 225 | Art of the Early Renaissance (W) | GER 3A | PD/D |
| ART H 227 | Northern European Painting (W) | GER 3A | PD/D |
| ART H 230 | Art of the High Renaissance and Later 16th Century (W) | GER 3A | PD/D |
| ART H 235 | Southern Baroque (W) | GER 3A | PD/D |
| ART H 240 | Baroque Art of Northern Europe (W) | GER 3A | PD/D |
| ART H 243 | 18th Century Art (W) | GER 3A | PD/D |
| ART H 244 | Neo-Classicism and Romanticism: Age of Revolution (W) | GER 3A | PD/D |
| ART H 245 | 19th Century French Painting (W) | GER 3A | PD/D |
| ART H 246 | American Art (W) | GER 3A | PD/D |
| ART H 249 | Twentieth Century Art I: Art to 1945 (W) | GER 3A | PD/D |
| ART H 250 | Twentieth Century Art II: Art since 1945 (W) | GER 3A | PD/D |
| ART H 251 | Contemporary Art (W) | GER 3A | |
| ART H 252 | Ancient Architecture (W) | GER 3A | |
| ART H 253 | Medieval Architecture (W) | GER 3A | PD/D |
| ART H 254 | Renaissance to Neoclassical Architecture (W) | GER 3A | PD/D |
| ART H 255 | Modern Architecture | GER 3A | PD/D |
| ART H 260 | Islamic Art (W) | GER 3A | PD/A |
| ART H 262 | Indian and Southeast Asian Art (W) | GER 3A | |
| ART H 263 | Chinese and Japanese Art (W) | GER 3A | PD/A |
| ART H 270 | Art of Africa and Oceania (W) | GER 3A | PD/A |
| BIOLOGICAL SCIENCES | | | |
| BIOL 250 | Current Topics in the Biosciences (W) | GER 3B | |
| CLASSICAL & ORIENTAL STUDIES | | | |
| Chinese | | | |
| CHIN 251 | Topics in Chinese Literature in English Translation (W) | GER 2C | |
| CHIN 355 | Classical Chinese Fiction in Translation (W) | GER 3A | PD/A |
| CHIN 357 | Chinese Poetry in Translation (W) | GER 3A | PD/A |
| Classics | | | |
| CLA 201 | Greek Civilization (W) | GER 2C | PD/D |
| CLA 202 | Hellenistic Civilization (W) | GER 3A | PD/D |
| CLA 203 | Roman Civilization (W) | GER 2C | PD/D |
| CLA 204 | Introduction to Classical, Near Eastern and Egyptian Archaeology (W) | GER 2C | |
| CLA 210 | The Greek and Roman Theatre (W) | GER 3A | |
| CLA 220 | Aegean Archaeology (W) | GER 3A | PD/D |
| CLA 221 | Greek Archaeology (W) | GER 3A | PD/D |
| CLA 222 | Roman Archaeology (W) | GER 3A | PD/D |
| CLA 225 | Egyptian Archaeology (W) | GER 3A | PD/A |
| CLA 227 | Archaeology of Eastern Mediterranean (W) | GER 3A | PD/A |
| CLA 250 | Greek and Roman Tragedy (W) | GER 2C | PD/D |
| CLA 251 | Ancient Comedy (W) | GER 2C | PD/D |
| CLA 253 | Homer and Vergil (W) | GER 2C | PD/D |
| CLA 254 | The Ancient Novel in Translation (W) | GER 3A | PD/D |
| CLA 302 | Comparative Backgrounds of Classical Mythology (W) | GER 3A | PD/D |
| CLA 303 | Religion of Ancient Greece (W) | GER 3A | |
| CLA 304 | Pagans and Christians (W) | GER 3A | PD/D |
| CLA 305 | Women and Slaves in Classical Antiquity (W) | GER 3A | PD/C or PD/D |
| CLA 308 | Magic and Science in Antiquity (W) | GER 3A | |
| CLA 310 | Ancient Sports and Spectacles (W) | GER 3A | PD/D |
| CLA 322 | Archaeology of Mesopotamia (W) | GER 3A | PD/A |
| CLA 323 | Archaeology of Iran and Anatolia (W) | GER 3A | PD/A |
| Hebrew | | | |
| HEBR 211 | Masterpieces of Medieval Hebraic Literature in Translation (W) | GER 2C | PD/D |
| HEBR 212 | Readings in Modern Hebrew Literature in Translation (W) | GER 2C | |
| HEBR 218 | Masterpieces of Yiddish Literature in Translation (W) | GER 3A | PD/D |
| HEBR 281 | Masterpieces of Ancient Hebraic Literature in Translation (W) | GER 3A | |
| Russian | | | |
| RUSS 250 | 19th Century Literature in Translation (W) | GER 2C | PD/D |
| RUSS 251 | Tolstoy and Dostoevsky in Translation (W) | GER 3A | PD/D |
| RUSS 252 | Modern Russian Literature in Translation (W) | GER 2C | PD/D |

| Course | Title | Also Meets | |
|---------------------------------|--|------------------|------|
| RUSS 253 | Russian Theatre in Translation (W) | GER 2C | PD/D |
| RUSS 254 | The Silver Age of Russian Literature in Translation (W) | GER 2C | PD/D |
| RUSS 255 | Russian Folklore in Translation (W) | GER 2C | PD/D |
| RUSS 260 | Russian Women Writers (W) | GER 3A | PD/C |
| RUSS 270 | Soviet and Post-Soviet Cinema and Society (W) | GER 2C | |
| RUSS 294 | Folklore and Literature (W) | GER 3A | PD/D |
| RUSS 296 | Vladimir Nabokov Between Two Cultures (W) | GER 3A | |
| RUSS 297 | The Russian Urban Novel in Translation (W) | GER 3A | |
| ENGLISH | | | |
| ENGL 255 | Topics in Non-European Literary Traditions (W) | GER 3A | PD/A |
| ENGL 256 | Topics in Literature by Non-European Americans (W) | GER 3A | PD/B |
| ENGL 258 | Topics in Literature by Women (W) | GER 3A | PD/C |
| ENGL 306 | Literary Theory | GER 3A | |
| ENGL 317 | Advanced Topics in Non-European Literary Traditions (W) | GER 3A | PD/A |
| ENGL 318 | Advanced Topics in Literature of Non-European Americans (W) | GER 3A | PD/B |
| ENGL 319 | Advanced Topics in Literature by Women (W) | GER 3A | PD/C |
| ENGL 320 | Multicultural American Literature | GER 3A | PD/B |
| ENGL 325 | Post-Colonial Literature in English | GER 3A | |
| ENGL 327 | Studies in Caribbean Literature | GER 3A | PD/A |
| ENGL 329 | Special Topics in Cross-Cultural Literature in English | GER 3A | |
| ENGL 332 | History of the English Language | | |
| ENGL 355 | Selected Studies in Shakespeare | GER 3A | |
| ENGL 389 | One Major Writer | GER 3A | |
| ENGL 390 | Topics in 20 th Century Literature | GER 3A | |
| FILM & MEDIA STUDIES | | | |
| * FILM 211 | Film History I: 1895-1942 | GER 3A | PD/D |
| * FILM 212 | Film History II: Since 1942 | GER 3A | PD/D |
| * FILM 213 | National Cinema | GER 3A | |
| * FILM 214 | Multicultural Perspectives in Cinema | GER 3A | |
| * FILM 322 | Contemporary Film Theory | GER 3A | PD/D |
| * FILM 327 | Representations of Race and Ethnicity in U.S. Media | GER 3A | |
| * FILM 330 | Movies in American Culture | GER 3A | |
| * FILM 332 | Myths and Images In the Media | GER 3A | |
| * FILM 334 | Theatricality and the Presentation of Self | GER 3A | |
| FILMP 276 | Screen Writing I | | |
| FILMP 239 | Entertainment Journalism (W) | | |
| FILMP 377 | Screen Writing II | | |
| MEDIA 314 | Public Relations: Theory and Practice (W) | GER 3A | |
| MEDIA 327 | Representations of Race and Ethnicity in U.S. Media (W) | GER 3A | |
| MEDIA 330 | Movies in American Culture (W) | GER 3A | |
| MEDIA 332 | Myths and Images in the Media (W) | GER 3A | |
| MEDIA 370 | The Press and the Public (W) | GER 3A | |
| * MEDIA 371 | Television Culture | GER 3A | |
| MEDIA 373 | Journalism as Literature (W) | GER 3A | |
| MEDIA 374 | Media, Sports and Society (W) | GER 3A | |
| * MEDIA 375 | Media and Politics In the Electronic Age | GER 3A | |
| MEDIA 380 | History of Broadcasting (W) | GER 3A | |
| * MEDIA 383 | Popular Music and the Music Industry | GER 3A | |
| * MEDIA 384 | Women and Media | GER 3A | PD/C |
| * MEDIA 390 | Broadcast Journalism | GER 3A | |
| * MEDIA 391 | History of Print Journalism | GER 3A | |
| * MEDIA 392 | Communication, Technology and Change | GER 3A | |
| MEDIA 394 | Mass Communications and the Law (W) | GER 3A | |
| * MEDIA 395 | Mass Media in Developing Countries | | PD/A |
| * MEDIA 396 | International Communications | GER 3A | |
| MEDP 239 | Entertainment Journalism (W) | | |
| MEDP 290 | Developing the Documentary (W) | | |
| MEDP 292 | Basic Reporting (W) | | |
| MEDP 293 | Advanced Reporting (W) | | |
| MEDP 294 | Magazine Writing (W) | | |
| MEDP 372 | Investigative Reporting (W) | | |
| GERMAN | | | |
| GERMN 240 | German Thought and Culture: A Survey (W) | GER 2C | PD/D |
| GERMN 241 | German Fairy Tales in Translation (W) | GER 2C | PD/D |
| HISTORY | | | |
| HIST 122 | 19th and 20th Century Europe | GER 2B | PD/D |
| HIST 151 | The United States from the Colonial Era to the Civil War (W) | GER 1C or GER 2B | |
| HIST 152 | The United States from the Civil War Era to the Present (W) | GER 1C or GER 2B | |
| HIST 211 | Medieval History (W) | | PD/D |
| HIST 300 | Historical Research (W) | GER 3B | |
| HIST 314 | Ancient and Medieval Christianity (W) | GER 3B | PD/D |
| HIST 318 | The History of the American Working Class (W) | GER 3B | PD/D |
| HIST 319 | Jewish History in the Medieval and Early Modern Periods (W) | GER 3B | PD/A |
| HIST 320 | Jewish History in the Modern World (W) | GER 3B | PD/D |
| HIST 324 | Europe in the Age of Renaissance and Reformation (W) | GER 3B | PD/D |
| HIST 331 | European Culture in the 16th, 17th, 18th Centuries (W) | GER 3B | |

* As of spring 2006 courses no longer meet Writing Requirement.

Writing Requirement, cont.

| Course | Title | Also Meets | |
|-------------------------------------|---|------------------|------|
| HIST 336 | History of Germany (W) | GER 3B | PD/D |
| HIST 338 | History of Italy (W) | GER 3B | PD/D |
| HIST 354 | The American Colonies in the 17th Century (W) | GER 3B | |
| HIST 355 | The American Colonies in the 18th Century (W) | GER 3B | |
| HIST 357 | American-Jewish History (W) | GER 3B | PD/D |
| HIST 358 | Immigration & Ethnicity in the United States (W) | GER 3B | PD/D |
| HIST 383 | Problems in U.S. History (W) | GER 3B | |
| HIST 384 | Problems in European History (W) | GER 3B | |
| HUMANITIES INTERDISCIPLINARY | | | |
| HUM 110 | The Map of Knowledge (W) | GER 2C | |
| MATHEMATICS & STATISTICS | | | |
| MATH 261 | Mathematics in Human History (W) | GER 2B | |
| MATH 376 | Philosophy of Mathematics (W) | GER 3B | |
| MUSIC | | | |
| MUSHL 206 | Music History 2 (W) | | |
| MUSHL 210 | Music for the Piano (W) | GER 3A | PD/D |
| MUSHL 212 | Masterpieces of Opera (W) | GER 3A | PD/D |
| MUSHL 217 | History of Jazz (W) | GER 3A | PD/B |
| MUSHL 221 | Black Music in the Americas (W) | GER 3A | PD/B |
| MUSHL 227 | Master Composers (W) | GER 3A | |
| MUSHL 231 | Folk and Traditional Music (W) | GER 3A | |
| MUSHL 240 | Music of the Caribbean and Latin America (W) | GER 3A | PD/A |
| MUSHL 241 | Music of Asia (W) | GER 3A | PD/A |
| MUSHL 245 | Music of Africa (W) | GER 3A | PD/A |
| MUSHL 250 | Women and Music (W) | GER 3A | PD/C |
| MUSHL 252 | Film Music (W) | GER 3A | |
| MUSHL 261 | Special Topics in History and Literature of Music (W) | GER 3A | |
| MUSHL 305 | Music History 3 (W) | | PD/D |
| MUSHL 306 | Music History 4 (W) | | PD/D |
| MUSHL 352 | Introduction to Ethnomusicology 1 (W) | | PD/A |
| MUSHL 353 | Introduction to Ethnomusicology 2 (W) | | PD/A |
| MUSHL 361 | Special Topics in History and Literature of Music (W) | | |
| PHILOSOPHY | | | |
| PHILO 201 | Knowledge and Reality (W) | GER 3A | PD/D |
| PHILO 212 | Classical Greek Philosophy: Plato & Aristotle (W) | GER 3A | PD/D |
| PHILO 214 | Medieval Philosophy (W) | GER 3A | PD/D |
| PHILO 215 | Foundations of Modern Philosophy (W) | GER 3A | PD/D |
| PHILO 218 | Nineteenth-Century Philosophy (W) | GER 3A | PD/D |
| PHILO 220 | Marxism (W) | GER 3A | PD/D |
| PHILO 225 | American Philosophy (W) | GER 3A | PD/D |
| PHILO 226 | African-American Philosophy (W) | GER 3A | PD/B |
| PHILO 228 | Existentialism (W) | GER 3A | PD/D |
| PHILO 230 | Feminism: Philosophical Theory & Practice (W) | GER 3A | PD/C |
| PHILO 244 | Moral Philosophy (W) | GER 3A | |
| PHILO 246 | Social and Political Philosophy (W) | GER 3A | |
| PHILO 248 | International Ethics (W) | GER 3B | |
| PHILO 250 | Problems of Ethics and Society (W) | GER 3B | |
| PHILO 254 | Ethical Issues in Biology and Medical Care (W) | GER 3B | |
| PHILO 256 | Philosophical Ideas in Literature (W) | GER 3A | |
| PHILO 258 | Aesthetics (W) | GER 3A | |
| PHILO 262 | Philosophy of Religion (W) | GER 3A | |
| PHILO 268 | Philosophical Psychology (W) | GER 3B | |
| PHILO 270 | Philosophy, Science and Culture (W) | GER 3B | |
| PHILO 320 | Twentieth Century Philosophy (W) | GER 3A | |
| PHILO 376 | Philosophy of Mathematics (W) | GER 3B | |
| PHILO 379 | Philosophy of Science (W) | GER 3B | |
| PHILO 380 | Plato (W) | GER 3A | |
| PHILO 381 | Aristotle (W) | GER 3A | |
| PHILO 382 | Major Figure in Medieval Philosophy (W) | GER 3A | |
| PHILO 383 | Major Figure in Early Modern Philosophy (W) | GER 3A | |
| PHILO 384 | Kant (W) | GER 3A | |
| PHILO 385 | Plotinus (W) | GER 3A | |
| PHILO 386 | Hegel (W) | GER 3A | |
| PHILO 387 | Nietzsche (W) | GER 3A | |
| PHILO 388 | Wittgenstein (W) | GER 3A | |
| PHILO 389 | Heidegger (W) | GER 3A | |
| POLITICAL SCIENCE | | | |
| POLSC 110 | American Government: A Historical Introduction (W) | GER 1C or GER 2B | |
| POLSC 111 | Introduction to American Government and Politics (W) | GER 2B | |
| POLSC 112 | Introduction to Political Theory (W) | GER 2B | |
| POLSC 115 | Introduction to International Politics (W) | GER 2B | |
| POLSC 117 | Introductory Politics (W) | GER 2B | |
| POLSC 201 | Ancient to Early Modern Political Thought (W) | GER 3B | PD/D |
| POLSC 202 | Modern Political Thought (1600-1900) (W) | GER 3B | |
| POLSC 203 | Political Thought Since 1900 (W) | GER 3B | |

| Course | Title | Also Meets |
|--------------------|--|---------------------|
| POLSC 206 | Research Design in Political Science (W) | GER 3B |
| POLSC 207 | Data Analysis in Political Science (W) | GER 3B |
| POLSC 209 [204.51] | Women and Gender in Western Political Thought (W) | GER 3B PD/C or PD/D |
| POLSC 211 | State Government and Politics (W) | GER 3B |
| POLSC 212 | Urban Politics (W) | GER 3B |
| POLSC 214 | Political Parties and Interest Groups (W) | GER 3B |
| POLSC 215 | Public Opinion and Political Participation (W) | GER 3B |
| POLSC 218 | Women and Politics (W) | GER 3B PD/C |
| POLSC 219 | Women and the Law (W) | GER 3B PD/C |
| POLSC 220 | Globalization and Opposition Movements (W) | GER 3B |
| POLSC 230 | The American Presidency (W) | GER 3B |
| POLSC 235 | The American Congress (W) | GER 3B |
| POLSC 240 | The American Judiciary (W) | GER 3B |
| POLSC 241 | Managing American Government (W) | GER 3B |
| POLSC 244 | Energy and Environmental Politics and Public Policy (W) | GER 3B |
| POLSC 251 | Politics of Africa, Asia and Latin America (W) | GER 3B |
| POLSC 252 | Government and Politics in the Caribbean (W) | GER 3B PD/A |
| POLSC 253 | Government and Politics in Latin America (W) | GER 3B PD/A |
| POLSC 254 | Government and Politics in Western Europe (W) | GER 3B PD/D |
| POLSC 255 | Government and Politics of Japan and Korea (W) | GER 3B PD/A |
| POLSC 256 | Government and Politics in South and Southeast Asia (W) | GER 3B PD/A |
| POLSC 257 | Government and Politics of China (W) | GER 3B |
| POLSC 260 | African Politics through African Films (W) | GER 3B |
| POLSC 262 | Government and Politics in Central America (W) | GER 3B PD/A |
| POLSC 263 | Government and Politics in the Middle East (W) | GER 3B PD/A |
| POLSC 264 | Government and Politics of Israel (W) | GER 3B |
| POLSC 265 | Government and Politics in Eastern Europe (W) | GER 3B PD/D |
| POLSC 267 | The Politics of Southern Africa (W) | GER 3B PD/A |
| POLSC 269 | Governments and Politics of Northern Africa (W) | GER 3B |
| POLSC 270 | Black Revolution in Africa (W) | GER 3B |
| POLSC 271 | International Politics in the Americas (W) | GER 3B |
| POLSC 274 | American Foreign Policy (W) | GER 3B |
| POLSC 275 | Politics of the Global Economy (W) | GER 3B |
| POLSC 276 | International Relations of the Third World (W) | GER 3B |
| POLSC 278 | International Organizations (W) | GER 3B |
| POLSC 279 | Revolutionary Mass Movements: Communism, Fascism, Anarchism (W) | GER 3B |
| POLSC 280 | Women, War and Peace (W) | GER 3B PD/C |
| POLSC 281 | Drugs, Politics and Public Policy (W) | GER 3B |
| POLSC 282 | International Security (W) | GER 3B |
| POLSC 301 | American Political Thought (W) | GER 3B |
| POLSC 303 | Democracy and Dictatorship (W) | GER 3B |
| POLSC 305 | Democratic Theory (W) | GER 3B |
| POLSC 306 | Approaches to Political Science (W) | GER 3B |
| POLSC 307 | Theory of Revolution (W) | GER 3B |
| POLSC 309 [204.54] | Feminist Political Theory (W) | GER 3B PD/C |
| POLSC 310 | Comparative Legal Systems (W) | GER 3B |
| POLSC 311 | Utopian Theory (W) | GER 3B |
| POLSC 315 | Social and Economic Policies in Western Europe and the United States (W) | GER 3B PD/D |
| POLSC 316 | Political Theory of Human Rights (W) | GER 3B |
| POLSC 320 | Ethnic Politics (W) | GER 3B PD/B |
| POLSC 321 | American Political Economy (W) | GER 3B |
| POLSC 340 | Constitutional Law: Organizing the Government (W) | GER 3B |
| POLSC 341 | Constitutional Law: Civil Rights (W) | GER 3B |
| POLSC 342 | Constitutional Law: The First Amendment (W) | GER 3B |
| POLSC 343 | Criminal Law (W) | GER 3B |
| POLSC 348 | Public Administration and Public Policy (W) | GER 3B |
| POLSC 351 | Government and Politics of Russia and the Post-Soviet States (W) | GER 3B |
| POLSC 352 | State and Society in Africa (W) | GER 3B |
| POLSC 374 | International Human Rights (W) | GER 3B |
| POLSC 375 | International Law (W) | GER 3B |
| POLSC 376 | International Political Economy (W) | GER 3B |
| POLSC 377 | Theories of International Politics (W) | GER 3B |
| POLSC 378 | Russian National Interest: Past and Present (W) | GER 3B PD/D |
| POLSC 379 | War and Strategy (W) | GER 3B |
| POLSC 380 | European Security (W) | GER 3B PD/D |
| POLSC 381 | East Asia in World Politics (W) | GER 3B PD/A |

PSYCHOLOGY

| | | |
|-----------|--|-------------|
| PSYCH 205 | The Profession of Psychology (W) | GER 3B |
| PSYCH 210 | Child Psychology (W) | GER 3B |
| PSYCH 212 | Psychology of Exceptional Children (W) | GER 3B |
| PSYCH 215 | Introduction to Research Methods in Psychology (W) | GER 3B |
| PSYCH 220 | Personality (W) | GER 3B |
| PSYCH 221 | Psychoanalytic Theories (W) | GER 3B |
| PSYCH 223 | Abnormal Psychology (W) | GER 3B |
| PSYCH 225 | Ethology: Animal Behavior (W) | GER 3B |
| PSYCH 230 | Social Psychology (W) | GER 3B |
| PSYCH 235 | Psychology of Women (W) | GER 3B PD/C |

Writing Requirement, cont.

| Course | Title | Also Meets | |
|-------------------------------------|--|------------------|--------------|
| PSYCH 240 | Applications of Psychology (W) | GER 3B | |
| PSYCH 242 | Health Psychology (W) | GER 3B | |
| PSYCH 245 | History of Psychology (W) | GER 3B | |
| PSYCH 248 | Statistical Methods in Psychological Research (W) | GER 3B | |
| PSYCH 249 | Experimental Psychology: Social (W) | GER 3B | |
| PSYCH 250 | Experimental Psychology: General (W) | GER 3B | |
| RELIGION | | | |
| REL 110 | Nature of Religion (W) | GER 2C | |
| REL 111 | Approaches to Religion (W) | GER 2C | |
| REL 204 | Religious Experience (W) | GER 2C | PD/D |
| REL 205 | Faith and Disbelief (W) | GER 2C | PD/D |
| REL 206 | Ideas of God in Contemporary Western Thought (W) | GER 2C | PD/D |
| REL 207 | Religious Sources of Morality (W) | GER 2C | PD/D |
| REL 208 | Religion and Social Justice (W) | GER 2B | PD/D |
| REL 251 | Eastern Religions (W) | GER 2C | PD/A |
| REL 252 | Ancient Near Eastern Religions (W) | GER 2C | PD/A |
| REL 253 | Western Religions (W) | GER 2C | PD/D |
| REL 254 | Tribal Religions: From Australia to the Americas (W) | GER 2C | PD/A or PD/B |
| REL 255 | Religions of Two Gods (W) | GER 2C | PD/A |
| REL 256 | Afro-Caribbean Religions (W) | GER 2C | PD/B |
| REL 270 | Religion and Psychology (W) | GER 2C | PD/D |
| REL 307 | Religious Ideas in Literature (W) | GER 3A | PD/D |
| REL 308 | Religion and the Arts (W) | GER 3A | PD/D |
| REL 309 | The Religious Meaning of Love and Sex (W) | GER 3A | PD/D |
| REL 310 | The Religious Meaning of Death (W) | GER 3A | PD/D |
| REL 311 | Women and Religion (W) | GER 3A | PD/C |
| REL 312 | Religion and Politics (W) | GER 3A | PD/D |
| REL 313 | Spirit and Nature (W) | GER 3A | PD/D |
| REL 315 | The Problem of Evil (W) | GER 3A | PD/D |
| REL 320 | Hinduism (W) | GER 3A | PD/A |
| REL 321 | Buddhism (W) | GER 3A | PD/A |
| REL 322 | Islam (W) | GER 3A | PD/A |
| REL 323 | Christianity (W) | GER 3A | PD/D |
| REL 324 | Islam and Buddhism (W) | GER 3A | PD/A |
| REL 330 | New Testament Religion (W) | GER 3A | PD/D |
| REL 333 | Christian Theology (W) | GER 3A | PD/D |
| REL 334 | Mysticism (W) | GER 3A | PD/D |
| REL 335 | Myth and Ritual (W) | GER 3A | PD/D |
| REL 336 | Zen (W) | GER 3A | PD/A |
| REL 337 | Sufism (W) | GER 3A | PD/A |
| REL 340 | Homosexuality in World Religions (W) | GER 3A | PD/C |
| REL 390 | Modern Theories in Religion (W) | GER 3A | PD/D |
| ROMANCE LANGUAGES | | | |
| French | | | |
| FREN 256 | Dream and Image: Descartes to Proust (W) | GER 3A | |
| Italian | | | |
| ITAL 260 | Modern Italian Short Story (W) | GER 2C | PD/D |
| ITAL 276 | Dante's Divine Comedy (W) | GER 3A | PD/D |
| ITAL 339 | Italian American Women Writers and Artists: Issues (W) | GER 3A | PD/C |
| Spanish | | | |
| SPAN 269 | Spanish American Women's Literature and Cinema (W) | GER 3A | PD/A or PD/C |
| SOCIOLOGY | | | |
| SOC 219 | American Society (W) | GER 3B | |
| SOC 239 | Child Welfare (W) | GER 3B | |
| SOC 259 | Mass Media, Communication and Public Opinion (W) | GER 3B | |
| SOC 309 | Social Movements and Social Change (W) | GER 3B | |
| SOC 315 | Work and Society (W) | GER 3B | |
| SOC 350 | Quantitative Methods (W) | GER 3B | |
| SOC 361 | Development and Modernization (W) | GER 3B | PD/A |
| SOC 362 | The Sociology of Islam (W) | GER 3B | |
| THEATRE | | | |
| THEA 211 | World Theatre I (W) | GER 2C | PD/D |
| THEA 212 | World Theatre II (W) | GER 2C | PD/D |
| THEA 213 | World Theatre III (W) | GER 2C or GER 3A | PD/D |
| THEA 214 | Multicultural Perspectives in Theatrical Performance (W) | GER 3A | PD/B |
| THEA 215 | Black Theatre (W) | GER 3A | PD/B |
| THEA 321 | Play Analysis (W) | GER 3A | PD/D |
| THEA 322 | Theatre Theory and Criticism (W) | GER 3A | PD/D |
| THEA 323 | 20th Century Aesthetics in Theatre & Film (W) | GER 3A | |
| THEA 324 | Adaptation in Theatre and Film (W) | GER 3A | |
| THEA 331 | Avant-Garde Theatre of the 20th Century (W) | | PD/D |
| THEA 376 | Playwriting I (W) | GER 3A | |
| THOMAS HUNTER HONORS PROGRAM | | | |
| HONS 201 | The Sophomore Honors Colloquium (W) | | |
| HONS 301 | The Upper Level Honors Colloquium (W) | | |
| HONS 301.98 | Advanced Research Writing (W) | | |

| Course | Title | Also Meets |
|-------------------------------------|---|-----------------------|
| URBAN AFFAIRS & PLANNING | | |
| URBS 101 | Urban Life, Personal and Observational View (W) | GER 2B |
| URBS 102 | Structure of Urban Region (W) | GER 2B |
| URBS 201 | Plans and Policies for Contemporary Urban Community (W) | GER 2B |
| WOMEN'S STUDIES | | |
| WOMST 201 | Classics in Feminist Thought (W) | GER 3A or GER 3B PD/C |
| WOMST 209 | Women and Gender in Western Political Thought (W) | GER 3B PD/C or PD/D |
| WOMST 219 | Women and the Law (W) | GER 3B PD/C |
| WOMST 230 | Feminism: Philosophical Theory and Practice (W) | GER 3A PD/C |
| WOMST 239 | Child Welfare (W) | GER 3B |
| WOMST 250 | Women and Music (W) | GER 3A |
| WOMST 258 | Topics in Literature by Women (W) | GER 3A PD/C |
| WOMST 260 | Russian Women Writers in English Translation (W) | GER 3A PD/C |
| WOMST 261 | Women and Politics (W) | GER 3B PD/C |
| WOMST 262 | Women, War and Peace (W) | GER 3B PD/C |
| WOMST 269 | Spanish American Women's Literature and Cinema (W) | GER 3A PD/A or PD/C |
| WOMST 305 | Women and Slaves in Classical Antiquity (W) | GER 3A PD/C or PD/D |
| WOMST 309 | Feminist Political Theory (W) | GER 3B |
| WOMST 315 | Work and Society (W) | GER 3B |
| WOMST 318 | Women in Africa (W) | GER 3B PD/C |
| WOMST 319 | Advanced Topics in Literature by Women (W) | GER 3A PD/C |
| WOMST 329 | Women in the African Diaspora (W) | GER 3B PD/B or PD/C |
| WOMST 336 | Afro-American Women Writers (W) | GER 3A PD/C |
| WOMST 337 | Caribbean Women Writers (W) | GER 3A |
| WOMST 384 | Women and Media (W) | GER 3A PD/C |

FOREIGN LANGUAGE REQUIREMENT

Hunter College currently offers the following programs to meet foreign language requirements:

Chinese (CHIN), French (FREN), German (GERMN), Greek (GRK), Hebrew (HEBR), Italian (ITAL), Japanese (JPN), Latin (LAT), Polish (POL), Russian (RUSS), Spanish (SPAN), Swahili (SWA), Ukrainian (UKR), Yoruba (YOR).

Course of Study All students must demonstrate foreign language proficiency at the 12-credit level or its equivalent. 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 Elementary three-credit courses are usually numbered 101 and 102 and the Intermediate three-credit courses are usually 201 and 202 (except that the Spanish for Native Speakers sequence is SPAN 105, 106, 207 and 208; intermediate Greek is GRK 110 and GRK 202 or 203; intermediate Latin is LAT 110 and LAT 201, 202, 203 or 204). The intensive six-credit courses are usually numbered 103 and 203 (except for: CHIN 107 and 207; GRK 107; and LAT 107). Intensive courses are not offered in all languages. The first semester of a four-course sequence will not be credited without successful completion of the second semester.

Exemption Students may be exempted from part or all of the foreign language requirement by virtue of:

- 1) 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 4 semesters of language courses or an equivalent combination of college and high school courses is fulfilled only if all 4 semesters are completed in the same language. Students who have completed 4 years of one foreign language in high school should apply for an exemption with the Coordinator of Academic Appeals; 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) Courses taken at other colleges.
- 3) Competency demonstrated through proficiency examinations. To arrange for an examination contact the appropriate department office; if the language in question is not taught at Hunter College contact the Dean of the School of Arts & Sciences.
- 4) Students who have graduated from a high school outside the United States in which the language of instruction was other than English may be exempted from the foreign language requirement upon presentation of a high school or secondary (equivalent) transcript.

Note that an exemption from a language requirement does not yield any credit unless the exemption is based on successful completion of college courses.

Placement Students may begin a foreign language at Hunter College. Students who are not exempt from the foreign language requirement as described above should choose their language course as follows:

- 1) Students who have satisfactorily completed 3 years of study of one language in high school or have completed the college equivalent of the 3rd level in a foreign language sequence should take the 4th course in the required sequence.
- 2) Students who have satisfactorily completed 2 years of study of one language in high school or have completed the college equivalent of the second level in a foreign language sequence should take the 3rd and 4th courses in the required sequence.
- 3) Students who have satisfactorily completed 1 year of study of a language in high school or have completed the college equivalent of the 1st level in a foreign language sequence should take the 2nd, 3rd and 4th courses in the required sequence.
- 4) Students who are beginning the study of a foreign language should take all 12 credits of a course sequence.

Foreign Language Requirement

| Course | Title |
|---|--------------------------------|
| AFRICANA & PUERTO RICAN/LATINO STUDIES | |
| Swahili | |
| SWA 101 | Swahili I |
| SWA 102 | Swahili II |
| SWA 201 | Swahili III |
| SWA 202 | Swahili IV |
| Yoruba | |
| YOR 101 | Yoruba I |
| YOR 102 | Yoruba II |
| YOR 201 | Yoruba III |
| YOR 202 | Yoruba IV |
| CLASSICAL & ORIENTAL STUDIES | |
| Chinese | |
| CHIN 101 | Elementary Chinese I |
| CHIN 102 | Elementary Chinese II |
| CHIN 201 | Intermediate Chinese I |
| CHIN 202 | Intermediate Chinese II |
| Greek | |
| GRK 101 | Beginning Greek I |
| GRK 102 | Beginning Greek II |
| GRK 110 | Greek Reading |
| GRK 202 | Plato |
| GRK 203 | Homer |
| Hebrew | |
| HEBR 101 | Elementary Hebrew I |
| HEBR 102 | Elementary Hebrew II |
| HEBR 103 | Intermediate Elementary Hebrew |
| HEBR 201 | Intermediate Hebrew I |
| HEBR 202 | Intermediate Hebrew II |
| Japanese | |
| JPN 101 | Elementary Japanese I |
| JPN 102 | Elementary Japanese II |
| JPN 201 | Intermediate Japanese I |
| JPN 202 | Intermediate Japanese II |
| Latin | |
| LAT 110 | Latin Reading |
| LAT 201 | Ovid's Metamorphosis |
| LAT 202 | Roman Biography |
| LAT 203 | Vergil's Aeneid |
| LAT 204 | Cicero's De Senectute |

| Course | Title |
|--------------------------|--------------------------------|
| Polish | |
| POL 101 | Elementary Polish |
| POL 102 | Elementary Polish |
| POL 201 | Intermediate Polish I |
| POL 202 | Intermediate Polish II |
| Russian | |
| RUSS 101 | Elementary Russian |
| RUSS 102 | Elementary Russian |
| RUSS 103 | Elementary Russian (Intensive) |
| RUSS 201 | Intermediate Russian I |
| RUSS 202 | Intermediate Russian II |
| Ukrainian | |
| UKR 101 | Ukrainian I |
| UKR 102 | Ukrainian II |
| UKR 201 | Ukrainian III |
| UKR 202 | Ukrainian IV |
| GERMAN | |
| GERMN 101 | Elementary German I |
| GERMN 102 | Elementary German II |
| GERMN 103 | Intermediate Elementary German |
| GERMN 201 | Intermediate German I |
| GERMN 202 | Intermediate German II |
| GERMN 203 | Intensive Intermediate German |
| ROMANCE LANGUAGES | |
| French | |
| FREN 101 | Elementary French I |
| FREN 102 | Elementary French II |
| FREN 103 | Intensive Elementary French |
| FREN 201 | Intermediate French I |
| FREN 202 | Intermediate French II |
| FREN 203 | Intensive Intermediate French |
| Italian | |
| ITAL 101 | Elementary Italian I |
| ITAL 102 | Elementary Italian II |
| ITAL 103 | Intensive Elementary Italian |
| ITAL 201 | Intermediate Italian I |
| ITAL 202 | Intermediate Italian II |
| ITAL 203 | Intensive Intermediate Italian |
| Spanish | |
| SPAN 101 | Elementary Spanish I |
| SPAN 102 | Elementary Spanish II |
| SPAN 103 | Intensive Elementary Spanish |
| SPAN 201 | Intermediate Spanish I |
| SPAN 202 | Intermediate Spanish II |
| SPAN 203 | Intensive Intermediate Spanish |

PLURALISM AND DIVERSITY REQUIREMENT

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 its undergraduates.

Accordingly, all students, including transfer students, who entered Hunter College in the Fall 1993 semester or later are required to complete 12 credits in designated courses that address issues of pluralism and diversity before graduating from Hunter College. Students choose three credits from each of the four groups below. Work done at other 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 corresponding pluralism and diversity requirement except that for BIOL 100/102 students must see the department to receive pluralism and diversity credit. All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's Core 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 course to only one of the four areas.

Group A: Non-European societies, particularly those of Africa, Asia, Latin America or those indigenous to the Americas

Group B: Groups in the United States of America: African Americans, Asian Americans, Latino Americans and Native Americans

Group C: Women and/or issues of gender or sexual orientation

Group D: Europe, including the ways in which pluralism and diversity have been addressed

Pluralism and Diversity Requirement — Group A**3 Credits**

A course focusing on 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 principally 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.**

| Course | Title | Also Meets | |
|---|--|------------|----------------|
| AFRICANA & PUERTO RICAN/LATINO STUDIES | | | |
| AFPRL 141 | Puerto Rican Folklore | or PD/B | GER 2C |
| AFPRL 143 | The Image of Puerto Rican National Identity In Literature | | |
| AFPRL 201 | African History from Human Origins to 1600 | | GER 2B |
| AFPRL 202 | African History since 1600 CE | | GER 2B |
| AFPRL 206 | African Political and Social Change | | |
| AFPRL 207 | Afro-Caribbean Politics I (1492 to Political Independence) | | |
| AFPRL 208 | Afro-Caribbean Politics II (Since Political Independence) | | |
| AFPRL 209 | Introduction to Caribbean History to 1900 | | GER 2B |
| AFPRL 210 | Introduction to Caribbean History, 1900 to Present | | GER 2B |
| AFPRL 220 | African Spirituality in the Diaspora | or PD/B | GER 2C |
| AFPRL 222 | African Civilization | | GER 2C |
| AFPRL 235 | African Literature (W) | | GER 2A Writing |
| AFPRL 237 | African-Caribbean Literature (W) | or PD/B | GER 2A Writing |
| AFPRL 241 | Puerto Rican History to 1897 | | GER 2B |
| AFPRL 242 | Puerto Rican History Since 1898 | | GER 2B |
| AFPRL 243 | Puerto Rican Culture | or PD/B | GER 2C |
| AFPRL 245 | Puerto Rican Literature I (16th-19th Century) | | |
| AFPRL 246 | Puerto Rican Literature II (20th Century) | | |
| AFPRL 290.20 | Latino Literature | or PD/B | |
| AFPRL 290.35 | Dominican Identity | or PD/B | |
| AFPRL 290.63 | Modern South Africa | | |
| AFPRL 306 | Modern African International Relations (W) | | GER 3B Writing |
| AFPRL 309 | Afro-Americans and Africa (W) | or PD/B | GER 3B Writing |
| AFPRL 313 | Slavery (W) | or PD/B | GER 3B Writing |
| AFPRL 320 | African-Caribbean Culture (W) | or PD/B | GER 3A Writing |
| AFPRL 322 | African World View: Philosophy and Symbolic Thought (W) | | GER 3A Writing |
| AFPRL 342 | Political Nationalism in Puerto Rico (W) | | GER 3B Writing |
| AFPRL 351 | Major Puerto Rican Figures (W) | or PD/B | GER 3B Writing |
| AFPRL 355 | Spanish Afro-Antillean Poetry (W) | | GER 3A Writing |
| AFPRL 362 | Folk Religion in Puerto Rico (W) | or PD/B | GER 3A Writing |
| AFPRL 428.58 | Cheikh Anta Diop | or PD/B | |
| AFPRL 428.59 | African-Centered Theory | or PD/B | |
| ANTHROPOLOGY | | | |
| ANTHC 101 | Cultural Anthropology | | GER 2B |
| ANTHC 200 | Africa: Societies and Cultures | | GER 3B |
| ANTHC 201 | The Middle East: Societies and Cultures | | GER 3B |
| ANTHC 204 | East Asia: Societies and Cultures | | GER 3B |
| ANTHC 211 | Native North America: Societies and Cultures | or PD/B | GER 3B |
| ANTHC 213 | Latin America: Societies and Cultures | | GER 3B |
| ANTHC 214 | The Caribbean: Societies and Cultures | | GER 3B |
| ANTHC 226 | Archaeology of Africa | | GER 3B |
| ANTHC 228 | Archaeology of the Near East | | GER 3B |
| ANTHC 303 | Kinship and Social Organization | | GER 3B |
| ANTHC 304 | Economy and Culture | | GER 3B |
| ANTHC 305 | Psychological Anthropology | | GER 3B |
| ANTHC 307 | Anthropology of Religion | | GER 3B |
| ANTHC 308 | Human Ecology | | GER 3B |
| ANTHC 309 | [Rural Societies] Country and City in Comparative Perspective | | GER 3B |
| ANTHC 310 | [Political Anthropology] Politics and Power in Anthropological Perspective | | GER 3B |
| ANTHC 320.89 | Archeology of Mexico and Central America | or PD/B | GER 3B |
| ANTHC 401.55 | Hunters and Gatherers | | |
| ANTHC 401.92 | People and Environment in Amazonia | | |
| ART | | | |
| ART H 205 | Egyptian Art | GER 3A | Writing |
| ART H 260 | Islamic Art (W) | GER 3A | Writing |
| ART H 263 | Chinese and Japanese Art (W) | GER 3A | Writing |
| ART H 270 | Art of Africa and Oceania (W) | GER 3A | Writing |
| CLASSICAL & ORIENTAL STUDIES | | | |
| Chinese | | | |
| CHIN 111 | Chinese Culture I | | GER 2C |
| CHIN 112 | Chinese Culture II | | GER 2C |
| CHIN 306 | 20th-Century Chinese Literature | | |
| CHIN 307 | Classical Chinese Poetry | | |
| CHIN 355 | Chinese Fiction in Translation (W) | | GER 3A Writing |
| CHIN 357 | Chinese Poetry in Translation (W) | | GER 3A Writing |

Pluralism and Diversity Requirement — Group A, cont.

| Course | Title | | Also Meets |
|---------------------------------|--|-----------------|----------------|
| Classics | | | |
| CLA 225 | Egyptian Archaeology (W) | | GER 3A Writing |
| CLA 227 | Archaeology of Eastern Mediterranean (W) | | GER 3A Writing |
| CLA 322 | Archaeology of Mesopotamia (W) | | GER 3A Writing |
| CLA 323 | Archaeology of Iran and Anatolia (W) | | GER 3A Writing |
| Hebrew | | | |
| HEBR 240 | Introduction to the Old Testament | | GER 2C |
| HEBR 259 | Old Testament Religion | | GER 2C |
| HEBR 286 | Ancient Near Eastern Literature | | GER 3A |
| HEBR 288 | Ancient Hebraic Folklore | | GER 2C |
| HEBR 290 | Biblical Archaeology | | GER 2C |
| HEBR 292 | The Hebrew Prophets, in English | | GER 2C |
| HEBR 294 | Job, Ecclesiastes and the Human Predicament | | GER 3A |
| HEBR 295 | Ancient Hebraic Law, in English | | GER 2C |
| HEBR 296 | The Dead Sea Scrolls, in English | | GER 3A |
| HEBR 315 | Biblical Literature: Pentateuch | | GER 3A |
| HEBR 316 | Biblical Literature: Historical Books | | GER 3A |
| HEBR 317 | Biblical Literature: Prophetic Books | | GER 3A |
| HEBR 318 | Biblical Literature: Hagiographa | | GER 3A |
| HEBR 321 | Talmudic Literature | | GER 3A |
| Russian | | | |
| RUSS 293 | Folklore in Translation: A Comparative Study | | |
| DANCE | | | |
| DAN 252.51 | African Dance I | | GER 3A |
| DAN 252.52 | Classical Indian Dance I | | GER 3A |
| DAN 252.53 | Afro-Brazilian Dance I | | GER 3A |
| DAN 252.54 | Tai Chi I | | GER 3A |
| DAN 252.55 | Capoeira I | | GER 3A |
| DAN 352.51 | African Dance II | | GER 3A |
| DAN 352.52 | Classical Indian Dance II | | GER 3A |
| DAN 352.53 | Afro-Brazilian Dance II | | GER 3A |
| DAN 352.54 | Tai Chi II | | GER 3A |
| DAN 352.55 | Capoeira II | | GER 3A |
| ECONOMICS | | | |
| ECO 330 | Economic Development | | GER 3B |
| ENGLISH | | | |
| ENGL 250.92 | Black Women Writers: Cross-Cultural Connections | or PD/B or PD/C | GER 2C |
| ENGL 255 | Topics in Non-European Literary Traditions (W) | | GER 3A Writing |
| ENGL 317 | Advanced Topics in Non-European Literary Traditions (W) | | GER 3A Writing |
| ENGL 327 | Studies in Caribbean Literature | | GER 3A |
| ENGL 386.69 | Caribbean Writers | | GER 3A Writing |
| FILM & MEDIA STUDIES | | | |
| FILM 213.54 | National Cinema: Japanese Cinema | | GER 3A |
| FILM/MEDIA 328 | Images of Resistance in the Developing World | | GER 3A |
| MEDIA 387 | Third World Images: Media of Resistance | | GER 3A |
| MEDIA 395 | Mass Media in Developing Countries (W) | | GER 3A Writing |
| GEOGRAPHY | | | |
| GEOG 150 | World Regional Geography | or PD/D | GER 2B |
| GEOG 270 | Geography of Mexico, Central America and the Caribbean | | GER 3B |
| GEOG 271 | Regional Geography of South America | | GER 3B |
| GEOG 274 | Regional Geography of Middle East and North Africa | | GER 3B |
| GEOG 275 | Regional Geography of Sub-Saharan Africa | | GER 3B |
| GEOG 277 | Regional Geography of East Asia | | GER 3B |
| GEOG 278 | Regional Geography of Russia and Central Asia | or PD/D | GER 3B |
| GEOG 370 | Geography of Sustainable Development in Developing Countries | | GER 3B |
| GEOG 371 | Rural Water Supply in Developing Regions | | GER 3B |
| HISTORY | | | |
| HIST 111 | World History to 1500 | | GER 2B |
| HIST 276.51 | Modern Middle East from 1800 to the Present | | |
| HIST 277 | East Asia to 1600 | | GER 2B |
| HIST 278 | East Asia 1600 to Present | | GER 2B |
| HIST 288 | History of Africa to the 19th Century | | GER 2B |
| HIST 289 | History of Africa in the 19th & 20th Centuries | | GER 2B |
| HIST 309 | Jewish History in the Ancient World | | GER 3B |
| HIST 319 | Medieval and Early Jewish History | | GER 3B Writing |
| HIST 376.51 | The Middle East Today | | GER 3B |
| HIST 380 [379] | Japan Since 1800 | | GER 3B |
| MUSIC | | | |
| MUSHL 107 | The World of Music | | GER 2D |
| MUSHL 240 | Music of the Caribbean and Latin America (W) | | GER 3A Writing |

| Course | Title | Also Meets | | |
|-------------------------------------|---|------------|---------|---------|
| MUSHL 241 | Music of Asia | GER 3A | Writing | |
| MUSHL 245 | Music of Africa (W) | GER 3A | Writing | |
| MUSHL 261.54 | African Music (W) | GER 3A | | |
| MUSHL 352 | Introduction to Ethnomusicology I (W) | GER 3A | Writing | |
| MUSHL 353 | Introduction to Ethnomusicology II (W) | GER 3A | Writing | |
| PHILOSOPHY | | | | |
| PHILO 219 | Asian Philosophers | GER 3A | | |
| POLITICAL SCIENCE | | | | |
| POLSC 252 | Government and Politics in the Caribbean (W) | GER 3B | Writing | |
| POLSC 253 | Government and Politics in Latin America (W) | GER 3B | Writing | |
| POLSC 255 | Government and Politics in Japan and Korea (W) | GER 3B | Writing | |
| POLSC 256 | Government and Politics in South and Southeast Asia (W) | GER 3B | Writing | |
| POLSC 262 | Government and Politics in Central America (W) | GER 3B | Writing | |
| POLSC 263 | Government and Politics in the Middle East (W) | GER 3B | Writing | |
| POLSC 267 | The Politics of Southern Africa (W) | GER 3B | Writing | |
| POLSC 381 | East Asia in World Politics (W) | GER 3B | Writing | |
| RELIGION | | | | |
| REL 251 | Eastern Religions (W) | GER 2C | Writing | |
| REL 252 | Ancient Near Eastern Religions (W) | GER 2C | Writing | |
| REL 254 | Tribal Religions: From Australia to North America (W) | or PD/B | GER 2C | Writing |
| REL 255 | Religions of Two Gods (W) | GER 2C | Writing | |
| REL 320 | Hinduism (W) | GER 3A | Writing | |
| REL 321 | Buddhism (W) | GER 3A | Writing | |
| REL 322 | Islam (W) | GER 3A | Writing | |
| REL 324 | Islam and Buddhism (W) | GER 3A | Writing | |
| REL 336 | Zen (W) | GER 3A | Writing | |
| REL 337 | Sufism (W) | GER 3A | Writing | |
| ROMANCE LANGUAGES | | | | |
| SPAN 269 | Spanish American Women's Literature and Cinema (W) | or PD/C | GER 3A | Writing |
| SOCIOLOGY | | | | |
| SOC 361 | Development and Modernization (W) | | GER 3B | Writing |
| THOMAS HUNTER HONORS PROGRAM | | | | |
| HONS 201.54 | Nationalism and the Politics of Identity (W) | or PD/D | | |
| HONS 301.67 | South Africa and Southern Africa After Apartheid (W) | | | |
| WOMEN'S STUDIES | | | | |
| WOMST 200.50 | Women and Development | or PD/C | | |
| WOMST 200.67 | Women and Music in World Culture | or PD/C | | |
| WOMST 200.73 | African Women: Development and Politics | or PD/C | | |
| WOMST 269 | Spanish American Women's Literature and Cinema (W) | or PD/C | GER 3A | Writing |
| WOMST 300.63 | Changing Role of Women in China and Japan | or PD/C | | |
| WOMST 300.64 | Women in the Middle East | or PD/C | | |
| WOMST 300.69 | Decolonizing Desire | or PD/C | | |

Pluralism and Diversity Requirement — Group B**3 Credits**

A course focusing on 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 principally derived from the historical conditions, perspectives, immigrant experiences 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.**

AFRICANA & PUERTO RICAN/ LATINO STUDIES

| | | | | |
|--------------|--|---------|--------|---------|
| AFPRL 100 | Introduction to Black Politics | | GER 2B | |
| AFPRL 102 | Latino Communities in New York | | GER 2B | |
| AFPRL 103 | Conquered Peoples in America | | GER 2B | |
| AFPRL 141 | Puerto Rican Folklore | or PD/A | GER 2C | |
| AFPRL 203 | African-American History I | | GER 2B | |
| AFPRL 204 | African-American History II | | GER 2B | |
| AFPRL 205 | African-American Politics of Social Change | | GER 2B | |
| AFPRL 220 | African Spirituality in the Diaspora | or PD/A | GER 2C | |
| AFPRL 236 | African-American Literature (W) | | GER 2A | Writing |
| AFPRL 237 | Afro-Caribbean Literature | or PD/A | GER 2A | Writing |
| AFPRL 243 | Puerto Rican Culture | or PD/A | GER 2C | |
| AFPRL 244 | Puerto Ricans in the United States | | GER 2B | |
| AFPRL 255 | The Puerto Rican Child in American Schools | | | |
| AFPRL 290.20 | Latino Literature | or PD/A | | |
| AFPRL 290.35 | Dominican Identity | or PD/A | | |
| AFPRL 290.66 | The Black Family | | | |
| AFPRL 304 | Leaders and Movements of Black Urban Communities (W) | | GER 3B | Writing |

Pluralism and Diversity Requirement — Group B, cont.

| Course | Title | | Also Meets | |
|---------------------------------|---|-----------------|------------|---------|
| AFPRL 309 | Afro-Americans and Africa (W) | or PD/A | GER 3B | Writing |
| AFPRL 313 | Slavery (W) | or PD/A | GER 3B | Writing |
| AFPRL 319 | Women in the African Diaspora (W) | or PD/C | GER 3B | Writing |
| AFPRL 320 | African-Caribbean Culture (W) | or PD/A | GER 3A | Writing |
| AFPRL 351 | Major Puerto Rican Figures (W) | or PD/A | GER 3B | Writing |
| AFPRL 356 | Latino Literature in English (W) | | GER 3A | Writing |
| AFPRL 362 | Folk Religion in Puerto Rico (W) | or PD/A | GER 3A | Writing |
| AFPRL 387 | Puerto Rican/Latino Politics in the United States (W) | | GER 3B | Writing |
| AFPRL 428.58 | Cheikh Anta Diop | or PD/A | | |
| AFPRL 428.59 | African-Centered Theory | or PD/A | | |
| ANTHROPOLOGY | | | | |
| ANTHC 211 | Native North America: Societies and Cultures | or PD/A | GER 3B | |
| ANTHC 215 | The Anthropology of Black America (W) | | GER 3B | Writing |
| ANTHC 320.89 | Archeology of Mexico and Central America | or PD/A | GER 3B | |
| ANTHC 426.59 | Archeology of North America | | | |
| ASIAN AMERICAN STUDIES | | | | |
| ASIAN 210 | Asians in the United States | | | |
| ASIAN 220 | Topics in Asian American Literature | | | |
| ASIAN 230 | Topics in Asian American Society | | | |
| ASIAN 320 | Advanced Topics in Literature of Asian Diaspora | | | |
| ASIAN 330 | Advanced Topics in Asian American Society | | | |
| ASIAN 340 | Advanced Topics in Asian American Media | | | |
| ASIAN 350 | Topics of Asian American History | | | |
| ASIAN 390 | Seminar in Asian American Topics | | | |
| ASIAN 490 | Advanced Seminar in Asian American Topics | | | |
| ENGLISH | | | | |
| ENGL 250.80 | Autobiographies of Black Women Literary Artists (WOMST 200.68) | or PD/C | GER 2C | |
| ENGL 250.88 | Survey of African-American Literature | | | |
| ENGL 250.92 | Black Women Writers: Cross-Cultural Connections | or PD/A or PD/C | GER 2C | |
| ENGL 250.96 | Survey Asian-American Literature | or PD/C | | |
| ENGL 256 | Topics in Literature of Non-European Americans (W) | | GER 3A | Writing |
| ENGL 318 | Advanced Topics in the Literature of Non-European Americans | | GER 3A | Writing |
| ENGL 320 | Multicultural American Literature | | GER 3A | Writing |
| ENGL 321 | Studies in African-American Literature | | GER 3A | |
| ENGL 324 | Studies in Native-American Literature | | GER 3A | |
| ENGL 389.67 | Toni Morrison | or PD/C | GER 3A | |
| ENGL 494.69 | Fiction and Contemporary Theory: Race, Class and Gender | or PD/C or PD/D | GER 3A | |
| FILM & MEDIA STUDIES | | | | |
| FILM 214.51 | Multicultural Perspectives in Cinema: African-American Cinema | | GER 3A | |
| FILM/MEDIA 327 | Special Topics: Representations of Race and Ethnicity in U.S. Media | | | |
| GEOGRAPHY | | | | |
| GEOG 241 | Population in Geography | or PD/C | GER 3B | |
| GEOG 342 | Geography of International Migration and Ethnicity | | GER 3B | |
| MUSIC | | | | |
| MUSHL 217 | History of Jazz (W) | | GER 3A | Writing |
| MUSHL 221 | Black Music in the Americas (W) | | GER 3A | Writing |
| MUSHL 261.56 | Black Music in World Culture (W) | | GER 3A | |
| NURSING | | | | |
| NURS 346 | Changing the Face of Death | | | |
| NURS 384 | Nursing Culturally Diverse Families | | | |
| PHILOSOPHY | | | | |
| PHILO 226 | African-American Philosophy (W) | | GER 3A | Writing |
| POLITICAL SCIENCE | | | | |
| POLSC 320 | Ethnic Politics (W) | | GER 3B | Writing |
| RELIGION | | | | |
| REL 254 | Tribal Religions: From Australia to North America (W) | or PD/A | GER 2C | Writing |
| REL 256 | Afro-Caribbean Religions (W) | | GER 2C | Writing |
| SOCIOLOGY | | | | |
| SOC 217 | Race and Ethnic Relations | | GER 3B | |
| SOC 307 | Sociology of Migration | | GER 3B | |
| THEATRE | | | | |
| THEA 214 | Multicultural Perspectives in Theatrical Performance (W) | | GER 3A | Writing |
| THEA 215 | Black Theatre (W) | | GER 3A | Writing |
| WOMEN'S STUDIES | | | | |
| WOMST 200.68 | Autobiographies of Black Women Literary Artists (ENGL 250.80) | or PD/C | GER 2C | |
| WOMST 200.92 | The Black Child | | | |
| WOMST 329 | Women in the African Diaspora (W) | or PD/C | GER 3B | Writing |

Pluralism and Diversity Requirement — Group C**3 Credits**

A course focusing on 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 principally derived from the historical conditions, perspectives and/or intellectual traditions of **women and/or issues of gender or sexual orientation.**

| Course | Title | | Also Meets | |
|---|--|-----------------|------------|---------|
| AFRICANA & PUERTO RICAN/LATINO STUDIES | | | | |
| AFPRL 318 | Women in Africa (W) | | GER 3B | Writing |
| AFPRL 319 | Women in the African Diaspora (W) | or PD/B | GER 3B | Writing |
| AFPRL 336 | African-American Women Writers (W) | | GER 3A | Writing |
| ANTHROPOLOGY | | | | |
| ANTHC 301 | [Sex and] Gender in Anthropological Perspective | | GER 3B | |
| ANTHC 312 | Anthropological Approaches to Sexuality | | GER 3B | |
| ANTHC 320.76 | Language, Sex and Gender | | GER 3B | |
| ANTHC 322 | Family and Household in Anthropology and History | | GER 3B | |
| ASIAN AMERICAN STUDIES | | | | |
| ASIAN 220.01 | Gender and Genre in Asian American Literature | | | |
| BIOLOGICAL SCIENCES | | | | |
| BIOL 100 | Principles of Biology I (Pluralism and Diversity credit only if BIOL 100, 102 are completed) | or PD/D | GER 2E | |
| BIOL 102 | Principles of Biology II (Pluralism and Diversity credit only if BIOL 100, 102 are completed) | or PD/D | GER 2E | |
| BIOL 160 | Honors Principles of Biology II (Pluralism and Diversity credit only if BIOL 100, 160 are completed) | | | |
| CLASSICAL & ORIENTAL STUDIES | | | | |
| Classics | | | | |
| CLA 305 | Women and Slaves in Classical Antiquity (W) | or PD/D | GER 3A | Writing |
| Hebrew | | | | |
| HEBR 210.60 | Woman's Profile in Modern Hebrew Literature | | | |
| HEBR 250.60 | Images of Women in the Old Testament | | | |
| HEBR 284 | Images of Women in the Old Testament | | GER 3A | |
| HEBR 451.66 | Seminar: The Woman in Modern Hebrew Literature | or PD/D | | |
| Russian | | | | |
| RUSS 156 | Culture of Imperial Russia: The Age of Emperesses | | GER 2C | |
| RUSS 260 | Russian Women Writers in Translation (W) | | GER 3A | Writing |
| RUSS 360 | Russian Women Writers | | GER 3A | |
| ECONOMICS | | | | |
| ECO 345 | Women and Men in the Labor Market | | GER 3B | |
| ENGLISH | | | | |
| ENGL 250.60 | Mystery Fiction: American Women Detective Writers | | | |
| ENGL 250.67 | Heroines | or PD/D | | |
| ENGL 250.72 | Women-Centered Literature | | | |
| ENGL 250.73 | Contemporary American Women Poets | | | |
| ENGL 250.80 | Autobiographies of Black Women Literary Artists (WOMST 200.68) | or PD/B | GER 2C | |
| ENGL 250.85 | Classic Texts/Modern Context | | | |
| ENGL 250.92 | Black Women Writers (WOMST 200.58) | or PD/A or PD/B | GER 2C | |
| ENGL 250.92 | Black Women Writers: Cross-Cultural Connections (WOMST 200.58) | or PD/A or PD/B | GER 2C | |
| ENGL 250.96 | Survey Asian-American Literature | or PD/B | | |
| ENGL 258 | Topics in Literature by Women (W) | | GER 3A | Writing |
| ENGL 308 | Essay Writing I | | GER 3A | |
| ENGL 319 | Advanced Topics in Literature by Women (W) | | GER 3A | Writing |
| ENGL 386.52 | Images of Women in Literature and Film | or PD/D | GER 3A | |
| ENGL 386.55 | English and American Women Crime Writers | or PD/D | GER 3A | |
| ENGL 387.63 | William Blake and Sexual Liberation | | GER 3A | |
| ENGL 389.54 | Virginia Woolf | or PD/D | GER 3A | |
| ENGL 389.55 | Jane Austen | or PD/D | GER 3A | |
| ENGL 389.67 | Toni Morrison | or PD/B | GER 3A | |
| ENGL 398.61 | Henry James and Edith Wharton | | GER 3A | |
| ENGL 399.61 | Contemporary American Women Poets | | GER 3A | |
| ENGL 399.62 | Writing the "New Woman": Works by Wharton, Cather and Glasgow | | GER 3A | |
| ENGL 494.69 | Race, Class and Gender | or PD/B or PD/D | GER 3A | |
| FILM & MEDIA STUDIES | | | | |
| FILM 215 | Women and Film | | GER 3A | |
| FILM 222 | Topics in Genre Studies | | GER 3A | |
| MEDIA 384 | Women and Media (W) | | GER 3A | Writing |
| GEOGRAPHY | | | | |
| GEOG 241 | Population Geography | or PD/B | GER 3B | |
| GERMAN | | | | |
| GERMN 323 | Women in German Literature | | GER 3A | |
| HISTORY | | | | |
| HIST 304 | Women in Early European Society | or PD/D | GER 3B | |
| HIST 345 | Women and Society in Victorian England | or PD/D | GER 3B | |

Pluralism and Diversity Requirement — Group C, cont.

| Course | Title | | Also Meets |
|-------------------------------------|--|----------------------|------------------|
| MUSIC | | | |
| MUSHL 250 | Women and Music (W) | | GER 3A Writing |
| MUSHL 261.76 | Women and Music in World Culture (W) | | GER 3A |
| NURSING | | | |
| NURS 340 | Women's Health | | |
| NURS 351 | Gender, Science and Technology | | |
| PHILOSOPHY | | | |
| PHILO 216 | Women Philosophers of the Past | | GER 3A |
| PHILO 230 | Feminism: Philosophical Theory and Practice (W) | | GER 3A Writing |
| POLITICAL SCIENCE | | | |
| POLSC 204.51 | Women in Western Political Thought | or PD/D | GER 3B |
| POLSC 204.54 | Classics in Feminist Political Thought | | GER 3B |
| POLSC 209 [204.51] | Women and Gender in Western Political Thought (W) | or PD/D | GER 3B Writing |
| POLSC 218 | Women and Politics (W) | | GER 3B Writing |
| POLSC 219 | Women and the Law (W) | | GER 3B Writing |
| POLSC 280 | Women, War and Peace (W) | | GER 3B Writing |
| POLSC 309 [204.54] | Feminist Political Theory (W) | | GER 3B Writing |
| PSYCHOLOGY | | | |
| PSYCH 170 | Psychology of Human Sexuality | | GER 2B |
| PSYCH 190 | Development of Gender Roles | | GER 2B |
| PSYCH 235 | Psychology of Women (W) | | GER 3B Writing |
| PSYCH 309 | Sex and Behavior | | GER 3B |
| RELIGION | | | |
| REL 311 | Women and Religion (W) | | GER 3A Writing |
| REL 340 | Homosexuality in World Religions (W) | | GER 3A Writing |
| ROMANCE LANGUAGES | | | |
| French | | | |
| FREN 262 | Perspectives on Women in French Literature | or PD/D | GER 3A |
| Italian | | | |
| ITAL 337 | Italian Women Writers from the Middle Ages to 18th Century | | GER 2C |
| ITAL 338 | 19th- and 20th-Century Italian Women Writers in Translation | | GER 2C or GER 3A |
| ITAL 339 | Italian American Women Writers and Artists: Issues of Identity (W) | | GER 3A Writing |
| Spanish | | | |
| SPAN 269 | Spanish American Women's Literature and Cinema (W) | or PD/A | GER 3A Writing |
| SOCIOLOGY | | | |
| SOC 201 | Sociology of the Family | | GER 3B |
| SOC 257 | Sex and Gender Roles | | GER 3B |
| SOC 360 [325.93] | Feminist Social Theory | | GER 3B |
| THOMAS HUNTER HONORS PROGRAM | | | |
| HONS 301.85 | Art and Politics in 19th Century France (W) | or PD/D | |
| WOMEN'S STUDIES | | | |
| WOMST 100 | Introduction to Women's Studies | | GER 2B |
| WOMST 156 | Culture of Imperial Russia: the Age of Empresses | | GER 2C |
| WOMST 170 | Psychology of Human Sexuality | | GER 2B |
| WOMST 190 | Development of Gender Roles | | GER 2B |
| WOMST 200.50 | Women and Development | or PD/A | |
| WOMST 200.58 | Black Women Writers: Cross Cultural Connections (ENGL 250.92) | | GER 2C |
| WOMST 200.59 | Women's Stories and Reproductive Rights | | |
| WOMST 200.65 | Family, Sex and Violence | | |
| WOMST 200.67 | Women and Music in World Culture | or PD/A | |
| WOMST 200.68 | Autobiographies of Black Women Literary Artists (ENGL 250.80) | or PD/B | GER 2C |
| WOMST 200.70 | Psychology of Women | | |
| WOMST 200.72 | Feminism: Philosophical Theory | | |
| WOMST 200.73 | African Women: Development and Politics | or PD/A | |
| WOMST 200.74 | Heroines | | GER 2C |
| WOMST 200.77 | The Black Family | | |
| WOMST 200.82 | Reading Literature by Women | | |
| WOMST 200.85 | Culture of Imperial Russia: The Age of Empresses | | |
| WOMST 200.86 | Asian-American Women Writers | | |
| WOMST 200.89 | Women in Jewish History | | |
| WOMST 201 | Classics in Feminist Thought (W) | GER 3A or or PD/D | GER 3B Writing |
| WOMST 209 | Women in Western Political Thought | | GER 3B Writing |
| WOMST 216 | Women Philosophers of the Past | | GER 3A |
| WOMST 219 | Women and the Law (W) | | GER 3B Writing |
| WOMST 222.52 | Topics in Genre Studies: The Woman's Film of the 1940's | | GER 3A |
| WOMST 223 | The Family | | GER 3B |
| WOMST 230 | Feminism: Philosophical Theory and Practice (W) | | GER 3A Writing |
| WOMST 235 | Psychology of Women | | GER 3B |
| WOMST 250 [300.65] | Women and Music (W) | | |
| WOMST 251 | Women and Health | | |
| WOMST 257 | Sex and Gender Issues | | GER 3B |
| WOMST 258 | Topics in Literature by Women (W) | | GER 3A Writing |

| Course | Title | Also Meets |
|--------------------|---|------------------------|
| WOMST 260 | Russian Women Writers in English Translation (W) | GER 3A Writing |
| WOMST 261 | Women and Politics (W) | GER 3B Writing |
| WOMST 262 | Women, War and Peace (W) | GER 3B Writing |
| WOMST 269 | Spanish American Women's Literature and Cinema (W) | or PD/A GER 3A Writing |
| WOMST 300.01 | Women Philosophers: From the Middle Ages to the Early 20th Century | |
| WOMST 300.03 | Asian American Women | |
| WOMST 300.06 | The Narrative of Trauma: The Political Aesthetics of Representing Personal and Social Catastrophe | |
| WOMST 300.22 | 19th and 20th Century Italian Women Writers in Translation | GER 2C or GER 3A |
| WOMST 300.50 | Black Women in the Americas | |
| WOMST 300.51 | Sex and Gender | |
| WOMST 300.53 | Language. Sex and Gender | GER 3B |
| WOMST 300.63 | Changing Role of Women in China and Japan | or PD/A |
| WOMST 300.64 | Women in the Middle East | or PD/A |
| WOMST 300.69 | Decolonizing Desire | or PD/A |
| WOMST 300.72 | Women and Society in Victorian England | |
| WOMST 300.76 | Renaissance English Literature by and about Women | GER 3A |
| WOMST 300.78 | Women with Disabilities | |
| WOMST 300.84 | Asian American Women's Narratives | |
| WOMST 300.85 | Native Women in American History | |
| WOMST 300.87 | Women and Work | GER 3B |
| WOMST 300.92 | Gender, Culture and British Colonialism | |
| WOMST 300.95 | International Women Writers | |
| WOMST 300.98 | Problems In European Women's History | |
| WOMST 300.99 | Political Islam and Women | |
| WOMST 301 | Sex and Gender in Anthropological Perspective | GER 3B |
| WOMST 305 | Women and Slaves in Classical Antiquity (W) | or PD/D GER 3A Writing |
| WOMST 309 [204.54] | Feminist Political Theory (W) | |
| WOMST 318 | Women in Africa (W) | GER 3B Writing |
| WOMST 319 | Advanced Topics in Literature by Women (W) | GER 3A Writing |
| WOMST 329 | Women in the African Diaspora (W) | or PD/B GER 3B Writing |
| WOMST 336 | Afro-American Women Writers (W) | GER 3A Writing |
| WOMST 345 [300.80] | Women and Men in the Labor Market | GER 3B |
| WOMST 351 | Gender, Science and Technology | |
| WOMST 360 [300.60] | Feminist Social Theory | GER 3B |
| WOMST 361 | Russian Women Writers | GER 3A |
| WOMST 384 | Women and Media (W) | GER 3A Writing |
| WOMST 400.53 | Body Politics: Sexuality and Reproduction | GER 3B |
| WOMST 400.54 | Women's Narratives: Female Identity and Reproductive Rights | |
| WOMST 400.59 | Gender, Nationalism, Decolonization | |

Pluralism and Diversity Requirement — Group D**3 Credits**

A course focusing on 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 principally derived from the historical conditions, perspectives and/or intellectual traditions of **Europe, including the ways in which pluralism and diversity have been addressed.**

ANTHROPOLOGY

| | | |
|--------------|-----------------------------------|--------|
| ANTHC 227 | Archaeology of Europe | GER 3B |
| ANTHC 318 | History of Anthropological Theory | GER 3B |
| ANTHC 426.60 | Archeology of Colonialism | |

ART

| | | |
|--------------|---|----------------|
| ART H 111 | Introduction to the History of Art | GER 2D |
| ART H 215 | Greek Art (W) | GER 3A Writing |
| ART H 216 | Roman Art (W) | GER 3A Writing |
| ART H 221 | Later Medieval Art (W) | GER 3A Writing |
| ART H 225 | Art of the Early Renaissance (W) | GER 3A Writing |
| ART H 227 | Northern European Painting (W) | GER 3A Writing |
| ART H 230 | Art of High Renaissance and Later 16th Century in Italy (W) | GER 3A Writing |
| ART H 235 | Southern Baroque Art (W) | GER 3A Writing |
| ART H 240 | Baroque Art of Northern Europe (W) | GER 3A Writing |
| ART H 243 | Eighteenth-Century Art (W) | GER 3A Writing |
| ART H 244 | Neo-Classicism and Romanticism: Age of Revolution (W) | GER 3A Writing |
| ART H 245 | 19th-Century French Painting (W) | GER 3A Writing |
| ART H 246 | American Art (W) | GER 3A Writing |
| ART H 249 | Twentieth-Century Art I: Art to 1945 (W) | GER 3A Writing |
| ART H 250 | Twentieth-Century Art II: Art since 1945 (W) | GER 3A Writing |
| ART H 253 | Medieval Architecture (W) | GER 3A Writing |
| ART H 254 | Renaissance to Neoclassical Architecture (W) | GER 3A Writing |
| ART H 255 | Modern Architecture (W) | GER 3A Writing |
| ART H 370.50 | Greek Vase Painting | GER 3A |

Pluralism and Diversity Requirement — Group D, cont.

| Course | Title | | Also Meets |
|---|--|---------|----------------|
| ART H 399.57 | Histories of Photography | | GER 3A |
| ART H 399.79 | The History of Art History | | GER 3A |
| BIOLOGICAL SCIENCES | | | |
| BIOL 100 | Principles of Biology I (Pluralism and Diversity credit only if BIOL 100 and 102 are completed) | or PD/C | GER 2E |
| BIOL 102 | Principles of Biology II (Pluralism and Diversity credit only if BIOL 100 and 102 are completed) | or PD/C | GER 2E |
| CLASSICAL & ORIENTAL STUDIES | | | |
| Classics | | | |
| CLA 101 | Classical Mythology | | GER 2C |
| CLA 201 | Greek Civilization (W) | | GER 2C Writing |
| CLA 202 | Hellenistic Civilization (W) | | GER 3A Writing |
| CLA 203 | Roman Civilization (W) | | GER 2C Writing |
| CLA 220 | Aegean Archaeology (W) | | GER 3A Writing |
| CLA 221 | Greek Archaeology (W) | | GER 3A Writing |
| CLA 222 | Roman Archaeology (W) | | GER 3A Writing |
| CLA 250 | Greek and Roman Tragedy (W) | | GER 2C Writing |
| CLA 251 | Ancient Comedy (W) | | GER 2C Writing |
| CLA 253 | Homer and Vergil (W) | | GER 2C Writing |
| CLA 254 | The Ancient Novel in Translation (W) | | GER 3A Writing |
| CLA 302 | Comparative Backgrounds of Classical Mythology (W) | | GER 3A Writing |
| CLA 304 | Pagans and Christians (W) | | GER 3A Writing |
| CLA 305 | Women and Slaves in Classical Antiquity | or PD/C | GER 3A Writing |
| CLA 307 | Special Studies in Ancient Roman Culture | | |
| CLA 310 | Ancient Sports and Spectacles (W) | | GER 3A Writing |
| Hebrew | | | |
| HEBR 211 | Masterpieces of Medieval Hebraic Literature in Translation (W) | | GER 2C Writing |
| HEBR 214 | Maimonides's Guide to the Perplexed | | GER 3A |
| HEBR 218 | Masterpieces of Yiddish Literature in Translation (W) | | GER 3A Writing |
| HEBR 310 | Modern Hebrew Literature I | | GER 3A |
| HEBR 322 | Medieval Hebrew Literature | | GER 3A |
| HEBR 323 | Poetry of the Modern Hebrew Renaissance Period | | GER 3A |
| HEBR 324 | The Modern Hebrew Essay | | GER 3A |
| HEBR 451.66 | Seminar: The Woman in Modern Hebrew Literature | or PD/C | |
| Polish | | | |
| POL 250 | Topics in Polish Literature | | |
| Russian | | | |
| RUSS 155 | The Culture of Old Russia | | GER 2C |
| RUSS 157 | The Age of the Great Masters | | GER 2C |
| RUSS 250 | 19th-Century Russian Literature in Translation (W) | | GER 2C Writing |
| RUSS 251 | Tolstoy and Dostoevsky in Translation (W) | | GER 3A Writing |
| RUSS 252 | Modern Russian Literature in Translation (W) | | GER 2C Writing |
| RUSS 253 | Russian Theatre in Translation (W) | | GER 2C Writing |
| RUSS 254 | The Silver Age of Russian Literature in Translation (W) | | GER 2C Writing |
| RUSS 255 | Russian Folklore in Translation (W) | | GER 2C Writing |
| RUSS 256 | Special Topics in Slavic Literature and Culture | | |
| RUSS 294 | Folklore and Literature (W) | | GER 3A Writing |
| RUSS 321 | Russian Short Story and Novella | | GER 3A |
| RUSS 322 | Classical Russian Poetry | | GER 3A |
| RUSS 323 | Modern Russian Poetry | | GER 3A |
| RUSS 341 | Tolstoy and Dostoevsky | | GER 3A |



| Course | Title | Also Meets |
|---------------------------------|--|------------------|
| RUSS 342 | Modern Russian Literature | GER 3A |
| RUSS 343 | Russian and Soviet Drama | GER 3A |
| RUSS 344 | The Silver Age of Russian Literature | GER 3A |
| DANCE | | |
| DAN 232 | 20th-Century Dance | GER 2D |
| ECONOMICS | | |
| ECO 350 | Comparative Economic Systems | GER 3B |
| ENGLISH | | |
| ENGL 250.54 | Selected British and American Novels | |
| ENGL 250.55 | Poetic Tradition: Major Poets | |
| ENGL 250.59 | Tragic Vision | |
| ENGL 250.67 | Heroines | or PD/C |
| ENGL 250.75 | Poetic Techniques | |
| ENGL 250.89 | Race and Class: 20th Century Fiction | |
| ENGL 252 | Literary Analysis | GER 2C or GER 3A |
| ENGL 253 | Survey of English Literature I | GER 3A |
| ENGL 254 | Survey of English Literature II | GER 3A |
| ENGL 303 [393] | Western Literary Background of British and American Literature | GER 3A |
| ENGL 335 | Chaucer | GER 3A |
| ENGL 351 | The Age of Elizabeth I | GER 3A |
| ENGL 352 | Shakespeare Survey | GER 3A |
| ENGL 353 | Shakespeare I: The Early Plays | GER 3A |
| ENGL 354 | Shakespeare II: The Later Plays | GER 3A |
| ENGL 360 | The 17th Century | GER 3A |
| ENGL 361 | Milton | GER 3A |
| ENGL 362 | English Drama of the Restoration and 18th Century | GER 3A |
| ENGL 364 | The Age of Satire | GER 3A |
| ENGL 365 | The Later 18th Century | GER 3A |
| ENGL 368 | The 18th-Century English Novel | GER 3A |
| ENGL 369 | The 19th-Century English Novel | GER 3A |
| ENGL 372 | Romantic Poetry | GER 3A |
| ENGL 373 | Victorian Literature | GER 3A |
| ENGL 374 | 20th-Century British Poetry | GER 3A |
| ENGL 376 | 20th-Century British Fiction | GER 3A |
| ENGL 378 | 20th-Century British Drama | GER 3A |
| ENGL 380 | Irish Literary Renaissance | GER 3A |
| ENGL 386.50 | British and American Romanticism | GER 3A |
| ENGL 386.52 | Images of Women in Literature and Film | or PD/C |
| ENGL 386.55 | English and American Women Crime Writers | or PD/C |
| ENGL 386.63 | The Bible in British and American Literature | GER 3A |
| ENGL 386.73 | Texts and Images: 19th Century Literature and Art | GER 3A |
| ENGL 389.54 | Virginia Woolf | or PD/C |
| ENGL 389.55 | Jane Austen | or PD/C |
| ENGL 389.56 | Thomas Hardy | GER 3A |
| ENGL 389.57 | John Keats | GER 3A |
| ENGL 389.58 | D. H. Lawrence | GER 3A |
| ENGL 389.59 | James Joyce | GER 3A |
| ENGL 389.60 | William Blake | GER 3A |
| ENGL 390.55 | The Theatre of the Absurd | GER 3A |
| ENGL 484.57 | The Creative Act | GER 3A |
| ENGL 494.69 | Fiction and Contemporary Theory: Race, Class and Gender | or PD/B or PD/C |
| FILM & MEDIA STUDIES | | |
| FILM 101 | Introduction to Cinema | GER 2D |
| FILM 211 | Film History I: 1895-1942 (W) | GER 3A |
| FILM 212 | Film History II: Since 1942 (W) | GER 3A |
| FILM 232 | [Avant-Garde Cinema] Experimental Film and Video | GER 3A |
| FILM 311 | Nonfiction Film | GER 3A |
| FILM 322 | Contemporary Film Theory (W) | GER 3A |
| GEOGRAPHY | | |
| GEOG 150 | World Regional Geography | or PD/A |
| GEOG 278 | Regional Geography of Russia and Central Asia | or PD/A |
| GERMAN | | |
| GERMN 240 | German Thought and Culture: A Survey (W) | GER 2C |
| GERMN 241 | German Fairy Tales in Translation (W) | GER 2C or GER 3A |
| GERMN 320 | Studies in German Literature and Language | GER 3A |
| GERMN 321 | Readings in Modern German Literature | GER 3A |
| GERMN 322 | German Civilization | GER 3A |
| GERMN 327 | Modern Swiss Literature | GER 3A |
| GERMN 328 | German Children's and Adolescence Literature | GER 3A |
| GERMN 334 [324] | The German Short Story and Novelle | GER 3A |

Pluralism and Diversity Requirement — Group D, cont.

| Course | Title | | Also Meets |
|-------------------|---|---------|----------------|
| GERMN 335 | Hoerspiel: German Radio Plays | | GER 3A |
| GERMN 336 [326] | German Lyric Poetry | | GER 3A |
| GERMN 339 [329] | German Drama from Naturalism to Present | | GER 3A |
| GERMN 341 [331] | German Drama from Age of Goethe to Naturalism | | GER 3A |
| GERMN 342 [332] | The German Novel | | GER 3A |
| GERMN 343 [338] | German Literature from Its Origins to the Age of Goethe | | GER 3A |
| GERMN 344 [334] | Readings in the Classical Period of German Literature | | GER 3A |
| GERMN 345 [335] | Literature of Weimar Republic | | GER 3A |
| GERMN 346 | German Literature of the 1930's and 1940's | | GER 3A |
| GERMN 348 [337] | East German Literature 1945-1990 | | GER 3A |
| GERMN 349 | The End of East Germany, in Literature, Film and Memory | | GER 3A |
| GERMN 350 | Austrian Literature: Vienna around 1900 | | GER 3A |
| GERMN 353 [336] | Goethe's Faust | | GER 3A |
| GERMN 372 | Germany in the Twenties | | GER 3A |
| GERMN 374 | Masterpieces of German Literature in English | | GER 3A |
| HISTORY | | | |
| HIST 121 | Early Modern Europe 1500-1815 | | GER 2B |
| HIST 122 | 19th- and 20th-Century Europe (W) | | GER 2B Writing |
| HIST 209 | Law in Western Society | | |
| HIST 211 | Medieval History (W) | | Writing |
| HIST 242 [142] | The Holocaust: An Introduction | | |
| HIST 302 | Greek History | | GER 3B |
| HIST 303 | Roman History | | GER 3B |
| HIST 304 | Women in Early European Society | or PD/C | GER 3B |
| HIST 305 | The Age of the Crusades | | GER 3B |
| HIST 310 | Jewish History in the Medieval and Early Modern | | GER 3B |
| HIST 311 | Europe in the Early Middle Ages | | GER 3B |
| HIST 314 | Ancient and Medieval Christianity (W) | | GER 3B Writing |
| HIST 317 | History of the American City | | GER 3B |
| HIST 318 | The History of the American Working Class (W) | | GER 3B Writing |
| HIST 320 | Jewish History in the Modern World (W) | | GER 3B Writing |
| HIST 324 | Europe in the Age of Renaissance and Reformation (W) | | GER 3B Writing |
| HIST 329 | History of European Diplomacy | | GER 3B |
| HIST 330 | Social and Economic History of Modern Europe | | GER 3B |
| HIST 336 | History of Germany (W) | | GER 3B Writing |
| HIST 338 | History of Italy (W) | | GER 3B Writing |
| HIST 342.51 | Britain Since 1689 | | GER 3B |
| HIST 345 | Women and Society in Victorian England | or PD/C | GER 3B |
| HIST 357 | American Jewish History (W) | | GER 3B Writing |
| HIST 358 | Immigration and Ethnicity in the United States (W) | | GER 3B Writing |
| HIST 359 | Immigration and Ethnicity in the U.S. | | GER 3B |
| HIST 360 | History of American Diplomacy to 1900 | | GER 3B |
| HIST 361 | Rise of U.S. as a World Power | | GER 3B |
| HIST 363 | History of American Culture | | GER 3B |
| HIST 364 | American Constitutional History 1783-1900 | | GER 3B |
| HIST 366 | Role of Women in American History | | GER 3B |
| HIST 367 | Civil War and Reconstruction | | GER 3B |
| HIST 374 | Russia to the 20th Century | | GER 3B |
| HIST 375 | Late Imperial Russia & USSR | | GER 3B |
| MUSIC | | | |
| MUSHL 101 | Introduction to Music | | GER 2D |
| MUSHL 205 [105] | Music History I | | |
| MUSHL 206 [106] | Music History II (W) | | Writing |
| MUSHL 210 | Music for the Piano (W) | | GER 3A Writing |
| MUSHL 212 | Masterpieces of Opera (W) | | GER 3A Writing |
| MUSHL 305 [207] | Music History III (W) | | Writing |
| MUSHL 306 [208] | Music History IV (W) | | Writing |
| MUSHL 354 | Music of the Middle Ages and Renaissance | | |
| MUSHL 355 | Music of the Baroque Period | | |
| MUSHL 357 | Music of the Classical Period | | |
| MUSHL 358 | Music of the Romantic and Post-Romantic Periods | | |
| MUSHL 359 | Music of the 20th Century | | |
| PHILOSOPHY | | | |
| PHILO 106 | Philosophy, Politics and Society | | GER 2C |
| PHILO 201 | Knowledge and Reality (W) | | GER 3A Writing |
| PHILO 203 | Great Philosophers: Ancient and Medieval | | GER 2C |
| PHILO 204 | Great Philosophers: Modern and Contemporary | | GER 2C |
| PHILO 212 | Classical Greek Philosophy: Plato and Aristotle (W) | | GER 3A Writing |
| PHILO 214 | Medieval Philosophy (W) | | GER 3A Writing |
| PHILO 215 | Foundations of Modern Philosophy (W) | | GER 3A Writing |
| PHILO 217 | Empiricism and the Enlightenment | | GER 3A |



| Course | Title | | Also Meets |
|--------------------------|---|---------|----------------|
| PHILO 218 | Revolutions in Modern Philosophy (W) | | GER 3A Writing |
| PHILO 220 | Marxism (W) | | GER 3A Writing |
| PHILO 225 | American Philosophy (W) | | GER 3A Writing |
| PHILO 228 | Existentialism (W) | | GER 3A Writing |
| POLITICAL SCIENCE | | | |
| POLSC 201 | Ancient to Early Modern Political Thought (W) | | GER 3B Writing |
| POLSC 204.51 | Women in Western Political Thought | or PD/C | GER 3B |
| POLSC 209 [204.51] | Women and Gender in Western Political Thought (W) | or PD/C | GER 3B Writing |
| POLSC 254 | Government and Politics in Western Europe (W) | | GER 3B Writing |
| POLSC 265 | Government and Politics in Eastern Europe (W) | | GER 3B Writing |
| POLSC 315 | Social and Economic Policies in Western Europe and the U.S. (W) | | GER 3B Writing |
| POLSC 378 | Russian National Interest: Past and Present (W) | | GER 3B Writing |
| POLSC 380 | European Security (W) | | GER 3B Writing |
| PSYCH 280 | History of Psychology | | GER 3B |
| RELIGION | | | |
| REL 204 | Religious Experience (W) | | GER 2C Writing |
| REL 205 | Faith and Disbelief (W) | | GER 2C Writing |
| REL 206 | Ideas of God in Contemporary Western Thought (W) | | GER 2C Writing |
| REL 207 | Religious Sources for Morality (W) | | GER 2C Writing |
| REL 208 | Religion and Social Justice (W) | | GER 2B Writing |
| REL 253 | Western Religions (W) | | GER 2C Writing |
| REL 270 | Religion and Psychology (W) | | GER 2C Writing |
| REL 307 | Religious Ideas in Literature (W) | | GER 3A Writing |
| REL 308 | Religion and the Arts (W) | | GER 3A Writing |
| REL 309 | The Religious Meaning of Love and Sex (W) | | GER 3A Writing |
| REL 310 | The Religious Meaning of Death (W) | | GER 3A Writing |
| REL 312 | Religion and Politics (W) | | GER 3A Writing |
| REL 313 | Spirit and Nature (W) | | GER 3A Writing |
| REL 315 | The Problem of Evil (W) | | GER 3A Writing |
| REL 323 | Christianity (W) | | GER 3A Writing |
| REL 330 | New Testament Religion (W) | | GER 3A Writing |
| REL 333 | Christian Theology (W) | | GER 3A Writing |
| REL 334 | Mysticism (W) | | GER 3A Writing |
| REL 335 | Myth and Ritual (W) | | GER 3A Writing |
| REL 390 | Modern Theories in Religion (W) | | GER 3A Writing |
| ROMANCE LANGUAGES | | | |
| French | | | |
| FREN 241 | Early French Civilization: From Gothic to Revolution | | GER 2C |
| FREN 242 | Modern French Civilization | | GER 2C |
| FREN 251 | French Literature and the Arts | | |
| FREN 253 | Modern French Theatre | | GER 3A |
| FREN 254 | Film and the French Novel | | GER 3A |
| FREN 259 | French Theatre in Translation | | |
| FREN 260 | French Novel in Translation (1600-1900) | | |
| FREN 261 | Modern French Novel in Translation (1900 to Present) | | |
| FREN 262 | Perspectives on Women in French Literature | or PD/C | GER 3A |
| FREN 275 | Selected Masterpieces of French Literature | | |
| FREN 335 | French Culture I | | |
| FREN 336 | French Culture II | | |
| FREN 341 | Survey of French Literature from the Middle Ages to the End of the 17th Century | | GER 3A |
| FREN 342 | Survey of French Literature from the 18th Century | | GER 3A |

Pluralism and Diversity Requirement — Group D, cont.

| Course | Title | | Also Meets |
|------------------------------|---|---------|----------------|
| FREN 343 | Medieval and Renaissance French Literature | | GER 3A |
| FREN 344 | 17th-Century French Literature | | GER 3A |
| FREN 346 | 18th-Century French Literature | | GER 3A |
| FREN 348 | 19th-Century French Literature (1800-1850) | | GER 3A |
| FREN 349 | 19th-Century French Literature (1850-1900) | | GER 3A |
| FREN 350 | 20th-Century French Literature to 1930 | | GER 3A |
| FREN 351 | 20th-Century French Literature from 1930 to Present | | GER 3A |
| FREN 360 | French Literature: Special Topics | | GER 3A |
| FREN 361 | Middle Ages and the Renaissance: Special Topics | | GER 3A |
| FREN 362 | The 17th Century: Special Topics | | GER 3A |
| FREN 363 | The 18th Century: Special Topics | | GER 3A |
| FREN 364 | The 19th Century: Special Topics | | GER 3A |
| FREN 365 | The 20th Century: Special Topics | | GER 3A |
| FREN 375 | Seminar in French Literary History | | GER 3A |
| FREN 491 | Honors Course in French | | |
| Italian | | | |
| ITAL 260 | Modern Italian Short Stories in English Translation (W) | | GER 2C Writing |
| ITAL 276 | Dante's Divine Comedy (W) | | GER 3A Writing |
| ITAL 280 | The Italian Renaissance: An Introduction | | GER 2C |
| ITAL 334 | Italian Civilization in the Baroque | | GER 2C |
| ITAL 342 | Introduction to Italian Literature from the 16th to the Present | | GER 3A |
| ITAL 343 | Dante's Vita Nuova and the Inferno | | GER 3A |
| ITAL 344 | Dante's Purgatorio and Introduction to Paradiso | | GER 3A |
| ITAL 345 | Dante's Paradiso and Major Prose Works | | GER 3A |
| ITAL 346 | Petrarch, Boccaccio and the Literature of Humanism | | GER 3A |
| ITAL 347 | 16th-Century Italian Literature | | GER 3A |
| ITAL 348 | 17th- and 18th-Century Italian Literature | | GER 3A |
| ITAL 349 | The Modern Italian Lyric | | GER 3A |
| ITAL 350 | The Modern Italian Novel | | GER 3A |
| Spanish | | | |
| SPAN 241 | Civilization of Spain, in English | | GER 2C |
| SPAN 264 | Contemporary Spanish Literature in Translation | | |
| SPAN 275 | Readings in Modern Spanish Literature | | |
| SPAN 335 | Spanish Civilization | | GER 3A |
| SPAN 341 | Introduction to Hispanic Literature I | | GER 3A |
| SPAN 342 | Introduction to Hispanic Literature II | | GER 3A |
| SPAN 343 | Spanish Literature of the Middle Ages | | GER 3A |
| SPAN 345 | Spanish Drama of the Golden Age | | GER 3A |
| SPAN 346 | Cervantes | | GER 3A |
| SPAN 349 | Spanish Prose of the Golden Age | | GER 3A |
| SPAN 350 | Spanish Poetry of the Golden Age | | GER 3A |
| SPAN 353 | Spanish Neoclassicism and Romanticism | | GER 3A |
| SPAN 355 | Spanish Literature from Realism to World War I | | GER 3A |
| SPAN 357 | Early 20th-Century Spanish Literature | | GER 3A |
| SPAN 358 | Post-Civil War Spanish Literature | | GER 3A |
| SPAN 370 | Special Topics in Spanish Literature | | GER 3A |
| SPAN 375 | Seminar in Spanish Literary History | | GER 3A |
| SPAN 495 | Independent Study in Hispanic Literature | | |
| SOCIOLOGY | | | |
| SOC 221 | Development of Modern Sociological Thought | | GER 3B |
| THEATRE | | | |
| THEA 211 | World Theatre I (W) | | GER 2C Writing |
| THEA 212 | World Theatre II (W) | | GER 2C Writing |
| THEA 213 | World Theatre III (W) | | GER 2C Writing |
| THEA 321 | Play Analysis (W) | | GER 3A Writing |
| THEA 322 | Theatre Theory and Criticism (W) | | GER 3A Writing |
| THEA 331 | Avant-Garde Theatre of the 20th Century (W) | | GER 3A Writing |
| THEA 332 | Theatre of Realism and Naturalism | | GER 3A |
| THEA 333 | Alternative Performance | | GER 3A |
| THEA 362 | Acting: Period Drama | | GER 3A |
| THOMAS HUNTER HONORS PROGRAM | | | |
| HONS 201.54 | Nationalism and the Politics of Identity (W) | or PD/A | Writing |
| HONS 201.77 | Decadence (W) | | Writing |
| HONS 201.81 | Modern Biology and Concepts of Human Nature (W) | | Writing |
| HONS 301.79 | Sources of 20th Century Thought (W) | | Writing |
| HONS 301.84 | Maps in History, Art, Literature (W) | | Writing |
| HONS 301.85 | Art and Politics in 19th Century France (W) | or PD/C | Writing |
| WOMEN'S STUDIES | | | |
| WOMST 209 | Women in Western Political Thought (W) | or PD/C | GER 3B Writing |
| WOMST 305 | Women and Slaves in Classical Antiquity (W) | or PD/C | GER 3A Writing |

MAJOR FIELD OF STUDY (MAJOR AND MINOR)

The total number of credits for the bachelor of arts degree is 120. Among the requirements for a Hunter College BA, a student selects a major and a minor. A major is a concentration of courses in a particular subject area. It usually consists of 24 to 30 credits. A minor is a secondary concentration usually related to the student's educational or career goals. It usually consists of 12 credits.

All majors offered by Hunter College have been authorized by the New York State Education Department. See Degree and Certificate Programs, page 23.

Requirements for a Major

All matriculated students must declare a major no later than the semester in which the combination of credits earned and credits for which they are currently registered totals 61 or greater. Transfer students entering with 60 credits or more must declare their major before the end of their first semester of attendance at Hunter. Students may find that some courses and career opportunities are available to them only if they have declared a major. In addition, under New York State guidelines, students who have not yet declared a major by the 61-credit point are ineligible for TAP financial aid.

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

For students who are nearing the 61-credit point and remain undecided about their choice of major, there are a number of avenues of assistance. Designated faculty in each academic department advise prospective majors about the undergraduate programs and related career possibilities. Also, the counselors in the Office of Student Services and Career Development Services offer assistance in choosing a major. The college is concerned that students select their major with careful consideration and with good knowledge of the range of options.

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

Double Major

It is possible to have a double major in the BA degree. The student must complete all of the General Education 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 courses taken in liberal arts departments or programs. 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 Minor

A minor is a secondary concentration usually related to the student's educational or career goals. The major department is responsible for approving the content and the arrangement of both the major and the minor, except in the case of education, in which the collateral major in Quest (childhood education) and the adolescence education sequence require the approval of the School of Education in addition to that of the major department.

In order to graduate with a Hunter College BA, a student must have a major and a minor and complete at least half of their major credits and half of their minor credits at Hunter. The BS, BFA and BMus degrees do not require a minor.

The minor is chosen when the student declares the major and it must be approved by the student's major department. It usually consists of 12 credits. The minor is chosen from among the departments and programs leading to the BA degree. Students pursuing childhood education along with their liberal arts major may use the childhood education sequence (Quest) as a collateral major; no

minor is required. Students pursuing the adolescence education sequence may use the adolescence education sequence in place of the minor.

Courses from the minor can be used without limit to satisfy Stages 1, 2 and 3 of the Core, the Writing requirement and the Pluralism & Diversity Requirement. Although this does not lessen the number of credits required for the degree, it frees those credits to be used in an elective area.

The Major and the GER

Students may apply up to two courses from their major to satisfy Stage 1 and Stage 2 of the Core; only one of these is permitted to fulfill a Stage 1 requirement and only one a Stage 2 requirement. Note: Students who have declared two or more majors can use up to two courses from one of those majors to satisfy Stage 1 and Stage 2 of the Core. Only one of these is permitted to fulfill a Stage 1 requirement and only one a Stage 2 requirement. Courses from the minors and any additional majors can be used without limit to satisfy Stages 1, 2 and 3 of the Core, the Writing Requirement and the Pluralism & Diversity Requirement.

Departmental Majors

BA Degree These are majors concentrated within one department. The major typically consists of 24 to 30 credits. A minor in a related subject is chosen at the same time and it must be approved by the student's major department. It usually consists of 12 credits. Both the major and the minor must be in programs leading to the BA.

In order to graduate, a student must have a minimum GPA of 2.0 in the courses designated for the major. Major departments may have higher requirements. Each student should consult the major department for details and also check the department's description of the major in the catalog.

The following are departments and/or programs that offer majors leading to the BA degree.

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

Interdepartmental Fields

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

| | |
|------------------------|--------------------------------------|
| Archaeology | Latin American and Caribbean Studies |
| Comparative Literature | Religion |
| English Language Arts | Urban Studies |
| Jewish Social 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. No minor is required for these programs. The following programs are available. For details and names of advisers, see the listing in the departmental section of this catalog.

| | |
|--------------------------------------|-------------------------------|
| Accounting BS (Economics Department) | Music BMus |
| Community Health Education BS | Nursing BS |
| Medical Laboratory Sciences BS | Nutrition and Food Science BS |
| Studio Art BFA | |

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 programs are available.

| | |
|---|--|
| Anthropology (BA/MA) | Mathematics Teaching 7-12 (BA/MA) |
| Biological Sciences/Environmental and Occupational Health Science (BA/MS) | Medical Laboratory Sciences/Biological Sciences with Specialization in Biotechnology (BS/MA) |
| Biological Sciences with specialization in Biotechnology (BA/MA) | Music (BA/MA) |
| Chemistry Teaching 7-12 (BA/MA) | Music Pre-K-12 (BA/MA) |
| Economics (BA/MA) | Physics (BA/MA) |
| English (BA/MA) | Sociology/Social Research (BA/MS) |
| Mathematics (BA/MA) | Statistics/Statistics and Applied Mathematics (BA/MA) |
| Mathematics/Statistics and Applied Mathematics (BA/MA) | |

Departmental Advising

Each department has advisers 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 schools. Majors should see the department advisers frequently to discuss their interests.

Elective (or Optional) Credits

These are credits needed to complete the degree beyond those taken to fulfill the General Education 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.

Undergraduates Taking Graduate Courses

Upon the recommendation of the student's undergraduate major or program adviser and with the approval of the adviser of the graduate program offering the course, highly qualified undergraduate degree students may take graduate courses for credit toward the bachelor's degree. Both the undergraduate and graduate degree adviser must sign the approval form, which may be obtained by the student at the OASIS. (Note: If the course is later accepted for graduate transfer credit within a program at Hunter, the student will be charged the difference between the undergraduate and graduate tuition rates at the time the student took the course.)

SPECIAL ACADEMIC PROGRAMS

Hunter College offers many special programs to enhance the academic experience for students. These programs help first-year students make a successful transition to college, enrich the coursework of high-achieving students and prepare upper-division students for admission to professional schools and careers in specialized fields. Some programs also provide the opportunity at other educational institutions in the U.S. and abroad.

Honors Programs

Hunter College provides a range of honors programs for students with strong academic records and the desire for stimulating courses and a host of special opportunities.

Hunter's CUNY Honors College Entering first-year students may apply to the CUNY Honors College program at Hunter. Students accepted to this highly competitive program receive free tuition, a laptop computer, an educational "bank account," a cultural passport providing entry to museums and cultural events in New York, as well as a special curriculum and access to the Honors Office advising and study space. For further information, call the Honors Office at (212) 650-3556.

Thomas Hunter Honors Program (Special Honors Curriculum) This program provides superior students who are pursuing a Hunter BA degree with a course of study suited to their individual needs and interests. Open to students who have demonstrated academic excellence and an interest in interdisciplinary studies and who desire to be intellectually challenged, it permits them to replace some of the College's GER requirements with a special curriculum under the supervision of the Council on Honors. The Program also offers its participants the chance to study with faculty members committed to working with outstanding undergraduates who wish to pursue interdisciplinary studies. For details, see the Thomas Hunter Honors Program description in the Arts and Sciences section of the catalog.

Specialized Honors Programs in the Upper Division

Minority Access to Research Careers (MARC) Program The Hunter College MARC Program is a scholarship program funded through the National Institute of General Medical Sciences to increase participation of minorities underrepresented in the sciences. The program focuses on preparing undergraduates for entry and success in Ph.D. programs and subsequent research careers. The program sponsors research internships in one of Hunter's research laboratories and opportunities for students to travel and present at national scientific meetings. The program provides a yearly stipend of \$10,536 and pays full tuition and health insurance premium costs. African-American, Hispanic, Native American (American Indian, Eskimo) and Pacific Islanders are particularly encouraged to apply. Members of other ethnic groups underrepresented in the sciences are also encouraged to apply. Other requirements include citizenship or permanent residency, 60 or more completed credits, grade point average of 3.0 or higher, a declared major in the sciences, computer science or math, an expressed interest in a biomedical research career and a commitment of at least one year.

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 gain experience in a research laboratory. Part-time research is conducted by the student for a salary range as follows: doctoral students receive \$18,000 per year, masters' candidates are reimbursed at an annual rate of \$13,500 and undergraduates receive \$9,600 per year. Graduate students receive a full tuition scholarship and undergraduates receive full tuition remission. The program is intended to encourage and increase the participation of underrepresented minorities in biomedical research careers.

For both the MARC and MBRS programs, Hunter College faculty members (representing the departments of biological sciences, 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 Hunter North or contact the MBRS Office at (212) 772-5243 or the MARC Office at (212) 772-5245.

Ronald E. McNair Post-Baccalaureate Achievement Program

The Ronald E. McNair Post-Baccalaureate Achievement Program is funded by a grant from the U.S. Department of Education. An educational training grant, the McNair Program's purpose is to effectively prepare eligible Hunter College undergraduates for graduate study leading to a doctoral degree. McNair Program students must be either low-income and first-generation college students or members of groups underrepresented in graduate study in the United States. The regulations define underrepresented groups as Black (non-Hispanic), Hispanic and American Indian/Alaskan Native. To be eligible, students must have earned a grade point average (GPA) of 3.0 or higher. Students enhance their research and analytical skills and refine their graduate school plans through their attendance at workshops, advising and scholarly and research activities. The program is funded to provide services to 20 eligible Hunter College students annually. For more information, contact the program office in 1236/1238 Hunter East, (212) 772-4967/4824.

Mellon-Mays Undergraduate Fellowship Program (MMUF)

The Andrew W. Mellon Foundation established the MMUF Program with the original purpose of rectifying the underrepresentation of Black, Latino and Native American faculty within America's colleges and universities. The program has since evolved to include students of other ancestries who demonstrate a strong commitment to racial equality.

In cooperation with faculty members, MMUF @ Hunter identifies and selects academically talented students from these backgrounds. During their undergraduate careers, MMUF Fellows are provided with a distinct and carefully guided college experience, both inside and outside the classroom. This includes: one-on-one mentoring with a Hunter faculty member; collaborating with a mentor in research projects, teaching and curriculum development; attending professional conferences; and opportunities to study or conduct research at other universities in the United States and abroad.

Students must be nominated by a Hunter faculty member and have the following qualifications: upper sophomore to lower senior status; a cumulative GPA of 3.0 or better; a strong interest in pursuing a doctoral degree within specified fields of study; and a demonstrated commitment to increasing minority faculty representation in higher education. Once selected as a nominee, students will have to meet additional entrance requirements. Students who enter the program must maintain matriculated status and an overall GPA of 3.5 or better. Fellows receive an annual stipend, a tuition waiver and are eligible for loan repayments. For further information, contact the MMUF office, 1512 Hunter North, (212) 650-3142.

Career Opportunities in Research and Education (COR) is an interdisciplinary research training program for talented minority juniors and seniors funded by the National Institute of Mental Health. The program is jointly offered by the departments of anthropology, psychology and sociology. Participants receive a monthly stipend and 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 adviser. For more information call the program coordinator Carlotta Stephens (212) 772-4562 or the program director Vanya Quiñones-Jenab at (212) 772-4640.

Other Special Programs

Block Program for First-Year Students Most first-year students entering in the fall semester have the opportunity to begin their college careers by enrolling in a specially designed one-semester Block Program. The Block Program offers clusters (or blocks) of courses organized to explore possible areas of interest and future career choices.

Blocks introduce courses of study, for example, in the sciences, teaching, psychology, film and media and nursing. Some blocks provide a general liberal arts foundation for entering students who are uncertain about a specific academic direction. All blocks include ENGL 120 (Expository Writing) and ORSEM 001 (Orientation Seminar). In addition to providing a preset, desirable program, the block courses are a start toward fulfillment of the college's General Education Requirement. Each block leads comfortably towards almost any major offered by the college and participation in a given block does not lock a student into any particular area of study. Additional information about the Block Program and a description of all the current blocks is available at www.hunter.cuny.edu/blockprogram.

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 be in contact with the preprofessional adviser in their area of interest to ensure 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 BA degree by taking the last year of study at an accredited professional school. Students choosing this option must complete all the general education requirements and all major and minor requirements Hunter 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 adviser and registrar. Further details are available from the Pre-Medical adviser, Professor Howard Krukofsky at (212) 772-5244 or by e-mail: c.howard.krukofsky@hunter.cuny.edu

Premedical 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 adviser 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. The college also offers a post-baccalaureate premedical program for students who already have a bachelor's degree (in any field) and wish to prepare for admission to a health professions school on a full-time or part-time basis. The Premedical Advising Office is located in Room 803 Hunter East and can be reached by telephone at (212) 772-5242.

Prelaw There are no specific courses required for entry to law school. Legal educators agree that a well-balanced education is the best preparation for admission to and success in law school. Students planning to attend law school should take courses that best develop writing skills and the ability to think critically and creatively about human values and social institutions. There are some areas of legal practice for which a specific undergraduate major or coursework in a particular area is required or helpful. In order to be admitted to the Patent Bar, for example, an undergraduate degree in science, computer science or engineering is required. Students interested in law are encouraged to contact the pre-law adviser as early as possible to discuss preparation for applying to law school and to learn about opportunities to explore legal careers. For information contact Barbara Landress, Pre-Law adviser, at (212) 772-4889, Room 1134 Hunter East.

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. The courses for pre-engineering outlined in the Physics Department section of this catalog satisfy requirements for the first two years of the City College engineering degree. Students planning to go to an engineering school should contact the Physics Department to work out a program suitable to their needs.

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 group work; 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 internships in social work agencies are highly recommended. Students planning to go to a graduate school of social work are encouraged to speak with an adviser in the Office of Student Services.

Teacher Education The Hunter College School of Education (HCSOE) offers 55 teacher and allied professional certifications at undergraduate and graduate levels. At the undergraduate level, students are prepared for careers in elementary and secondary education. Most teacher preparation programs have received national recognition. All teacher education programs meet certification and licensing requirements for New York City. For details, see the Education section of this catalog.

Public Service Scholars The Public Service Scholar Program seeks to improve our cities and the lives of people by preparing talented students for public service careers through internships in government and non-profit organizations. The program runs for a full academic year and combines internship placements in the offices of senior officials and administrators with intensive seminars on public policy issues, government and nonprofit 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 program in the fall semester. Admission of up to 24 students is competitive. Applications are accepted starting in November with a deadline of March 15th. Students accepted as Public Service Scholars receive 18 academic credits and a \$5,000 stipend. Because women, minorities and immigrants 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, 1643 Hunter West, (212) 772-5599; ewalsh@hunter.cuny.edu.

Seminar/Internship Program in New York City

Government/Politics This university-wide program bridges the gap between academic study and the practical world of New York politics. Students are advised to have taken prior coursework in American politics and to have at least a 3.0 GPA prior to being admitted to the program. For details, see the description in the Political Science department section of the catalog.

Opportunities for Air Force ROTC Instruction Air Force ROTC (AFROTC) is a college class that teaches students about the Air Force and its way of life. AFROTC for Hunter College students, AFROTC Detachment 560, is located on Manhattan College's campus in the Riverdale section of the Bronx. Any freshman and sophomore student (and on rare occasions junior students) may enroll into AFROTC. However only qualified students will be provided with uniforms and be eligible for scholarships and/or a subsistence allowance. Hunter College will grant elective credit, when applicable, toward graduation for the successful completion of courses offered by the Department of Aerospace Studies at Manhattan College. For further information, please call AFROTC Det 560 at (718) 862-7201 or email atafrotc@manhattan.edu.

Education Abroad Programs

Opportunities exist for study abroad in summer, intersession and academic-year programs. Additional information is available on the Education Abroad web site <http://www.hunter.cuny.edu/psa>.

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 interchanges; 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: Pedro Pedreza (program director) or Rachel Arteaga at the Center for Puerto Rican Studies, Hunter College, 1441 Hunter East, 695 Park Avenue, New York, NY 10021; (212) 772-5714/5716; fax (212) 650-3903; e-mail: intercambio@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.

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 15; deadline for the spring semester is November 30. For further information and applications, please contact: Professor Julia Przybos, Romance Language Department, 1308 Hunter West, (212) 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.

The National Student Exchange Program (NSE) is a consortium of approximately 170 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. 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 March 1st. Further information may be obtained in 1420-21 Hunter East, (212) 772-4983, gary.braglia@hunter.cuny.edu or by writing to the Education Abroad/National Student Exchange Office, Hunter College, 695 Park Avenue, New York, NY 10021.

Continuing Education

Continuing Education at Hunter College offers non-credit courses for adults and children in a variety of disciplines. Classes in academic skill development, test preparation (for GED, GRE, GMAT), personal finance, languages, creative writing, social dance, fitness, computers,

business and professional development, as well as professional certificate programs, are offered throughout the year. For more information about the classes offered, call (212) 650-3850 or visit the Continuing Education web site at <http://www.hunter.cuny.edu/continuinged>.

The International English Language Institute (IELI) is a noncredit, continuing-education program offering courses in English as a second language to students from all over the world. Students at the IELI actively learn and use new skills to develop their fluency, accuracy and confidence in the English language. Classes for beginner through advanced levels are taught in the morning, afternoon, evening and on weekends. Students may register for full- or part-time programs. Preparation classes for the CUNY Assessment Tests and TOEFL are available to advanced-level students. Students who present proof of successfully completing the most advanced levels of the IELI program are not required to submit TOEFL scores as a part of their admission process to Hunter and other CUNY colleges. Note: Additional criteria for admission to Hunter or other CUNY colleges are required. For more information call (212) 772-4290 or visit the IELI web site at <http://www.hunter.cuny.edu/ieli>.

Policy for On-line Courses

Courses taken online shall be treated the same as other courses, as follows: online courses originating at Hunter College shall require no special permission; online courses origination from another branch of CUNY shall be treated as permit courses; and online courses originating from all other institutions shall be treated as transfer courses. In the case of permit and transfer courses, students are responsible for obtaining any required permission from Hunter College in advance of taking the courses, to ensure the transferability of course credit.

Distance Learning Courses

For the educational enrichment and conveniences of its students, Hunter offers several distance learning courses, some via videoconferencing and others via the Internet. Videoconferencing enables students in one location to participate fully in a class that takes place at another site, expanding the possibilities for class offerings. Internet courses offer students the flexibility of 24-hour access to course materials, as well as increased opportunities to interact with other students and the professor. Multimedia material can be accessed and a number of courses allow students to complete assignments online. Special facilities equipped for distance learning are located at the main campus and the School of Social Work.

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. The student must also elect at least 2 credits (but no more than 6 credits) in honors courses offered in that department 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:

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|---|------------------------------------|
| Alpha Kappa Delta — Sociology | Omicron Delta Epsilon — Economics |
| Dobro Slovo — Slavic Language and Literature | Phi Alpha Theta — History |
| Eta Beta Rho — Hebrew | Pi Delta Phi — French |
| Gamma Kappa Alpha — Italian | Pi Mu Epsilon — Mathematics |
| Gamma Theta Upsilon — Geography | Pi Sigma Alpha — Political Science |
| Kappa Delta Pi — Education | Psi Chi — Psychology |
| Kappa Pi — Art | Sigma Delta Pi — Spanish |
| Kappa Omicron Nu — Food Science and Human Nutrition | Sigma Epsilon Phi — German |
| | Sigma Pi Sigma — Physics |
| | Sigma Theta Tau — Nursing |

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.

The Hunter College Senate, with authority granted to it by the CUNY Board of Trustees, determines all academic rules and regulations and approves all curricula. The Senate publishes the Senate News Bulletin to announce changes in rules and regulations. Students should also consult the Registrar's web site for any changes in regulations: www.registrar.hunter.cuny.edu

Students who believe that their individual circumstances warrant a variance from the rules and regulations listed in this catalog must proceed to obtain permission from the appropriate college authority. Only through the procedures listed below are such variations permitted. Students should obtain written documentation for any such variations. Students should be wary of informal advice or undocumented claims that they can be exempt from any college rules.

1. Inquiries concerning college regulations in general should be directed to the Office of Student Services. Appeals for administrative exceptions to academic rules and regulations (for example, exceptions to approved academic program loads) are heard in the Office of Student Services.
2. Inquiries concerning the major and minor should be directed to the departmental adviser in the major department or program.
3. Inquiries concerning the GER Core Requirement and the Foreign Language Requirement should be addressed to the appropriate departmental adviser or an adviser in the Office of Student Services. (Note: Students who matriculated prior to fall 2001 and follow the regulations for the Distribution Requirement should also see a departmental adviser or an adviser in the Office of Student Services.)
4. Authorization for substitutions for specific Pluralism & Diversity course requirements must be made by the Senate's GER Appeals Committee. Students should consult the procedure for appeals outlined on p.57 and go to the Office of the Hunter College Senate, Room 1018E, to obtain the proper forms for filing an appeal.
5. The procedure for Grade Appeals appears on p.61.

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 transcript after the graduation date. Any "STOPS" not cleared by the graduation date will result in the withholding of diploma and transcripts. Incomplete (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 College when this catalog went to press in 2004. 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:

| Quality Points | Grade Definition | (GPA Index) |
|----------------|------------------|-------------|
| A+ | 97.5 - 100% | 4.0 |
| A | 92.5 - 97.4% | 4.0 |

| | | |
|----|--------------|-----|
| A- | 90.0 - 92.4% | 3.7 |
| B+ | 87.5 - 89.9% | 3.3 |
| B | 82.5 - 87.4% | 3.0 |
| B- | 80.0 - 82.4% | 2.7 |
| C+ | 77.5 - 79.9% | 2.3 |
| C | 70.0 - 77.4% | 2.0 |
| D | 60.0 - 69.9% | 1.0 |
| F | 0.0 - 59.9% | 0.0 |

| | | |
|-----|---|---|
| CR | Credit earned (equivalent to A, B, C) | — |
| NC | No credit granted (equivalent to D, F) | — |
| W | Official withdrawal (cannot be assigned by instructor) | — |
| WU | Unofficial withdrawal (counts as F) | 0 |
| R | Failure to achieve minimum proficiency. Course must be repeated. (This grade may be awarded only once in a given course.) | — |
| IN | Term's work incomplete. This may include absence from final examination. | — |
| FIN | F from incomplete; an administrative grade used when IN reverts to F; this occurs if grade is not made up by the end of the following semester. | 0 |
| Y | Year's course of study-must continue to completion | — |
| AUD | Auditor (registered as "Auditor" during registration period) | — |
| Z | No grade submitted by instructor (an administrative grade which cannot be assigned by the instructor) | — |
| * | Current course (course in progress) | — |
| WA | Administrative withdrawal | — |

Credit/No Credit A system based on the non-letter grades of Credit/No Credit, where Credit is the equivalent of A, B or C and No Credit is the equivalent of D or F. Credit/No Credit grades are not averaged into the GPA; course requirements are the same as in the traditional grading system.

ALERT/NOTE: OTHER COLLEGES, GRADUATE SCHOOLS, PROFESSIONAL SCHOOLS, SERVICES and EMPLOYERS MAY LOOK WITH DISFAVOR UPON THE USE OF THE CREDIT/NO CREDIT GRADING OPTION AND MAY EVEN CONVERT CREDIT TO C AND NO CREDIT TO F FOR THEIR PURPOSES.

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 GRADES IS TAKEN.

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 advisers 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 or on the web at <http://registrar.hunter.cuny.edu/subpages/forms.shtml>. 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.

Courses at Other Accredited Institutions (Permit)

Currently enrolled degree students may take courses at other accredited institutions (CUNY or other) provided the appropriate procedures are followed. A department may refuse to authorize a permit if, in its judgment, it is inappropriate to do so.

Students wishing to register for courses at another CUNY campus may apply to do so by registering for an E-permit through the CUNY portal available at www.cuny.edu. At the CUNY portal home page, you must log in to begin the process. Students wishing to register for courses at non-CUNY institutions must complete a permit form to attend another college. The form is available in the OASIS.

In all cases, permits are authorized by the appropriate department and administered by the Office of the Registrar.

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. Effective Fall 2004, grades for courses taken on permit are posted to the student's record and are computed in the GPA.

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 General Education Requirement (including pluralism and diversity, writing and foreign language requirements) and the major and minor requirements and have fulfilled all college requirements for graduation, 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 graduation 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.

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 cannot 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 be aware of your cumulative GPA. Students on academic probation should visit the Center for Student Achievement, C001 Hunter North.

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

| Total Credits Earned | Minimum Cumulative GPA (Index) |
|----------------------|--------------------------------|
| 0-12 | 1.5 |
| 13-24 | 1.75 |
| 25+ | 2.0 |

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, 203 Hunter North. 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 CUNY system.

Students may appeal an academic dismissal and should discuss the preparation of such an appeal with an academic adviser in the Office of Student Services, 1119 Hunter East. 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 Office of Admissions, 203 Hunter North. Applications must be filed at least three months prior to the beginning of the semester in which the student plans to re-enter.

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.

Incomplete 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 converted 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 absentee 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 a 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 reregister for the course only 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 retakes 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 Hunter North.
 - 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 required nursing course (Generic Pathway: NURS 200, 310, 312, 331, 332, 380, 410, 412, 419, 421; RN Pathway: NURS 379, 380, 381, 384, 480, 482) is repeatable once by students who have received a failing grade. 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.

Note: Other colleges, graduate schools, professional schools, services and employers may calculate a grade point average inclusive of the failing grades. For 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 two summer sessions of six weeks begin in June and mid-July. Consult the Schedule of Classes or the Registrar's web site at <http://www.registrar.hunter.cuny.edu> 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 (10 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.

Note: The CUNY Policy on Academic Integrity (including CUNY Procedures for Imposition of Sanctions for Violations of the CUNY Policy on Academic Integrity) is reproduced in Appendix F.

Appeals — Rules and Regulations Appeals for administrative exceptions to academic rules and regulations — including such matters as exceptions to approved program loads, variation of the General Education Requirements: Core Requirement and the Foreign Language requirements and other academic situations involving classwork — are heard in the Office of Student Services; appeals of the GER: Pluralism and Diversity Requirement are heard by the Senate Offices.

Appeals — General Education Requirement Any student wishing to formulate an appeal for substitutions or exemptions from a specific General Education Requirement (i.e., Core Requirement, Foreign Language Requirement or Pluralism and Diversity Requirement) as described below should do so through the General Education Requirement Appeals Committee of the Hunter College Senate,

Room 1018E. (Note: Students who matriculated prior to fall 2001 and follow the regulations for the Distribution Requirement may also appeal to this committee.)

The student must present clear evidence that:

- a) it is impossible for him/her to complete the requirement as specified in the catalog and
- b) he/she can offer an adequate substitute that meets the academic objectives of the requirement; such as:
 1. The student must demonstrate that a "special topics" course he/she has taken fulfills the academic objectives of the requirement, though it has not yet been approved by the Hunter College Senate as fulfilling the requirement;

– or –
 2. The student must demonstrate that a course transferred from another college or university adequately fulfills the academic objectives of the requirement.

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 of the department/school Grade Appeals 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 grades to the School of Nursing or the School of Health Sciences should direct their appeal to the director of the school. Students appealing grades 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 Hunter North, 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 must report to classes during the first week of classes. Students will lose their place in some classes if they do not attend the first class meeting. (See, for example, the "Notes" for biology and chemistry in the Schedule of Classes.)

The instructor has the right to set attendance requirements for the course, to keep attendance records, and to consider attendance in the calculation of final grades. Such attendance policies will be listed in the course syllabus. Students may not use absence from class as an excuse for not fulfilling all course requirements.

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 risking a lower grade, as follows:

- 1-cr course-2 hrs of cuts
- 2-cr course-4 hrs of cuts
- 3-cr course-6 hrs of cuts
- 4-cr course-6 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 shall be 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, above.

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

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

Additionally, announcements will be posted on the Hunter College web site at <http://www.hunter.cuny.edu>.

Access to College Files The Federal Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the right to inspect the student's education records; the right to request the amendment of the student's education records that the student believes are inaccurate or misleading; the right to consent to disclosure of personally identifiable information contained in the student's education records; and the right to request that certain information not be released without his or her prior written consent by filing a letter with the Office of the Registrar. (The complete text of Hunter College's policy on FERPA is in Appendix B.)

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 considered for approval by the Office of Student Services. Approval will be granted

only when it is clear that the student has good and sufficient reason for withdrawing. Students should be aware that withdrawal from classes may have an impact on their financial aid. A student should make an appointment with an adviser in the Office of Student Services, 1119 Hunter East, before proceeding with the withdrawal process. The problem often has other solutions.

Unofficial Withdrawal When a student ceases to participate in a course but has not withdrawn officially, the student shall be deemed to have withdrawn unofficially. Evidence of unofficial withdrawal shall include all of the following: failure to attend class for at least four weeks consecutively (or during the summer session, two weeks consecutively) through the end of the semester (the last day of classes); failure to attend the final exam; and failure over this period to meet any other course requirements (e.g., to submit paper assignments and take examinations). The unofficial withdrawal ("WU") by University regulations is equivalent to a grade of F. Cessation of attendance or unofficial withdrawal, may also have negative financial aid consequences.

Withdrawal from College Students who become ill or who experience personal difficulties or a lack of interest that prevents their concentrating on college work, are encouraged to withdraw completely from college. Failure under such conditions can only make an eventual return to college more difficult. Deadlines for such withdrawals are the same as for withdrawals from part of the program (see above).

Such students should make an appointment to see a counselor in the Office of Student Services. Students must return books to the library and all college equipment to the department to which it belongs. Students who are unable to return to Hunter to withdraw in person should write or have someone else write to the Office of Student Services. The letter should contain (1) the name under which the student is registered at Hunter; (2) the Social Security number; (3) the return address and telephone number; (4) the reason for withdrawal, with appropriate documentation (medical, psychological or employee) and the last date of attendance; and (5) a copy of the Bursar's receipt.

Students who stop attending without following the above procedures are considered to have withdrawn unofficially and will receive WUs, which are equivalent to Fs in computing the GPA.

Students whose GPA at the time of withdrawal is below the minimum required for continued matriculation shall be considered as having been dropped for poor scholarship. Students who have withdrawn from the college, officially or unofficially, must apply for readmission in the Office of Admissions, 203 Hunter North, at least three months prior to the semester in which they wish to re-enter.





Section 5

CENTERS, INSTITUTES, THEATRES AND GALLERIES

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 philanthropic and corporate foundations, grants and contracts from federal, state and local governments and contributions from the general public.

The work of the center addresses the needs of all older people, with particular attention to lower-income, minority or frail aged persons. Current projects address legal rights of older people, support for people with Alzheimer's disease, issues of grandparents caring for young children and various policy issues affecting older populations.

Center on AIDS, Drugs and Community Health

The Center on AIDS, Drugs and Community Health seeks to help New York City community organizations and human-service agencies to develop effective programs for the control of HIV/AIDS, substance abuse, tuberculosis, violence, asthma 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.

Current projects are based in city jails, public high schools, community organizations and after-school programs. 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 was established in 1986 to improve workplace and environmental health by assisting worker and community efforts to understand and ameliorate hazardous conditions. The center conducts training classes to assist labor unions, government agencies and other groups to strengthen their capacity to respond to workplace hazards; assists communities in addressing urban environmental concerns; and sponsors graduate student internships in occupational and environmental health.

Current areas of interest and study include asbestos, lead poisoning, hazardous waste and materials, 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.

The Center for Study of Gene Structure and Function

315 Hunter North; <http://genecenter.hunter.cuny.edu>
(212) 772-5532

The Center for Study of Gene Structure and Function (Gene Center) was established in 1985. It consists of 39 research faculty who are biologists, biological anthropologists, chemists, biophysicists and biopsychologists. Their work ranges from the structure and interactions of biomolecules to the regulation of genomes by stimula-

tory molecules. The Gene Center is supported with a major grant from the Research Centers in Minority Institutions Program of the National Center for Research Resources, an agency of the National Institutes of Health. Co-funding comes from The City University of New York and Hunter College.

Areas of investigation at the Gene Center include:

- Bioinformatics
- Biophysics
- Biological anthropology
- Biomolecular theory and computer graphics
- Drug design and synthesis
- Drug protein interaction with nucleic acids
- Gene expression and signal transduction
- Genomics
- Molecular immunology
- Structural biology
- Neurobiology and biopsychology
- Nanotechnology

The Gene Center supports state-of-the-art core research facilities, including:

- Genomics
- Imaging facility for STEM and Confocal Microscopy
- X-ray diffraction
- Nuclear magnetic resonance
- Mass Spectrometry
- Computational chemistry and computer graphics

The Gene Center has made significant contributions to research in diseases that disproportionately affect minority populations such as stroke, drug addiction, cancer and AIDS. Gene Center scientists have been recognized for their outstanding research in these areas, receiving distinguished awards such as the Ameritec Prize for Paralysis Research and the Presidential Award for Research. The Gene Center is also committed to recruiting outstanding faculty, postdoctoral fellows and graduate students, with special efforts to identify underrepresented minority scientists.

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

Administrative Office: 1429 Hunter East; (212) 772-5688
Director Dr. Félix V. Matos Rodríguez
<http://www.centropu.org>

The Centro de Estudios Puertorriqueños/Centro for Puerto Rican Studies (Centro) is a university-based research institute whose mission consists of two components. One is to collect, preserve and provide access to archival and library resources documenting the history and culture of Puerto Ricans. The other is to produce, facilitate and disseminate interdisciplinary research about the diasporic experiences of Puerto Ricans and to link this scholarly inquiry to social action and policy debates.

Founded in 1973 by a coalition of faculty, students and community leaders, Centro seeks to achieve its mission by working

closely with a network of education, research, archival, advocacy and community-based partners. Centro has been housed at Hunter College since 1983; however, it is a CUNY-wide research center. Centro staff 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. In addition, CUNY faculty and staff with interests in Puerto Rican and Latino studies are invited to affiliate with Centro, where they utilize its extensive resources. Centro has been a founding member of the Inter-University Program for Latino Research (IUPLR) since 1989. The IUPLR, currently composed of 16 affiliate centers, is the most extensive consortium of Latino research centers in the United States.

As a university-based Puerto Rican research center, Centro staff and researchers are interested in a comprehensive understanding of the Puerto Rican diasporic experience in the U.S. and in relevant socioeconomic and historical aspects regarding Puerto Rico. Given its history and role within CUNY, the Centro is particularly interested in New York's Puerto Rican and ethnic communities. The following are research areas of current interest and attention in the Centro: history and political economy, migration, race, class, gender and sexuality, education, community development, political and human rights, public policy and political participation and cultural and literary studies. This list reflects the current combination of staff strengths and expertise, as well as the academic, community and policy networks the Centro has developed. Given the changing needs in Puerto Rican communities, in academia and in the Centro's staff, the areas of current interest are reviewed periodically.

Library and Archives The Centro Library and Archives is devoted to collecting, preserving and providing access to resources documenting the history and culture of Puerto Ricans. The collections include books, newspapers, periodicals, audio and video tapes, manuscripts, photographs, prints and recorded music. The library and archives provides services and programs to the scholarly community as well as the general public. The library and archives facilitates access to its holdings through mail and telephone services, City University's online public catalog CUNY+, participation in national computerized databases and through the publication of finding aids. The library and archives promote the study of Puerto Rican history and culture through exhibitions and other public programs. The Centro Archives division collects, preserves and makes available for research unique primary materials that document the history and culture of the Puerto Rican diaspora with a concentration on New York City. The holdings include personal papers, records of organizations and institutions, photographic collections, broadsides, programs and ephemera. Among the collections are the records of civil rights organizations, the papers of activists, writers, artists, scholars, educators and elected officials. A highlight of the holdings is the extensive records of the offices of the Government of Puerto Rico in the U.S. Special features of the Archives include its photographic holdings, art prints/posters by artists from New York and Puerto Rico and sound recordings of Puerto Rican popular music. Finding aids and guides are available for processed collections and are online on the Centro Web site. The Archives are open five days per week by appointment. Now in its fifteenth year of publication, the CENTRO journal is one of the Centro's most important links to the public. A multidisciplinary, bilingual, refereed publication that welcomes scholarly articles in the humanities and the social and natural sciences, as well as interpretive essays, interviews, fiction, reviews and art, CENTRO reflects developments in the field of Puerto Rican studies. Although primarily an academic publication directed at disseminating the body of scholarship on Puerto Rico and Puerto Ricans, the journal retains elements of its earlier incarnation, publishing work in a variety of formats. The journal encourages a dialogue that compares Puerto Ricans with other racialized ethnic groups, particularly other Latinos and African Americans. CENTRO is available by subscription or, as

with all of our publications, directly from our offices.

The Centro exchange programs, Intercambio and CUNY-Caribbean, promote institutional, faculty and student intellectual and scientific exchange with academic institutions in the Caribbean and Puerto Rico. Since its inception the programs have focused on strengthening institutional links between the City University of New York and higher education and research institutions in the Caribbean through academic and cultural exchanges and scholarly collaboration. The Centro exchange programs have facilitated research and other academic/cultural activities for more than three hundred faculty and students.

PERFORMING AND FINE ARTS VENUES

The Kaye Playhouse The Kaye Playhouse originally dedicated in 1943 as The Playhouse at Hunter College and renovated and reopened in 1993 as the Sylvia and Danny Kaye Playhouse, serves as the centerpiece for the performing arts at Hunter College.

Each season, The Kaye hosts over 200 performances in the fields of dance, music, theatre, film, education and children's programs, bringing an eclectic mix of cultural events to more than 100,000 theatergoers annually.

For most performances at The Kaye Playhouse, a limited number of discounted or complimentary tickets are available to Hunter students.

There are employment opportunities for Hunter students at The Kaye Playhouse, including positions as ushers and box office personnel. Call the box office at (212) 772-4448; or administrative office at (212) 772-5207.

Assembly Hall The Assembly Hall is Hunter's largest performance venue. With a seating capacity of 2,079, the hall hosts performances by the Hunter College Symphony, concerts, meetings, forums and a variety of other events. Anyone interested in reserving the Assembly Hall for an event should contact the Office of Central Reservations at (212) 772-4872.

The Frederick Loewe Theatre The Frederick Loewe Theatre is a black-box theatre that seats an audience of 110. It has the ability to accommodate proscenium or thrust stage productions and houses most of the Department of Theatre events. Box office: (212) 772-4448; administrative office: (212) 772-4227.

Ida K. Lang Recital Hall The Lang Recital Hall, a 149-seat auditorium designed by the firm of Abramowitz Kingsland Schiff, opened in Spring 1995.

This state-of-the-art facility hosts jazz concerts, chamber music ensembles and film festivals and houses most of the Department of Music graduation and faculty recitals. Artists from throughout the world have performed at the Lang. Box office: (212) 772-4448; administrative office: (212) 772-4227.

Hunter Galleries 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-square-foot space created 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.



Section 6

COURSE DESIGNATIONS AND ABBREVIATIONS

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 Developmental courses for ESL students; placement determined by 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 department or program and field to which they pertain. Specific departments and programs appear alphabetically in the table of contents, the index and the HEGIS Code section (page 4).

| Prefix | Department/Program | Field |
|--------|--|--|
| ACSK | SEEK | Academic skills |
| AFPRL | Africana & Puerto Rican/Latino Studies | |
| ANTHC | Anthropology | Cultural anthropology (anthropological linguistics, archaeology) |
| ANTHP | Anthropology | Physical anthropology (genetics, paleontology, primate ecology, human evolution) |
| ARTCR | Art | Creative Art |
| ARTH | Art | Art theory and history |
| ASIAN | Asian American Studies | |
| ASTRO | Physics & Astronomy | Astronomy |
| BIOCH | Chemistry | Biochemistry |
| BIOL | Biological sciences | |
| CHC | CUNY Honors College at Hunter | |
| CHEM | Chemistry | |
| CHIN | Classical & Oriental Studies | Chinese |
| CLA | Classical & Oriental Studies | Classical culture and archaeology |
| COMHE | School of Health Sciences | Community health |
| COMPL | Comparative literature | |
| COMSC | School of Health Sciences | Communication sciences |
| COUNS | School of Education | Counseling |
| CSCI | Computer science | |
| DAN | Dance | |
| DANED | Dance and Dance education | |
| ECO | Economics | Economics and accounting |
| EDUC | School of Education | Curriculum & teaching |
| EOHS | School of Health Sciences | Environmental & occupational health sciences |
| ENGL | English | |
| FILM | Film and Media Studies | Film |

| Prefix | Department/Program | Field | Prefix | Department/Program | Field |
|--------|---------------------------------------|---|--------|---|---|
| FILMP | Film and Media Studies | Film production | QSTA | Quest | Curriculum & teaching |
| FREN | Romance Languages | French | QSTAB | Quest | Curriculum & teaching/ Educational foundations |
| GEOG | Geography | Geography | QSTB | Quest | Educational foundations |
| GEOL | Geography | Geology | REL | Religion | Religion |
| GERMN | German | | RUSS | Russian | Classical & oriental studies |
| GRK | Classical & Oriental Studies | Greek | SCI | School of Arts and Sciences | Sciences and mathemat- ics — interdisciplinary |
| GTECH | Geography | Geographic techniques & methods | SEDC | School of Education | Curriculum & teaching |
| HEBR | Classical & Oriental Studies | Hebrew | SEDF | School of Education | Educational foundations |
| HED | School of Education | Health education | SHS | School of Health Sciences | Health sciences — interdisciplinary |
| HIST | History | | SOC | Sociology | |
| HONS | Thomas Hunter Honors Program | Special honors curriculum | SOSCI | School of Arts and Sciences | Social sciences — interdisciplinary |
| HUM | School of Arts and Sciences | Humanities — interdisciplinary | SPAN | Romance Languages | Spanish |
| ILBAC | Office of Student Services | Independent learning by achievement contract | STAT | Mathematics and Statistics | Statistics |
| ITAL | Romance Languages | Italian | SWA | Africana & Puerto Rican/Latino Studies | Swahili |
| JPN | Classical & Oriental Studies | Japanese | THEA | Theatre | |
| JSS | Jewish social studies | Jewish Social Studies interdisciplinary | UKR | Classical & Oriental Studies | Ukrainian |
| LACS | Latin American & Caribbean studies | | URBP | Urban Affairs and Planning | Urban planning |
| LAT | Classical & Oriental Studies | Latin | URBS | Urban Affairs and Planning | Urban studies |
| MATH | Mathematics and Statistics | Mathematics | WOMST | Women's Studies | Women's studies — interdisciplinary |
| MEDIA | Film and Media Studies | Media studies (including journalism) | YOR | Africana & Puerto Rican/Latino Studies | Yoruba |
| MEDP | Film and Media Studies | Media Production | | | |
| MLS | School of Health Sciences | Medical laboratory sciences | | | |
| MODGK | Classical & Oriental Studies | Modern Greek | | | |
| MUSED | Music | Music education | | | |
| MUSHL | Music | Music history & literature | | | |
| MUSIN | Music | Individual study music project | | | |
| MUSPF | Music | Music performance | | | |
| MUSTH | Music | Music theory | | | |
| NFS | School of Health Sciences | Nutrition & food science | | | |
| NURS | School of Nursing | Nursing | | | |
| ORSEM | Office of Student Services | Orientation seminar | | | |
| P GEOG | Geography | Physical geography | | | |
| PH | School of Health Sciences | Urban public health | | | |
| PHILO | Philosophy | | | | |
| PHYS | Physics & Astronomy | Physics | | | |
| PHYSC | Physics & Astronomy | Physical science | | | |
| POL | Polish | Classical & oriental studies | | | |
| POLSC | Political Science | | | | |
| PORT | Portuguese | Romance languages | | | |
| PSYCH | Psychology | | | | |
| PT | School of Health Sciences | Physical therapy | | | |



ABBREVIATIONS

| | | | |
|-----------------|--|-----------------|---|
| APT | Advanced placement test | JD | Doctor of Jurisprudence |
| APTS | Aid for Part-Time Study | Jr | Junior |
| BA | Bachelor of Arts | K-12 | Kindergarten through 12th Grade |
| BFA | Bachelor of Fine Arts | lab | laboratory |
| BMus | Bachelor of Music | lec | lecture |
| BS | Bachelor of Science | MA | Master of Arts |
| CHC | CUNY Honors College | MARC | Minority Access to Research Careers |
| CR/NC | Credit/No Credit | MBRS | Minority Biomedical Research Support |
| CLEP | College-Level Examination Program | MFA | Master of Fine Arts |
| conf | conference | MMUF | Mellon-Mays Undergraduate Fellowship Program |
| COR | Career Opportunities in Research and Education | MPH | Master of Public Health |
| coreq | corequisite | MPT | Master of Physical Therapy |
| CPE | CUNY Proficiency Examination | MS | Master of Science |
| CPI | College Preparatory Initiative | MSEd | Master of Science in Education |
| cr(s) | credit(s) | MSW | Master of Social Work |
| CUNY | City University of New York | MUP | Master of Urban Planning |
| D | day | PD | Pluralism and Diversity |
| demo | demonstration | perm | permission |
| dept | department | PhD | Doctor of Philosophy |
| disc | discussion | PLUS | Parent Loans for Undergraduate Students |
| DSW | Doctor of Social Work | Pre-k-12 | Pre-kindergarten through 12th grade |
| E | evening | prereq | prerequisite |
| EdD | Doctor of Education | QUEST | Quality Urban Elementary School Teachers |
| ESL | English as a Second Language | rec | recommendation |
| Fa | Fall | recit | recitation |
| FAFSA | Free Application for Federal Student Aid | SAT | Scholastic Aptitude Test |
| FERPA | Family Educational Rights and Privacy Act | SEEK | Search for Education, Elevation and Knowledge |
| FIN | Failure-Incomplete | sem | semester |
| FL | Foreign Language | So | sophomore |
| FP&B | Faculty Personnel and Budget Committee | Sp | Spring |
| Fr | Freshman | Sr | Senior |
| FSAT | Freshman Skills Assessment Test | Su | Summer |
| FWS | Federal Work Study | TAP | Tuition Assistance Program |
| G | Graduate | TEP | Teacher education program |
| GED | Test of General Educational Development | TBA | To be arranged |
| GER | General Education Requirement | TH | Thomas Hunter Hall |
| GPA | Grade point average | TOEFL | Test of English as a Foreign Language |
| HE | Hunter East Building | U | Undergraduate |
| HN | Hunter North Building | W | student withdrawal without penalty |
| HW | Hunter West Building | WA | administrative withdrawal without penalty |
| HEGIS | Higher Education General Information Survey | WU | unofficial withdrawal (failure) |
| hr(s) | hours | yr | year |
| IN | incomplete | | |
| instr | Instructor | | |

Hunter College School of **ARTS AND SCIENCES**

Office of the Dean: 812 Hunter East; (212) 772-5121

Acting Dean: Judith Friedlander; (212) 772-5195

Web Site: http://www.hunter.cuny.edu/arts_sci/deans_office

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The School of Arts and Sciences is dedicated to providing Hunter College students a flexible and challenging liberal arts education. We support dedicated teaching and up-to-date research programs and have made both integral components of strong major programs. In addition, Arts and Sciences faculty teach almost all of the courses that Hunter students are required to take to fulfill the General Education Requirement. Through major courses and GER courses, the School of Arts and Sciences works to complement and strengthen student academic progress in the Schools of Education and the Health Professions.

The School has more than 400 full-time faculty in 23 different departments and eight interdisciplinary programs. It enrolls over 15,000 undergraduate majors and close to 1000 graduate students. The School of Arts and Sciences is also home to interdisciplinary majors in Archaeology, English Language Arts, Women's Studies, Comparative Literature, Jewish Social Studies, Religion, Urban Studies and Latin American and Caribbean Studies.



AFRICANA & PUERTO RICAN/LATINO STUDIES

Department Office: 1711 Hunter West; (212) 772-5035

Chair: Ehiedu Iweriebor

Web Site: <http://www.hunter.cuny.edu/blpr>

Professors:

Flores, López-Adorno

Associate Professors:

Iweriebor, Matos-Rodriguez, Toney, Gregg

Assistant Professor: Browne, Gómez

Lecturers:

Edey-Rhodes, Kassem-Ali, Rodríguez

Adviser:

Jaafar Kassem-Ali

HEGIS Code: 2211

| Majors Offered | Options in Major | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|--|------------------------------|----------------|--------------------------|--------|---|
| BA in Africana and Puerto Rican/Latino Studies | Africana sequence | 30 | Consult your adviser | none | A minor is chosen in consultation with the undergraduate adviser. The minor may be selected from any other department. or split equally between two separate departments. |
| | Puerto Rican/Latino sequence | | | | |
| | Combinations of above | | | | |

The Department of Africana and Puerto Rican/Latino Studies is comprised of Africana and Puerto Rican/Latino sequences. It offers an interdisciplinary course of study combining humanities and social sciences approaches in the School of Arts and Sciences. The curriculum is devoted to the history and cultures of these two heritages. The Africana sequence focuses on the experiences of African people on the continent and those in the diaspora. The Puerto Rican/Latino sequence addresses issues related to Puerto Ricans, Dominicans and Cubans in the Islands as well as Latinos' experiences in the U.S. Where applicable, the similarities and common experiences of the sequences are emphasized.

Because of the department's emphasis on intellectual, analytical and research development, the student with a background in Africana and Puerto Rican/Latino 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 in which students can utilize a background in Africana and Puerto Rican/Latino 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.

Program of Study

Given the interdisciplinary organization of the department, students may elect to concentrate their program of study in the Africana sequence, Puerto Rican/Latino sequence or a combination of both with courses from social sciences and humanities offered by the department.

MAJOR

The major consists of 30 credits. Courses to be taken are as follows:

6 credits from among AFPRL 201, 202, 203, 204, 209, 210, 241, 242

3 credits from AFPRL 281

21 credits, of which at least 12 must be taken at the 300 and 400 level. At least 3 credits must be taken in Puerto Rican/Latino studies if the student's concentration is in Africana studies and vice versa.

Minor

Students who major in the department are also required to have a minor of 12 credits. A minor is chosen in consultation with the undergraduate adviser. The minor may be selected from any other department or program leading to a BA degree or split equally between two separate departments.

Minor for Non-Majors

For minors from other departments, we recommend at least 6 credits at level of 300 or above.

COURSE LISTINGS

AFPRL 100 Introduction to Black Politics

GER 2/B PD/B

General survey of politics of African world with major emphasis on politics in Black America.
3 hrs, 3 cr.

AFPRL 102 Latino Communities in the United States

GER 2/B PD/B

Migration, ethnicity, community life and public policy issues of Latino groups compared to the Puerto Rican experience.
3 hrs, 3 cr.

AFPRL 103 Conquest and Resistance: Puerto Rican Experiences in Comparative Perspective

GER 2/B PD/B

Introductory study of the Puerto Rican experience compared with experiences of Native and African Americans, Chicanos and Pacific Island peoples in the territorial expansion of the United States.
3 hrs, 3 cr.

pending Hunter College Senate approval

AFPRL 141 Puerto Rican Folklore

GER 2/C PD/A or B

Study of Puerto Rican folklore: traditional beliefs, legends, religious rites and typical music.
3 hrs, 3 cr.

AFPRL 143 The Image of the Puerto Rican National Identity in Its Literature

PD/A

Analysis of literary works of Puerto Rican authors and their images of Puerto Rican society.

prereqs: ENGL 120 and reading knowledge of Spanish
3 hrs, 3 cr.
offered fall only

AFPRL 181 Language and Ethnic Identity

GER 2/C

Role of language in perception of self and world.
3 hrs, 3 cr.

AFPRL 182 Culture and Ethnic Identity

GER 2/C

Social structure and world view as aspects of culture.
3 hrs, 3 cr.

AFPRL 201 African History from Human Origins to 1600 CE

GER 2/B PD/A

African history from ancient times with emphasis on endogenous African development of civilizations and complex economic, technological and cultural systems over time.
3 hrs, 3 cr.

AFPRL 202 African History Since 1600 CE

GER 2/B PD/A

Main currents of African history from 1600 CE to present.
3 hrs, 3 cr.

AFPRL 203 African American History I

GER 2/B PD/B

Survey of historical experiences of African people in U.S. from 16th century to end of Civil War.
3 hrs, 3 cr.

AFPRL 204 African American History II
GER 2/B PD/B

Survey of historical experiences of African people in U.S. from Reconstruction era to present.

3 hrs, 3 cr.

AFPRL 205 African American Politics of Social Change
PD/B

The Civil Rights Movement and social change in U.S. since 1954.

3 hrs, 3 cr.

AFPRL 206 African Political and Social Change
PD/A

Introductory study of political and social change in Africa during the second half of the 20th century.

3 hrs, 3 cr.

AFPRL 207 African Caribbean Politics I
PD/A

Examines political economy of slavery and colonialism and responses of Caribbean people from 1492 to political independence.

3 hrs, 3 cr.

AFPRL 208 African Caribbean Politics II
PD/A

Begins with attainment of political independence by major Caribbean countries; focuses on nation-building.

prereq: AFPRL 207

3 hrs, 3 cr.

AFPRL 209 Introduction to Caribbean History to 1900
GER 2/B PD/A

Introduction to the major themes in Caribbean history to 1900.

prereq: ENGL 120

3 hrs, 3 cr.

AFPRL 210 Introduction to Caribbean History: 1900 - Present
GER 2/B PD/A

Introduction to the major themes in Caribbean history after 1900.

prereq: ENGL 120

3 hrs, 3 cr.

AFPRL 211 Black Economic History

Survey of economic behavior of Black Americans since 1619, with African background.

3 hrs, 3 cr.

AFPRL 220 African Spirituality in the Diaspora
GER 2/C PD/A or B

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.

3 hrs, 3 cr.

AFPRL 222 African Civilization
GER 2/C PD/A

Introduction to study of African civilization.

3 hrs, 3 cr.

AFPRL 235(W) African Literature
GER 2/A PD/A

Introduction to contemporary African literature originally written in English. The course is conducted in English; all course requirements are in English.

prereq: ENGL 120

3 hrs, 3 cr.

AFPRL 236(W) African American Literature
GER 2/A PD/B

Introduction to African American writing, from earliest expressions to present.

prereq: ENGL 120

3 hrs, 3 cr.

AFPRL 237(W) African Caribbean Literature
GER 2/A PD/A or B

Introduction to the historical development and major artistic preoccupations of Caribbean literature. The course is conducted in English; all course requirements are in English.

prereq: ENGL 120

3 hrs, 3 cr.

AFPRL 241 Puerto Rican History to 1897
GER 2/B PD/A

An examination of Taino society, Spanish colonialism, slave economy and the development of nationhood in the 19th century.

3 hrs, 3 cr.

AFPRL 242 Puerto Rican History Since 1898
GER 2/B PD/A

Sociohistorical, political and economic analysis of Puerto Rico dating from the U.S. invasion to the present.

3 hrs, 3 cr.

AFPRL 243 Puerto Rican Culture
GER 2/C PD/A or B

General study of Puerto Rican culture and ethnic mixtures that went into making of that culture.

3 hrs, 3 cr.

AFPRL 244 Puerto Ricans in the United States
GER 2/B PD/B

Survey of the origins, contemporary and future development of Puerto Ricans in the United States.

3 hrs, 3 cr.

AFPRL 245 Puerto Rican Literature I
PD/A

Analysis of the emergence and development of the various literary genres which surfaced during the 19th century in the literature of Puerto Rico. Discussion and analysis of major 19th century Puerto Rican authors (Hostos, Tapia and Zeno Gandia).

prereq: SPAN 202 or equiv. or perm instr.

3 hrs, 3 cr.

AFPRL 246 Puerto Rican Literature II
PD/A

Discussion and analysis of the literary and cultural evolution of Puerto Rico viewed through the works of key 20th century authors. Literary production from the 1960s onwards is emphasized.

prereq: SPAN 202 or equiv. or perm instr.

3 hrs, 3 cr.

AFPRL 247 Puerto Ricans in the U.S. as a Literary Theme

Analysis of literary texts dealing with Puerto Rican communities in U.S. and their migration experiences.

prereqs: ENGL 120 and reading knowledge of

Spanish

3 hrs, 3 cr.

AFPRL 248 Caribbean Spanish

Linguistic analysis of Spanish as spoken in Puerto Rican, Dominican and Cuban communities.

3 hrs, 3 cr.

AFPRL 255 Puerto Rican/Latino Children in North American Schools
PD/B

Survey of educational system viewed as an acculturating institution.

3 hrs, 3 cr.

AFPRL 270 Economic History of Puerto Ricans
Stages of change in economic structures and labor conditions among Puerto Ricans in Puerto Rico and the U.S.

prereq: AFPRL 242 or 244

3 hrs, 3 cr.

AFPRL 276 The Puerto Rican Family

Investigation of structure and function of Puerto Rican family as integrating unit on island and mainland.

3 hrs, 3 cr.

AFPRL 281 Fieldwork in African American/Latino Communities

Fieldwork involvement and sociopolitical analysis of a community organization in the Black and/or Puerto Rican/Latino communities.

3 hrs, 3 cr. each

AFPRL 290 Selected Topics in Africana and Puerto Rican Studies

Topics change according to instructor.

3 hrs, 3 cr.

Note: all 300 and above level courses have ENGL 120 as a prerequisite.

AFPRL 304(W) Leaders and Movements of Black Urban Communities
GER 3/B PD/B

Personalities and movements that have influenced Black communities of U.S.; focuses mainly on 20th century.

prereqs: AFPRL 203, 204

3 hrs, 3 cr.

AFPRL 306(W) Modern African International Relations
GER 3/B PD/A

Factors affecting relations among African states and between African and non-African states within international system.

prereq: AFPRL 206 or perm dept.

3 hrs, 3 cr.

AFPRL 307(W) Contemporary African Politics
GER 3/B

Study of post-independence nationalism, political systems, regional and inter-nation cooperation of African nations.

3 hrs, 3 cr.

AFPRL 308(W) Contemporary International Relations of the Afro-Caribbean
GER 3/B

Examination of use of foreign policy for economic development in Caribbean and as instrument of transformation.

3 hrs, 3 cr.

AFPRL 309(W) Afro-Americans and Africa
GER 3/B PD/A or B

Major evidence of Black American involvement and interest in Africa from 1775 to present.

prereqs: AFPRL 203, 204

3 hrs, 3 cr.

AFPRL 310(W) Modern Nigeria

GER 3/B

Detailed study of the historical development of modern Nigeria from the late 19th century to the present.

prereq: perm instr.
3 hrs, 3 cr.

AFPRL 313(W) Slavery

GER 3/B PD/A or B

Historical overview of slavery from Africa to the Americas.

prereq: AFPRL 203 or 209 or perm instr.
3 hrs, 3 cr.

AFPRL 314(W) Blacks in Labor and Politics

GER 3/B

Black labor from emancipation to present. Emphasis on period between New Deal and present.

prereq: AFPRL 204 or 205 or perm instr.
3 hrs, 3 cr.

AFPRL 318(W) Women in Africa

GER 3/B PD/C

Examination of African womanhood in traditional setting during colonialism and neo-colonialism, independence and revolution.

prereq: AFPRL 202 or 222 or perm instr.
3 hrs, 3 cr.

AFPRL 319(W) Women in the African Diaspora

GER 3/B PD/B or C

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.

prereq: AFPRL 204 or 209 or 210 or perm instr.
3 hrs, 3 cr.

AFPRL 320(W) African-Caribbean Culture

GER 3/A PD/A or B

Anthropological study of culture of Caribbean peoples of African descent: African roots, slavery and contemporary life styles.

prereq: AFPRL 209 or 210 or 222
3 hrs, 3 cr.

AFPRL 322(W) African World View: Philosophy and Symbolic Thought

GER 3/A PD/A

Examination of African religious systems, metaphysical conceptions and philosophy.

prereq: AFPRL 222 or perm instr.
3 hrs, 3 cr.
offered every other sem.

AFPRL 323(W) Islam and Christianity in Africa

GER 3/A

Examination of relationship of Islam and Christianity to primary African religion and their political role in African history.

prereq: AFPRL 201 or 202 or 222 or perm instr.
3 hrs, 3 cr.

AFPRL 324(W) African American Ethnohistory

Ethnohistorical survey of development of Black culture in the diaspora; reinterpretation of African forms in Western European environment.

prereq: AFPRL 220 or perm instr.
3 hrs, 3 cr.

pending Hunter College Senate approval

AFPRL 330(W) Autobiography as a Theme in Black Literature

GER 3/A

Treatment of autobiographical works of Black authors in U.S., Caribbean and Africa during 19th and 20th centuries.

3 hrs, 3 cr.

AFPRL 336(W)/WOMST 336(W) African American Women Writers

GER 3/A PD/C

Afro-American female authors from slavery to present: novels, short stories, essays, plays, poetry, teenage fiction and children's books.

prereq: AFPRL 236 or perm instr.
3 hrs, 3 cr.

AFPRL 337(W)/WOMST 337(W) Caribbean Women Writers

GER 3/A

A study of some of the major preoccupations of Caribbean fiction, such as history, migration/travel, creolization, memory and language, from the perspectives of selected women writers, paying close attention to the historical, intellectual and cultural contexts that stimulated the production of these works.

prereq: AFPRL 236 or 237 or ENGL 220 or WOMST 100
3 hrs, 3 cr.

AFPRL 342(W) Political Nationalism in Puerto Rico

GER 3/B PD/A

Nationalist ideology in Puerto Rico: its impact on contemporary political movements and economy.

prereq: AFPRL 242 or perm instr.
3 hrs, 3 cr.

AFPRL 351(W) Major Puerto Rican Figures

GER 3/B PD/A or B

Theorists, poets and statesmen in formation of Puerto Rican nationality.

prereq: AFPRL 143 or 242 or 243
3 hrs, 3 cr.

AFPRL 352(W) Power Structure in Puerto Rico

GER 3/B

Social analysis of class divisions, role of the economy and the United States presence in Puerto Rico.

prereq: AFPRL 243 or 270
3 hrs, 3 cr.

AFPRL 355(W) The African Image in 19th and 20th century Spanish Antillean Poetry

GER 3/A PD/A

The portrayal of the African image in Spanish Antillean poetry seen through the work and poetic trends of its major exponents.

prereqs: AFPRL 143 or SPAN 208, reading knowledge of Spanish
3 hrs, 3 cr.

AFPRL 356(W) Latino Literature in English

GER 3/A PD/B

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).

3 hrs, 3 cr.

AFPRL 360(W) Politics in Puerto Rico

GER 3/B

Analysis of the political status issue, development of political parties, national leadership and participation.

prereq: AFPRL 242 or 342 or perm instr.
3 hrs, 3 cr.

AFPRL 362(W) Puerto Rican and Caribbean Religious Practices

GER 3/A PD/A or B

Reading knowledge of Spanish suggested. Analysis of roots of folk religion in Indian, African and Spanish cultures. Religious syncretisms, popular imagery and ritual practices.

prereq: AFPRL 141 or 243
3 hrs, 3 cr.





AFPRL 370(W) Sociolinguistic Fieldwork in Black and Puerto Rican/Latino Speech Communities
GER 3/B

Sociolinguistic theory applied to linguistic varieties spoken in African American, African-Caribbean, Puerto Rican and other Latino communities.

prereq: AFPRL 181 or ANTHC 151

3 hrs, 3 cr.

pending Hunter College Senate approval

AFPRL 384(W) Poverty in Society
GER 3/B

Causes and effects of deprivation, with emphasis on policy and program approaches for African Americans and Puerto Ricans/Latinos.

prereqs: 2 AFPRL courses completed

3 hrs, 3 cr.

AFPRL 387(W) Puerto Rican/Latino Politics in the United States
GER 3/B PD/B

An analysis of the political participation and leadership of Puerto Ricans and other Latinos in the United States.

prereq: AFPRL 102 or 242 or 244 or *perm. instr.*

3 hrs, 3 cr.

AFPRL 390(W) Research Topics in Africana and Puerto Rican/Latino Studies
GER 3/B

Open to Jr/Sr only. Topics change according to instructor.

3 hrs, 3 cr.

pending Hunter College Senate approval

AFPRL 401 Pan-Africanism
GER 3/B

Not open to freshmen. Seminar traces development of Pan-Africanism through the 20th century.

prereq: AFPRL 202 or 204 or 206

3 hrs, 3 cr.

AFPRL 402 African American Political Thought
GER 3/B

Comparative theorists; methods and ideological currents.

prereq: AFPRL 203 or 204 or 205

3 hrs, 3 cr.

AFPRL 403 Development Strategies in the African-Caribbean
GER 3/B

Analysis of developmental strategies used by Caribbean nations after independence.

prereq: AFPRL 207 or 208 or 209 or 210 or

perm instr.

3 hrs, 3 cr.

AFPRL 420 The Black Church and Social Change
GER 3/B

In-depth study of the sociopolitical role of Black church in political struggle of Black people with special emphasis on America.

prereq: AFPRL 203 or 204 or 205 or *perm instr.*

3 hrs, 3 cr.

AFPRL 428 Selected Topics in Africana and Puerto Rican/ Latino Studies: Social Science
GER 3/B

Topics change according to instructor.

prereq: *perm dept.*

3 hrs, 3 cr.

pending Hunter College Senate approval

AFPRL 442 History of Puerto Rican Labor Movements
GER 3/B

Historical development of Puerto Rican working class, its movements and organizations from 19th century to present.

prereq: AFPRL 242 or 270

3 hrs, 3 cr.

AFPRL 445 Caribbean Short Story in Spanish: Readings and Theories
GER 3/A

A critical study of the short story genre in the Hispanic Caribbean viewed in conjunction with contemporary literary theory.

pre- or coreq: SPAN 208

3 hrs, 3 cr.

AFPRL 499 Honors

Individual research, honors essay under direction of a department member.

prereqs: *perm dept; upper Jr/Sr with 3.3*

cumulative GPA, 3.5 major GPA

3 hrs, 3 cr.

SWAHILI

SWA 101, 102 Swahili I, II

Introduction to Swahili, pronunciation and elements of grammar.

3 hrs, 3 cr. *each*

credit for SWA 101 is not given until SWA 102 is completed

SWA 201 Swahili III

Grammar review, composition oral practice.

prereq: SWA 102 or *demonstrated competence in speaking and writing*

3 hrs, 3 cr.

SWA 202 Swahili IV

Review of morphology and syntax original composition, intensive oral practice.

prereq: SWA 201 or *demonstrated competence as a native speaker*

3 hrs, 3 cr.

YORUBA

YOR 101, 102 Yoruba I, II

Elementary Yoruba. Introduction to language and culture of Yoruba People of Nigeria.

3 hrs, 3 cr. *each*

credit for YOR 101 is not given until YOR 102 is completed

YOR 201 Yoruba III

Writing and reading of Yoruba language, including study of grammar and syntax.

prereq: YOR 102 or *demonstrated competence in speaking and writing*

3 hrs, 3 cr.

YOR 202 Yoruba IV

Intensive writing and reading of Yoruba language and continuation of study of grammar and syntax.

prereq: YOR 201 or *demonstrated competence as a native speaker*

3 hrs, 3 cr.

Courses That May Not Be Offered in 2004-2007:

AFPRL 314(W) Blacks in Labor and Politics
AFPRL 322(W) African World View: Philosophy and Symbolic Thought

AFPRL 323(W) Islam and Christianity in Africa
AFPRL 324(W) African American Ethnohistory

AFPRL 330(W) Autobiography as a Theme in Black Literature

AFPRL 370(W) Sociolinguistic Fieldwork in Black and Puerto Rican/Latino Speech Communities

AFPRL 401 Pan-Africanism

AFPRL 402 African American Political Thought

AFPRL 403 Development Strategies in the African-Caribbean

AFPRL 420 The Black Church and Social Change

AFPRL 442 History of Puerto Rican Labor Movements

ANTHROPOLOGY

Department Office: 722 Hunter North; (212) 772-5410

Chair: Gregory Johnson

E-mail: gjohnson@hunter.cuny.edu

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

Professors:

Bendix, Edelman, Friedlander, Hodges, Johnson, McGovern, Oates, Parry, Smith, Susser

Associate Professors:

Bulag, Creed, Lennihan

Assistant Professors:

Brown, Delgado, Lasalle, Shannon, Steiper

Advisers:

Jacqueline Brown, Marc Edelman

BA/MA Program: Marc Edelman

HEGIS Code: 2202

| Majors Offered | Major Requirements | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|--------------------|--|----------------|--------------------------|-----------|--|
| BA in Anthropology | An overview of the discipline, as well as training in all four fields of the subject (archaeology, cultural anthropology and ethnology, anthropological linguistics, and biological anthropology). ANTHP 101 or 1024 ANTHC 151.....3 ANTHC 126.....3 ANTHC 314.....3 ANTHC 318.....3 Elective courses (selected from the above fields) ..9 Total credits25 | 25 | 2B ANTHC 101 | ANTHC 101 | Sociology, history, languages, biology, geology, psychology, art, art history, and classics; other choices may also be suitable. Consult undergraduate adviser or department chair. Can minor in one of the four fields of anthropology by combining courses from other departments. |

Accelerated BA/MA Program in Anthropology

130 credits total, including at least 30 graduate credits. Students pursue the MA degree as part of the undergraduate curriculum by substituting graduate courses for electives in the degree program. Students may substitute graduate courses for undergraduate courses except for ANTHP 101 and 102. Participants fulfill all requirements for the BA and MA degrees in anthropology.

Anthropology is the 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, biological anthropology and anthropological linguistics. Major and minor programs are designed to prepare students for postgraduate activities, which include graduate studies and research. Students are also prepared for careers in teaching, social work and work in museums, government and industry, both domestic and overseas. Many use anthropology as a prelaw or premedical degree. Hunter College also offers a master of arts degree in anthropology; a doctoral degree in anthropology is offered by The City University of New York, of which Hunter is a senior college member.

MAJOR

The anthropology major is designed to give students an overview of the discipline, as well as training in all four fields of the subject (archaeology, cultural anthropology and ethnology, anthropological linguistics and biological anthropology). The anthropology major consists of 25 credits [see table below].

Note: While ANTHC 101 is a prerequisite for many courses in cultural anthropology, including some of the required courses, it is not itself included in the courses required for the major.

Minor

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 minor for the anthropology major should be selected after consultation with the undergraduate adviser or the department chair.

It is also possible for the anthropology 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 art, 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.

Major Requirements

| Field | Courses | Credits |
|---|------------------------------------|-----------|
| Biological Anthropology: Human Evolution or Human Variation | ANTHP 101 or 102 | 4 |
| Linguistics: Intro to Linguistics | ANTHC 151 | 3 |
| Archaeology: Intro to Prehistoric Archaeology General | ANTHC 126 | 3 |
| Research: Design General | ANTHC 314 | 3 |
| History of Anthropological Theory | ANTHC 318 | 3 |
| Elective courses | (selected from above fields) | 9 |
| Total credits | | 25 |

Minor for Non-Majors

Students wishing to minor in anthropology should consult their major adviser for appropriate course recommendations.

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 cumulative GPA of not

less than 2.8 at the time of graduation; and (3) complete a departmental honors form available from the departmental undergraduate adviser.

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 adviser and the department chair; and (3) obtain approval prior to preregistration.

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 and 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 register with the program. Additional details and descriptive literature are available from the COR program manager, 532 Hunter North, (212) 772-4562.

Interdepartmental Fields

Students who want to do work in anthropology as part of an interdepartmental field, such as Africana and Puerto Rican/Latino 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.

BA/MA Program in Anthropology

A special feature of the Hunter Anthropology Department is the innovative BA/MA program, designed to permit a small number of highly motivated students to begin graduate study before completing their undergraduate degrees. The program allows students to pursue the MA degree as part of the undergraduate curriculum by substituting graduate courses for electives in their degree programs. Participants fulfill all the requirements for the BA and MA degrees in anthropology.

The total number of credits taken by the student is 130. At least 30 must be graduate credits (the same number of course credits required of a student admitted as a matriculated graduate student with a BA in hand). Graduate courses may fulfill undergraduate major requirements with the exception of ANTHP 101 and 102. Applicants to the BA/MA program must have a minimum GPA of 3.25 and a minimum of 3.5 in their anthropology courses. Students must apply to the program early in their academic careers, usually before beginning the junior year.

COURSE LISTINGS

BIOLOGICAL ANTHROPOLOGY, GENETICS AND PALEONTOLOGY

ANTHP 101 Human Evolution GER 2/E

Ethnology, morphology, paleontology and genetics pertaining to living and extinct hominids.
*6 hrs (3 lec, 3 lab), 4 cr.
offered every sem.*

ANTHP 102 Human Variation GER 2/E

Genetic and racial analysis of contemporary human populations. Lab experiments and demonstrations.
*6 hrs (3 lec, 3 lab), 4 cr.
offered every sem.*

ANTHP 301 Human Fossil Record GER 3/B PD/C

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

ANTHP 310 Primate Ecology and Behavior GER 3/B

Examination of ecological factors responsible for the distribution and behavior of living primate species.
*prereq: ANTHP 101 or 102 or BIOL 100 or 102
3 hrs, 3 cr.*

ANTHP 311 Primate Evolution GER 3/B

Evolution of primate behavior and morphology; interdependence of ecology, behavior and morphology.
*prereq: ANTHP 101 or perm instr.
3 hrs, 3 cr.*

ANTHP 316 Human Evolutionary Adaptations GER 3/B

Studies adaptive significance of distinctive biological features of human species, including brain size, secondary sexual characteristics, sparse body hair and use of complex language.
*prereq: ANTHP 101 or 102 or BIOL 100 or 102
3 hrs, 3 cr.*

ANTHP 401 Seminars in Selected Topics

Course provides in-depth study of specific topics in field of physical anthropology.
*prereq: depends on topic
3 hrs, 3 cr.*

CULTURAL ANTHROPOLOGY AND ETHNOLOGY

ANTHC 101 Introduction to Cultural Anthropology GER 2/B PD/A

Comparative and historical examination of the human condition 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.
*3 hrs, 3 cr.
offered every sem.*

ANTHC 102 Contemporary Issues in Anthropological Perspectives

Anthropological perspectives on current issues such as crime, war, sex differences, cults and energy crisis.
3 hrs, 3 cr.

ANTHC 200 Africa: Societies and Cultures GER 3/B PD/A

Pre-colonial, colonial and contemporary communities, subsistence and exchange systems and ecological adaptations.
3 hrs, 3 cr.

ANTHC 201 The Middle East: Societies and Cultures GER 3/B PD/A

Peasant, nomadic and urban society; kinship, ethnic, religious and ecological diversity; colonialism and modernization.
3 hrs, 3 cr.

ANTHC 204 East Asia: Societies and Cultures GER 3/B PD/A

Historical and regional variation in various East Asian societies, with a focus on political economy, family, kinship, community and national minorities.
3 hrs, 3 cr.

ANTHC 211 Native North America: Societies and Cultures GER 3/B PD/A or B

Adaptive strategies and cultural variations in pre- and post-contact periods; problems in contemporary societies.
3 hrs, 3 cr.

ANTHC 213 Latin America: Societies and Cultures GER 3/B PD/A

Development and organization of tropical forest Indians, hacienda and plantation economies, peasant and urban societies.
3 hrs, 3 cr.

ANTHC 214 The Caribbean: Societies and Cultures GER 3/B PD/A

Indigenous peoples, colonization and slavery; minorities, race relations; family life, religion and economy.
3 hrs, 3 cr.

ANTHC 215(W) The Anthropology of Black America GER 3/B PD/B

Examines anthropological knowledge about Black America and the various socio-political contexts in which this body of scholarship has been produced. Focuses on the politics of knowledge production and Black culture.
*prereq: ENGL 120
3 hrs, 3 cr.*

ANTHC 275(W) Reading Ethnographies GER 3/B

Examines the most significant mode of writing within cultural anthropology: the ethnography. Students explore interpretive, theoretical and political issues in the representation of cultures through close reading and analysis of ethnographic texts.
*prereq: ANTHC 101 or perm instr.
pre- or coreq: ENGL 120
3 hrs, 3 cr.*



ANTHC 301 Gender in Anthropological Perspective

GER 3/B PD/C

Men and women in different societies, division of labor, socialization, stratification, political activism and gender construction.

prereq: ANTHC 101 or *perm instr.*
3 hrs, 3 cr.

ANTHC 304 Economy and Culture

GER 3/B PD/A

Various systems of production, consumption and exchange; relationship to politics and ecology; connections between rural, urban and global economies.

prereq: ANTHC 101 or *perm instr.*
3 hrs, 3 cr.

ANTHC 305 Psychological Anthropology

GER 3/B PD/A

Factors related to cross-cultural variation in personality, including male-female relationships and sexual preferences. Psychological explanations of different customs (initiation, folktales, games).

prereq: ANTHC 101 or *perm instr.*
3 hrs, 3 cr.

ANTHC 306 Folklore and Myth

GER 3/B

Cultural and psychological functions and symbolic meanings.

3 hrs, 3 cr.

ANTHC 307 Anthropology of Religion

GER 3/B PD/A

Emphasis on non-Western societies; theories of religion, magic; functions and symbolic meaning.

3 hrs, 3 cr.

ANTHC 308 Human Ecology

GER 3/B PD/A

Relationship between human populations and environment; ecosystems, population interactions, resource management and environmental movements.

prereq: ANTHC 101 or *perm instr.*
3 hrs, 3 cr.

ANTHC 310 Politics and Power in Anthropological Perspective

GER 3/B PD/A

Leadership, conflict, inequality, decision-making and law in different societies; interaction of local politics with state and global institutions.

prereq: ANTHC 101 or *perm instr.*
3 hrs, 3 cr.

ANTHC 311 Anthropology of Art

GER 3/B

Symbolic forms of human behavior; paleolithic cave art, tribal art, ethnomusicology.

3 hrs, 3 cr.

ANTHC 312 Anthropological Approaches to Sexuality

GER 3/B PD/C

Documents the social construction of human sexuality through an examination of sexual variation cross-culturally and over recent history, including the development of sexually defined communities and identities within contemporary societies.

prereq: ANTHC 101
3 hrs, 3 cr.

ANTHC 314 Research Design in Anthropology

GER 3/B

Introduction to basic principles of research design employed in anthropology.

prereq: ANTHC 101
3 hrs, 3 cr.

ANTHC 315 Applied Anthropology

GER 3/B

Practical applications of theory and methods to contemporary social problems; community development; intercultural relations.

prereq: ANTHC 101 or *perm instr.*
3 hrs, 3 cr.

ANTHC 318 History of Anthropological Theory

GER 3/B PD/D

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.

prereq: ANTHC 101 or *perm instr.*
3 hrs, 3 cr.

ANTHC 320 Problems in Anthropology

GER 3/B

Topics TBA. Recent courses have looked at globalization, social movements and civil society, energy policy, women and economic development, international migration. Depending on topic, may meet PD/A, B, or C.

prereq: *perm instr.*

3 hrs, 3 cr.

offered every sem.

ANTHC 321 Women and Globalization

GER 3/B

The situation of women from less developed countries with attention to the local and global forces shaping their lives. Topics include migration, the international division of labor and worldwide adoption. Includes both theoretical approaches and practical issues related to improving women's place in society.

prereq: ANTHC 101 or *perm instr.*

3 hrs, 3 cr.

ANTHC 322 Family and Household in Anthropology and History

GER 3/B PD/C

Examines variations in household structure and family relations across cultures and over time, focusing on the relationship between domestic arrangements and other aspects of society.

pre- or coreq: ANTHC 101

3 hrs, 3 cr.

ANTHC 325 Special Projects and Independent Research in Anthropology

GER 3/B

prereq: *perm instr.*

3 hrs, 3 cr.

offered every sem.

ANTHC 332 East Asia: Societies and Cultures

GER 3/B

Historical and regional variation in various East Asian societies with a focus on political economy, kinship, community and national minorities.

prereq: ANTHC 101 or *perm instr.*

3 hrs, 3 cr.

ANTHC 334 Latin America: Societies and Cultures

GER 3/B

Changing views of US and Latin American anthropologists on ethnic, class and gender relations, underdevelopment, migration and social movements.

prereq: ANTHC 101 or *perm instr.*

3 hrs, 3 cr.

ANTHC 350 Popular Culture: Anthropological Perspectives

GER 3/B

The comparative ethnographic and theoretical study of popular and expressive culture traditions from around the world.

prereq: ANTHC 101, ENGL 120, or *perm instr.*

3 hrs, 3 cr.

ANTHC 400 Honors Projects

prereq: *perm chair*

offered every sem.

ANTHC 401 Seminars in Selected Topics

Topics TBA.

LINGUISTICS

ANTHC 151 Introduction to Linguistics

GER 2/B

Structure and analysis of human languages; language history; language in society, culture and mind; language universals.

3 hrs, 3 cr.

ANTHC 260 North American Indian Languages and Cultures

GER 3/B

Linguistic analysis and sociocultural background of North American Indian languages.

3 hrs, 3 cr.

ANTHC 263 Afro-New World Languages and Cultures

GER 3/B

Linguistic analysis, history, sociocultural background of Caribbean Creole languages, other Afro-American speech forms.

3 hrs, 3 cr.

ANTHC 351 Language in Culture and Society

GER 3/B

Sociolinguistics; ethnography of communication; languages and dialects; face-to-face interaction; bilingualism in social and political life; language, ideology and identity.

3 hrs, 3 cr.

ANTHC 353 Phonological Analysis and Theory

GER 3/B

Phonetics of diverse languages, their phonemic analysis at different levels of theory, including distinctive feature analysis and phonological links to grammar.

prereq: ANTHC 151 or equiv.

3 hrs, 3 cr.

ANTHC 354 Grammatical Analysis and Theory

GER 3/B

Methods of syntax and morphology in work with diverse languages; syntactic theories and their development relative to universals, semantics, pragmatics, discourse.

prereq: ANTHC 151 or equiv.

3 hrs, 3 cr.

ARCHAEOLOGY

ANTHC 126 Introduction to Prehistoric Archaeology

GER 2/B

Human social and cultural evolution from the earliest humans to the rise of the first civilizations.

3 hrs, 3 cr.

offered every sem.

ANTHC 127 Introduction to Archaeological Techniques

Strategies of data collection; determination of age of deposits, environmental reconstruction, examination of artifacts.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

ANTHC 226 Archaeology of Africa

GER 3/B PD/A

Prehistory; origins, adaptations, cultural evolution of early hominids; origins of agriculture, early complex societies.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

ANTHC 227 Archaeology of Europe

GER 3/B PD/D

Prehistory; early hunting and gathering adaptations, beginnings of sedentary village life, development of complex societies.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

ANTHC 228 Archaeology of the Near East to 2000 BC

GER 3/B PD/A

Sociocultural development of Near East from early hunter-gatherers to first states and empires.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

ANTHC 230 Prehistory of North American Indians

GER 3/B

Examination of adaptation and change in prehistoric cultural systems, employing archaeological and ethnohistorical sources.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

ANTHC 231 Archaeology of Mesoamerica

GER 3/B

Sociocultural development from early hunter-gatherers to first pre-Hispanic states and empires.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

ANTHC 232 Archaeology of South America and the Caribbean

GER 3/B

Sociocultural development from early hunter-gatherers to first pre-Hispanic states and empires.

3 hrs, 3 cr.

prereq: ANTHC 126 or perm instr.

ANTHC 326 Rise of Old and New World Civilizations

GER 3/B

Theoretical and empirical examination of development of urbanism and state, in Old and New Worlds.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

ANTHC 327 Prehistoric Cultural Ecology

GER 3/B

Survey of selected problems in human evolution and adaptation from an ecological perspective.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

ANTHC 346 Analytic Methods in Archaeology

GER 3/B

Theory and methods of analysis of materials recovered from archaeological excavations and surveys.

prereq: ANTHC 126 or perm instr.

5 hrs (3 lec, 2 lab), 4 cr.

ANTHC 426 Seminar in Archaeological Field Methods

Introduction to field methods and techniques in survey and excavation; involves weekend fieldwork on nearby sites. Depending on topic, may meet PD/B or D.

prereq: ANTHC 126 or perm instr.

3 hrs, 3 cr.

Courses Less Frequently Offered:

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

ANTHP 214 Theory of Evolution



ART

Department Office 11054 Hunter North; (212)772-4995

Chair: Sanford Wurmfeld

E-mail: swurmfel@hunter.cuny.edu

Web Site: <http://www.hunter.cuny.edu/~art>

Distinguished Professors: DeCarava, Morris
Phyllis and Joseph Caroff
Professor: Wurmfeld
Evelyn Kranes Kossak

Professor:
Bates, Blum, Braun, Crile, Jaudon, Moore, Panzera, Roos, Sánchez, Stapleford, Swain

Associate Professors:
Carreiro, L. Davis, S. Davis, Evertz, Mongrain, Pelizzari, Richter, Siegel, Vergara, Ward, Weaver, Wood

Assistant Professors:
Leist

Advisers: (Studio Art) Andrea Blum, Susan Crile, Gabriele Evertz, Jeffrey Mongrain, Anthony Panzera; **(Art History)** Wayne Dynes, Katy Siegel, Richard Stapleford, Lisa Vergara

HEGIS Code: 1002 (Studio Art); 1003 (Art History)

| Majors Offered | Options in Major | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|-------------------|------------------|----------------|--------------------------|--|---|
| BA in Studio Art | 24-credit major | 24 | | | Art History |
| | 42-credit major | 42 | | | No minor |
| BFA in Studio Art | 61-credit major | 61 | 2D ARTH 111 | BA—42 credit major Departmental approval | No minor |
| BA in Art History | 24-credit major | 24 | 2D ARTH 111 | ARTH 111, 121, or 122 | Studio Art or related field such as classics, anthropology, or history. See art history adviser early in major. |
| | 42-credit major | 42 | 2D ARTH 111 | ARTH 111, 121, or 122 | No minor |

The Department of Art offers a wide variety of courses for majors and non-majors. In studio art, two academic degrees 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 Study of Visual Experience (ARTCR 101) and Beginning Drawing (ARTCR 221), 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.

MAJORS

Studio Art

The 24-Credit Major (BA) 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 ARTCR 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, ceramics, photography). Nine credits of study in art history are required. (It is recommended that students declare their major within 41 credits.)

Students should consult with a department adviser for guidance in the selection of 200-level courses. The plan for the area of concentration should be submitted to an adviser for tentative approval at the beginning of the junior year and for final approval in the lower senior term.

A maximum of 33 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 GER for the BA degree. Departmental approval of the 61-credit 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, 2216 cr
ART H 111 (see below)

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

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

Additional studio art requirements:6 cr
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.

Art history requirements:15 cr
To be completed by the end of year three.
ART H 111, 249, 250 and six to nine additional credits chosen from 200- and 300-level courses. (Recommended: ART H 251)

Year 4
ARTCR 405, 459, 46016 cr

Minor in Studio Art

A minor in studio art is composed of 12 credits of studio art courses. Students must obtain approval of a minor from their major department.

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 will 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 adviser and an art history adviser (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 adviser. 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 adviser during an early semester concerning their choice of a minor.

Majors planning graduate study in art history are advised to discuss requirements for graduate admission, including graduate language requirements, with an art history adviser during an early semester.

Required Courses for the 24-Credit BA:

Program prerequisite:

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

Modern including 19th, 20th, 21st century

Non-Western including:

Islamic, Chinese and Japanese18 cr.

Advanced topics or theme course selected from any of the offerings3 cr

ART H 3683 cr

Total24 cr

The 42-Credit Intensive Major Recommended for students desiring concentrated advanced work in art history. It requires 36 credits of course work in art history and 6 credits in studio art. It does not include a minor; however, with permission of the art history adviser, 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 (program prerequisite), is followed by five elective courses in art history and includes the advanced Research Seminar (ART H 368).

Required Courses for the 42-Credit Intensive Major:

Program prerequisite: 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

Modern including 19th, 20th, 21st century

Non-Western including:

Islamic, Chinese and Japanese27 cr.

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

ART H 368 Research Methods Seminar3 cr

Studio courses to be chosen in consultation with an adviser6 cr

Total42 cr

Minors in Art History

A minor in art history (consisting of 12 credits) may be arranged in consultation with a departmental adviser, subject to the approval of the major department.

Electives

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

Honors

Art History Major Students wishing to graduate with honors must consult an adviser to make an official application. Application forms are in the Art Office, Room 11054 Hunter North. Major credits must have been completed with a 3.5 grade point average and the cumulative grade point average, from courses taken only at Hunter, must be at least 3.0. Students must have taken at least one combined undergraduate/graduate course (ART H 399 “Special Topics”), for which they received a letter grade. Students must present to the department’s Committee on Honors a paper produced in conjunction with ART H 399, or with any of the following: ART H 402 “Independent Study in Art History”; ART H 368 “Research Methods of Art History”; or any of the 300-level art history “Advanced Studies” courses.

Studio Major Students wishing to graduate with honors must consult an adviser to make an official application. Application forms are in the Art Office, Room 11054 Hunter North. Major credits must have been completed with a 3.5 grade point average and the cumulative grade point average, from courses taken only at Hunter, must be at least 3.0. Student must submit 35mm slides of an advanced studio project (ARTCR 360) or independent study course (ARTCR 402).

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 adviser.

COURSE LISTINGS

STUDIO ART

ARTCR 101 and 221 are prerequisites to all studio courses except 203 and 204. Prerequisites may be waived by permission of the instructor.

ARTCR 101 Introduction to Study of Visual Experience

Introduction to conceiving and formulating ideas for visual experience. Students work in 3 different areas in day session, 2 in evening session.

6 hrs, 3 cr. + 3 hrs open studio

ARTCR 203 Visual Studies I

Variables of visual experience as they apply to visual expression. Lecture, criticism and assigned studio problems in 2 dimensions.

4 hrs, 3 cr. + 6 hrs open studio

ARTCR 204 Visual Studies II

Continuation of ARTCR 203 in 3 dimensions.

prereq: ARTCR 203

4 hrs, 3 cr. + 6 hrs open studio

ARTCR 208 Lettering and Typography

History and development of styles in lettering and typography; comparison of humanistic and machine styles. Studio practice.

4 hrs, 3 cr. + 5 hrs open studio

offered day

ARTCR 221 Drawing

Basic principles in various media and subjects. Eye-hand coordination, perceptual acuity, spatial organization; interpretation of directly observed subjects.

prereq: ARTCR 101 or perm instr. before end of preceding sem.

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 225 Graphic Arts Workshop

Techniques of woodcut, intaglio, lithography, silkscreen and related media.

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 235 Painting

Basic principles of painting. Studio practice using varied paint media, varied paint surfaces, paper and canvas.

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 240 Watercolor Painting

Basic principles of watercolor painting.

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 251 Sculpture

Basic principles of sculpture. Studio practice in varied materials.

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 257 Ceramics

Introduction to pottery and ceramic sculpture, including hand forming, throwing on the wheel, glazing and kiln operation.

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 271 Principles of Photography

Black and white photography as creative medium; camera and its functions; exposure and film development, contact printing and enlarging.

3 hrs, 3 cr. + 6 hrs open studio

ARTCR 301 Advanced Studio

Student projects with emphasis on contemporary methods such as video, film, tape, conceptual art, environmental art, earth art.

3 hrs, 3 cr. + 5 hrs open studio

ARTCR 322 Advanced Drawing

Continued experience in drawing with emphasis on drawing from life. May be repeated once.

prereq: ARTCR 221

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 326 Advanced Graphic Arts Workshop

Advanced study of one or more graphic art methods. Individual exploration emphasized. May be repeated once.

prereq: ARTCR 225

4 hrs, 2 cr. + 5 hrs open studio

ARTCR 336 Advanced Painting

Continued experience in painting with possible concentration upon one medium and theme. Individual exploration emphasized. May be repeated once.

prereq: ARTCR 235

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 352 Advanced Sculpture

Continued experience in sculpture with possible concentration in one material. Individual exploration emphasized. May be repeated once.

prereq: ARTCR 251

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 357 Advanced Ceramics

Continued experimentation in form, surface and techniques. Individual exploration emphasized. May be repeated once.

prereq: ARTCR 257

4 hrs, 3 cr. + 5 hrs open studio

ARTCR 360 Special Projects

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.

3 hrs, 3 cr. + 5 hrs open studio

ARTCR 372 Advanced Photography

Techniques and aesthetics of black and white photography; self-expression and exploration; classroom critiques. May be repeated once.

prereq: ARTCR 271

3 hrs, 3 cr. + 6 hrs open studio

ARTCR 402 Independent Study in Studio Art

prereq: perm instr.

1-3 hrs, 1-3 cr. per semester

ARTCR 405 Art and Current Ideas II

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 focus on issues relative to the exhibitions.

prereq: BFA students or perm dept.

3 hrs, 3 cr.

ARTCR 459 Professional Experience in Art I

BFA majors, seniors only. Not credited toward BA degree. Advanced projects may include activities outside the college, as well as within the department.

3 hrs + 15 hrs open studio, 6.5 cr.

prereq: perm BFA committee at end of junior yr.

ARTCR 460 Professional Experience in Art II

Continuation of ARTCR 459.

3 hrs + 15 hrs open studio, 6.5 cr.

ARTCR 498 Internship

Qualified undergraduates work for academic credit in professional and community art institutions.

prereq: perm dept.

1-5 crs, hrs TBA

THEORY AND HISTORY OF ART

Note: ART H 111 is the prerequisite for all advanced art history courses and may be used toward the General Education requirement for humanities and the arts (GER: Stage 2, Group D) by all students except those accepted into the 61-credit BFA program. It may not be credited toward art history major requirements.

ENGL 120 is a prerequisite or corequisite for all ARTH courses numbered 205-207.

ART H 111 Introduction to History of Art

GER 2/D PD/D

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.

3 hrs, 3 cr.

ART H 205(W) Egyptian Art

GER 3/A PD/A

Geographical, historical and social conditions of the Nile. Influence of Egyptian art.

3 hrs, 3 cr.

ART H 215(W) Greek Art

GER 3/A PD/D

Sculpture and painting from the geometric period to the Hellenistic (ca. 750-100 BC). Emphasis on architectural sculpture, monumental free-standing sculpture and vase painting, in their stylistic and narrative contexts.

3 hrs, 3 cr.

ART H 216(W) Roman Art

GER 3/A PD/D

Roman sculpture and painting from Republican period to Age of Constantine (ca. 100 BC-315 AD). Emphasis on historical reliefs, portraits and wall painting.

3 hrs, 3 cr.

ART H 220(W) Early Medieval Art

GER 3/A

Sculpture, painting, mosaics and minor arts in West from dissolution of Roman Empire through Carolingian revival, including early Christian and Byzantine art.

3 hrs, 3 cr.

ART H 221(W) Later Medieval Art

GER 3/A PD/D

Ottonian, Romanesque and Gothic art; architecture, sculpture, painting and minor arts.

3 hrs, 3 cr.

ART H 225(W) Art of Early Renaissance

GER 3/A PD/D

Painting, sculpture and related architecture in 14th- and 15th-century Italy. Major artists from Giotto to Botticelli.

3 hrs, 3 cr.

ART H 227(W) Northern European Painting

GER 3/A PD/D

Late 14th-16th centuries with emphasis on early Netherlandish painting and later masters, such as Dürer, Bosch, Bruegel.

3 hrs, 3 cr.

ART H 230(W) Art of High Renaissance and Later 16th Century in Italy

GER 3/A PD/D

Sculpture and painting of 16th-century Italy. Emphasis on Leonardo, Raphael, Michelangelo and Titian.

3 hrs, 3 cr.

offered spring

ART H 235(W) Southern Baroque Art

GER 3/A PD/D

Sculpture, painting of 17th-century Italy, France, Spain: Carracci, Caravaggio, Reni, Bernini; Ribera, Velasquez, Zurbaran, Murillo; Poussin, Claude Lorrain.

3 hrs, 3 cr.

ART H 240(W) Baroque Art of Northern Europe

GER 3/A PD/D

Sculpture and painting in 17th-century Flanders, Holland and England. Rubens, Van Dyck, Rembrandt; landscape.

3 hrs, 3 cr.

ART H 243(W) Eighteenth-Century Art

GER 3/A PD/D

European painting and sculpture; Watteau, Fragonard and Houdon in France, Hogarth and Reynolds in England, Tiepolo in Italy.

3 hrs, 3 cr.

ART H 244(W) Neo-Classicism and Romanticism: the Age of Revolution, 1789-1848

GER 3/A PD/D

Neo-classicism and romanticism in France, Germany, England, Spain. David, Ingres, Delacroix; Friedrich, Runge, the Nazarenes; Blake, Reynolds, Constable; Goya.

3 hrs, 3 cr.

ART H 245(W) Issues in 19th-Century French Painting: Realism, Impressionism and Post-Impressionism/Symbolism (1850-1910)

GER 3/A PD/D

Impressionists and post-Impressionists within a European context: Courbet, Manet, Monet, Cézanne, Van Gogh, Gauguin, Munch.

3 hrs, 3 cr.

ART H 246(W) American Art

GER 3/A PD/D

Nineteenth-century American painting, architecture, sculpture, graphics, photography in social, historical and environmental background of period.

3 hrs, 3 cr.

offered fall

ART H 249(W) Twentieth-Century Art I

GER 3/A PD/D

Western art to World War II.

3 hrs, 3 cr.



ART H 250(W) Twentieth-Century Art II
GER 3/A PD/D

Western art from World War II to approximately 1980.
3 hrs, 3 cr.

ART H 251(W) Contemporary Art
GER 3/A

Significant international artists and art works of the past twenty years, as well as recent developments in art theory and criticism.
prereq: ART H 111
3 hrs, 3 cr.

ART H 252(W) Ancient Architecture
GER 3/A

Major architectural styles with emphasis on Greece and Rome. Technical, cultural and aesthetic significance of the monuments.
3 hrs, 3 cr.

ART H 253(W) Medieval Architecture
GER 3/A PD/D

Major styles and buildings in West from ancient world through Middle Ages; technical, cultural and aesthetic significance.
3 hrs, 3 cr.

ART H 254(W) Architecture: Renaissance to Neo-Classical
GER 3/A PD/D

Architecture in West from Renaissance through the 19th century; baroque, rococo and neo-classical styles.
3 hrs, 3 cr.

ART H 255(W) Twentieth-Century Architecture
GER 3/A PD/D

Architecture since 1850; leading architects' works; history of structural theory as it relates to architectural form and new building types.
3 hrs, 3 cr.

ART H 260(W) Islamic Art
GER 3/A PD/A

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

ART H 262(W) Indian and Southeast Asian Art
GER 3/A

Emphasis on Hindu and Buddhist painting, sculpture and temple architecture.
3 hrs, 3 cr.

ART H 263(W) Chinese and Japanese Art
GER 3/A PD/A

Chinese and Japanese art with emphasis on painting and sculpture.
3 hrs, 3 cr.

ART H 270(W) Art of Africa and Oceania
GER 3/A PD/A

Survey of African art; function, subjects, forms and styles of the arts in the cultural contexts.
3 hrs, 3 cr.

ART H 299 Special Topics in History of Art
GER 3/A

Examination of broad general topics, stylistic or cultural. Topics vary each semester.
3 hrs, 3 cr.

ART H 368 Research Methods of Art History
GER 3/A

Training in bibliographical material and research methods through examination of a problem in art history. Preparation for advanced work.
prereq: perm instr. and 9 cr. in advanced history courses
3 hrs, 3 cr.

ART H 369 Advanced Studies in Art History
GER 3/A

Study of special topics. Individual research under direction of an instructor; meetings, conferences and reports.
prereq: perm instr.
3 hrs, 3 cr.

ART H 370 Advanced Studies in Ancient Art
GER 3/A

3 hrs, 3 cr.

ART H 375 Advanced Studies in Medieval Art
GER 3/A

Study of special topics. Lectures, readings and reports dealing with various facets of one significant aspect of medieval art.
3 hrs, 3 cr.

ART H 380 Advanced Studies in Renaissance and Post-Renaissance Art
GER 3/A

A study of one significant aspect within fields of Renaissance and post-Renaissance art (14th through 18th centuries).
3 hrs, 3 cr.

ART H 390 Advanced Studies in Oriental Art
GER 3/A

Study of special topics of art from India, Southeast Asia, China, or Japan.
3 hrs, 3 cr.

ART H 399 Special Topics in History of Art
GER 3/A

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 Breugel; 19th-Century American Drawings; Mexican Art.
prereq: perm art history adviser
3 hrs, 3 cr.

ART H 402 Independent Study in Art History
GER 3/A

prereq: perm instr.
3 hrs, 3 cr.

ART H 498 Internship
GER 3/A

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.
prereq: perm dept. adviser
hrs TBA, 1-6 cr.

Courses Not Offered in 2004-2007:

ARTCR 206 Fabric and Fiber Design

ARTCR 261 Technical Drawing

ARTCR 280 Design in Light and Motion

ARTCR 307 Advanced Fiber Structure

ARTCR 309 Graphic Communication

ARTCR 311 Clothing Design

ARTCR 381 Advanced Design in Light and Motion

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 312 North Building; (212) 772-5559

Acting Director: Joong-Hwan Oh

E-mail: goh@hunter.cuny.edu

Affiliated Faculty:

Alexander (English), Bulag (Anthropology), Chin (Sociology), Ku (English), Kwong (Urban Affairs), Mason (English), Oh (Sociology), Oza (Women's Studies), Tien (Political Science)

Adviser: Joong-Hwan Oh

The Asian American Studies Program (AASP) was established on the initiative of students and faculty in 1993. The AASP offers a range of courses to the entire Hunter College community, a minor in Asian American studies and extracurricular programs and events. The AASP contributes to the growing scholarship in the vital field of Asian American studies and serves as a resource for New York City's Asian communities and community-based organizations. Long before the modern age, Asian ports and cities were vital international crossroads. Today, we are witnessing an unprecedented circulation of Asian peoples and cultures throughout the world. What was formally called the Orient still struggles with the legacy of centuries of imperialism.

Asia today also grapples with the impact of globalization and growing inequities in economic and human development. Yet, the nations and cultures of Asia are in the process of transformation through the struggles of democratic movements, a proliferation of creativity and ideas, emigration, immigration and exchange at every level. As a result, Asia is global. Here in the U.S., Asian immigrants have become part of the history of the United States, redefining American culture and reconstituting American society.

The AASP at Hunter College benefits from its location in a global city with unmatched cultural and intellectual resources and a diverse and dynamic Asian population. Faculty and students are ideally positioned to become actively involved in a field at the forefront of contemporary research and scholarship and to contribute to the growth and development of Asian communities.

The AASP offers a minor in Asian American studies. The program draws its faculty and course offerings from traditional disciplines such as history, sociology, anthropology, political science, education and literature, as well as interdisciplinary fields such as Asian area studies, American ethnic studies, women's and gender studies, gay and lesbian studies, postcolonial studies, international human rights and policy studies. The AASP grounds its curriculum and extracurricular programs in the firm belief that the question of Asia can most adequately be addressed through an alliance of these areas and methods of study.

PROGRAM OF STUDY

Minor

Students may minor in Asian American studies in consultation with their major advisers. A minor consists of 12 credits in Asian American studies. Contact the AASP office for a list of qualifying courses. An Asian American studies minor will enhance the degree and career of students. It provides them with special competence in the histories of diverse communities of Asia and Asian diasporas and the critical skills with which to understand complex social issues and rapid change. The AASP 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, business, literature, art and many other areas would find Asian American studies useful, particularly when their interests include activities within Asian communities or issues that affect Asians and Asian Americans.



COURSE LISTINGS

INTRODUCTORY COURSE

ASIAN 210 Asians in the United States PD/B

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.

3 hrs, 3 cr.

LITERATURE COURSES

ASIAN 220.01 Gender and Genre in Asian American Literature PD/B or C

Examines Asian American literary representations of gender and the bearing of national, class, sexual, generational and religious formations upon these representations.

3 hrs, 3 cr.

ASIAN 320.01 Nation, Self and Asian Identity PD/B

Literature of the Asian diaspora, including works of authors in the U.S., England, Canada, Brazil, Korea and the Caribbean.

prereq: ENGL 220

3 hrs, 3 cr.

SOCIAL SCIENCE COURSES

ASIAN 330.01 Chinese in the U.S. PD/B

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.

3 hrs, 3 cr.

ASIAN 330.02 Korean Americans PD/B

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.

3 hrs, 3 cr.

ASIAN 330.03 South Asian Communities in the U.S. PD/B

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.

3 hrs, 3 cr.

ASIAN 330.04 Japanese in the United States PD/B

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.

3 hrs, 3 cr.

MEDIA COURSE

ASIAN 340.01 Asian Pacific American Media PD/B

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 artists may also lecture.

3 hrs, 3 cr.

HISTORY COURSE

ASIAN 351 Asian American History of Labor and Politics

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.

3 hrs, 3 cr.

SEMINAR AND SPECIAL TOPICS COURSES

ASIAN 390.01 International Migration PD/B

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.

3 hrs, 3 cr.

ASIAN 390.02 Asian American Civil Rights and the Law PD/B

Surveys major immigration and civil rights laws and Supreme Court cases which have affected Asians.

3 hrs, 3 cr.

ASIAN 491 Asian American Movement and Community Organizations

An analysis of the development of pan-ethnic Asian American 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.

3 hrs, 3 cr.

Note: In addition to the courses listed, recently offered special topics courses include: Southeast Asians in Contemporary U.S. (ASIAN 330.07), Arab American Literature (ASIAN 220.04), Chinese North American Literature (ASIAN 320.04), Filipino American Literature (ASIAN 220.06), Asian American Family (ASIAN 241.00), Muslim Diasporas (ASIAN 330.08), Globalization and Gender (ASIAN 230.01), Asian American Feminism (ASIAN 390.11), Anthropology of Asian Diaspora (ASIAN 390.09), The English Language in South Asian Literature (ASIAN 390.10), among many others.

BIOLOGICAL SCIENCES

Department Office: 927 Hunter North; (212) 772-5293

Chair: Shirley Raps

E-mail: bio_admin@genectr.hunter.cuny.edu

Web Site: <http://sonhouse.hunter.cuny.edu/>

Distinguished Professor: Filbin

Marie L. Hesselbach Professor: Eckhardt

Professors:

Chappell, Dottin, Foster, Goldfarb, Henderson, Lipke, Raps, Shahn

Associate Professors:

Angulo, Bargonetti-Chavarria, Figueiredo-Pereira, Persell, Rockwell, Schmidt-Glenewinkel

Assistant Professors:

Alaie, Brazill, Loayza, Ortiz, Qiu, Zhong

Advisers:

Every faculty member serves as an adviser. Advisers are assigned to majors on an individual basis. Contact the department office.

HEGIS Codes: 0401 (BA); 0499 (BA/MA in Biotechnology);

0401/1299 (BA/MA in Environmental & Occupational Health);

1223.01/0401 (BS/MA in Biotechnology)

| Majors Offered | Options in Degree | Number Credits | Recommended/ Required GER | Prereq | Recommended Minor |
|---|---|---|--|--|---|
| BA in Biological Sciences | Major I - for students preparing for graduate study, medicine, dentistry, secondary school teaching, biotechnology and industry | 37 plus 33.5-36.5 credits in required additional science and math courses | 1B: Math 150 2E: BIOL 100,102 P/D (C, D): BIOL 100, 102 | MATH 101 or equiv. MATH 125/126 or equiv. | 12 credits in a field approved by faculty adviser. Although other minors may be taken, chemistry is the usual minor, as the required courses CHEM 102-105 and 222-224 fulfill the minor requirements. For students preparing to teach biology at the secondary school level, secondary education is an appropriate minor. |
| | Major II - for students preparing to teach in elementary schools | 26 plus 12 additional science credits and 6 credits in math | 1B: MATH 104 1C: HIST 151 2A: ENGL 220 2B: GEOG 101 3B: exempt | MATH 101 or equiv MATH 125/126 or equiv. | Childhood education (grades 1-6) is a collateral major (some of the required courses satisfy GER as noted on this table) See School of Education. |
| Accelerated bachelor's/master's degrees in biological sciences | | | | | |
| BA/MA in Biological Sciences with specialization in Biotechnology | Five-year program. Begin graduate work as seniors and receive the MA one year after completing BA requirements. Successful completion of the biotechnology workshop (BIOL 410/610), entitles students to a summer internship in an industrial or private research laboratory. Interested biology majors should contact a departmental adviser as early as possible. | | | | |
| BA/MS in Biological Sciences/Environmental and Occupational Health | Opportunity for biology majors to have a career option in public health. Consult a departmental adviser as well as the office of the Director of the Environmental and Occupational Health Sciences Program at the Brookdale Campus, early in undergraduate studies. | | | | |
| BS/MA in Medical Laboratory Sciences with specialization in Biotechnology | Qualified seniors majoring in medical laboratory sciences (see p. 211) may apply to the BS/MA collaboration between MLS and biological sciences. An intensive techniques workshop (BIOL 410) is taken prior to graduation and upon successful completion, students may continue with professional internship, and MA program, allowing MLS graduates to complete the degree at an accelerated pace. | | | | |

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 become involved in laboratory research. State-of-the-art flow cytometry and bioimaging facilities are housed within the department. They have been created and are funded by federal grants, New York State and the Center for Gene Structure and Function. The Center consists of faculty from the Departments of Biological Sciences, Chemistry, Physics, Psychology and Anthropology working in the areas of biomolecular structure and function.

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.

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 adviser. Laboratory research under faculty supervision (see undergraduate research, below) is extremely valuable for gaining admission to graduate schools. Students planning to apply to graduate school should consult with their adviser 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 adviser and see the preprofessional adviser in 812 Hunter East.

Preparation for Teaching In cooperation with the School of Education, the Department of Biological Sciences offers opportunities for students to prepare for a teaching career in elementary and secondary schools. Major I in biology satisfies the requirements for New York State certification of at least 30 credits for teachers in adolescence education, grades 7-12. Major II in biology satisfies the requirements for New York State certification for teachers in childhood education, grades 1-6 (see below). See the School of

Education section of this catalog and consult with an adviser in the School of Education for additional information and requirements.

Preparation for Biotechnology Students interested in careers in the rapidly growing field of biotechnology should select Major I and consult with their adviser 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.

Qualified students are also encouraged to pursue the BA/MA Program in Biotechnology (see below).

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 adviser who will assist in individual curriculum planning. Students are required to meet with their adviser 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; 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 adviser.

Minor for Major I

12 credits in a field approved by faculty adviser. Note that although other minors may be taken, chemistry is the usual minor, as the required courses CHEM 102-105 and 222-224 fulfill the minor requirements. For students preparing to teach biology at the secondary school level, adolescence education is an appropriate minor (see the School of Education section of this catalog). Minor courses can be used without limit to satisfy Stage 1, 2 and 3 of the GER core.

Curriculum Guide for Major I

| FALL | SPRING |
|-------------------------------------|--|
| Year 1 | |
| BIOL 100 | BIOL 102 |
| *CHEM 102, 103 | *CHEM 104,105 |
| Year 2 | |
| BIOL 200 | BIOL 202 |
| *CHEM 222, 223 | *CHEM 224 |
| *MATH 150 | *MATH 155 or STAT 213 |
| Year 3 | |
| BIOL 300 | BIOL 302 |
| *PHYS 110 or 111 | *PHYS 120 or 121 |
| BIOL electives (300 level) | BIOL electives (300 and 400 level) |
| Year 4 | |
| BIOL electives (300 & 400 level) | BIOL electives (300 and 400 level) |

*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 or corequisite with 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 usually 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. This major requires 30 credits of education courses and should thus be initiated as early as possible.

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

Minor for Major II

Childhood education (grades 1-6) is a collateral major and thus students are exempt from having a minor. 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 or 120); MATH 104 and 105.

Curriculum Guide for Major II

| FALL | SPRING |
|------------------------|----------------|
| Year 1 | |
| BIOL 100 | BIOL 102 |
| CHEM 100, 101 | CHEM 120, 121 |
| Year 2 | |
| BIOL electives | BIOL electives |
| PHYS 101(or 110 or120) | MATH 105 |
| MATH 104 | |
| EDUC course(s) | EDUC course(s) |
| Year 3 and 4 | |
| BIOL electives | BIOL electives |
| EDUC course(s) | EDUC course(s) |

CR/NC Policy

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.

Minor for other Majors

For the biology minor, the department recommends at least two courses beyond the required BIOL 100, 102 (GER 2E) at the 200 level or above. Please note that the major department must approve 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 (<http://sonhouse.hunter.cuny.edu/>). 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 at least 3.5 and an overall GPA of at least 2.8. They must also satisfy a research requirement consisting of either: (a) at least 2 credits of BIOL 480-483; or (b) at least one course chosen from among BIOL 375, 390, or 410. The research requirement includes a written report resulting from work in any of these courses.

BA/MA Program with Specialization in Biotechnology

In this five-year program, qualified biology majors begin graduate work as seniors and receive the MA one year after completing BA requirements. Students are provided with theoretical knowledge and skills in molecular biology and a foundation for application of these skills in careers in the biotechnology and pharmaceutical industries, academic research, or public health. Successful completion of the biotechnology workshop (BIOL 410/610), an essential program component, entitles students to a summer internship in an industrial or private research laboratory. Interested biology majors should contact a departmental adviser as early as possible.

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 adviser early in their undergraduate studies, as well as the office of the Director of the Environmental and Occupational Health Sciences Program at the Brookdale Campus. The program provides biology majors with a career option in public health.

BS/MA Program in Medical Laboratory Sciences and Biotechnology

See the Medical Laboratory Sciences section of this book.

BA/MA Program in Biological Sciences and Adolescence Education: Biology

This is an accelerated program leading to a BA in Biological Sciences and an MA in Adolescence Education: Biology. Undergraduates admitted to the program start graduate courses during their senior year and will be able to complete the MA degree one year after they complete the requirements for the BA degree. Interested students should contact a Biology Department adviser early in their undergraduate career.

MA Program in Biological Sciences

See Career Planning-Graduate Study above.

COURSE LISTINGS

BIOL 100 Principles of Biology I

GER 2/E PD/C or D

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. \$5 materials fee required. PD credit awarded only upon completion of BIOL 100 and 102.

prereq: MATH 101 or equivalent
7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr.
fall only

BIOL 102 Principles of Biology II

GER 2/E PD/C or D

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. \$5 materials fee required. PD credit awarded only upon completion of BIOL 100 and 102.

prereqs: BIOL 100 or perm instr, MATH 101 or equiv.
7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr.
spring only

BIOL 120 Anatomy and Physiology I

Cell structure and function; histology; nervous, muscular and skeletal systems; integument. Required for admission to the nursing program. Not accepted for credit toward the biology major.

prereqs: CHEM 100, 101
coreqs: CHEM 120, 121
6 hrs (3 lec, 3 lab), 4.5 cr.
fall only

BIOL 122 Anatomy and Physiology II

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 toward the biology major.

prereq: BIOL 120 or equiv.
6 hrs (3 lec, 3 lab), 4.5 cr.
spring only

BIOL 160 Honors Principles of Biology II

GER 2/E PD/C or D

Enrollment limited. Physiological systems and their regulation: internal transport, hormones and gas exchange in plants and animals; osmoregulation; motility; nervous, neuroendocrine, immunological and sensory systems; behavior, reproduction and ecology. Students will read reviews of current research in addition to the required text. Guest speakers and class presentations. Core credit awarded only if BIOL 100 and 160 are both completed. PD credit awarded only upon completion of BIOL 100 and 160.

prereqs: grade of B or better in BIOL 100 or perm instr, MATH 101 or equiv.
7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr.
spring only

BIOL 200 Cell Biology I: Microorganisms

GER 3/B

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. \$10 materials fee required.

prereqs: BIOL 100 and 102 or equiv; CHEM 102, 103, 104, 105 or equiv.
coreqs: CHEM 222, 223 or perm instr.
(for Major II students, chem prereqs are CHEM 100, 101; coreqs are 120,121)
7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr.
fall only

BIOL 202 Cell Biology II: Eucaryotic Systems

GER 3/B

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. \$10 materials fee required.

prereq: BIOL 200
coreq: CHEM 224 or perm instr.
7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr.
spring only

BIOL 230 Fundamentals of Microbiology

GER 3/B

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 toward the biology Major I.

prereqs: CHEM 100, 101, 120, 121 or equiv;
BIOL 120
coreq: BIOL 122
5 hrs (2 lec, 3 lab), 3 cr.
spring only

BIOL 250(W) Current Topics in the Biosciences

GER 3/B

Seminar for non-science majors focusing on topics of current relevance such as the science of emerging diseases, bioterrorism, genetic engineering, stem cell research and global warming. Coverage includes the social, legal, political and ethical issues associated with each topic. Not accepted for credit toward biology Major I.

pre- or coreq: ENGL 120 or equiv, 2 sems intro lab science or equiv, or perm instr.
3 hrs 3 cr.
fall only

BIOL 280 Biochemistry of Health and Nutrition

GER 3/B

Basic biochemistry in areas related to human health and nutrition. Designed for students in the dietetics program. (Not accepted for credit toward biology Major I.)

prereqs: BIOL 100, 102 or 120, 122; CHEM 100, 120
3 hrs (lec), 3 cr.
fall only

BIOL 300 Biological Chemistry

GER 3/B

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. \$10 materials fee required.

prereqs: BIOL 202, CHEM 222, 223

coreq: CHEM 224

7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr.

fall only

BIOL 302 Molecular Genetics

GER 3/B

A comparison of viral, procaryotic and eukaryotic 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. \$10 materials fee required.

prereq: BIOL 300

7 hrs (3 lec, 3 lab, 1 disc), 4.5 cr.

spring only

BIOL 304 Environmental Microbiology

GER 3/B

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.

prereq: BIOL 100, 102, 200 or perm instr.

3 hrs (lec), 3 cr.

spring alternate years

BIOL 306 Developmental Biology

GER 3/B

Major topics include molecular and cellular mechanisms of early embryonic development in amphibians, mammals and model organisms such as *Drosophila*, as well as the related subjects of vertebrate organ system development, biology of stem cells and animal cloning. Emphasis is placed on seminal and current research in cell-cell communication, signal transduction and differential gene regulation in developmental processes.

prereq: BIOL 300

3 hrs (lec), 3 cr.

fall only

BIOL 322 Evolution

GER 3/B

Modern synthetic theory, genetic basis of variation, gene pool in populations.

prereq: BIOL 300

3 hrs (lec), 3 cr.

BIOL 350 Regulation of Cell Proliferation

GER 3/B

Control of cell division examined in the context of cancer, which is the loss of this control. Topics include: cell culture, the cell cycle, hormones, receptors, intracellular signal transduction, oncogenes, tumor suppressor genes and the etiology of human cancer.

prereq: BIOL 202, 300, or perm instr.

3 hrs (lec), 3 cr.

spring alternate years

BIOL 360 Cellular and Molecular Immunology

GER 3/B

Study of the immune system from a molecular perspective. Molecular genetics of antibody and T cell receptor diversity, hematopoiesis and lymphocyte development, humoral and cellular immunity, histocompatibility.

pre- or coreq: BIOL 300, perm instr.

4 hrs (3 lec, 1 disc), 3.5 cr.

fall only

BIOL 370 Physiology of the Nervous System

GER 3/B

A comprehensive introduction to neuroscience. Topics include how nerve cells (neurons) transmit electrical impulses, how neurons communicate with each other through synapses and how nerve pathways and networks determine many functions of the brain. The last portion of the course shall explore how developing neurons seek out targets and establish synapses.

prereq: BIOL 300 or perm instr.

4 hrs (lec), 4 cr.

spring only

BIOL 375 Molecular Systematics

GER 3/B

An overview of the various methods and kinds of data used in systematics, the study of organism diversity and biological relationships. Emphasis is on modern molecular and genetic approaches to identification of individual species and strains and full phylogenetic analyses of suites of species to determine their evolutionary history. The knowledge base is provided for experimental investigation of questions of current interest in phylogeny and population biology.

prereq: BIOL 300 or perm instr.

3 hrs, 3 cr.

BIOL 376 Endocrinology

GER 3/B

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.

prereq: BIOL 202 or perm instr.

3 hrs (lec), 3 cr.

spring only

BIOL 380 Molecular Neurobiology

GER 3/B

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.

prereq: BIOL 300 or perm instr.

3 lec hrs, 3 cr.

fall alternate years

BIOL 390 Laboratory in Cell Structure

GER 3/B

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.

pre- or coreq: BIOL 300 or BIOL 202 and perm instr.

5 hrs (1 lect/demo, 4 lab), 3 cr.

fall only

BIOL 400 Special Topics in Advanced

Laboratory Techniques

GER 3/B

Advanced laboratory techniques used in contemporary biological research, including areas such as immunology, microbiology and molecular neurobiology. Topics change from term to term.

prereq: BIOL 300 or perm instr.

4 hrs (lab), 2 cr.

BIOL 410 Workshop in Biotechnology

GER 3/B

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.

prereqs: BIOL 200, 202, perm instr.

30 hrs/week for 4 weeks, 4 cr.

BIOL 450 Individual Tutorial in Biology

GER 3/B

May be taken only once. Research paper written under the direction of a full-time faculty member in department of biological sciences.

prereqs: 18 cr in biology, approval of adviser in addition to the sponsor

1-2 cr.

BIOL 460 Introduction to Planning and Teaching of Laboratory Work in Biology

GER 3/B

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.

prereqs: 16 cr in BIOL, 12 cr in CHEM, 2 letters from faculty required

5 hrs (2 planning, 3 lab), 2 cr.

BIOL 470, 471 Special Topics in Biology

GER 3/B

Specific area of contemporary interest in biology. Topics change from term to term. An oral presentation and a written paper are required.

prereq: BIOL 300

2 hrs (lec), 2 cr. per sem.

BIOL 480-483 Introduction to Experimental Biology

GER 3/B

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.

prereqs: BIOL 100 and 102, BIOL 200 or 202 (or the equiv), written perm instr. prior to reg. hrs TBA, 1-2 cr. per sem.

Courses Not Offered in 2004-2007

BIOL 208 Ecology

BIOL 220 Topics in Genetics and Evolution

BIOL 252 Comparative Anatomy of the Vertebrates

BIOL 335 Comparative Animal Physiology

BIOL 340 Plant Physiology

CHEMISTRY

Department Office: 1307 Hunter North; (212) 772-5330

Chair: Gary J. Quigley

E-mail: gary.quigley@hunter.cuny.edu

Web Site: <http://patsy.hunter.cuny.edu/chemistry.html>

Gertrude B. Elion Professor: Goss

Professors:

Alexandratos, Dannenberg, Diem, Grohmann, Massa, Mills, Mootoo, Quigley, Santoro, Sweeney

Associate Professors:

Drain, Francesconi, Matsui

Assistant Professors:

Kawamura, Krishnamachari, Phillips, Kleiman, Xu

Advisers:

Pamela Mills, William Sweeney

HEGIS Code: 1905

| Majors Offered | Options in Major | Number Credits | Recommended/Required GER | Prereq | Recommended Minor |
|---|--|--|--------------------------|---|---|
| BA in Chemistry | Major I | 41 + 26 cr of math and physics | FL: GERMAN or RUSS | CHEM 102-105 (9 Cr) – or – CHEM 111-113 (11 Cr) | No minor |
| | Major II option 1: preparation for the chemical industry | 26 + 23 cr of math and physics (12 credits of these can be used as the minor) | FL: GERMAN or RUSS | CHEM 102-105 (9 cr) – or – CHEM 111-113 (11 Cr) | Any combination of the required physics and math courses, totaling 12 credits, may be used as a minor. If students prefer a different minor, they must consult with the department adviser or chair |
| | Major II option 1: QUEST | 26 + 23 cr of biology, math and physics | FL: GERMAN or RUSS | CHEM 102-105 (9 cr) – or – CHEM 111-113 (11 Cr) | Childhood education (30 cr.) is collateral major. See School of Education |
| | Major II option 1: Adolescence Education | 26 + 23 cr of biology, math and physics | FL: GERMAN or RUSS | CHEM 102-105 (9 cr) – or – CHEM 111-113 (11 Cr) | Adolescence education (23 cr.) is the appropriate minor. See School of Education |
| | Major II option 2: biochemistry option for pre-professional students | 24 + 30.5 cr of biology, math and physics – or – 27 + 26 cr of biology, math and physics | FL: GERMAN or RUSS | CHEM 102-105 (9 cr) – or – CHEM 111-113 (11 Cr) | Any combination of the required physics and math courses, totaling 12 credits, may be used as a minor. If students prefer a different minor, they must consult with the department adviser or chair |
| | Major II option 2: QUEST | 24 + 26 cr of biology, math and physics – or – 27 + 26 cr of biology, math and physics | FL: GERMAN or RUSS | CHEM 102-105 (9 cr) – or – CHEM 111-113 (11 Cr) | Childhood education (30 cr.) is collateral major. See School of Education |
| | Major II option 2: Adolescence Education | 24 + 26 cr of biology, math and physics – or – 27 + 26 cr of biology, math and physics | FL: GERMAN or RUSS | CHEM 102-105 (9 cr) – or – CHEM 111-113 (11 Cr) | Adolescence education (23 cr.) is the appropriate minor. See School of Education |
| BA/MA in Chemistry/Adolescence Education: Chemistry | | Minimum 24 cr in chemistry Minimum 29 cr in auxiliary courses Minimum 14 graduate level chemistry cr Total minimum required credits=134 | FL: GERMAN or RUSS | Permission of dept. | |

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.

MAJOR

There are two chemistry majors: Major I, a 41-credit concentration in addition to a 9-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 interested in the pharmaceutical industry, medicine, dentistry, veterinary medicine or physical therapy. Major II includes a minimum concentration of 26 credits (Option 1) or 24 credits (Option 2) 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 adviser during

their first semester to plan the proper sequence of courses, and they are urged to consult with the adviser 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

General Chemistry Core: CHEM 102-105 or CHEM 111-113.

The requirements for this major consist of 41 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 41-credit major consists of CHEM 222-223, 224-225, 249, 349, 352, 354 or 356 with 355, 357, 366, 376 and 390. One further laboratory course must be chosen from 291.02 (research), 491.02 (honors research) or 378. In addition, one additional lecture course must be chosen from among the following: CHEM 322, 345, 354, 356, or 377. 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 or 260 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 GER require-

ment 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 adviser regarding the feasibility of completing Chemistry Major I.

Chemistry Major II

General Chemistry Core: CHEM 102-105 or CHEM 111-113.

Option 1:

For students interested in a career in the chemical industry. It consists of a minimum of 26 credits in chemistry above the introductory level and a 9-credit general chemistry core for a total of 35 credits of chemistry. One year of physics and three semesters of calculus are also required for Major II.

Required chemistry courses: CHEM 222-225, 249, 352, 354, or 356, 355, and 357

Required elective course: Any chemistry course at the 300 level or above.

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 minimum of 24 credits above the introductory level and a 9-credit general chemistry core for a total of 33 credits of chemistry. One year of physics, one year of biology and one year of calculus are also required.

Required chemistry courses: CHEM 222-225, 350, 376-378

Required elective course: Any chemistry course at the 200-level or above (excluding CHEM 291 and 295) or BIOL 200 or 202

Required allied courses: BIOL 100, 102, MATH 150, 155, 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 adviser or chair.

Minor for Non-Majors

Students wishing to minor in chemistry should consult their major adviser for appropriate course recommendations.

Honors Work

Opportunity for an 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 elementary and secondary level in the area of chemistry. Chemistry Major II, Option I (35 credits) and Option 2 (33 credits) both satisfy the requirements for New York State certification for teachers of chemistry in Childhood Education (Grades 1-6) and Adolescence Education (Grades 7-12). For students pursuing certification as chemistry teachers at the secondary level, the 23-credit adolescence education sequence is an appropriate minor. 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.

Five-Year BA/MA Degree in Chemistry and Adolescence Education: Chemistry

An accelerated program leading to a BA in Chemistry and an MA in Adolescence Education: Chemistry. Undergraduates admitted to the program start graduate courses during their senior year and will be able to complete the MA degree one year after they complete the requirements for the BA degree. Students interested in the program should speak to a chemistry department adviser during their sophomore year to review the curriculum path for the five-year program. A minimum of 134 credits is required for the dual degree.

COURSE LISTINGS

Note: No student may receive credit for both CHEM 100-101 and 102-103 or 111; no student may receive credit for both CHEM 120-121 and 222-223.

CHEM 100 Essentials of General Chemistry Lecture GER 2/E

Essential facts, laws, and theories of general chemistry. Note: Core credit awarded only if CHEM 100 and CHEM 101 are completed. *Primarily for nursing, nutrition and food science and community health education students.*

4 hrs (3 lec, 1 rec), 3 cr.

CHEM 101 Essentials of General Chemistry Laboratory GER 2/E

Experiments designed to illustrate fundamental laws and techniques of general chemistry. Note: Core credit awarded only if CHEM 100 and CHEM 101 are completed. *Primarily for nursing, nutrition and food science and community health education students.*

pre- or coreq: CHEM 100
4 hrs (3 lab, 1 rec), 1.5 cr.

CHEM 102 General Chemistry I GER 2/E

In-depth introduction to stoichiometric calculations, atomic and molecular structure and chemical bonding. Note: Core credit awarded only if CHEM 102 and CHEM 103 are completed. *Primarily for pre-med, medical laboratory sciences and science majors.*

pre- or coreq: MATH 125, 126 or equiv.
4 hrs (3 lec, 1 rec), 3 cr.

CHEM 103 General Chemistry Laboratory I GER 2/E

Study of experiments designed to illustrate fundamental laws and techniques of chemistry. Note: Core credit awarded only if CHEM 102 and CHEM 103 are completed. *Primarily for pre-med, medical laboratory sciences and science majors.*

pre- or coreq: CHEM 102
4 hrs (3 lab, 1 rec), 1.5 cr.

CHEM 104 General Chemistry II GER 2/E

In-depth introduction to thermodynamics, redox reactions, electrochemistry and chemical equilibrium. Note: Core credit awarded only if CHEM 104 and CHEM 105 are completed. *Primarily for pre-med, medical laboratory sciences and science majors.*

prereq: CHEM 102 and 103 or CHEM 100 with perm chair
4 hrs (3 lec, 1 rec), 3 cr.

CHEM 105 General Chemistry Laboratory II GER 2/E

Laboratory experiments illustrating and applying theory of solutions to qualitative analysis. Note: Core credit awarded only if CHEM 104 and CHEM 105 are completed. *Primarily for pre-med, medical laboratory sciences and science majors.*

prereq: CHEM 103
pre- or coreq: CHEM 104
3 hrs, 1.5 cr.

CHEM 111 Chemical Principles

GER 2/E

In-depth introduction to chemical principles including measurement, stoichiometric calculations, inorganic nomenclature, gas laws, equilibrium, and acids and bases. Emphasis is placed on problem-solving, oral presentations, and collaborative work. Laboratory and coursework emphasize analysis and evaluation of data. *Primarily for pre-med, medical laboratory sciences and science majors.*
pre- or coreqs: MATH 125 or equiv, MATH 126 9 hrs (3 hrs lec, 3 hrs lab, 1 hr rec, 2 hrs workshop), 4.5 cr.
offered fall

CHEM 112 Thermodynamics and Solution Chemistry

GER 2/E

The study of aqueous solution chemistry, acids and bases, kinetics, electrochemistry, and thermodynamics. *Primarily for pre-med, medical laboratory sciences and science majors.*

prereq: CHEM 111

9 hrs (3 hrs lec, 3 hrs lab, 1 hr rec, 2 hrs workshop), 4.5 cr.
offered spring

CHEM 113 Atomic Structure, Chemical Bonding and Spectroscopy

Introduction to quantum theory, atomic structure, periodic properties of the elements, and modern theories of chemical bonding. *Primarily for pre-med, medical laboratory sciences and science majors.*

prereq: CHEM 112

4 hrs (2 hrs lec, 2 hrs workshop), 2 cr.
offered fall

CHEM 115 Introductory Chemistry

An introduction to the fundamental concepts in chemistry including atomic and molecular structure, chemical bonding, stoichiometry, and solution chemistry. This course is appropriate for students who have had no prior coursework in chemistry.

pre- or coreq: MATH 125

4 hrs (3 lec, 1 rec), 3 cr.

CHEM 120 Essentials of Organic Chemistry Lecture

GER 2/E

Course presents essential facts, laws and theories of organic chemistry. Note: Core credit awarded only if CHEM 120 and CHEM 121 completed. *Primarily for nursing, nutrition and food science and community health education students.*

prereq: CHEM 100

4 hrs (3 lec, 1 rec), 3 cr.

CHEM 121 Essentials of Organic Chemistry Laboratory

GER 2/E

Experiments designed to illustrate fundamental laws and techniques of organic chemistry. Note: Core credit awarded only if CHEM 120 and CHEM 121 completed. *Primarily for nursing, nutrition and food science and community health education students.*

prereq: CHEM 101*pre- or coreq:* CHEM 120

4 hrs (3 lab, 1 rec), 1.5 cr.

CHEM 130 Preprofessional Science: Core 1

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 linear functions and their graphs, mechanics, introductory thermodynamics and stoichiometry. *Primarily for pre-med, medical laboratory sciences and science majors.*

coreqs: MATH 130, PHYS 130, PHYSC 130 Lab 2 hrs, 1.5 cr.

CHEM 131 Preprofessional Science: Core 2

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 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. *Primarily for pre-med, medical laboratory sciences and science majors.*

prereqs: MATH 130, PHYS 130, CHEM 130, PHYSC 130 Lab

coreqs: MATH 131, PHYS 131, PHYSC 131 Lab 2 hrs, 1.5 cr.

CHEM 132 Preprofessional Science: Core 3

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. *Primarily for pre-med, medical laboratory sciences and science majors.*

prereqs: MATH 131, PHYS 131, CHEM 131, PHYSC 131 Lab

coreqs: MATH 132, PHYS 132, PHYSC 132 Lab 2 hrs, 1.5 cr.

CHEM 133 Preprofessional Science: Core 4

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. *Primarily for pre-med, medical laboratory sciences and science majors.*

prereqs: MATH 132, PHYS 132, CHEM 132, PHYSC 132 Lab

coreqs: MATH 133, PHYS 133, PHYSC 133 Lab 2 hrs, 1.5 cr.

CHEM 150 Peer-Led Teaching in Chemistry

Students learn to become peer-leaders for workshops held in either Essentials of Chemistry, General Chemistry, or Organic Chemistry. Topics include: multiple intelligences and differences in learning styles; basic theory of learning; issues related to race, class and gender.

prereq: CHEM 120, CHEM 104, or CHEM 112 and perm dept.

2 hrs, 1 cr.

CHEM 222, 224 Organic Chemistry Lectures I and II

GER 3/B

Structure, bonding, and reactions of organic molecules. Synthesis, stereochemistry, spectroscopy, reaction mechanisms.

prereq for CHEM 222: CHEM 104*prereq for* CHEM 224: CHEM 222

4 hrs (3 lec, 1 rec), 3 cr. each

CHEM 223 Organic Chemistry Laboratory I

GER 3/B

Various organic syntheses, crystallization, distillation, extraction, chromatography, qualitative analysis, spectroscopy.

prereq: CHEM 105*pre- or coreq:* CHEM 222

5 hrs, 2.5 cr.

CHEM 225 Organic Chemistry Laboratory II

GER 3/B

Continuation of CHEM 223.

prereqs: CHEM 222, 223*pre- or coreq:* CHEM 224

5 hrs, 2.5 cr.

CHEM 249 Quantitative Analysis

GER 3/B

A set of laboratory experiments, performed by individual students, covering important areas of quantitative analysis such as pH and metal ion titrations, spectroscopic analysis including gas chromatography, electronic absorption, and fluorescence.

prereqs: CHEM 104, 105

5 hrs (4 lab, 1 rec), 3 cr.

*offered fall***CHEM 291 Chemical Investigations**

GER 3/B

Original chemical investigations under supervision of faculty member. Written report required. Enrollment for maximum of two semesters.

prereqs: CHEM 224, perm chair

4 hrs, 1 cr. or 8 hrs, 2 cr.

CHEM 295 Introduction to Planning and Teaching of Laboratory Work in Chemistry

Participate in supervised teaching experiments that demonstrate important principles of chemistry.

prereqs: CHEM 104 CHEM 105, two letters

from faculty who have taught the student

5 hrs (2 planning, 3 lab), 2 cr.

CHEM 322 Organic Chemistry Lecture III

GER 3/B

Selected topics such as advanced synthesis, reaction mechanisms, MO theory, natural products, NMR spectroscopy.

prereqs: CHEM 224, perm instr.

3 hrs, 3 cr.

CHEM 345 Computers in Chemistry

GER 3/B

Laboratory data acquisition, reduction, instrument control, graphics. Hands-on laboratory. No previous programming experience necessary.

prereq: CHEM 352 or perm instr.

5 hrs (2 lec, 3 lab), 3 cr.

CHEM 349 Instrumental Analysis

GER 3/B

Principles of modern instrumental techniques; emphasis on spectroscopic and electrometric methods.

prereq: CHEM 354 or 356 with 355
8 hrs (2 lec, 6 lab), 5 cr.
offered fall

CHEM 350 Biophysical Chemistry

GER 3/B

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, and equilibria.

prereqs: CHEM 224, BIOL 102, MATH 150
4 hrs, 4 cr.
offered fall

CHEM 352 Physical Chemistry I

GER 3/B

Ideal and real gases. Laws of thermodynamics with applications to properties of solutions and phase equilibria in general.

prereqs: CHEM 249, MATH 155, PHYS 121
3 hrs, 3 cr.
offered fall

CHEM 354 Physical Chemistry II – F

GER 3/B

Selected topics from statistical thermodynamics, electrochemistry, kinetic theory and rate processes.

prereqs: CHEM 352, MATH 250
3 hrs, 3 cr.
offered fall

CHEM 355 Physical Chemistry Laboratory I

GER 3/B

Laboratory course involving experiments based on topics covered in CHEM 352 on chemical systems.

prereq: CHEM 249
pre- or coreq: CHEM 352
3 hrs, 1.5 cr.
offered fall

CHEM 356 Physical Chemistry II – S

GER 3/B

Selected topics from quantum chemistry, molecular structure, and spectroscopy.

prereqs: PHYS 121, CHEM 249, MATH 155
3 hrs, 3 cr.
offered spring

CHEM 357 Physical Chemistry Laboratory II

GER 3/B

Laboratory course involving experiments based on topics covered in CHEM 356 on chemical systems.

prereq: CHEM 249 or *perm chair*
pre- or coreq: CHEM 356
3 hrs, 1.5 cr.
offered spring

CHEM 366 Inorganic Chemistry

GER 3/B

Treatment of structure, bonding and reactivity of inorganic compounds.

prereq: CHEM 352
3 hrs, 3 cr.
offered fall

CHEM 376 Biochemistry I

GER 3/B

Chemical aspects of protein structure and function, fundamentals of bioenergetics, biochemical mechanisms of gene replication and expression.

prereq: CHEM 224
3 hrs, 3 cr.
offered fall

CHEM 377 Biochemistry II

GER 3/B

Biosynthesis of lipids, amino acids, carbohydrates. Muscle contraction, hormones, immune response, DNA sequencing.

prereq: CHEM 376 or BIOL 300 or *perm instr.*
3 hrs, 3 cr.
offered spring

CHEM 378 Biochemistry Laboratory

GER 3/B

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.

prereqs: CHEM 223 and CHEM 376 or CHEM 640
5 hrs (4 lab, 1 rec), 3 cr.

CHEM 388 Topics of Current Interest in Chemistry

GER 3/B

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.

pre- or coreqs: CHEM 352 and CHEM 356 or *perm instr.*
3 hrs, 3 cr.

CHEM 390 Current Laboratory Methods in Chemistry

GER 3/B

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.

pre- or coreq: CHEM 357 or *perm instr.*
4 hrs, 2 cr.

HONORS COURSE**CHEM 491 Introduction to Research**

GER 3/B

Open to Jr/Sr only. Similar to CHEM 291. Written report required. Fulfills requirement for departmental honors course.

prereqs: CHEM 224, 354, 349, *perm chair*
4 hrs, 1 cr. or 8 hrs, 2 cr.



CHINESE LANGUAGE AND LITERATURE

A division of the Department of Classical and Oriental Studies

Division Office: 1429 Hunter West; (212)772-4960

Associate Professors:
Chao, Xu

Assistant Professors:
Cartelli, Dai

HEGIS Code: 1107

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|---------------------------------------|---|--------------------------|----------------------------|--|
| BA in Chinese Language and Literature | 24, chosen from the following CHIN-prefixed courses: 201, 202, 301, 302, 303, 304, 307, 401, 402. | Consult adviser | CHIN 101-102 or equivalent | consult program adviser |
| Preparation for teaching 7-12 | 33, including 24 as above plus CHIN 399 and six CHIN credits at the 300 and 400 levels. | Consult adviser | CHIN 101-102 or equivalent | 23-credit adolescence education sequence (see School of Education) |

The Chinese Division of the Department of Classical and Oriental Studies offers language courses in Modern Chinese (Mandarin) and Classical Chinese as well as courses taught in English on traditional and modern Chinese literature and culture. The program, which offers a major and minor, focuses on language acquisition and literacy development to help students attain professional language proficiency. It also introduces students to the civilization of China. Students are encouraged to take interdisciplinary courses in Chinese art, economics, history, political science and religion to develop a deeper understanding of past and present China. The program prepares students for further studies in graduate school and professional careers in international trade, education, government service, diplomacy, private business, journalism and related fields.

MAJOR

The major in Chinese language and literature consists of 24 credits chosen from the following CHIN-prefixed courses: 201, 202, 301, 302, 303, 304, 307, 401, 402.

Minor

A Chinese Language and Literature major may take a minor in any department or program leading to a BA degree. See your adviser for assistance in selecting an appropriate minor.

Minor for Non-Majors

The minor consists of a minimum of 12 credits beyond CHIN 101-102. Consult your major adviser for appropriate course recommendations

Preparation for Teaching in Grades 7-12

In cooperation with the School of Education, the program in Chinese provides opportunities for students to prepare for a career in teaching Chinese in grades 7-12. Students preparing to teach Chinese must complete a 33-credit major

option for teaching that includes the 24-credit sequence taken by non-teaching majors plus 9 additional credits: CHIN 399 and 6 additional credits in Chinese language and literature at the 300 and 400 level. Students interested in teaching Chinese in New York schools may count the 23-credit pedagogical sequence for grades 7-12 as a minor. This minor may count toward the course requirements for New York State certification, but will not by itself be sufficient for certification. Students interested in a teaching career should consult with the School of Education.

Advanced Placement and Exemptions

Students who elect to take 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

CHINESE LANGUAGE AND LITERATURE

CHIN 101, 102 Elementary Chinese I and II
Beginning course in Mandarin. CHIN 101 not credited without CHIN 102.

3 hrs each sem, 6 cr.

CHIN 101 offered fall;

CHIN 102 offered spring

CHIN 201 Intermediate Chinese I

Reading of literature in pai-hua (vernacular style) with emphasis on structural use of "function words" and vocabulary-building.

3 hrs, 3 cr.

prereq: CHIN 102 or equiv.

CHIN 202 Intermediate Chinese II

Continued reading of literature in pai-hua.

3 hrs, 3 cr.

prereq: CHIN 201 or equiv.



CHIN 301 Journalistic Chinese Literature I

Intensive reading and translation of literature written in journalistic style.

3 hrs, 3 cr.

prereq: CHIN 202 or equiv.

offered fall

CHIN 302 Journalistic Chinese Literature II

Extensive reading and translation of literature written in journalistic style.

3 hrs, 3 cr.

prereq: CHIN 301 or equiv.

offered spring

CHIN 303 Classical Chinese Literature I

Intensive study of literature written in wen-yen or classical style, with attention to basic problems of syntax and literary styles.

3 hrs, 3 cr.

prereq: CHIN 301 or equiv.

offered fall

CHIN 304 Classical Chinese Literature II

Continuation of CHIN 303. Selected readings in literature written in wen-yen or classical style.

3 hrs, 3 cr.

prereq: CHIN 303 or equiv.

offered spring

CHIN 306 20th-century Chinese Literature

PD/A

Selected readings of leading thinkers and writers.

3 hrs, 3 cr.

prereq: CHIN 202 or equiv.

CHIN 307 Classical Chinese Poetry

PD/A

Close textual and stylistic analysis of texts selected from standard verse forms, with emphasis on T'ang shih and Sung tz'u.

3 hrs, 3 cr.

prereq: CHIN 303 or equiv.

CHIN 401 Advanced Studies in Chinese Literature

Including 20th-century literature, poetry; etymology and vocabulary building; Chinese-English translation.

3 hrs, 3 cr.

prereqs: CHIN 302 or equiv, perm chair

CHIN 402 Independent Study in Chinese Literature

Independent study and research in Chinese literature under supervision of a faculty member. For majors only.

3 hrs, 3 cr.

prereqs: CHIN 302 or 304 or equiv, perm chair

CHINESE CULTURE AND LITERATURE IN TRANSLATION**CHIN 111 Chinese Culture I**

GER 2/C PD/A

Introduction to Chinese culture with emphasis on classical tradition. Lectures and readings in English.

3 hrs, 3 cr.

CHIN 112 Chinese Culture II

GER 2/C PD/A

Emphasis on modern transformation against background of classical tradition. Lectures and readings in English.

3 hrs, 3 cr.

CHIN 211 Topics in Chinese Culture

Topics include Chinese religion, Buddhism, archaeology, Taoism and theatre.

3 hrs, 3 cr.

CHIN 251(W) Topics in Chinese Literature in English Translation

GER 2/C

Including 20th-century literature, contemporary literature.

3 hrs, 3 cr.

CHIN 355(W) Classical Chinese Fiction in English Translation

GER 3/A PD/A

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.

3 hrs, 3 cr.

CHIN 357(W) Chinese Poetry in English Translation

GER 3/A PD/A

Major poets from the earliest times to the present day, with emphasis on the T'ang period.

3 hrs, 3 cr.

CHIN 399 Second Language Acquisition

A survey of issues and approaches to second language acquisition. For students planning to teach languages other than English in grades 7-12.

3 hrs, 3 cr.

prereqs: at least three courses at the 300 level in the language, ENGL 120

CLASSICAL AND ORIENTAL STUDIES

Department Office: 1425 Hunter West; (212) 772-4960

Chair: Tamara M. Green

Chinese Language and Literature: page 91

Classics: page 93

Hebrew: page 129

Russian and Slavic Studies: page 181

Professors:

Alexander, Ancona, Beaujour, Draitser, Friedman, Green, Koehl, White

Associate Professors:

Chao, Haft, Peterson, Spurza, Stone

Assistant Professors:

Berger, Cartelli, Dai, Franklin, Kowerski

Lecturers:

Kawashima, Mayer

The Department of Classical and Oriental Studies consists of four divisions: Classics, Chinese Language and Literature, Hebrew, and Russian and Slavic Studies. In addition, the Classics Division offers a six-semester sequence in Japanese.

CLASSICS

A DIVISION OF THE DEPARTMENT OF CLASSICAL AND ORIENTAL STUDIES

Division Office: 1425 Hunter West; (212)772-4960

Division Head: Tamara M. Green

Web Site: <http://www.hunter.cuny.edu/classics>

Professors:

Green, Koehl, White

Associate Professors:

Ancona, Haft

Assistant Professor: Spurza

Lecturers:

Kawashima, Mayer

Advisers: (day) Tamara M. Green; (evening) William J. Mayer

HEGIS Codes: 1110 (Greek); 1109 (Latin); 1504 (Latin and Greek); 1504 (Classical Studies); 2203 (Archaeology)

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|---------------------------------------|--|--------------------------|-------------|--|
| BA in Greek | 24 of Greek beyond 101-102 LAT 101-102 or equivalent | Consult your adviser | GRK 101-102 | Latin or Classical Studies; German or French |
| BA in Latin | 24 of Latin beyond 101-102 and GRK 101-102 or equivalent | Consult your adviser | LAT 101-102 | Greek or Classical Studies; German or French |
| BA in Latin and Greek | 18-20 in each of Greek and Latin, including 101-102 | Consult your adviser | | Classical Studies; German or French |
| BA in Classical Studies | 24-26, consisting of 12-14 credits of either Greek or Latin, including 101-102, and 12 credits of classics courses given in English (CLA prefix), including two courses at the 300 level. CLA 101 and CLA 110 do not count toward the major. | Consult your adviser | | Consult program adviser |
| BA in Archaeology (interdepartmental) | 24 credits from the interdepartmental archaeology course pool, including CLA 204, 220, 221, and 222, with a corequisite of 12-14 credits of Greek or Latin. | Consult your adviser | | Classical Studies; geology; German or French |

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 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.

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 classics 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.

Minor

Students majoring in any of the Classics majors must have their minors approved by the division adviser. The minor must be taken in a department or program that leads to a BA degree.

Minor for Non-Major

12 credits in Greek, Latin, classical studies, or classical archaeology. Minors must be approved by the student's major adviser. Division faculty would be pleased to assist in the selection of appropriate courses.

Preparation for Teaching in Grades 7-12

Students interested in a teaching career should refer to the Chinese, Hebrew, and Russian sections of this catalog, and should consult with the School of Education. Such students may count the 23-credit pedagogical sequence for grades 7-12 as a minor. 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 GER 2/C PD/D

Greek and Roman myth as represented in ancient art and literature, with emphasis on modern interpretations and theories.

3 hrs, 3 cr.

CLA 110 The Greek and Latin Roots of English GER 2/C

Elements of language structure; how languages work; elements of Latin and Greek in English vocabulary.

3 hrs, 3 cr.

CLA 201(W) Greek Civilization GER 2/C PD/D

Ancient Greek culture: art and literature, religion, philosophy, economics, politics, education, and athletics.

prereq: ENGL 120
3 hrs, 3 cr.

CLA 202(W) Hellenistic Civilization GER 3/A PD/D

The Mediterranean world after Alexander the Great: synthesis of Greek and oriental cultures.

prereqs: ENGL 120, CLA 201 or 204
3 hrs, 3 cr.

CLA 203(W) Roman Civilization GER 2/C PD/D

Ancient Roman culture: art and literature, law, architecture, engineering, economics, popular culture, leisure activities.

prereq: ENGL 120
3 hrs, 3 cr.

CLA 210(W) The Greek and Roman Theatre GER 3/A

Components and functions of classical theatre: myth and ritual; mask and costume; staging and production; buildings.

prereqs: ENGL 120; CLA 201 or 250
3 hrs, 3 cr.

CLA 302(W) Comparative Backgrounds of Classical Mythology GER 3/A PD/D

Mythological systems that bear on classical myth, including Egyptian, Mesopotamian, Hittite, Ugaritic, and Celtic myths.

prereqs: ENGL 120; CLA 101
3 hrs, 3 cr.

CLA 303(W) Religion of Ancient Greece GER 3/A

The Ancient Greek religious experience: official rites, mystery cults, oracles, personal religious belief, and practice.

prereqs: ENGL 120, CLA 101 or 201
3 hrs, 3 cr.

CLA 304(W) Pagans and Christians GER 3/A PD/D

Transformation of classical culture in late antiquity: religion, philosophy, mysticism, magic, astrology.

prereqs: ENGL 120; CLA 201 or 203
3 hrs, 3 cr.

CLA 305(W) Women and Slaves in Classical Antiquity GER 3/A PD/C or D

Women and slaves in Greek and Roman society and origins of Western attitudes about sex and class.

prereqs: ENGL 120; CLA 201 or 203
3 hrs, 3 cr.

CLA 306 Special Studies in Ancient Greek Culture

Examination of specific areas of Greek life. Topics vary from year to year.

prereq: ENGL 120
3 hrs, 3 cr.

CLA 307 Special Studies in Ancient Roman Culture PD/D

Examination of specific areas of Roman life. Topics vary from year to year.

prereq: ENGL 120
3 hrs, 3 cr.

CLA 308(W) Magic and Science in the Ancient World GER 3/A

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.

prereqs: ENGL 120; CLA 201 or 203
3 hrs, 3 cr.

CLA 310(W) Ancient Sports and Spectacles GER 3/A PD/D

An exploration of ancient Greek and Roman sports and spectacles, focusing on evidence supplied by literary texts, archaeology, and the visual arts.

prereqs: ENGL 120; CLA 201 or 203
3 hrs, 3 cr.

CLASSICAL LITERATURE (IN ENGLISH)

CLA 250(W) Greek and Roman Tragedy GER 2/C PD/D

A study of plays of Aeschylus, Sophocles, Euripides, and Seneca in their literary, religious, and social contexts.

prereq: ENGL 120
3 hrs, 3 cr.



**CLA 251(W) Ancient Comedy**

GER 2/C PD/D

Aristophanes, Menander, Plautus, and Terence, with a consideration of their influence on Western comic tradition.

prereq: ENGL 120
3 hrs, 3 cr.

CLA 253(W) Homer and Vergil

GER 2/C PD/D

Ancient narrative song and poetry, with emphasis on the *Iliad* and *Odyssey* of Homer and the Aeneid of Vergil.

prereq: ENGL 120
3 hrs, 3 cr.

CLA 254(W) The Ancient Novel in Translation

GER 3/A PD/D

Greek and Roman prose fiction—Petronius' *Satyricon*, Apuleius' *Golden Ass*, Achilles *Tatuis'* *Leucippe*, Longus' *Daphnis and Chloe*, and Heliodorus' *Ethiopian Tale*.

prereq: ENGL 220 or perm instr.
3 hrs, 3 cr.

ARCHAEOLOGY**CLA 204(W) Introduction to Classical, Near Eastern, and Egyptian Archaeology**

GER 2/C

Introduction to ancient archaeology, including Greece and Rome, Mesopotamia, Egypt, Anatolia, and the Levant.

prereq: ENGL 120
3 hrs, 3 cr.

CLA 220(W) Aegean Archaeology

GER 3/A PD/D

Crete, Greece, and the islands in Bronze Age. Knossos, Thera, Mycenae. Painting, jewelry, pottery, daily life.

prereqs: ENGL 120, CLA 204
3 hrs, 3 cr.

CLA 221(W) Greek Archaeology

GER 3/A PD/D

Greece from Archaic to Hellenistic period: culture, Greek cities overseas, daily life; Delphi, Olympia, Athens.

prereqs: ENGL 120; CLA 201 or 204
3 hrs, 3 cr.

CLA 222(W) Roman Archaeology

GER 3/A PD/D

Etruscans, Roman Italy, and the Empire: Pompeii, Rome, Roman cities overseas; glass, mosaics, sarcophagi, pottery.

prereqs: ENGL 120; CLA 203 or 204
3 hrs, 3 cr.

CLA 225(W) Archaeology of Egypt

GER 3/A PD/A

Sites, cultures, and styles of ancient Egypt, Giza, Thebes, Amarna; hieroglyphs, literature, tombs, religion, daily life.

prereqs: ENGL 120, CLA 204
3 hrs, 3 cr.

CLA 226 Archaeology of Western Mediterranean

Ancient Sicily, Sardinia, Malta, Spain, and Italy, chiefly in Bronze Age. Main sites and cultures.

prereqs: ENGL 120, CLA 204
3 hrs, 3 cr.

CLA 227(W) Archaeology of Eastern Mediterranean

GER 3/A PD/A

Cyprus, Southern Anatolia, Phoenicia, and Palestine, especially in Bronze Age.

prereqs: ENGL 120, CLA 204
3 hrs, 3 cr.

CLA 322(W) Archaeology of Mesopotamia

GER 3/A PD/A

Sites, cultures, and styles of ancient Mesopotamia. First villages, tombs of Ur, ziggurats, palaces, tablet literature.

prereq: ENGL 120, CLA 204
3 hrs, 3 cr.

CLA 323(W) Archaeology of Iran and Anatolia

GER 3/A PD/A

Anatolia: Troy, Hittites, royal tombs of Lycia and Phrygia. Persia: Elamite civilization and Susa; Persepolis.

prereqs: ENGL 120, CLA 204
3 hrs, 3 cr.

CLA 329 Problems in Archaeology

Exploration in depth of particular area or period in Old World archaeology. Topics vary.

prereqs: ENGL 120, two courses in classical archaeology
3 hrs, 3 cr.

CLA 330 Field Seminar in Archaeology

Open to majors only. Fieldwork, undertaken during a school semester or summer, under auspices of department or in an approved program, teaching excavation, or field school.

prereqs: ENGL 120, perm dept.
6 cr. maximum

SPECIAL COURSES**CLA 240 Topics in Classics**

Examination of specific areas of classical culture, such as literature, language, or numismatics.

prereq: ENGL 120
3 hrs, 3 cr.
offered every year

CLA 421 Independent Study in Classics

Open to majors only.

prereqs: ENGL 120, perm chair
1-3 cr.

CLA 491 Honors in Classics

Sr only. Individual research under direction of member of department, culminating in essay approved by Honors Committee.

prereqs: ENGL 120, perm dept.
3 hrs, 3 cr.

CLA 498 Internship

prereqs: ENGL 120, perm dept.
1-6 cr.

GREEK**GRK 101, 102 Beginning Greek**

GRK 101 not credited without GRK 102.

8 hrs, 8 cr.
101 offered fall, 102 offered spring

GRK 107 Beginning Greek, Intensive

6 hrs, 6 cr.
offered summer

GRK 110 Greek Reading

prereq: GRK 102 or equiv.
3 hrs, 3 cr.
offered fall

GRK 202 Plato

prereq: GRK 110 or equiv.
3 hrs, 3 cr.

GRK 203 Homer

prereq: GRK 110 or equiv.
3 hrs, 3 cr.

GRK 301 Plato II

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 302 Euripides

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 303 Greek Lyric Poetry

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 304 Aristophanes and Menander

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 305 Attic Orators

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 307 Sophocles

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 308 Aeschylus

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 309 Herodotus

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 310 Thucydides

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

GRK 311 Advanced Readings in Greek Literature

prereq: GRK 202 or *equiv.*
3 hrs, 3 cr.

LATIN**LAT 101, 102 Beginning Latin**

LAT 101 not credited without LAT 102.
8 hrs, 8 cr.
101 offered fall, 102 offered spring

LAT 107 Beginning Latin, Intensive

6 hrs, 6 cr.
offered summer

LAT 110 Latin Reading

prereq: LAT 102 or *equiv.*
3 hrs, 3 cr.
offered fall

LAT 201 Ovid's Metamorphoses

prereq: LAT 110 or *equiv.*
3 hrs, 3 cr.

LAT 202 Roman Biography

prereq: LAT 110 or *equiv.*
3 hrs, 3 cr.

LAT 203 Vergil's Aeneid

prereq: LAT 110 or *equiv.*
3 hrs, 3 cr.

LAT 204 Cicero's De Senectute

prereq: LAT 110 or *equiv.*
3 hrs, 3 cr.

LAT 220 Medieval Latin

prereq: LAT 110 or *equiv.*
3 hrs, 3 cr.
offered summer

LAT 302 Roman Letters

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 303 Roman Comedy

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 304 Roman Satire

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 305 Vergil's Eclogues and Georgics

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 306 Cicero

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 307 Lucretius' De Rerum Natura

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 308 Roman Epic

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 309 Lyric Poetry of the Golden Age

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 310 The Roman Novel

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 311 Elegiac Poets

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 312 Livy

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 313 Caesar

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 314 Tacitus

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

LAT 315 Anthology of Latin Verse

prereq: LAT 201 or *equiv.*
1 hr, 1 cr.

LAT 316 Advanced Readings in Latin Literature

prereq: LAT 201 or *equiv.*
3 hrs, 3 cr.

JAPANESE**JPN 101 Elementary Japanese I**

Introduction to reading and writing modern Japanese. Fundamentals of grammar, pronunciation, vocabulary, and conversation. 101 not credited without 102.
3 hrs, 3 cr.

JPN 102 Elementary Japanese II

Continuation of 101.
prereq: JPN 101 or *equiv.*
3 hrs, 3 cr.

JPN 201 Intermediate Japanese I

Continuation of JPN 101-102. Extensive reading and writing practice, including at least 500 additional kanji; advanced grammar study.
prereq: JPN 102 or *equiv.*
3 hrs, 3 cr.

JPN 202 Intermediate Japanese II

Continuation of JPN 201.
prereq: JPN 201 or *equiv.*
3 hrs, 3 cr.

JPN 301 Advanced Japanese I

Continuation of JPN 202. Extensive reading and writing practice, including at least 700 additional kanji; advanced grammar study.
prereq: JPN 202 or *equiv.*
3 hrs, 3 cr.

JPN 302 Advanced Japanese II

Continuation of JPN 301. Extensive reading and writing practice, including at least 600 additional kanji; advanced grammar study.
prereq: JPN 301 or *equiv.*
3 hrs, 3 cr.

COMPARATIVE LITERATURE

Program Office: 1307 Hunter West; (212)772-5129/5093

Coordinator: Paolo Fasoli
E-mail: pfasoli@hunter.cuny.edu

Committee:

Alexander (Classical and Oriental Studies)
Di Scipio (Romance Languages)
Fasoli (Romance Languages)
Green (Classical and Oriental Studies)
Kym (German), Tomasch (English)

HEGIS Code: 1503

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|------------------------------|--|----------------------------------|------------------------|--|
| BA in Comparative Literature | 30: A. Concentration in at least two periods and in two genres B. At least 9 credits in COMPL-prefixed courses, beginning with COMPL 301 C. 21 credits in literature courses distributed so that at least 12 credits are courses studied in the original language. | GER 2A ENGL 220 or equivalent | ENGL 220 or equivalent | A 12 credit minor is required, and students will be advised by their Comparative Literature faculty mentor to choose a discipline that would complement and enrich their major field of study. |

The major in comparative literature is designed for students who are interested in a broad view of literature and in the diversity of literary cultures. The study of comparative literature considers literary movements and genres, as well as techniques and recurring themes in world literature. The study of comparative literature prepares students for careers in teaching, interpreting, and translating, as well as those professions that recognize the importance of a broad humanistic education, including law and medicine.

MAJOR REQUIREMENTS

All majors take a core course in methodology, but the remaining classes in a student's program are arranged with the coordinator in an effort to work out a balance between two different bodies of literature, 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 other literature departments, as well as from such disciplines as history, philosophy, art and anthropology, with the approval of the coordinator.

Upon becoming a major, a student will, in consultation with the coordinator, choose one member of the comparative literature committee as an adviser and plan an individualized program. All majors are required to review their programs with their adviser once a semester.

The comparative literature major consists of 30 credits distributed as follows:

- Concentration in at least two periods and in two genres.
- At least 9 credits in COMPL-prefixed courses, beginning with COMPL 301 (all of these courses will be taught in English).
- 21 credits in literature courses distributed so that at least 12 credits are courses studied in the original language (be it a foreign language, if the student is proficient in that language, or English). Courses at the 300 level are strongly preferred, although exceptions may be granted by the adviser.

Minor for Students Majoring in Comparative Literature

A 12 credit minor is required. Students will be advised by their Comparative Literature faculty mentor to choose a discipline that will complement and enrich their major field of study.

Minor in Comparative Literature for Students Majoring in Other Programs

If this minor is recommended by the major department, students may consult a Comparative Literature adviser who will help them select suitable courses.

Honors

Students are eligible for departmental honors if their GPA in the major is no less than 3.5. The student must also take at least 3 credits (but no more than 6 credits) in honors courses offered by the program and approved by the adviser. 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 coordinator. Prerequisite: ENGL 220 (or equivalent) is the prerequisite for all Comparative Literature courses.

COURSE LISTINGS

COMPL 301 Seminar: Approaches to Comparative Literature

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.

3 hrs, 3 cr.

COMPL 320, 321 Comparative Studies in Prose Fiction

May be taken more than once when content varies.

3 hrs, 3 cr. each

COMPL 330, 331 Comparative Studies in Drama

May be taken more than once when content varies.

3 hrs, 3 cr. each

COMPL 340, 341 Perspectives on Literature and the Arts

May be taken more than once when content varies.

3 hrs, 3 cr. each

COMPL 350, 351 Comparative Studies in Literary Movements

May be taken more than once when content varies.

3 hrs, 3 cr. each

COMPL 370, 371 Comparative Studies in Myth and Folklore

May be taken more than once when content varies.

3 hrs, 3 cr. each

COMPL 380, 381 Selected Topics in Comparative Literature

May be taken more than once when content varies.

3 hrs, 3 cr. each

COMPL 390, 391 Honors Project

prereq: completion of 9 cr. in COMPL-prefixed courses

3 hrs, 3 cr. each



COMPUTER SCIENCE

Department Office: 1008 Hunter North; (212)772-5213

Chair: Virginia Teller

E-mail: virginia.teller@hunter.cuny.edu

Web Site: <http://www.cs.hunter.cuny.edu>

Professors:

Cohen, Epstein, Negoita, Teller, Zamfirescu

Associate Professors:

Schaffer, Shankar, Weiss

Assistant Professors:

Sakas, Stamos

Lecturer: Schweitzer

Advisers: See schedule outside 1008 Hunter North

HEGIS Code: 0701

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|------------------------|---|--------------------------|--|--|
| BA in Computer Science | 39+14 credits in mathematics and statistics* *Note: the 14 credits in mathematics and statistics required for the major can, instead, be taken as the minor. | Consult adviser | CSCI 135 Software Analysis & Design I With a grade of C or better | See below for descriptions of suggested specific 12-credit minors in economics, film and media studies, and geography; the 14 credits in math and statistics can also be taken as the minor. |

The Department of Computer Science provides students with outstanding preparation both for 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.

Students may work with faculty who engage in research, publish books and articles in highly respected journals and receive grants to pursue significant research. 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.

MAJOR

The Computer Science major consists of 39 credits in CSCI courses and a collateral 14 credits in MATH courses.

Preliminary Course

Before being permitted to enter computer science as a major, a student must complete CSCI 135 Software Analysis & Design I with a grade of C or better. Students planning to pursue a computer science major are strongly encouraged to declare their major as soon as possible after completing CSCI 135 and to seek help from a faculty adviser for assistance with individual curriculum planning.

Required Courses

All computer science majors must complete successfully the following courses with a grade of C or better:

- CSCI 145 Computer Architecture I
- CSCI 150 Discrete Structures
- CSCI 235 Software Design & Analysis II
- CSCI 245 Computer Architecture II
- CSCI 265 Computer Theory I
- CSCI 335 Software Design & Analysis III
- CSCI 340 Operating Systems
- CSCI 345 Computer Architecture III
- MATH 150 Calculus I
- MATH 155 Calculus II
- MATH 160 Matrix Algebra
- STAT 213 Applied Statistics

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.

Minors for Computer Science Majors

Because there is such a broad spectrum of interests among computer science majors at Hunter, the department does not mandate one particular minor. In the past, our majors have minored in fields as diverse as psychology, archaeology and Japanese. There are, however, several minors which combine with the computer science major in very practical ways:

Math/Stat The four collateral courses in Mathematics/Statistics which are required of computer science majors (MATH 150, MATH 155, MATH 160 and STAT 213) comprise an automatic minor and many of our majors choose this option.

Geographic Information Systems (GIS) This is a new and very much in-demand field, and a GIS minor combined with a computer science major can lead to careers dealing with weather, climate, the environment, and other topics of global importance. Two tracks offer different perspectives on the field:

- Remote Sensing (GTECH 321, 322, 361 and one of GTECH 362, 380 or 385) emphasizes the role of computer technology in GIS today.
- Geographic Information Science (GTECH 321, 361, 362 and 385) focuses on the theory and practice of GIS including applications to human and physical geographic problems.

Multimedia Studies Two tracks in this field combine well with a computer science major:

- Web Technology: (MEDIA 161, 180, MEDP 285 and MEDP 331, or MEDIA 399.99) makes an excellent minor for computer science majors

who have an artistic flair and a creative imagination.

- Film and Video Editing: (MEDIA 151, 180, MEDP 281 or 282, and 311) is the perfect minor for computer science majors interested in the technical end of the magical world of film-making.

Corporate Finance A minor in economics (ECO 200, 271, 365 and one of 272, 355, 366, or 360) provides the skills computer science majors need for careers in the financial services industry.

Minor for Non-Majors:

The minor consists of at least 12 credits. Course selections for the minor should be discussed with your major adviser and adhere to the following guidelines:

- Neither CSCI 120 nor CSCI 127 may be used toward the computer science minor
- CSCI 135 must be part of the minor
- All prerequisites must be fulfilled for any CSCI course. The only exception is a written waiver from the instructor.

Students should consult their major adviser to determine appropriate courses. However, the Computer Science department suggests the following sequences: CSCI 135, 235, 335 and 435 (programming track); CSCI 135, 145, 245 and 345 (architecture track)

Please note: Computer Science majors cannot choose computer science for their minor.

Honors

To graduate from Hunter College with honors in computer science, a student must have at least a 2.7 GPA overall and a 3.5 GPA or better in computer science/math and a grade of A in one of the CSCI 493 series of courses.

Recommended course sequence for entering freshmen without credit for pre-calculus and without prior computer programming experience:

Term 1 MATH 125; CSCI 127
 Term 2 CSCI 135; MATH 150
 Term 3 CSCI 145; CSCI 150
 Term 4 CSCI 235; MATH 155
 Term 5 CSCI 245; CSCI 335; MATH 160
 Term 6 CSCI 265; CSCI 345; STAT 213
 Term 7 CSCI 340; 2 CSCI electives
 Term 8 3 CSCI electives

Students with both credit for pre-calculus and prior computer programming experience can begin with Semester 2.

Recommended course sequence for students with transfer credit for CSCI 135, 145 and 150, and MATH 150 and 155:

Term 1 CSCI 235; CSCI 245; MATH 160
 Term 2 CSCI 335; CSCI 265; STAT 213
 Term 3 CSCI 340; 2 CSCI electives
 Term 4 CSCI 345; 3 CSCI electives

The "one repeat" rule is in effect 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.

In addition, the Computer Science department will not accept a CR grade in any of the preliminary or required courses for the major (CSCI 135, 145, 150, 235, 245, 265, 335, 340, 345). Any student wishing to declare Computer Science as a major who has received a grade of CR in any of the CSCI courses listed above, must ask the instructor of that course to change the CR grade to the appropriate letter grade. This must be done before the declaration of major form can be authorized.

Please note: A grade of "D" is not considered a passing grade by this department for any of the computer science or math courses required for the major.

COURSE LISTINGS**CSCI 115 Computer Technology in Childhood Education**

Open only to students in QUEST program. 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.

pre- or coreq: QSTA 400
 3 hrs (1 lec, 2 lab), 2 cr.

CSCI 120 Introduction to Computers
GER 2/E

Intended for non-majors. Basic concepts of computer technology. Principles of hardware operation, software and networking. Roles of computers in society, including ethical and legal issues.

prereq: English and Math proficiency
 3 hrs, 3 cr.

CSCI 127 Introduction to Computer Science
GER 2/E

A technical introduction to computer science. Organization of hardware, software, information and an introduction to programming. This course is meant for: potential computer science majors who may not be prepared for CSCI 135; science majors who need some basic computer knowledge; and non-CSCI majors who want a more rigorous introduction to the field than CSCI 120 provides. May not be used toward the CSCI major or minor.

prereq: MATH 121, 125 or 150
 3 hrs, 3 cr.

CSCI 135 Software Analysis and Design I

This first course for prospective computer science majors and minors concentrates on problem-solving techniques using a high-level programming language. The course includes a brief overview of computer systems.

prereq: CSCI 127 or equivalent
 3 hrs, 3 cr.

CSCI 145 Computer Architecture I

Organization of computer systems and design of system elements, including ALU, memories and interfaces. Some assembly language programming.

prereq: CSCI 135
 3 hrs, 3 cr.

CSCI 150 Discrete Structures

Mathematical background required for computer science. Sets, relations, cardinality, propositional calculus, discrete functions, truth tables, induction, combinatorics.

prereq: MATH 121, 125, 150 or 155
 3 hrs, 3 cr.

CSCI 181, 182, 183 Independent Workshop

Outside internship in practical aspects of computing; e.g., systems programming, biomedical computing, computer-aided instruction. Credits may not be used toward the computer science major.

prereq: declared computer science major with 18 credits completed in the department
 1-3 hrs, 1-3 cr.

CSCI 235 Software Analysis and Design II
GER 3/B

Representation of information in computers, including process and data abstraction techniques. Topics covered include static and dynamic storage methods, lists, stacks, queues, binary trees, recursion, analysis of simple algorithms and some searching and sorting algorithms.

prereqs: CSCI 135, 150; MATH 150
 3 hrs, 3 cr.

CSCI 245 Computer Architecture II
GER 3/B

Boolean algebra, data representation, combinational circuits and minimization, sequential circuits.

prereqs: CSCI 145, CSCI 150, MATH 150
 3 hrs, 3 cr.

CSCI 265 Computer Theory I
GER 3/B

Recursion, regular sets, regular expressions, finite automata, context-free grammars, pushdown automata.

prereqs: CSCI 245, MATH 150
 3 hrs, 3 cr.

CSCI 335 Software Analysis and Design III
GER 3/B

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.

prereqs: CSCI 235, MATH 155
 3 hrs, 3 cr.

CSCI 340 Operating Systems
GER 3/B

Definition of functions and components of operating systems. Survey of contemporary multiprocessing/multiprogramming systems. Exploration of systems programs: their design, internal structure and implementation.

prereqs: CSCI 235, 245; MATH 155, STAT 113 or 213
 3 hrs, 3 cr.



CSCI 345 Computer Architecture III

GER 3/B

High performance computer architectures, including massively parallel SIMD and MIMD machines and distributed architectures.

prereqs: CSCI 245, MATH 155

3 hrs, 3 cr.

CSCI 350 Artificial Intelligence

GER 3/B

A survey of artificial intelligence including search and control, knowledge representation, logic and theorem proving, learning, natural language and AI programming.

prereq: CSCI 235

3 hrs, 3 cr.

CSCI 355 Introduction to Linear Programming

GER 3/B

Introduction to operations research and game theory. Simplex method; inconsistency, redundancy and degeneracy problems; two-phase method; duality; transportation problems.

prereqs: CSCI 235, MATH 160

3 hrs, 3 cr.

CSCI 365 Computer Theory II

GER 3/B

Turing machines, Post machines, Post's theorem, Minsky's theorem. Determinism and non-determinism. Undecidability, the halting problem.

Recursive function theory.

prereq: CSCI 265

3 hrs, 3 cr.

CSCI 385 Numerical Methods I

GER 3/B

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. Cross-listed as MATH 385 and PHYS 385.

prereqs: CSCI 135, MATH 160

CSCI 391, 392, 393 Independent Study in Computer Science

GER 3/B

Independent work, under the direction of a faculty member, in practical aspects of computing. CSCI 391 is repeatable up to a total of 6 credits; however, no more than a total of three

Independent Study credits may be used toward the computer science major.

prereqs: declared Computer Science major,

perm instr. and dept.

1-3 hrs, 1-3 cr.

CSCI 395 Topics in Computer Science

GER 3/B

Topics include internet security, web programming, genetic algorithms, expert systems and others. Prerequisites vary with specific topics and are announced prior to registration.

3 hrs, 3 cr.

CSCI 405 Software Engineering

GER 3/B

Problems in large-scale software development including functional analysis of information processing systems, system design concepts, timing estimates, documentation and system testing.

prereq: CSCI 335

3 hrs, 3 cr.

CSCI 415 Data Communications and Networks

GER 3/B

A broad technical introduction to the components, protocols, organization, industry and regulatory issues that are fundamental to the understanding of contemporary computer networks.

prereqs: CSCI 335, 340

3 hrs, 3 cr.

CSCI 435 Data Base Management

GER 3/B

Hierarchical and network databases; theory of relational databases; normalization theory; query languages.

prereq: CSCI 335

3 hrs, 3 cr.

CSCI 450 Language Translation

GER 3/B

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.

prereqs: CSCI 265, 335

3 hrs, 3 cr.

CSI 460 Advanced Programming Languages

GER 3/B

Survey course on the design and implementation of modern programming languages. Includes object-oriented, functional, logic and concurrent/distributed paradigms.

prereq: CSI 265, 335

3 hrs, 3 cr.

CSCI 485 Numerical Methods II

GER 3/B

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. Cross-listed as MATH 485 and PHYS 485.

prereq: CSCI 385

3 hrs, 3 cr.

CSCI 493 Honors Seminar

GER 3/B

Topics include Unix tools, computer law, 3D vision, Windows programming, neural networks, speech and language processing, fuzzy systems and other areas. Prerequisites vary with specific topics and are announced prior to registration.

3 hrs, 3 cr.

The Following Course Will Not Be Offered 2004-2007:**CSCI 450 Language Translation**

DANCE

Program Office: 614 Thomas Hunter; (212) 772-5012

Director: Jana Feinman

Web Site: <http://www.hunter.cuny.edu/~dance/>

Professor: Feinman

Adviser:
Jana Feinman

HEGIS Code: 1008

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|----------------|---|--------------------------|---|---|
| BA in Dance | 34 plus performance, choreography and technical production requirements | Consult adviser | Placement audition for incoming majors and for second year majors DAN 101 | Dance majors may minor in any programs leading to a BA degree. However, they must consult with a dance adviser before choosing a minor. |
| Dance Pre-K-12 | 34 plus performance, choreography and technical production requirements | Consult adviser | Placement audition for incoming majors and for second year majors DAN 101 | Students registered in the dance education program take the 22-cr. dance education sequence in lieu of a minor. See School of Education section |

The Hunter College Dance program offers an opportunity to pursue a B.A. degree in dance within the context of a strong liberal arts education. From a campus in the heart of New York City, the dance major or minor student has the unique opportunity of interfacing with many professional dance companies, choreographers and critics who live and work in New York. The modern dance-based curriculum provides the student with opportunities to pursue careers in performance, choreography, teaching, arts administration and production. The curriculum is enriched by community outreach performances, repertory classes with New York-based choreographers, specialty workshops, dance clubs, international performances, internships and New York State teaching certification. In addition, Hunter Dance hosts "Sharing the Legacy," an ongoing series of conferences, forums and concerts devoted to experiencing dance masterworks of the twentieth century.

The Dance Program offers a broad based curriculum with an emphasis on modern dance, including three major areas of study:

- I. Technique (modern, ballet, traditional, folk);
- II. Creative theory and performance (improvisation, composition, production, repertory, lecture/demonstration touring company);
- III. Theoretical and scientific aspects of dance (musicianship for dancers, dance history, theory and practice of teaching, anatomy and kinesiology, movement re-education).

MAJOR

(34 credits)

A placement audition is required of all incoming majors, as well as of all second-year majors. All dance majors are required to be registered in at least one technique class every semester they are in attendance at Hunter. Performance, choreography and technical production requirements are to be fulfilled prior to graduation. These requirements include:

1. Performance in at least two (2) concerts.
2. Choreography of at least two (2) works:
 - a. solo performed in open composition.
 - b. group work developed during fall and spring semesters and performed in formal concert.
3. Production crew work in two (2) concerts: two (2) formal concerts or one (1) formal and one (1) informal concert.

The following 34-credit curriculum is required of all majors. Note: Some course numbers have changed. The old numbers appear in parentheses next to the new numbers:

- DAN 151 Folk Forms of Dance I
- DAN 210(111) Contemporary Dance Technique I
- DAN 213(113) Basic Musicianship for Dancers
- DAN 220(112) Contemporary Dance Technique II
- DAN 221 Improvisation as a Creative Process I
- DAN 232 20th Century Dance History
- DAN 245 Ballet I
- DAN 310(211) Contemporary Dance Technique III
- DAN 320(212) Contemporary Dance Technique IV
- DAN 321(222) Composition I

DAN 324(223) Production I

DAN 345 Ballet II

DAN 350 Anatomy and Kinesiology for Dancers

DAN 422(431.54) Choreographic Projects

DAN 440 Lecture/Demonstration Touring Group

The undergraduate adviser suggests the appropriate sequence of electives for the career specialization the student chooses.

Prerequisites for all dance majors: ENGL 120, DAN 101, DAN 102, DAN 145 or permission of Dance adviser.

Minor

Dance majors may minor in any program leading to a BA degree. However, they must consult with a dance adviser before choosing a minor. Students registered in the dance education program take the teacher education sequence in lieu of a minor.

Minor in Dance for Non-Majors

(12 credits)

A placement audition is required of all incoming minors. Students minoring in dance are required

to take DAN 210(111), 220(112), 221, 440 and three additional credits in dance. Prerequisites are DAN 101 or permission of dance adviser. The following requirements must be met by all minors: performance in at least one (1) concert (must be registered in at least one technique course in order to qualify as a performer) and production crew work in one (1) proscinium concert or two (2) studio concerts.

Grading:

All dance majors and minors must receive a letter grade for all dance classes. Grades of "NC" or "CR" are not permissible.

Preparation for Teaching Pre-K-12

New York State certification for teaching dance requires the 34-credit dance major plus the 22 credit education sequence, which is considered a collateral major and includes DAN ED 302 (dance methods) and SEDC 456 (student teaching in dance). See the School of Education section for more information. Note: students must be accepted by the School of Education before they may register for education courses.



COURSE LISTINGS

All required classes are not offered every semester. Annual meetings with dance advisers are essential for both majors and minors in order to assure that required coursework will be completed in time for graduation. Note: Some course numbers have changed. The old numbers appear in parentheses next to the new numbers.

TECHNIQUE COURSES

All technique courses require an audition that 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. Registered students who miss the first day of class must notify the dance office before the first class session or their place will be given to another student.

DAN 101 Fundamentals of Contemporary Dance Technique

Introduction to professional demands of technical achievement. Survey of concepts involved in understanding and integrating movement. Review of basic skills required for further study. May be taken two times with permission of the department.

*prereqs: minimum 12 cr, audition
3 hrs, 2 cr.*

DAN 145 Fundamentals of Ballet

Introduction to fundamental skills and nomenclature of ballet. May be taken two times with permission of the department.

*prereqs: minimum 12 cr, audition
3 hrs, 2 cr.*

DAN 151 Folk Forms of Dance I

Development of basic dance skills necessary for participation in international folk dances. Students are exposed to dance and music of world cultures.

3 hrs, 1 cr.

DAN 210(111) Contemporary Dance Technique I

GER 3/A

Analytical study of basic concepts of dance: space, time, dynamics and design. Intermediate development of movement skills and vocabulary as required by professional demands.

*prereqs: DAN 101 or perm dept, audition
3 hrs, 2 hrs open studio, 2 cr.*

DAN 220(112) Contemporary Dance Technique II

GER 3/A

Development of expanded movement vocabulary and increased facility; understanding dance as means of communication; ordering of movement to produce controlled performance. May be taken two times with permission of the department.

*prereqs: DAN 210(111) or perm dept, audition
3 hrs, 2 hrs open studio, 2 cr.*

DAN 245 Ballet I

GER 3/A

Intermediate level study of stylistic demands and vocabulary of ballet and introduction to ballet traditions. May be taken two times with permission of the department.

*prereqs: DAN 145 or perm dept, audition
3 hrs, 2 hrs open studio, 2 cr.*

DAN 251 Folk Forms of Dance II

GER 3/A

Expanded progressions in folk forms of dance. Presentation of materials based on advanced skills.

*prereq: DAN 151
3 hrs, 1 cr.*

DAN 252 Special Topics: Traditional Dance I

GER 3/A PD/A

Introduction to the cultural background and basic techniques of individual traditions of dance, such as African, Classical Indian, Afro-Brazilian, T'ai Chi, Capoeira and Yoga.

3 hrs, 2 cr.

DAN 310(211) Contemporary Dance Technique III

GER 3/A

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. May be taken two times with permission of the department.

*prereqs: DAN 220(112), audition
3 hrs, 2 hrs open studio, 2 cr.*

DAN 320(212) Contemporary Dance Technique IV

GER 3/A

Development of pure dance skills to enable student to learn specific styles of dance; emphasis on expanding dynamic range and clarifying performance intention. May be taken two times with permission of the department.

*prereqs: DAN 310(211), audition
3 hrs, 2 hrs open studio, 2 cr.*

DAN 345 Ballet II

GER 3/A

Continuation of traditional exercises to acquaint student with elements of classic ballet; emphasis on development of advanced technical ability. May be taken two times with permission of the department.

*prereqs: DAN 245, audition
3 hrs, 2 hrs open studio, 2 cr.*

DAN 352 Special Topics: Traditional Dance II

GER 3/A PD/A

Continuation of DAN 252.

*prereqs: DAN 252, audition
3 hrs, 2 cr.*

CREATIVE THEORY AND PERFORMANCE COURSES

DAN 221 Improvisation as a Creative Process I

GER 3/A

Introduction to basic skills of structured improvisation; use of these skills by individual students to explore their creative movement potential.

*pre- or coreq: DAN 210(111) or perm dept.
3 hrs, 2 cr.*

DAN 321(222) Composition I

GER 3/A

Creative assignments geared to challenge and develop all dance skills; emphasis on understanding form and its relation to content; mastering structural requirements of composition.

*prereq: DAN 221
3 hrs, 5 hrs open studio, 2 cr.*



DAN 324(223) Production I

GER 3/A

Practical experience in all aspects of production that contribute to realization of student's choreographic intentions: costumes, sets, lighting, publicity and business skills.

prereq: DAN 321(222)

4 hrs, 5 hrs open studio, 3 cr.

DAN 421(322) Composition II

GER 3/A

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.

prereq: DAN 321(222)

3 hrs, 5 hrs open studio, 2 cr.

DAN 422(431.54) Choreographic Projects

GER 3/A

Independent student choreographic works in preparation for performance in concert.

prereq: DAN 321(222)

4 hrs, 3 cr.

DAN 424(323) Production II

GER 3/A

Practical application of advanced production skills.

prereq: DAN 324(223)

4 hrs, 5 hrs open studio, 3 cr.

DAN 432(411) Repertory I

GER 3/A

Open to dance majors and minors only.

Performance course for advanced students. A dance is learned from professional choreographer's repertory and performed in concert. The choreographer and choreographic material change every semester. May be taken two times with permission of the department.

prereqs: DAN 310(211), 321(222) *or perm instr, audition*

4 hrs, 2 hrs open studio, 3 cr.

DAN 433(412) Repertory II

GER 3/A

Open to dance majors and minors only.

Continuation of DAN 432(411). A new dance is created by a professional choreographer and performed in concert. The choreographer and choreographic material change every semester. May be taken two times with permission of the department.

prereqs: DAN 320(212), 432(411) *or perm instr, audition*

4 hrs, 2 hrs open studio, 3 cr.

DAN 440 Lecture/Demonstration Touring Group

GER 3/A

Performance of prescribed choreography in lecture/demonstration format to be presented in public schools on a weekly basis during the fall semester.

prereqs: DAN 220(112), 221, 245

4 hrs, 3 cr.

**THEORETICAL AND SCIENTIFIC ASPECTS OF DANCE COURSES****DAN 102 Dance, Dancers and the Audience**

GER 2/D

Lecture demonstration course designed to introduce students to the art of dance through analysis of history, dance style and socio-political underpinnings.

prereq: minimum 12 cr.

3 hrs, 3 cr.

DAN 213(113) Basic Musicianship for Dancers

GER 3/A

Basic music theory in relation to dance. Development of auditory and kinesthetic understanding of melody, rhythm and harmony through movement.

prereq: DAN 210(111)

3 hrs, 2 cr.

DAN 232 20th-Century Dance History

Readings, lectures, films, discussions of 20th century ballet, modern, social and popular theatre dance forms; analysis of individual styles and cultural trends.

3 hrs, 3 cr.

DAN ED 302 Theory and Practice of Teaching Dance (pre-K-12)

Methods of teaching dance in grades pre-K-12.

Field work required.

prereqs: completed 12 major cr, perm dept.

pre- or coreqs: SEDF 203, 204, 205, SEDC 210 *or perm dept.*

3 hrs, 4 cr.

DAN 350 Anatomy and Kinesiology for Dancers

GER 3/A

Anatomy of skeletal, muscular and neuromuscular systems; anatomical analysis of basic movement; application of anatomical information to proper and successful performance of dance.

prereq: DAN 220(112) *or perm dept.*

3 hrs, 3 cr.

DAN 461 Seminar in Dance

GER 3/A

Survey of dance careers, grant writing, arts administration, resume writing and relevant topics related to the socio-political climate of our times in relation to art.

prereqs: DAN 310(211), DAN 321(222), DAN 324(223)

3 hrs, 3 cr.

DAN 480 Independent Study in Dance

GER 3/A

In-depth study in area of special interest for qualified students under direction of faculty adviser.

prereqs: minimum 15 dance cr, major GPA

3.0, overall GPA 2.5

3-9 hrs, 1-3 cr.

DAN 490 Honors in Dance

GER 3/A

Open to Jr/Sr only. Individual study leading to completion of honors essay or production book in creative performance.

prereq: minimum 18 dance cr, major GPA

3.5, overall GPA 2.8

hrs TBA, 1-3 cr.

DAN 498 Internship

GER 3/A

prereq: DAN 324(223)

hrs TBA, 3-6 cr.

ECONOMICS

Department Office: 1524 Hunter West; (212)772-5400

Chair: Marjorie Honig

Director, Accounting Program: Avi Liveson

Web Site <http://econ.hunter.cuny.edu>

Professors:

Agbeyegbe, Chernick, Filer, Golbe, Goodspeed, Honig, Liveson

Associate Professors:

Deb, Kim, McLaughlin, Pratap

Assistant Professors:

Cebenoyan, Conning, George, Mitsudome, Nyman, Sevak, Westelius

Lecturer: Schleifer

Advisers: Inquire at department office, 1524 Hunter West

HEGIS Codes: 2204 (Economics), 0502 (Accounting)

| Majors Offered | Concentrations | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|---|---|---|--|--------------------|---|
| BA in Economics | Optional concentrations: 1. Public policy 2. Commercial and financial enterprises | 24 | See adviser | ECO 200 ECO 201 | Choose a minor from any other department of the college that leads to a BA degree, or a split minor (i.e., 6 credits each from two related departments). Minors in mathematics and computer science, either separately or in combination, are recommended. No minor is required of double majors. |
| BS in Accounting | | 30 cr in acct. + 33 credits of professional studies | GER for BS in accounting students: GER 1B: MATH 150 within first 75 cr of college work FL—see text below under General Education Requirement GER 2B: 3 credits must be in ECO 201 | | No minor |
| Accelerated BA/MA Program in Economics | | | | | |
| BA/MA in Economics | | Both degrees can be completed within 120 credits, 30 of which must be at the graduate level. ECO 221, 300, 301, 321, MATH 150, 155 and 160, or their equivalents are required. An undergraduate major in economics is normally required. Consult the graduate adviser | GER 1B MATH 150 | ECO 200 ECO 201 | Minor in math is recommended, since program requires Math 150, 155, & 160. |

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 seat belts 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.

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

The department strongly urges economics majors who plan to go on to graduate or professional school to choose letter grades rather than CR/NC. Students enrolled in the BS (accounting) curricu-

lum may not use CR/NC grades for the 30 accounting credits in the accounting major.

Progression in the Major 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 the prerequisite(s) are required. ECO 220 and 221 are required for the major and must be completed with a grade of C, CR or better to be accepted for credit toward fulfillment of the major.

Interdepartmental Fields

Students may take courses in economics as part of an interdepartmental program of study in Latin American and Caribbean studies, environmental studies (geography), women's studies and Jewish social studies. Listings in each area discuss recommended courses.

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 150, 155 and 160, 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 adviser.

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. Students may begin the study of economics with either ECO 200 or 201, but they are advised to take ECO 100 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 are advised to complete ECO 220 and 221 within their first 75 credits of college work and ECO 300 or 301 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. 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 other 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 toward 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 program in the college that leads to a BA degree. 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.

Minor for Non-Majors

We recommend that students minoring in economics take ECO 200, 201 and 6 additional economics credits.

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, for individuals applying for licensure in public accountancy no later than July 31, 2009. All students contemplating a career in accounting should request an interview with the director of the accounting program or a department adviser 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.

General Education Requirement

Students working for a BS (accounting) degree must complete the General Education Requirement (see General Education Requirement section) except that:

- A. The Stage 1, Group B Quantitative Reasoning Requirement must be met by 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. The foreign language requirement is modified, so that:
 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 fewer than two years of one foreign language** must take four courses in that or any other foreign language at the college level.

** Students must file with the Department of Economics a high school transcript or other evidence of completion of the requisite number of years.

- C. In Stage 2, Group B, 3 of the 6 required credits must be in ECO 201. (ECO 200, which must be taken as part of the professional studies requirement, cannot be used to fulfill the Stage 2, Group B 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 average of at least "C" must be maintained in these 30 credits.

Business Law(6 cr)
ECO 280, 380.

Statistics(3 cr)
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)
Select two of the following courses: ECO 210, 365, 366, 367.

Business Core-Required(6 cr)
ECO 200 and one course in computer science; ECO 476 is recommended.

Business elective
(12 cr) Choose from the following: ECO 260, any 300- or 400-level ECO course (480 is strongly recommended).

One additional computer science course may be used as a business elective.

COURSE LISTINGS**ECONOMICS****ECO 100 Introduction to Economics**
GER 2/B

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.
3 hrs, 3 cr.

ECO 103 Economic Background of Current Events

Critical evaluation of economic causes and consequences of current economic problems and policies. Open only to majors in economics.
1 hr, 1 cr.

200 LEVEL CORE COURSES**ECO 200 Principles of Economics: Microeconomics**
GER 2/B

May be taken prior to or concurrently with ECO 201. Price theory and resource allocation; market structures; income distribution.

prereq: MATH 101 or exemption from the course
3 hrs, 3 cr.

ECO 201 Principles of Economics: Macroeconomics
GER 2/B

May be taken prior to or concurrently with ECO 200. Fluctuations in national output and inflation, monetary and fiscal policy.

prereq: MATH 101 or exemption from the course
3 hrs, 3 cr.

ECO 220 Techniques of Economic Analysis
Mathematical techniques applied to economic models.

prereqs: ECO 200; MATH 101 or exemption from the course
3 hrs, 3 cr.

ECO 221 Economic Statistics I
GER 1/B

Statistical theory applied to business and economic problems; correlation, regression, time series analysis.

prereq: MATH 101 or exemption from the course
3 hrs, 3 cr.

200 LEVEL ELECTIVE COURSES**ECO 210 Money and Banking**
GER 3/B

Monetary and banking principles and practice; current issues; theory and policy.

prereqs: ECO 200, 201
3 hrs, 3 cr.

ECO 260 Business Organization and Management
GER 3/B

The roles and functions of management in a business society.

prereq: ECO 200
3 hrs, 3 cr.

ECO 295 Selected Topics in Economics
GER 3/B

Special topics and issues of research and policy interest. Topics vary each semester. May be repeated for a total of 6 credits.

prereq: ECO 200 or 201
3 hrs, 3 cr.

300 LEVEL CORE COURSES**ECO 300 Intermediate Microeconomics**
GER 3/B

Price determination of goods and factors in markets of varied structures; general equilibrium analysis.

prereqs: ECO 200, 201, 220
3 hrs, 3 cr.

ECO 301 Intermediate Macroeconomics
GER 3/B

Measurement and dynamics of national income, employment and growth; policy options.

prereqs: ECO 200, 201, 220
3 hrs, 3 cr.

ECO 321 Economic Statistics II
GER 3/B

Linear and curvilinear correlation and regression; variance; testing; time series.

prereqs: ECO 220, 221; CSCI 100 or equiv.
3 hrs, 3 cr.

300 AND 400 LEVEL ADVANCED AND ELECTIVE COURSES**ECO 310 Financial Institutions**
GER 3/B

Operation, administration and regulation of U.S. banking, investment and credit institutions.

prereq: ECO 210
3 hrs, 3 cr.

ECO 315 Public Finance
GER 3/B

Theory and application of fiscal policy; federal budgeting; state and local finance.

prereq: ECO 200
3 hrs, 3 cr.

ECO 330 Economic Development
GER 3/B PD/A

Critical variables explaining the diversity of growth and economic and development outcomes across developing countries. Theories, case studies, measurement and policies.

prereq: ECO 201
3 hrs, 3 cr.

ECO 340 International Trade
GER 3/B

Theories of international trade and international trade policies.

prereq: ECO 200
3 hrs, 3 cr.

ECO 341 International Finance
GER 3/B

Theories of exchange-rate determination and open-economy macroeconomic theory and policy.

prereq: ECO 201
3 hrs, 3 cr.

ECO 345 Women and Men in the Labor Market
GER 3/B PD/C

Demand for labor, determination of wages and allocation of time between paid and unpaid activities, "human capital" investments, labor market policy issues.

prereq: ECO 200
3 hrs, 3 cr.

ECO 350 Comparative Economic Systems
GER 3/B PD/D

Comparative analysis of market and planned economies in theory and practice. Process and problems of transitions between planned and market economies.

prereqs: ECO 200, 201
3 hrs, 3 cr.

ECO 355 Industrial Organization and Social Control of Business
GER 3/B

Analysis of structure and performance of U.S. industrial markets; concentration; public policy; regulation and control.

prereq: ECO 200
3 hrs, 3 cr.

ECO 360 Managerial Economics
GER 3/B

Theory of the firm, risk and uncertainty; forecasting, capital allocation, analysis of costs and returns, pricing.

prereq: ECO 200
3 hrs, 3 cr.

ECO 365 Corporation Finance
GER 3/B

Financial organization and practices of corporate enterprise, procedures and policy.

prereqs: ECO 200, 271
3 hrs, 3 cr.



ECO 366 Security and Investment Analysis

GER 3/B

Operation of the stock market; security analysis and evaluation; economic variables influencing security values.

prereq: ECO 365
3 hrs, 3 cr.

ECO 390 Independent Study in Economics

GER 3/B

Open to economics majors and minors. Individual readings, tutorials, research. Written report. May be repeated for total of 6 cr. Not open to accounting majors.

prereq: perm chair and faculty sponsor
3 hrs, 3 cr.

ECO 395 Selected Topics in Economics

GER 3/B

Jr/Sr majors only. Special readings, research and seminar discussions on selected topics announced each semester. May be repeated for a total of 6 cr.

3 hrs, 3 cr.

ECO 421 Econometrics

Construction, application and testing of economic models; mathematical and statistical techniques.

prereqs: ECO 200, 201, 321
3 hrs, 3 cr.

ECO 426 Computer Applications in Economics

The course focuses on the acquisition of computer skills and their application to empirical economic analysis.

prereqs: ECO 221 and declaration of economics major
3 hrs, 3 cr.

ECO 495 Selected Topics in Economics

Jr/Sr majors only. Special readings, research papers and seminar discussions on selected advanced topics announced each semester. May be repeated for total of 6 cr.

prereq: ECO 300 or 301
3 hrs, 3 cr.

ECO 496 Honors Seminar in Economics

Jr/Sr majors only. Special readings, research and seminar discussions on selected topics announced each semester. May be repeated for total of 6 cr.

prereqs: 3.5 GPA in economics, perm chair
3 hrs, 3 cr.

ECO 499 Honors Project

Jr/Sr only. Supervised individual research and directed reading. Honors essay or presentation.

prereq: 3.5 GPA in economics, perm chair
3 hrs, 3 cr.

ACCOUNTING AND BUSINESS LAW**ECO 271 Accounting I**

Basic accounting concepts; preparation of financial statements. Emphasis on income determination and financial position.

prereq: upper freshman standing
3 hrs, 3 cr.

ECO 272 Accounting II

Accounting concepts applied to partnerships and corporations; funds statements; financial statement analysis.

prereq: ECO 271
3 hrs, 3 cr.

ECO 371 Intermediate Accounting I

In-depth study of current concepts relating to accounting for assets and current liabilities.

prereq: ECO 272
3 hrs, 3 cr.

ECO 372 Intermediate Accounting II

Revenue recognition; accounting for equities, income taxes, pensions, leases, price level changes.

prereq: ECO 371
3 hrs, 3 cr.

ECO 373 Federal Income Taxation

Principles of federal income taxation and the impact of taxes on individuals.

prereq: ECO 372 or perm chair
3 hrs, 3 cr.

ECO 374 Managerial Accounting (Cost Accounting)

Accumulation, analysis, presentation and use of cost data by management; budgets.

prereq: ECO 372 or perm chair
3 hrs, 3 cr.

ECO 471 Advanced Accounting I

Accounting for branches and business combinations. Emphasis on preparation and analysis of consolidated statements. Contemporary accounting problems.

prereq: ECO 372
3 hrs, 3 cr.

ECO 472 Advanced Accounting II

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.

prereq: ECO 372
3 hrs, 3 cr.

ECO 473 Business Taxes

Federal income taxation of partnerships and corporations; other special tax issues.

prereq: ECO 373
3 hrs, 3 cr.

ECO 475 Auditing

Auditing theory and practices; ethics of accounting profession; procedures for auditing financial statements.

pre- or coreq: ECO 471
3 hrs, 3 cr.

ECO 476 Computer Accounting Systems

Computer in modern accounting systems. Development of facility with current spreadsheet and accounting software.

prereqs: ECO 372 and declaration as an accounting major
3 hrs, 3 cr.

ECO 280 Business Law I

Legal institutions; contract law and commercial paper law with focus on Uniform Commercial Code.

prereq: soph standing or perm chair
3 hrs, 3 cr.

ECO 380 Business Law II

Legal aspects of business organizations; agency, partnership and corporate relationships.

prereq: ECO 280
3 hrs, 3 cr.

ECO 480 Business Law III

Sales and financing devices under Uniform Commercial Code; property; trusts and estates; bankruptcy; other selected topics.

prereq: ECO 380
3 hrs, 3 cr.

Accounting Seminars and Independent Study

(See ECO 395, 495, 496, 499 above)

Courses Not Offered in 2004-2007:

ECO 305 Development of Economic Thought

ECO 331 Economic History

ECO 332 Economic Development of Western Europe

ECO 335 Urban Economics

ECO 336 Regional Economics

ECO 346 The Labor Movement

ECO 352 Economics of the Caribbean

ECO 367 Analysis of Financial Statements



ENGLISH

Department Office: 1212 Hunter West; (212) 772-5070

Chair: Cristina Alfar
E-mail: calfar@hunter.cuny.edu

Deputy Chair: Barbara Webb (2003-2005)
E-mail: bwebb@hunter.cuny.edu

Web Site: <http://www.hunter.cuny.edu/~english>

Distinguished Professor: Meena Alexander

Jenny Hunter Professor of Creative Writing and Literature:
Louise DeSalvo

Professors:
Carey, K. Greenberg, Mason, Parry, Shute, Sleigh, Smoke, Tomasch

Associate Professors:
Alfar, Brinberg, Israel, Kaye, Luria, Masini, Persky, Tolchin, Vardy, Webb

Assistant Professors:
Allred, Chinn, Connor, L. Greenberg, Hennessy, Jenkins, Levi, Melamed, Reyes, Winn

Lecturers:
Gordon, Manley, Meyers, Morris, Roshkow

Advisers:
Lynne Greenberg, Nico Israel, Candice Jenkins, Nondita Mason, Charles Persky, Alan Vardy, Barbara Webb

HEGIS Codes: 1501 (BA/MA); 1502 (BA)

| Majors Offered | Concentrations Available | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|------------------|-------------------------------------|--|--|--|---|
| BA in English | Literatures, Language and Criticism | 30 | GER1A:ENGL 120 GER2A: ENGL 220 | ENGL 220 | Consult undergraduate adviser. Take at least one 300-level course and not more than two 100-level courses |
| | Creative Writing | 30 | GER1A:ENGL 120 GER2A: ENGL 220 | ENGL 220 | Consult undergraduate adviser. Take at least one 300-level course and not more than two 100-level courses |
| | Adolescence Education | 30 | GER1A:ENGL 120 GER2A: ENGL 220 Teaching candidates should consult School of Education for other requirements | ENGL 220 | The 23-credit adolescence education sequence is taken in lieu of a minor. See School of Education section of the catalog. |
| BA/MA in English | | 125-128 total credits (95-98 undergraduate, 30 graduate) | | Ability to read a foreign language; Comprehensive exam; Master's essay | Program is designed for incoming freshmen. Consult the graduate adviser as early as possible |

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 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 choose one of three concentrations: Literatures, Language and Criticism; Creative Writing; or Adolescence Education (a concentration 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.

ENGL 220 Introduction to Literature is a prerequisite to all literature courses numbered above 220 in the English Department. Students who plan to major in English should take no more than 6 credits past ENGL 220 before declaring the major.

Prerequisite for all 300- and 400-level writing courses (except ENGL 301): ENGL 300 Introduction to Creative Writing (3 cr). Students must pass this course with a minimum grade of B to major in creative writing.

MAJOR

The English Department offers students three concentrations: Literatures, Language and Criticism, Creative Writing and Adolescence Education. Thirty credits (10 classes) in 300- and 400-level courses are required for each concentration. Up to 6 credits in the major sequence may be taken for CR/NC.

Majors who plan to concentrate in **Literatures, Language and Criticism** must take two foundation courses before they progress any further in the concentration: ENGL 303 Western Literary Backgrounds of British and American Literature; and ENGL 338 Survey of British Literature I: Anglo-Saxon Literature to Romanticism. This concentration is designed to

provide students with exposure to a range of literary texts and with a special area of study in which to focus. Some areas of study reflect specific national and period categories, but others are designed more fluidly to allow a student to pursue other interests in literature, cultural studies, or literary theory.

The concentration in **Creative Writing** is designed to provide students with solid training in the writing of poetry, fiction and creative non-fiction, as well as in reading and analysis of texts. All students who wish to take advanced workshops in writing must take ENGL 300 Introduction to Creative Writing as the prerequisite for all other 300-level writing courses (except ENGL 301 Theory and Practice of Expository

Writing). Students must pass this course with a minimum grade of B in order to major in Creative Writing. Creative Writing majors must then take the foundation course, ENGL 338 Survey of British Literature I: Anglo-Saxon Literature to Romanticism before they progress any further in the concentration. With permission, students may take an ENGL 482, 483, or 484 Special Studies Seminar; ENGL 485 Individual Tutorial Project; ENGL 494 Honors Seminar; and/or ENGL 498 Internship. Students interested in graduate study should consult their adviser to plan an appropriate sequence of courses.

Preparation for Teaching

The concentration in **Adolescence Education** prepares students to teach English in grades 7-12. Students choosing this concentration must begin their course of study with the two foundation courses before they may progress any further in the concentration: ENGL 303 Western Literary Backgrounds of British and American Literature and ENGL 338 Survey of British Literature I: Anglo-Saxon Literature to Romanticism. Together with the requirements of the School of Education, this program meets initial certification 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 the English language.

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 III below).

I. Concentration in Literatures, Language and Criticism (30 cr)

This concentration consists of three parts:

A. Required Foundation Courses(6 cr)
These courses must be taken once the student has declared a major in this concentration; they may be taken simultaneously.

- ENGL 303 Western Literary Backgrounds(3 cr)
- ENGL 338 Survey of British Literature: Anglo-Saxon Literature to Romanticism(3 cr)

After fulfilling Part A, the student will take at least eight 300- or 400-level courses (24 cr) distributed so that they fulfill the requirements of Parts B and C.

Note: A single course may be used to fulfill requirements in Parts B and C. However, the credit value of a course may not be counted twice.

B. Required Area of Special Study(9 cr)

The student must take three courses in one of the following seven areas of study. Some courses that fulfill the area requirement are listed; for other courses, consult with an adviser. Special topic courses (marked *) must conform to the area requirement.

- A. Medieval to Renaissance British Literature (335, 336, 350, 352, 353, 354, 355, 360, 383, 387*, 388*, 389*)
- B. Restoration to Mid-Victorian British Literature (361, 362, 364, 365, 368, 369, 372, 373*, 384*, 385*, 386*, 387*, 388*, 389*)
- C. Late Victorian, Modern and Contemporary British Literature (373, 374, 376, 378, 380, 385*, 386*, 387*, 389*, 390*)
- D. American Literature, including African American, Asian American, Latino American and Native American Literatures (318, 319*, 320, 321, 324, 329*, 375, 377, 379, 385*, 386*, 389*, 390*, 395, 396, 397, 398, 399)
- E. Caribbean, Transnational and/or Post-Colonial Literature (317, 319*, 325, 327, 329*, 385*, 387*, 388*, 389*, 390*, 394)
- F. Literary Theory, Cultural Studies and/or Linguistics-Language (306, 317*, 318*, 319*, 321*, 329*, 331, 332, 337, 355*, 383*, 384*, 385*, 386*, 387*, 388*, 389*, 390*, 398*, 399*)
- G. Gender and Sexuality in Literature (319, 321*, 324*, 327*, 329*, 355*, 383*, 384*, 385*, 386*, 387*, 388*, 389*, 390*, 398*, 399*)

C. Required Core Courses and Electives (15 cr)

There are five core requirements. The student must take an English Department course in:

- A. Literary Theory (ENGL 306)
- B. At least one course in British literature written prior to 1660(3 cr)
- C. At least one course in British literature from 1660 to the present(3 cr)
- D. At least one course in American literature before 1914(3 cr)
- E. At least one course in African American, Asian American, Latino American, Native American, Caribbean, Transnational and/or Post-Colonial literature(3 cr)

Note: An individual course may not be used to fulfill more than one core requirement. Since the credit value of a course may not be counted twice, the major in this concentration may need to take electives to accumulate 30 credits.

II. Concentration in Creative Writing (30 cr)

The concentration in Creative Writing is designed to provide students with solid experience in the writing and revising of poetry, fiction and creative non-fiction, as well as in reading and analysis of texts. All students who wish to take advanced workshops in writing must take ENGL 300 Introduction to Creative Writing as the prerequisite for all other 300-level writing courses (except ENGL 301). Students must pass this course with a minimum grade of B in order to major in Creative Writing. Creative Writing majors must also take the foundation course, ENGL 338 Survey of British Literature-Anglo-Saxon Literature to Romanticism before they progress any further in the concentration.

Prerequisite for all 300- and 400-level courses in writing (except ENGL 301):

ENGL 300 Introduction to Creative Writing(3 cr)
Students must pass this course with a minimum grade of B to major in creative writing.

Required Foundation Course

ENGL 338 Survey of British Literature: Anglo-Saxon Literature to Romanticism(3 cr)
This course *must* be taken once the student declares a major in this concentration but *may* be taken during the same semester as ENGL 300.

Electives:

After fulfilling the foundation requirements, students pursuing the concentration in "Creative Writing" will be allowed to take the remaining 24 credits (8 courses) within the major. These 24 credits (8 courses) are to be distributed as follows:

- Three courses chosen from 300-level writing courses(9 cr).
- One 400-level writing seminar (such as Advanced Poetry Workshop or Starting the Novel, or Revision). Students may substitute an independent Tutorial, with the permission of the faculty member, for this requirement(3 cr).
- Four courses in literary study (see below)(12 cr).

Core Requirements:

Students must choose their 12 credits (4 courses) in literary study so that they fulfill the following Core Requirements:

- A. One course must deal substantially with British literature written before 1870(3 cr)
- B. One course must deal substantially with American literature written before 1914(3 cr)
- C. One course must deal substantially with African American, Asian American, Latino American, Native American, Caribbean, Transnational and/or Post-Colonial literature(3 cr)
- D. One course must be chosen from among the following: ENGL 303 Western Literary Backgrounds of British and American Literature; ENGL 306 Literary Theory; ENGL 331 The Structure of Modern English; ENGL 332 The History of the English Language(3 cr).

Note: Students may not use individual courses to fulfill more than one Core Requirement.



III. Concentration in Adolescence Education: Preparation for Teaching

(30 cr)

Required Foundation Courses (6 cr):

These courses must be taken once the student declares the major in this concentration and may be taken during the same semester:

- ENGL 303 Western Literary Backgrounds(3 cr)
- ENGL 338 Survey of British Literature: Anglo-Saxon Literature to Romanticism(3 cr)

Core Requirements(24 cr)

After fulfilling the foundation requirements, students must fulfill the following Core Requirements:

- A. ENGL 301 Theory and Practice of Expository Writing(3 cr)
- B. Either ENGL 331 The Structure of Modern English or one 300-level course in the study of language, sociolinguistics, or history of the English language, chosen with the approval of an adviser(3 cr)
- C. One course in spoken language (group discussion, argument and persuasion, creative dramatics, acting, etc.), such as MEDP 240 Effective Speechmaking or THEA 161 Acting I: Basic Acting Techniques chosen with the approval of an adviser(3 cr)
- D. ENGL 352, 353, or 354, Shakespeare(3 cr)
- E. One other British Literature course of any period(3 cr)
- F. One American Literature course of any period(3 cr)
- G. One course in African American, Asian American, Latino American, Native American, Caribbean, Transnational or Post-Colonial Literature(3 cr)
- H. ENGL 306 Literary Theory(3 cr)
- Note: Students may not use individual courses to fulfill more than one core requirement.

Minor

English majors should consult their adviser regarding the selection of an appropriate minor. The minor must be chosen from programs that lead to a BA degree. At least one 300-level course and no more than two 100-level courses in the minor are required. The education sequence serves in lieu of a minor for adolescence education students.

Minor for Non-Majors

Students who wish to minor in English should consult their major adviser for appropriate course recommendations.

Honors

A student must meet two related requirements 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. Students who complete the requirements successfully and achieve a GPA in the major of at least 3.5 and a cumulative GPA of at least 2.8 at graduation will be awarded departmental honors. Note: The Honors Seminar requirement is in addition to the specified courses in the student's major concentration. Students interested in departmental honors should consult the undergraduate adviser.

COURSE LISTINGS

DEVELOPMENTAL COURSES

ENGL 002SL Reading II

Critical reading of varied textbook materials. Efficient study skills and test-taking. Placement test required.
3 hrs, 2 cr.

ENGL 004SL English for Bilingual Students II

Frequent paragraphs and essays: organizing, correcting grammar and sentence structure. Placement test required.
6 hrs + conf, 1 cr.

ENGL 005SL English for Bilingual Students III

Frequent essays: organizing ideas, revising, improving sentence variety, idiomatic structure. Placement test required.
3 hrs + conf, 2 cr.

WRITING COURSES

ENGL 120 Expository Writing

GER 1/A
Required of all students unless exempt; trains students to analyze, develop and evaluate ideas and to express themselves clearly and effectively. Introduction to documented research.
prereq: successful completion of developmental courses, if required
3 hrs + conf, 3 cr.

ENGL 201 Intermediate Expository Writing Using Small-Group Methods

Additional practice in expository writing; small classes (8-10).
prereq: ENGL 120
3 hrs, 3 cr.

ENGL 218 Advanced Expository Writing

Frequent writing practice, with emphasis on clarity, style and organization.
prereq: ENGL 120
3 hrs + conf, 3 cr.

ENGL 300 Introduction to Creative Writing

GER 3/A
An introduction to creative writing with a primary focus on poetry, fiction and creative non-fiction, including expository writing, workshop exercises and an introduction to workshop methods. Students must pass this course with a B to major in Creative Writing. Prerequisite for all 300-level writing courses, except ENGL 301.
prereq: ENGL 220
3 hrs, 3 cr.

ENGL 301 Theory and Practice of Expository Writing

GER 3/A
Composition in variety of nonfiction prose forms and study of rhetorical theories.
prereq: ENGL 220
3 hrs, 3 cr.

ENGL 308 Essay Writing I

GER 3/A PD/C
Theory and practice of nonfiction writing. Focus on short essay.
prereq: ENGL 300
3 hrs, 3 cr.

ENGL 309 Essay Writing II

GER 3/A
A continuation of Essay Writing I, with increasing emphasis on craft and revision. Focus on longer essays.
prereq: ENGL 308
3 hrs, 3 cr.

ENGL 311 Workshop in Fiction I

GER 3/A
Theory and practice of writing fiction.
prereq: ENGL 300
3 hrs, 3 cr.

ENGL 313 Workshop in Fiction II

GER 3/A
A continuation of ENGL 311, with increasing emphasis on craft and revision.
prereq: ENGL 311
3 hrs, 3 cr.

ENGL 314 Workshop in Poetry I

GER 3/A
Theory and practice of writing poetry.
prereq: ENGL 300
3 hrs, 3 cr.

ENGL 316 Workshop in Poetry II

GER 3/A
A continuation of ENGL 314, with increasing emphasis on craft and revision.
prereq: ENGL 314
3 hrs, 3 cr.

400-Level Writing Courses

(A sample of courses offered, all GER 3/A)

ENGL 484.69 Advanced Workshop in Poetry

ENGL 485.55 Advanced Prose Writing

ENGL 484.63 Starting the Novel

ENGL 484.57 The Creative Act

ENGL 484.76 Narrative Forms: Strategies in Fiction

ENGL 494 The Art of Revision: Poetry and Fiction

LITERATURE COURSES

Introductory and Intermediate Courses

ENGL 220 Introduction to Literature

GER 2/A
Close reading in British and American fiction, drama and poetry designed to increase students' understanding and appreciation of literature. Prerequisite to all English literature courses numbered above 220.
prereq: ENGL 120
3 hrs + conf, 3 cr.

ENGL 250 and 251 Topics in Literature

GER 2/C
Specific critical and thematic approaches to selected works of literature written in English. Either course may be taken twice if the topic differs, but not more than twice. Some topics in ENGL 250 satisfy PD requirements in categories A, B, C, or D. Check in the schedule of classes and with an undergraduate adviser.
prereq: ENGL 220
3 hrs, 3 cr.

ENGL 255(W) Topics in Non-European Literary Traditions
GER 3/A PD/A

Each course examines literature written in the English language by writers in non-European traditions. May be repeated once for credit with a different topic.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 256(W) Topics in Literature by Non-European Americans
GER 3/A PD/B

Each course is an examination of one or more of the following groups: African Americans, Asian Americans, Latino Americans, Native Americans and Caribbean Americans. May be repeated once for credit with a different topic.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 258(W) Topics in Literature by Women
GER 3/A PD/C

Selected works by women written in English will be studied with emphasis on the diversity of women's lives and the effect of gender on experience. May be repeated once for credit with a different topic.

prereq: ENGL 220
3 hrs, 3 cr.

Advanced Courses**ENGL 303 Western Literary Backgrounds of British and American Literature**
GER 3/A PD/D

Major works of Western literature in translation, including the Bible and Greek and Roman epic, drama, poetry and prose.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 305 Studies in Children's Literature
GER 3/A

Selected works of children's literature in relation to a special theme, technique, theoretical issue, or cultural consideration.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 306 (W) Literary Theory
GER 3/A

Major theories of literature, with emphasis on contemporary trends.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 317(W) Advanced Topics in Non-European Literary Traditions
GER 3/A PD/A

Each course is an advanced examination of literature written in the English language by writers in non-European traditions. May be repeated once for credit with a different topic.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 318(W) Advanced Topics in Literature of Non-European Americans
GER 3/A PD/B

Each course is an advanced examination of one or more of the following groups: African Americans, Asian Americans, Latino Americans, Native Americans and Caribbean Americans. May be repeated once for credit with a different topic.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 319(W) Advanced Topics in Literature by Women
GER 3/A PD/C

Selected works by women in a selected theme, technique, genre, theoretical issue, or cultural consideration. May be repeated once for credit with another topic.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 320(W) Multicultural American Literature
GER 3/A PD/B

A study of writers of Asian-, African-, Latino-, Judeo- and Native-American background in relation to interdisciplinary theories of cultural identity.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 321 Studies in African American Literature
GER 3/A PD/B

Selected works by African-American writers will be studied in relation to a special theme, technique, theoretical issue, or cultural consideration.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 324 Studies in Native American Literature
GER 3/A PD/B

Selected works by Native-American writers will be studied in relation to a special theme, technique, theoretical issue, or cultural consideration.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 325(W) Post-Colonial Literature in English
GER 3/A

A study of postcolonial narratives written in English by writers from a number of different countries or regions, including India, the Caribbean, Egypt, Africa and Pakistan.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 327(W) Studies in Caribbean Literature
GER 3/A PD/A

Selected works by Caribbean writers will be studied in relation to a special theme, technique, theoretical issue, or cultural consideration.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 329(W) Special Topics in Cross-Cultural Literature in English
GER 3/A

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.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 331 The Structure of Modern English

Investigation of the English language as a system with attention to its acquisition, structure and social and regional variations. Satisfies linguistics but not literature requirements.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 332(W) History of the English Language
GER 3/A

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 335 Chaucer
GER 3/A PD/D

Study of Chaucer, with emphasis on *The Canterbury Tales*.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 336 Medieval Literature (1100-1500)
GER 3/A

Selected works include examples of epic, romance, satire, allegory and lyric.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 337 Literary Aspects of Folklore
GER 3/A

Studies of folktales, ballads and legends in their relationship to written literature.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 338 Survey of British Literature I: Anglo-Saxon Literature to Romanticism

An introduction to British literature from the Anglo Saxon to the Romantic period, surveying material in a range of genres and periods and encompassing a variety of interpretive strategies.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 350 Renaissance Drama
GER 3/A

A survey of English Renaissance drama, excluding Shakespeare, encompassing a variety of interpretive strategies.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 352 Shakespeare Survey
GER 3/A PD/D

A survey of Shakespeare's plays. For students who do not intend to elect ENGL 353 or 354.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 353 Shakespeare I
GER 3/A PD/D

Study of works from first half of Shakespeare's career.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 354 Shakespeare II
GER 3/A PD/D

Study of works from second half of Shakespeare's career.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 355(W) Selected Studies in Shakespeare
GER 3/A

Topics vary from semester to semester.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 360 The 17th Century
GER 3/A PD/D

Emphasis on work of John Donne; survey of other poetry and prose (exclusive of Milton).

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 361 Milton

Poetry and selected prose of Milton, with special emphasis on *Paradise Lost*.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 362 English Drama of Restoration and 18th Century
GER 3/A PD/D

The theatre of such playwrights as Etherege, Wycherly, Dryden, Otway, Congreve, Gay, Goldsmith and Sheridan.

prereq: ENGL 220
3 hrs, 3 cr.

ENGL 364 The Age of Satire

GER 3/A PD/D

Poetry and nonfiction prose, chiefly of Dryden, Pope and Swift.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 365 The Later 18th Century**

GER 3/A PD/D

Poetry and nonfiction prose, with emphasis on Johnson, Boswell and Blake.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 368 The 18th Century English Novel**

GER 3/A PD/D

Major emphasis on Bunyan, Defoe, Fielding, Richardson, Sterne and Austen.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 369 The 19th Century English Novel**

GER 3/A PD/D

Major emphasis on Dickens, Thackeray, the Brontës, George Eliot, Hardy and Meredith.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 372 Romantic Poetry**

GER 3/A PD/D

Intensive study of two or three major poets—Wordsworth, Coleridge, Byron, Shelley, Keats.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 373 Victorian Literature**

GER 3/A PD/D

Study of such authors as Tennyson, Browning, Arnold, the Rossettis, Swinburne, Carlyle, Ruskin and Newman.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 374 20th Century British Poetry**

GER 3/A PD/D

Study of such poets as Yeats, Lawrence, Auden, Thomas, Hughes and Larkin.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 375 20th Century American Poetry**

GER 3/A

Study of such poets as Eliot, Pound, Williams, Crane, Frost and Stevens.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 376 20th Century British Fiction**

GER 3/A PD/D

Study of such authors as Conrad, Joyce, Lawrence, Forster, Woolf, Waugh, Beckett and Lessing.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 377 20th Century American Fiction**

GER 3/A

Study of such authors as Dreiser, Wharton, Fitzgerald, Hemingway, Faulkner, Porter, Warren, O'Connor, Nabokov and Bellow.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 378 20th Century British and Irish****Drama**

GER 3/A PD/D

Study of such authors as Wilde, Shaw, Yeats, O'Casey, Eliot, Beckett, Osborne and Pinter.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 379 20th Century American Drama**

GER 3/A

Study of such authors as O'Neill, Wilder, Hellman, Miller, Williams, Hansberry and Albee.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 380 Irish Literary Renaissance**

GER 3/A PD/D

Study of leading Irish writers of early 20th century: Joyce, O'Casey, Synge and Yeats.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 383 Topics in Renaissance Literature**

GER 3/A

Topics vary from semester to semester.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 384 Topics in Restoration and 18th Century Literature**

GER 3/A

Topics vary from semester to semester.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 385 Topics in 19th Century Literature**

GER 3/A

Topics vary from semester to semester.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 386 Topics in British and American Literature**

GER 3/A

Topics vary from semester to semester. Some topics satisfy PD requirements in categories C and D; check the schedule of classes and with the undergraduate adviser.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 387/388 Selected Studies in British Literature**

GER 3/A

Topics vary from semester to semester. Some topics may satisfy PD requirements in categories C or D; check the schedule of classes and with the undergraduate adviser.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 389(W) One Major Writer**

GER 3/A

Authors vary from semester to semester. May be taken more than once with permission of dept. Some authors may satisfy PD requirements; check the schedule of classes and with the undergraduate adviser.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 390(W) Topics in 20th Century Literature**

GER 3/A

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. Some topics satisfy PD requirements; check the schedule of classes and with the undergraduate adviser.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 394 World Literature: Drama**

GER 3/A

Selected plays — classical, medieval and modern—including dramatic criticism.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 395 American Prose Before the Civil War**

GER 3/A

Study of major figures of colonial and romantic periods in relation to their times.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 396 American Prose (1871-1914)**

GER 3/A

Study of such authors as Twain, Howells, James, Dreiser, Crane and Wharton.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 397 American Poetry to 1914**

GER 3/A

Study of such poets as Taylor, Poe, Emerson, Whitman, Dickinson and E. A. Robinson. May be used toward Part 4 of the American Literature concentration.

prereq: ENGL 220
3 hrs, 3 cr.**ENGL 398/399 Selected Studies in American Literature**

GER 3/A

Authors or topics vary from semester to semester. Some topics may satisfy PD requirements; check the schedule of classes and with the undergraduate adviser.

prereq: ENGL 220, ENGL 395 *or* ENGL 396
3 hrs, 3 cr.**ENGL 482 Special Studies Seminar**

GER 3/A

1 hr, 1 cr.

ENGL 483 Special Studies Seminar

GER 3/A

2 hrs, 2 cr.

ENGL 484 Special Studies Seminar

GER 3/A

Topics in British and American literature or linguistics. Some topics satisfy PD requirements; check the schedule of classes and with the undergraduate adviser.

3 hrs, 3 cr.

ENGL 485 Individual Tutorial Project

GER 3/A

Research paper or substantial creative work written under direction of a full-time instructor.

prereq: perm instr.
1 sem, 3 cr.**ENGL 494 Honors Seminar: Special Studies**

GER 3/A

Topics in British and American literature and linguistics. May be taken a second time in another subject. Some topics satisfy PD requirements; check the schedule of classes and with the undergraduate adviser.

1 sem, 3 cr.

ENGL 498 Internship

GER 3/A

Opportunities of working in positions of responsibility in professional institutions for academic credit.

prereq: perm coordinator
1-6 hrs, 1-6 cr.

ENGLISH LANGUAGE ARTS

Coordinator: Barbara Webb, 1219 Hunter West;
E-mail: bwebb@hunter.cuny.edu

Web Site <http://www.hunter.cuny.edu/>

Committee:

Luria (English)
Taharally (Curriculum and Teaching)
Smith (Curriculum and Teaching)
Sternberg (Theatre)

HEGIS Code: 1501

| Majors Offered | Components Required | Number Credits | Recommended/Required GER | Prereq | Recommended Minor |
|-----------------------------|--|----------------|--------------------------|----------|--|
| BA in English Language Arts | Language 6 cr Spoken Arts 3 cr Writing 6 cr Literature 9 cr Electives 6 cr | 30 | GER 1A: ENGL 120 | ENGL 220 | Students enrolled in the QUEST Program are exempt from a minor. Non-teaching candidates may select any minor with the approval of an English Department adviser. |

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 teachers of grades 1-6.

The required and recommended courses in this program have been selected for their relevance to the childhood education curriculum and for the breadth they offer to teachers of grades 1-6 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 variation and beginning reading instruction.

MAJOR REQUIREMENTS (30 CR)

Language

(6 cr)

ENGL 331 Structure of Modern English and one of the following:

ANTHC 351 Language in Culture and Society

ENGL 332 History of the English Language or an approved equivalent

Spoken Arts

(3 cr)

MEDP 240 Effective Speech Making or one of the following:

THEA 161 Acting I: Basic Acting Techniques

THEA 241 Creative Dramatics

THEA 242 Theatre for Young Audiences

THEA 243 Theatre for Young Audiences: Laboratory

or an approved equivalent

Writing

(6 cr)

ENGL 301 Theory and Practice of Expository Writing and 3 credits from one of the following:

ENGL 300 Introduction to Creative Writing

FILM 376 Screen Writing I

THEA 378 Scriptwriting for Young Audiences: Theatre, Film and Television

or an approved equivalent

Literature

(9 cr)

ENGL 305 Studies in Children's Literature

ENGL 320 Multicultural American Literature

ENGL 303 Western Literary Backgrounds to British and American Literature

Elective

(6 cr)

Two additional 300-level or higher courses in linguistics, writing or literature in one of the following departments: English, Comparative Literature, Africana and Puerto Rican/Latino Studies, Anthropology (linguistics) or Classics. An English Department adviser should approve this course.

Minor

Students who are enrolled in the childhood teacher education program (QUEST) do not need a minor. Non-teaching candidates may select a minor in any program leading to a BA degree, with the approval of an English Department adviser.

Minor for Non-Majors

Students wishing to minor in English Language Arts should consult their major adviser for appropriate course recommendations.

Honors

Program honors will be awarded to students who complete an approved honors seminar (ENGL 494) or an individual Honors Tutorial Project (explained below) and who attain a GPA of 3.5 or higher in the major and a cumulative GPA of at least 2.8 by the time of graduation.

Honors Tutorial Project (1 sem, 3 cr) Individual research and writing of honors essay or project report on a topic 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 honors course in that supervisor's department: ENGL 485, THEA 402, MEDIA 402, or EDUC 490. Open to qualified juniors and seniors by permission of the English Language Arts coordinator.



FILM AND MEDIA STUDIES

Department Office 433 Hunter North; (212) 772-4949

Chair: James Roman

E-mail: drj5647@optonline.com

Deputy Chair for Film and Program Head, Film: Joel Zuker
Deputy Chair for Media and Program Head, Media Studies:
Kelly Anderson

Web Site: <http://www.filmmedia.hunter.cuny.edu>

Distinguished Professor: Ewen

Professors:

Gibbons, Gold, Roman, Stanley, Stein

Associate Professors:

Hurbis-Cherrier, Margulies, Parisi, Pinedo, Polli, Zuker

Assistant Professors:

Anderson, Flanagan, Gitlin, McElhane, Lund, Morris, Portlock, Shore

Lecturers:

Ayravainen

HEGIS Codes: 1010 (Film), 0601 (Media)

| Majors Offered | Number Credits | Recommended/Required GER | Prereq | Recommended Minor |
|---------------------|----------------|--------------------------|--|--|
| BA in Film | 27 | | FILM 101 with grade of B or better FILM 151 or MEDIA 151 | Minor in one department or program leading to a BA degree; must include 3 credits at the 200 level or higher, and 3 credits at the 300 level |
| BA in Media Studies | 24 | | MEDIA 180 with grade of B or better MEDIA 161 is prerequisite to all web and interactive media production courses | Minor in one department or program leading to a BA degree; must include 3 credits at the 200 level or higher, and 3 credits at the 300 level |

The Department of Film and Media Studies offers two majors in the production and critical analysis of film, mass media, and alternative media: Film and Media Studies. Each program provides a range of production and analytical courses.

The Film major combines theoretical perspectives and practical production experience to provide students with a thorough understanding of the cinema and of their creative potential as filmmakers. The major is composed of required and elective courses in film and video production and film studies. Students are introduced to the aesthetics of filmmaking, the historical background of the film industry, alternative cinematic practices, current critical theories, and various national and multicultural perspectives on cinema. Production courses include screenwriting, screen directing, producing the film, sound, editing, and cinematography.

The Media Studies major fosters media literacy in the belief that the ability to understand and make use of the media of public expression and interaction is essential to the vitality of a democratic society. It provides a wide range of courses in the production of video, print and broadcast journalism, graphics and interactive digital media. Analytical courses are offered on the theory, history, interpretation, structure and criticism of contemporary media and culture. Courses are designed to engage students analytically and creatively with social, cultural and aesthetic issues in contemporary media practice.

In both programs, analytical courses provide students with a broad base in critical thinking. Courses deal with subjects such as the history and aesthetics 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 international policy and regulatory issues in print, broadcasting, telecommunications and new media; Hollywood's past and present configurations; and the intricate relationships among 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, creative concepts and technical proficiency through a diverse range of rigorous practicum courses in film, video, television studio, news writing, screenwriting, graphics, layout and new digital media. Production offerings encourage students to produce original work in dramatic narrative, documentary and experimental forms, permitting them to cultivate a creative voice that can find expression across the range of contemporary media technologies and forms.

In addition to classroom activities, majors and minors earn general elective credits through valuable internship placements in New York City's vibrant media industries. Host institutions include film, television, radio, video and record companies; newspaper, magazine, and book publishers; public relations and advertising agencies; museums; and telecommunications and new media organizations. The internship web site is <http://www.hunter.cuny.edu/fmintern>.

MAJOR IN FILM (27 CR)

Students must receive a grade of B or better in Film 101 to declare a major in Film. The major must be declared in person with an undergraduate film adviser (call (212) 772-4949 to schedule). The student must bring his or her transcript (and, where relevant, transcripts from other colleges attended) when meeting with the undergraduate film adviser to declare a film major. Students majoring in Film must also take FILM/MEDIA 151, which is prerequisite for all film production courses.

Course Requirements:

FILM 201, 211, 212, 251, 25215 cr
FILM 213 or 214

– or –

FILM/MEDIA 327 or 3283 cr

FILM 371 or 376 or MEDIA 3113 cr

One elective chosen from 300-level courses in FILM or MEDIA3 cr

One elective course from 200 level or above in FILM or MEDIA3 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 prerequisites for these courses.

Courses at the 100 level, independent study, and internship courses do not count toward the major. Students must see a program adviser to plan choice and sequence of courses.

MAJOR IN MEDIA STUDIES

(24 cr)

Students must receive a grade of B or better in MEDIA 180 to declare a major in Media Studies. The major must be declared in person with an undergraduate media studies adviser (call (212) 772-4949 to schedule). The student must bring his or her transcript (and, where relevant, transcripts from other colleges attended) when meet-

ing with the undergraduate media studies adviser to declare a media studies major.

In addition to MEDIA 180, students must complete a total of 24 credits at the 200- or 300-level. At least 12 of these credits must be taken in the analytical segment of the curriculum. FILM/MEDIA 151 is prerequisite to all video production courses, but does not count toward major requirements, and MEDIA 161 is prerequisite to all web and interactive media production courses, but does not count toward major requirements.

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. Students must meet any prerequisites for these courses. Courses in Independent Study, Honors Project, and Internship do not count toward the major. Students must consult a program adviser to plan choice and sequence of courses.

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. A student cannot declare a double major in film and media studies. Because of the intensive nature of the production courses in both Film and Media Studies, it is strongly recommended that all students take no more than two production courses per semester.

Minor

Majors in either the Film program or Media Studies program must complete a 12-credit minor in a department or program that leads to a BA degree, which must include 3 credits at the 200 level or higher, and 3 credits at the 300 level. Minors must be completed within one department. Students should consult with a departmental adviser in the choice of a minor. Minor courses can be used without limit to satisfy stages 1, 2 and 3 of the GER. A student cannot major in Film and minor in Media Studies or major in Media Studies and minor in Film.

Minor for Non-Majors

The minor in Film and Media studies consists of 12 credits. See your major department adviser for appropriate course recommendations.

Honors

To qualify for departmental honors in Film or Media Studies, a student must have a 3.5 grade point average in major courses and a 3.0 grade point average overall. The student must also complete an Honors Project (FILM or MEDIA 402) approved by the Department Policy and Curriculum Committee with a grade of A, or a 400-level production or analytical seminar course with a grade of A. See the department for more information.



COURSE LISTINGS

Film Courses

BASIC COURSES

FILM 101 Introduction to Cinema

GER 2/D PD/D

Fundamental concepts of film and discussion of major critical systems. Screening of relevant films.
3 hrs, 3 cr.

FILM 151 Introduction to Film and Video Techniques

Fundamentals of film and video production: essential tools, aesthetic concepts, and techniques.
3 hrs, 3 cr.

INTERMEDIATE COURSES

FILM 201 Practical Film Analysis

GER 3/A

Close case study of a selected motion picture.
prereq: FILM 101
3 hrs, 3 cr.

FILM 211* Film History I: 1895-1942

GER 3/A PD/D

Survey of film history and theory from the silent era to 1942.
prereq: FILM 101
4 hrs, 3 cr.

FILM 212* Film History II: Since 1942

GER 3/A PD/D

Survey of film history and theory from 1942 to the present.
prereq: FILM 101
4 hrs, 3 cr.

FILM 213* National Cinema

GER 3/A PD/D or A
(213.54 only)

Study of the cultural background, theoretical underpinnings, and artistic practices of a selected national cinema. May be repeated for credit with a different topic.
prereq: FILM 101
4 hrs, 3 cr.

FILM 214* Multicultural Perspectives in Cinema

GER 3/A PD/B (214.51 only)

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.
prereq: FILM 101
4 hrs, 3 cr.

FILM 215 Women and Film

GER 3/A PD/C

Films by women directors and the ways women's films counter the dominant patriarchal view of women reflected in commercial cinema.
prereq: FILM 101
4 hrs, 3 cr.

FILM 222.00 Topics in Genre Studies

GER 3/A PD/C

Critical study of generic categories such as the western, horror, comedy, film noir, melodrama, "the woman's film." May be repeated for credit with a different topic.
prereq: FILM 101
4 hrs, 3 cr.

FILM 222.52 Topics in Genre Studies: "The Woman's Film" of the 1940s

GER 3/A PD/C

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.
prereq: FILM 101
4 hrs, 3 cr.

FILM 224 Cinematic Space

GER 3/A

Study of the theories and uses of cinematic space, film design, and the relationship between art direction and film narrative.
prereq: FILM 101, 201
4 hrs, 3 cr.

FILM 231 Studies of Selected Directors

GER 3/A

Study of aesthetic and cultural implications of authorship as developed and practiced in cinema.
prereq: FILM 101, 201
4 hrs, 3 cr.

FILM 232 Experimental Film and Video

GER 3/A PD/D

Historical examination of pertinent films and videos with particular emphasis on current American productions.
prereqs: FILM 101, 201 or FILM 151, MEDIA 151
4 hrs, 3 cr.

FILMP 239(W) Entertainment Journalism

Development of practical, theoretical, and rhetorical skills for writing reviews and feature stories about entertainment and the arts.
prereq: MEDIA 292
3 hrs, 3 cr.

FILMP 251 Film Production I

Introduction to the fundamentals of filmmaking, writing, cinematography and editing.
prereqs: FILM 101 and FILM 151, MEDIA 151; open to majors only or perm instr.
4 hrs, 3 cr.

FILMP 286 Sound for Film and Video I

Aesthetics of sound design, microphone techniques, theory and techniques of digital sound editing and mixing.
prereq: FILM 251 or MEDIA 281
4 hrs, 3 cr.

FILMP 352 Film Production II

Further development of fundamental filmmaking skills: pre-production, directing, and syncsound production techniques.
prereq: FILM 251
open to film/media majors only or perm instr.
4 hrs, 3 cr.

UPPER-LEVEL COURSES

Except as otherwise noted, ENGL 120 is prerequisite for all 300- and 400-level courses in FILM.

FILM 315 Nonfiction Film and Video

GER 3/A

Study of the history and theory of the nonfiction film and video, with screenings of examples of documentary, propaganda, and direct cinema and video.
prereq: FILM 101
4 hrs, 3 cr.

FILM 322* Contemporary Film Theory

GER 3/A PD/D

Survey of current film theory and criticism, including developments in film semiotics, psycho-analytic film theory, feminist film theory, narrative theory, historiography and reception theory.

prereq: FILM 211 or 212
4 hrs, 3 cr.

FILM 323 Film Technology and Aesthetic Theory

GER 3A

Study of the relationship between film technology and film theory.

prereqs: FILM 201, 251
4 hrs, 3 cr.

FILM 324 Narrative Strategies

GER 3A

Study of narrative techniques in cinema.

prereqs: FILM 101 and 201 or 231
4 hrs, 3 cr.

FILM 326 America in American Film and Video

GER 3A

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.

prereq: FILM 101; FILM 211 or 212
3 hrs, 3 cr.

FILM 327* Representations of Race and Ethnicity in U.S. Media

GER 3/A PD/B

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.

prereq: FILM 101
4 hrs, 3 cr.

FILM 328 Images of Resistance in the Developing World

GER 3/A PD/A

Focuses on challenges by developing world films and filmmakers to Western media stereotypes.

prereq: FILM 101
3 hrs, 3 cr.

FILM 230* Movies in American Culture

GER 3A

Cultural processes that affect the production and reception of movies in the U.S. Interrelationships among the stylistic, thematic, technical, industrial and regulatory aspects of American moviemaking.

prereq: FILM 101
3 hrs, 3 cr.

FILM 332* Myths and Images in the Media

GER 3/A

Study of film and media as decisive vehicles of myth, imagery and aesthetics in an advanced industrial society.

prereq: FILM 101
3 hrs, 3 cr.

FILM 333 Styles and Theories of Film Acting

GER 3/A

Study of film acting with regard to theoretical structures and aesthetic practice.

prereqs: FILM 101, 201
4 hrs, 3 cr.

FILM 334* Theatricality and the Presentation of Self

GER 3/A

Examination of the problems of authenticity in the performing self through analysis of representations in film, TV and the everyday.

prereq: FILM 211 or 212
4 hrs, 3 cr.

FILMP 341 Producing the Film

Contracts, financing, distribution, copyright law, options, acquisition of rights, securities law requirements.

prereq: FILM 101
3 hrs, 3 cr.

FILMP 371 Screen Directing I

Theory and practice of the film director's role as guiding force in creation of visual and aural images.

prereq: FILMP 251; *open to film/media majors only or perm instr.*
4 hrs, 3 cr.

FILMP 372 Screen Directing II

Continuation of FILM 371.

prereq: FILM 371
4 hrs, 3 cr.

FILMP 276(W) Screen Writing I – The Short

Fundamentals of writing for film; critiques of original student scripts.

prereqs: FILM 101; *open to film/media majors only or perm instr.*
4 hrs, 3 cr.

FILMP 377(W) Screen Writing II – The Feature

Continuation of workshop experience with emphasis on full-length screenplay.

prereq: FILM 276
4 hrs, 3 cr.

FILMP 381 Techniques of Cinematography

Advanced cinematographic techniques such as sensitometry, effects lighting and special effects.

prereq: FILM 252
4 hrs, 3 cr.

FILMP 382 Narrative Editing Techniques

Aesthetic concepts and techniques for narrative post-production with practical instruction in digital editing technology and procedures. Students required to bring in footage produced in FILM 252.

prereq: FILM 252 or *perm instr.*
4 hrs, 3 cr.

FILMP 383 Sound for Film and Video II

Sound recording in studio and on location; music and sound effects; optical transfers, synchronization of sound track and pictures.

prereq: FILM 283
4 hrs, 3 cr.

FILMP 384 Film and Video Production

Production of short films with each student assigned to specific crew positions.

prereqs: FILM 252, 383, *perm instr.*
variable hrs, 3 cr.

FILM 391 Problems in Film Research

GER 3A

Study of basic methods of solving problems in the field of cinema studies.

prereqs: FILM 211, 212
3 hrs, 3 cr.

SPECIAL TOPICS, HONORS, AND ADVANCED STUDIES**FILM 299 Special Topics in Film**

GER 3A

Not offered at all times. A specific topic will be listed in Schedule of Classes for a given semester.

prereq: *perm dept.*
1-3 hrs, 1-3 cr.

FILM 399 Studies in Film

GER 3A

Not offered at all times. Specialized topics for majors will be listed in Schedule of Classes for a given semester.

prereq: *variable*
3 hrs, 3 cr.

FILM 401 Independent Research

Open to majors only. Directed program of reading, research, or creative presentation, arranged on an individual basis.

Prereq: *perm chair*
1-3 cr.

FILM 402 Honors Project

Jr/Sr only. Students must present a proposal for an individual project to be completed under faculty supervision.

prereq: 3 advanced-level courses, 3.0 GPA and 3.5 major GPA *perm dept.*
3 hrs, 3 cr.

FILM 451 Film and Video Production Seminar

Individual student films produced under faculty supervision.

prereqs: FILM 371, 384
3 hrs, 3 cr.

FILM 498 Internship

Opportunity to gain professional experience.

prereqs: FILM 101, 2 other FILM courses or *equiv;* *perm dept and host institution*
1-6 cr, 40 working hrs per cr.

FILM 499 Advanced Seminar

Selected topics in cinema studies.

prereq: *perm instr.*
4 hrs, 3 cr.

Media Studies Courses**BASIC COURSES****MEDIA 151 Introduction to Film and Video Techniques**

Fundamentals of film and video production: essential tools, aesthetic concepts and techniques.

prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 161 Introduction to Digital Media

A hands-on introduction to the tools, techniques, and concepts behind the production of digital media including basic digital imaging, sound production and animation.

prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 180 Introduction to Media Studies

GER 2/C

Social, political, and economic factors that determine and shape products of media organizations.

3 hrs, 3 cr.

PRACTICE AND PRODUCTION COURSES

MEDIA 180 is a prerequisite for all 200-, 300-, and 400-level MEDIA and MEDP courses.

MEDP 239(W) Entertainment Journalism

Development of practical, theoretical, and rhetorical skills for writing reviews and feature stories about entertainment and the arts.

prereq: MEDP 292
3 hrs, 3 cr.

MEDP 240 Effective Speechmaking

Development of skills in speechmaking and media presentation.

prereq: MEDIA 180
3 hrs, 3 cr.

MEDP 275 Desktop Publishing

An introduction to the aesthetics of print layout and design, using a desktop computer.

prereqs: MEDIA 180; *open to film/media majors only or perm instr.*
3 hrs, 3 cr.

MEDP 278 Interactive Media Production

A focus on the current state of interactive multimedia with an emphasis on DVD and CD-ROM production. Students will create projects integrating video, sound and text.

prereqs: MEDIA 161, 180
3 hrs, 3 cr.

MEDP 281 Portable Video Production

Elements of single-camera video production. Lectures and studio practicum.

prereqs: FILM 151, MEDIA 151, 180; *open to majors only or perm instr.*
3 hrs, 3 cr.

MEDP 282 Studio Television Production

Elements of multi-camera studio production. Lectures and studio practicum.

prereqs: FILM 151, MEDIA 151, 180; *open to majors only or perm instr.*
3 hrs, 3 cr.

MEDP 283 Electronic News Gathering

Development of practical, theoretical, and editorial skills for field production of television news.

prereq: MEDIA 281
4 hrs (2 lec, 2 lab), 3 cr.

MEDP 285 Web Production I

An exploration of the production of Internet-distributed media, primarily words and images distributed as Web pages, using HTML and image-manipulation software.

prereq: MEDIA 161
3 hrs, 3 cr.

MEDP 286 Sound for Film and Video I

Aesthetics of sound design, microphone techniques, theory and techniques of digital sound editing and mixing.

prereq: FILMP 251 or MEDP 281
4 hrs, 3 cr.

MEDP 288 Communicating on Radio and Television

Verbal and nonverbal aspects of communicating effectively on radio and television.

prereq: MEDIA 180
3 hrs, 3 cr

MEDP 290(W) Developing the Documentary

This workshop guides students through the research, writing and production planning essential for creating a video or film documentary.

prereq: MEDIA 180
3 hrs, 3 cr.

MEDP 292(W) Basic Reporting

Workshop and discussion to provide basic skills of newspaper writing.

prereqs: MEDIA 180; *open to majors only or perm instr.*
3 hrs, 3 cr.

MEDP 293(W) Advanced Reporting

Intermediate course to advance skills in writing and reporting.

prereq: MEDP 292
3 hrs, 3 cr

MEDP 294(W) Magazine Writing

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.

prereq: MEDP 292
3 hrs, 3 cr.

MEDP 295 Online Journalism

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.

prereq: MEDP 292
3 hrs, 3 cr.

MEDP 310 Advanced TV Studio Production

An advanced multi-camera television studio workshop and a continuation of Studio Television Production.

prereqs: MEDP 281, 282
3 hrs, 3 cr.

MEDP 311 Directing Documentary Video Production

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.

prereqs: MEDP 281 or FILMP 252; *open to majors only or perm instr.*
4 hrs, 3 cr.

MEDP 312 Advanced Documentary Digital Editing

The aesthetic and technical considerations in editing the documentary video using digital equipment.

prereq: MEDP 311 or *perm instr.*
4 hrs, 3 cr.

MEDP 331 Web Production II

An exploration of the production of Internet-distributed media, especially animation, sound, and video, using GIF Animation, Flash, and sound tools.

prereq: MEDP 285
3 hrs, 3 cr.

MEDP 345 Web Design Projects

A project-based class designed to give students the experience of solving practical problems in web production and to add to the advanced student's web design portfolio with a comprehensive project. Students will work independently and in teams on a large-scale collaborative project.

prereq: MEDP 331 or *perm instr.*
3 hrs, 3 cr.

MEDP 350 Workshop in Public Communication Graphics

In this studio workshop course, questions regarding the communicative powers of visual culture will be applied to the creation of advanced functional design projects.

prereqs: MEDIA 180, *submission of creative portfolio of graphic work (posters, layouts, montages, three-dimensional objects, or packaging, etc.) for assessment, and perm instr.*
4 hrs, 3 cr.

MEDP 372 Investigative Reporting

Understanding and practicing journalism that explores significant social issues and injustices, using diverse sources developed through the enterprise of the reporter.

prereq: MEDP 292
3 hrs, 3 cr.

ANALYTICAL COURSES

MEDIA 280 Understanding New Media

GER 3/A

The convergence of media, communications technologies, art, design, and culture. It is intended to familiarize students with important approaches in new media, focusing on the history of the medium and the conceptual history of interactivity in art and communication.

prereq: MEDIA 180 or *perm instr.*
3 hrs, 3 cr.

MEDIA 313 The Culture of Publicity

GER 3/A

An in-depth historical understanding of public relations, social image-management, and opinion engineering in the U.S.

prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 314(W) Public Relations: Theory and Practice

GER 3/A

An examination of principal techniques and strategies in public relations, including critical analysis of its social uses.

prereq: MEDP 292
3 hrs, 3 cr.

MEDIA 315 Nonfiction Film and Video

GER 3/A

Study of the history and theory of the nonfiction film and video, with screenings and examples of documentary, propaganda and direct cinema and video.

prereq: MEDIA 180
4 hrs, 3 cr.

MEDIA 326 America in American Film and Video

GER 3/A

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.

prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 327(W) Representations of Race and Ethnicity in U.S. Media

GER 3/A PD/B

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.

prereq: MEDIA 180
4 hrs, 3 cr.

MEDIA 328 Images of Resistance in the Developing World

GER 3/A PD/A

Challenges by developing-world films and filmmakers to Western media stereotypes.

prereq: MEDIA 180
3 hrs, 3 cr

MEDIA 330(W) Movies in American Culture
GER 3/A

Cultural processes that affect the production and reception of movies in the U.S., interrelationships among the stylistic, thematic, technical, industrial and regulatory aspects of American moviemaking.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 332(W) Myths and Images in the Media
GER 3/A

Study of film and media as decisive vehicles of myth, imagery and aesthetics in an advanced industrial society.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 355 Arguing Issues in Media and Popular Culture
GER 3/A

Application of theories and techniques in argumentation and debate to issues concerning popular cultural expression.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 370(W) The Press and the Public
GER 3/A

Analysis and discussion of relationship of the press to great issues of our time.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 371* Television Culture
GER 3/A

Theoretical analysis of the production and reception of televisual texts, with close reading of particular texts.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 373(W) Journalism as Literature
GER 3/A

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.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 374(W) Media, Sports, and Society
GER 3/A

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.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 375* Media and Politics in the Electronic Age
GER 3/A

The impact of the electronic media on American politics.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 380(W) History of Broadcasting
GER 3/A

Broadcasting's roots in industrialization and influence on modern society.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 381 Propaganda and the Mass Media
GER 3/A

Study of mass media (broadcast, film, print) as forms for propaganda.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 383* Popular Music and the Music Industry
GER 3/A

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.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 384* Women and Media
GER 3/A PD/C

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.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 385 Media and Society: Theories, Problems and Approaches
GER 3/A

Analysis and assessment of communications and information in the context of a changing industrial environment.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 386 Media Ethics
GER 3/A

An exploration of the moral issues surrounding media work, including truth-telling, social justice, cultural effects and conflicting rights.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 388 Public Television
GER 3/A

Programming, philosophy, conflicts and funding problems in instructional and public television.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 389 Contrasting Media Systems
GER 3/A

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.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 390* Broadcast Journalism
GER 3/A

Structure and operations of radio and television news in relation to social, political and economic institutions.
prereqs: MEDIA 180; open to majors only or perm instr.
3 hrs, 3 cr.

MEDIA 391* History of Print Journalism
GER 3/A

Development of newspapers and magazines as social force.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 392* Communications, Technology and Change
GER 3/A

Examination of media technologies, their development and their impact on quality and organization of human life.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 393 Media Criticism
GER 3/A

Analyzes advanced approaches to media communication with focus on form and content of particular themes as they are treated by variety of media genres.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 394(W) Mass Communications and the Law
GER 3/A

Relationship of mass media to significant constitutional problems.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 395* Mass Media in Developing Countries
GER 3/A PD/A

Exploration of impact of transnational corporations on developing countries and issues of cultural domination.
prereq: MEDIA 180
3 hrs, 3 cr.

MEDIA 396* International Communications
GER 3/A

Examination and analysis of policy issues raised by structures, flows, and contents of international communications. Areas covered include print and TV news flows, transnational culture industries, telecommunications and the Internet.
prereq: MEDIA 180
3 hrs, 3 cr.

SPECIAL TOPICS, HONORS AND ADVANCED STUDIES

MEDIA 299 Special Topics in Media Studies
GER 3/A

Taught periodically, with topic listed in Schedule of Classes.
3 hrs, 3 cr.

MEDIA 399 Special Issues in Media Studies
GER 3/A

Taught periodically, with topic listed in Schedule of Classes.
3 hrs, 3 cr.

MEDIA 401 Independent Research

Directed research or creative endeavor.
prereqs: 2 advanced level courses, perm dept.
1-6 hrs, 1 cr. per hr.

MEDIA 402 Honors Project

Open to Jr/Sr only. Students must present a proposal for an individual project to be completed under faculty supervision. Successful completion qualifies student for departmental honors at graduation.
prereqs: 3 advanced-level courses; 3.0 GPA and 3.5 major GPA; perm dept.
3 hrs, 3 cr.

MEDIA 498 Internship

Opportunity to gain professional experience.
prereqs: MEDIA 180 and 2 other MEDIA or MEDP courses or equiv; perm dept and host institution
1-6 cr, 40 working hrs per cr.

MEDIA 499 Advanced Seminar

Readings, discussion, and papers on significant problems in fields of media studies.
prereq: perm instr.
3 hrs, 3 cr.

*As of spring 2006 courses no longer meet Writing Requirement.

GEOGRAPHY

Department Office: 1006 Hunter North;
(212) 772-5265; fax (212) 772-5268

Acting Chair: William Solecki

E-mail: cah@geo.hunter.cuny.edu

Web Site: <http://geography.hunter.cuny.edu>

Professors:

Ahearn, Gersmehl, Heatwole, Osleeb, Solecki

Associate Professors:

Albrecht, Miyares, Pavlovskaya

Assistant Professors:

Buonaiuto, Frei, Gong, Ibrahim, Ni-Meister, Oza, Rutberg, Salmun

Advisers:

Miyares (Geography, Social Studies Education), Salmun (Environmental Studies)

HEGIS Codes: 2206 (Geography); 2205 (Adolescence Education); 4999 (Environmental Studies)

| Majors Offered | Options in Degree | Number Credits | Recommended/ Required GER | Recommended Minor |
|-----------------------------|--|---|---|--|
| BA in Geography | | 30+3 credits of program prerequisites (GEOG 101) | Recommended: GEOL 101, 102, STAT 113 or 213 to satisfy a portion of the GER | Any minor from any department in the college leading to a BA degree It is recommended that students choose a minor that is closely related to their particular interest in geography. |
| | Social studies for childhood education | 30+9 credits of program prerequisites HIST 151, HIST 152 and (GEOG 101) | HIST 151 HIST 152 GEOG 101 (program prerequisites) | Childhood education, QUEST, serves as a collateral major in place of a minor |
| | Social studies for adolescence education | 36+9 credits of program prerequisites (HIST 151, HIST 152 and GEOG 101) | HIST 151 HIST 152 GEOG 101 (program prerequisites) | Adolescence education sequence |
| BA in Environmental Studies | 1. Environmental Earth Science 2. Environmental Management and Policy | 39-41 + course pre-reqs | Recommended: GEOL 101, 102, STAT 113 or 213 to satisfy a portion of the GER | Students may select a concentration within Biology, Chemistry, Computer Science, Economics, Mathematics/Statistics, Physics, Political Science, or Urban Studies. |

The department offers courses in human geography, physical geography, earth systems science, geographic techniques and methods and geology. Students may major in geography, social studies education options within geography or environmental studies; and they may minor in geography, environmental studies 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.

The Center for Geographic Learning was established in 2004. At the undergraduate level in association with the Hunter College School of Education and the New York City Department of Education, the Center will help prepare students who wish to become teachers of social studies or earth science. See "Options in Social Studies Education within the Geography Major" and "Preparation for Graduate Work in Teaching Earth Science", below.

The social studies education options prepare students for a career in teaching social studies at the grades 1-6 or 7-12 levels. The geography major with electives in PGEOG/GTECH and a minor in one of the sciences prepares students to pursue further study leading to a career in teaching earth science. Many of these courses are concerned with the environmental problems that are of so much concern today and can provide part of a well-rounded program of environmental studies.

Revisions in the curricula within the Department of Geography that are currently under way may involve modifications in various requirements. Please consult with the department office for up-to-date information and requirements.

Preparation for Teaching

In cooperation with the School of Education, the department provides opportunities for students to prepare for a career in education. Students interested in this career track should consult the Education pages of this catalog. The following routes are available to qualified students:

- Option in Social Studies within the Geography Major for Childhood Education Teachers, grades 1-6 (see listing under Program in Geography).
- Option in Social Studies within the Geography Major for Adolescence Education Teachers, grades 7-12 (see listing under Program in Geography).
- Preparation for the MA program for Teachers of Earth Science (grades 7-12) with a concentration in physical geography, geology, earth science or environmental science (see listing under Program in Geology).

PROGRAM IN GEOGRAPHY

Students who expect to do graduate work in geography are advised to take courses in statistics and/or computer science. We suggest, but do not require, that those planning to continue to the doctoral level fulfill the GER Foreign Language Requirement with the language of the area of regional specialization.

Major in Geography

(30 cr)

| | |
|-------------------------------------|------|
| 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, 392 and 393 and PGEOG 391, 392 and 393) or LACS 330.

It is recommended, but not required, that geography majors use GEOL 101, 102, STAT 113 or 213 to satisfy a portion of the General Education Requirement.

Note that GEOG 101 is a prerequisite to GEOG 221, but does not count toward the major.

Minors

Geography majors may minor in a wide variety of fields but must secure permission from their major adviser. For students preparing to become teachers of social studies, 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 general education and elective credit requirements. For information concerning approved courses in the minor, students should consult a departmental adviser.

Minor in Geography for Non-Majors

A minor in geography consists of a minimum of 12 credits approved by the student's major department. Because of the nature of this field of study, geography is a very appropriate minor for major programs. By choosing a concentration from any of the three course prefixes (GEOG, PGEOG or GTECH) or by combining courses from two or more prefixes, a student will be able to create a focused program of study that will enhance that student's major. For specific recommendations see the Geography undergraduate adviser.

Options in Social Studies Education within the Geography Major

1. Option in Social Studies within the Geography Major for Childhood Education Teachers

Program Prerequisites9 credits

- HIST 151 The United States from the Colonial Era to the Civil War3
- HIST 152 The United States from the Civil War to the Present3
- GEOG 101 People and Their Environment ..3

Required Courses18 credits

- HIST 111 World History to 15003
- HIST 112 World History from 1500 to the Present3
- GEOG 241 Population Geography3
- GEOG 251 Geography of the United States and Canada3
- GEOG 260 Geography of New York State ..3
- POLSCI 111 American Government and Politics3

Elective Courses9 credits

Choose any three of the following (at least one in History):

- HIST 353 History of New York City
- HIST 358 20th Century United States3
- GEOG 341 Urban Geography3
- GEOG 342 Geography of International Migration and Ethnicity3
- GEOG 347 Cultural Geography3

Required Capstone Course.....3 credits:

- GEOG 380 Seminar in Geographic Concepts and Methodology3

2. Option in Social Studies within the Geography Major for Adolescence Education Teachers

In cooperation with the School of Education, the Department of Geography provides opportunities for students to prepare for a career in teaching social studies in grades 7-12. In addition to mandatory course work provided by the School of Education, interested students should complete the course of study outlined below. At least 18 credits of these courses or equivalents must be satisfactorily completed (grade of C or better) before the student enrolls in the social studies methods courses. These courses may also be used to satisfy Core and Pluralism and Diversity requirements. Refer to the section in this catalog specific to programs in the School of Education. Transfer stu-

dents who enter Hunter College with more than 90 credits or who will exceed 90 credits in completing the prerequisites for this option in the Geography major, cannot apply for the Adolescence Education program of the School of Education. They may still complete this option within the Geography major but must complete a Master of Arts degree in Adolescence Education before certification as a New York State teacher.

Prerequisites for the Major9 credits

- HIST 151 The United States from the Colonial Era to the Civil War3
- HIST 152 The United States from the Civil War to the Present3
- GEOG 150 World Regional Geography3

Requirements for the Major36 credits

- POLSCI 111 Introduction to American Government and Politics3
- ECON 100 Introduction to Economics3
- GEOG 241 Population Geography3
- GEOG 251 Geography of the United States and Canada3
- HIST 111 World History to 1500.....3
- HIST 112 World History from 1500 to the Present3

Two of the following history courses (at least one at the 300 level):

- HIST 250.66 Introduction to Caribbean History3
- HIST 277 Asian Civilization3
- HIST 278 Modern Asian Civilization3
- HIST 288 History of Africa to the 19th Century3
- HIST 289 Africa in the 19th and 20th Centuries3
- HIST 317 History of the American City.....3
- HIST 353 History of New York City3

Two of the following geography courses (at least one at the 300 level):

- GEOG 270 Mexico, Central America and the Caribbean3
- GEOG 271 South America3
- GEOG 275 Sub-Saharan Africa.....3
- GEOG 277 East Asia.....3
- GEOG 278 Russia and Central Asia3
- GEOG 328 Urban Environmental Problems: Evaluations and Solutions
- GEOG 341 Urban Geography3
- GEOG 342 Geography of International Migration and Ethnicity3

One 3-credit course in cultural anthropology (ANTHC) or sociology3

Capstone course:

- GEOG 380 Seminar in Geographic Concepts and Methodology3

ENVIRONMENTAL STUDIES MAJOR

The Environmental Earth Science concentration is structured to promote an intensive understanding of contemporary physical science, specifically earth system science, as it relates to environmental issues. The Environmental Management and Policy concentration is structured to promote an intensive understanding of a system-based approach to the dynamic nature of human-environmental interactions particularly as manifest in contemporary politics and economics.

A. Environmental Earth Science Concentration

Required courses

- CHEM 102/103 General Chemistry I4.5*
- CHEM 104/105 General Chemistry II4.5*
- GEOG 226 Environmental Conservation: Resource Management 3
- PGEOG 250 Earth System Science I 3
- PGEOG 251 Earth System Science II3

Capstone course:

- PGEOG 490 Honors3
- or
- PGEOG 498 Internship5

Total required credits21-23

* CHEM102/103 plus CHEM 104/105 constitute one year of general chemistry for science majors

Electives:

A minimum of 18 credits from the list below. 12 credits must be taken at the 300-level or higher. Electives are not counted towards the minor requirements.

Note: It is strongly recommended that students take STAT 113 Probability and Statistics.

- GEOG 205 Environmental Geology3
- GEOG 280 Marine Geology3
- GEOG 380 Advanced Oceanography: Chemistry and Physics of Oceans3
- GEOG 383 Special Topics in Geology and Oceanography.....3
- GTECH 201 Introduction to Mapping and GIS4
- GTECH 321 Remote Sensing4
- GTECH 361 Geographical Information Science I3
- PGEOG 313 Biogeography 3
- PGEOG 332 Introduction to Hydrology3
- PGEOG 335 Urban and Metropolitan Coasts.....3
- PGEOG 361 Global Climate Change3
- PGEOG 363 Environmental Hazards3
- PGEOG 383 Special Topics in Environmental Studies3

Total credits39-41

B. Environmental Management and Policy Concentration

Required courses:

| | |
|--|------|
| CHEM 102/103 General Chemistry I | 4.5* |
| CHEM 104/105 General Chemistry II | 4.5* |
| GEOG 226 Environmental Conservation: Resource Management | 3 |
| P GEOG 250 Earth System Science I | 3 |
| P GEOG 251 Earth System Science II | 3 |

Capstone course:

| | |
|-----------------------------|---|
| P GEOG 490 Honors | 3 |
| or | |
| P GEOG 498 Internship | 5 |

Total required credits21-23

*CHEM102/103 plus CHEM 104/105 constitute one year of general chemistry for science majors

Electives:

A minimum of 18 credits from the list of courses below. 12 credits must be taken at the 300-level or higher. Elective are not counted towards the minor requirements. Courses not listed may be included in a student's concentration with permission of the ES adviser.

Note: It is strongly recommended that students take STAT 113 Probability and Statistics.

| | |
|---|----|
| COMHE 325 Environmental Public Health Problems..... | 3 |
| GEOG 241 Population Geography | 3 |
| GEOG 328 Urban Environ. Problems: Evaluations & Solutions | 3 |
| GEOG 335 International Pollution Issues | 3 |
| GEOG 341 Urban Geography..... | 3 |
| GEOG 370 Geography of Sustainable Development | 3 |
| GEOG 371 Rural Water Supply in Developing Regions | 3 |
| GEOL 205 Environmental Geology | 3 |
| GEOL 334 Coastal Geomorphology | 3 |
| GEOL 383 Special Topics in Geology and Oceanography | 3 |
| GTECH 321 Remote Sensing | 3 |
| GTECH 385 GIS Applications | 3 |
| HIST 774 History of the Environmental Movement..... | 3* |
| P GEOG 313 Biogeography | 3 |
| P GEOG 335 Urban and Metropolitan Coasts..... | 3 |
| P GEOG 361 Global Climate Change | 3 |
| P GEOG 363 Environmental Hazards | 3 |
| P GEOG 383 Special Topics in Physical Geography | 3 |
| POLSC 244 Energy & Environ. Politics and Public Policy..... | 3 |
| SOC 361 Development and Modernization | 3 |
| URBS 310 Methods of Urban Research & Policy Analysis | 3 |
| URBS 401 Managing the Urban Physical Environment | 3 |
| URBS 734 Environmental Planning..... | 3* |

Total credits to satisfy Environmental Studies Major with this concentration39-41

*Graduate course. See 2003-2006 graduate catalog. Available to upper seniors or with instructor permission. Students who wish to take a 700-level course to satisfy the major must obtain permission from both the environmental studies adviser and the offering department.

Internships

Students can receive from one to four 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).

Minors for Environmental Studies Majors

The course requirements for minors can be modified only in consultation with and approval of the program adviser. Minors in disciplines not listed are possible only with permission of the program adviser. Courses taken for the minor may not also be counted towards the elective requirements:

| Courses | Credits |
|---|---------|
| Biology: BIOL 100, 102, 250 or 304 | 12 |
| Chemistry: CHEM 120/121, CHEM 222/223, CHEM 376 or 295 | 12-13 |
| Computer Science: CSCI 135, 235, 335, 340 or 435..... | 12 |
| Economics: ECO 200, 201, 330, one additional course with adviser approval..... | 12 |
| Mathematics/Statistics: MATH 125, 126, 150, 153, 160 | 12.5 |
| STAT 212, 213, 214 | 13 |
| Physics: PHYS 110 or PHYS 111, PHYS 120 or PHYS 121 and one intermediate or advanced level PHYS course..... | 12-15 |
| Political Science: POLSC 111 or 211, POLSC 244, 273, 348 | 12 |
| Urban Studies: URBS 310, 401, 723, 734 | 12 |

Note: These courses maintain prerequisites and/or conditions of instructor's permission. 700-level courses are typically open only to upper seniors.

Minor in Environmental Studies for Non-Majors

The minor consists of a minimum of 12 credits approved by the student's major department that may include any required or elective course for the environmental studies major.

Minor in Geology for Non-Majors

A minor in geology consists of 12 credits selected from GEOL prefix courses, P GEOG 231, 334 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.

Preparation for Graduate Work in Teaching Earth Science

For students planning to pursue an MA degree for teachers of earth science, grades 7-12, it is recommended that they complete the following undergraduate work: a baccalaureate degree with a grade point average of 2.8 or better in their science courses and in their overall undergraduate work; a major of at least 30 credits in arts and sciences.

At least 21 credits in geology, physical geography, earth science or environmental science, including geographic techniques; general education core in the liberal arts and sciences that includes 6 credits in English, 6 credits in mathematics/technology, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts and 6 credits in a language other than English. It is recommended, but not required, that the criteria above be satisfied using electives selected from GEOL, P GEOG and GTECH courses; a minor in geology; GER core requirement laboratory science chosen from chemistry, physics or biology and GER core requirement non-laboratory science chosen from astronomy, oceanography, statistics or mathematics. For further information on the education requirements, students should see an adviser in the School of Education.

Honors Work and Individual Study

To graduate with departmental honors, a major in the geography or environmental studies program must be admitted to GEOG 490 or P GEOG 490 and have a 3.0 cumulative GPA and a 3.5 GPA in the major. GEOG 391, 392, 393; GEOL 391, 392, 393; and P GEOG 391, 392, 393 also offer students the opportunity of undertaking individual research in geography, geology or environmental studies.

Fieldwork

Several courses offer students an opportunity to study geography, geology and environmental situations in the field. They are usually offered during intersession periods, summer session or 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. The department participates in the Study Abroad Program. It offers a field geography of selected world regions course (check with adviser for current location). An additional fee for transportation, lodging and food allowance is attached to these courses, depending on the focus of the course and its itinerary.

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 advisers.

Intern Program

Internship (GEOG 498, P GEOG 498) provides opportunities for qualified majors and minors in both geography and environmental studies to work in positions of responsibility in professional institutions while earning from 1 to 4 academic credits. See a departmental adviser for details.

Study Abroad/National Student Exchange Programs

The department is a participant in these programs and offers courses periodically outside of New York City. See a departmental adviser for details.

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 GER 2/B

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.
3 hrs, 3 cr.

GEOG 150 World Regional Geography GER 2/B PD/A or D

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.
prereq: ENGL 120
3 hrs, 3 cr.

GEOG 221 Economic Geography GER 3/B

Not open to freshmen. Geographic factors influencing economic activity. Spatial organization of society. Location theories are stressed. Locational and commodity flow; analysis; regional economic development.
prereq: GEOG 101 or perm instr.
5 hrs (3 lec, 2 lab), 4 cr.

GEOG 226 Environmental Conservation: Resource Management GER 3/B

Resources in relation to population. Policies, practices and constraints in natural resources development. Energy crisis.
3 hrs, 3 cr.

GEOG 227 Environmental Conservation: Urban Problems GER 3/B

Impact of people on nature, spatial distribution, quality and adequacy of major physical resources of urban areas.
3 hrs, 3 cr.

GEOG 241 Population Geography GER 3/B PD/B or C

Geographic aspects, interpretation and analysis techniques of fertility, mortality and migration. Population growth in relation to resource bases. Processes and impacts of immigration and urban ethnicity. One section is offered in January intersession in Hawaii.
prereq: GEOG 101 or 150 or perm instr.
3 hrs, 3 cr.

GEOG 251 Geography of the United States and Canada GER 3/B

Analysis of the relationship of natural environment to economic, social and political life of North America. Emphasis on U.S.
prereq: GEOG 101 or perm instr.
3 hrs, 3 cr.

GEOG 260 Geography of New York State GER 3/B

Analysis of relationship of natural environment to economy and settlement pattern of the state. Land use, environmental problems.
prereq: GEOG 101 or perm instr.
3 hrs, 3 cr.

GEOG 270 Regional Geography of Mexico, Central America and the Caribbean GER 3/B PD/A

Analysis of relationship of natural environment to economic, social and political life of Mexico, Central America and West Indies.
3 hrs, 3 cr.

GEOG 271 Regional Geography of South America GER 3/B PD/A

Analysis of relationship of natural environment to economic, social and political life of South America.
3 hrs, 3 cr.

GEOG 274 Regional Geography of the Middle East and North Africa GER 3/B PD/A

Analysis of relationship of natural environment to economic, social and political life of Middle East and North Africa.
3 hrs, 3 cr.

GEOG 275 Regional Geography of Sub-Saharan Africa GER 3/B PD/A

Analysis of the relationship of natural environment to economic, social and political life of Africa south of Sahara.
3 hrs, 3 cr.

GEOG 277 Regional Geography of East Asia GER 3/B PD/A

Analysis of East Asia's potentials in terms of natural resources, population, industry and agriculture, with emphasis on China.
3 hrs, 3 cr.

GEOG 278 Regional Geography of Russia and Central Asia GER 3/B PD/A or D

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.
3 hrs, 3 cr.

GEOG 321 Transportation Geography GER 3/B

A geographic study and modeling of transportation routes and their influences on the location of economic activity.
prereq: GEOG 221 or perm instr.
3 hrs, 3 cr.

GEOG 328 Urban Environmental Problems: Evaluations and Solutions GER 3/B

Open to Jr/Sr only. 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.
prereq: GEOG 101 or URBS 102 or GEOL 101;
3 hrs, 3 cr.

GEOG 334 Political Geography GER 3/B

Open to Jr/Sr only. Impact of environment on centrifugal and centripetal forces involved in well-being of states. Nation-states; law of the seas.
prereq: GEOG 101
3 hrs, 3 cr.

GEOG 335 International Pollution Issues GER 3/B

A study of international transboundary pollution and the science, source terms, transport pathways and international impacts of contamination events. The regional focus will change yearly pending current global environmental events.
prereq: GEOG 101 or GEOL 101 or PGEOG 130 or perm instr.
3 hrs, 3 cr.

GEOG 341 Urban Geography GER 3/B

Open to Jr/Sr only. Spatial analysis of functions of metropolitan areas. Social and economic characteristics of cities and suburbs. Land use and transportation patterns.
prereq: GEOG 101 or perm instr.
3 hrs, 3 cr.

GEOG 342 Geography of International Migration and Ethnicity PD/B

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 analysis of ethnic and racial minorities in the United States.
prereq: GEOG 241 or perm instr.
3 hrs, 3 cr.

GEOG 343 Urban Geographic Theory GER 3/B

Spatial analysis of contemporary and theoretical issues concerning the economic growth, transportation, land use, social segregation and political fragmentation in metropolitan areas.
prereq: GEOG 341 or equiv.
3 hrs, 3 cr.

GEOG 347 Cultural Geography GER 3/B

Open to Jr/Sr only. Environmental impact of culture. Diffusion theory. Culture groups; language; architecture; landscapes. Perception.
prereq: GEOG 101 or perm instr.
3 hrs, 3 cr.

GEOG 357 Geography of New York City and Vicinity GER 3/B

Open to Jr/Sr only. An analysis of the relationship of the natural environment to the economic and settlement pattern of the New York metropolitan region over time, with emphasis on New York City.
prereq: GEOG 101
3 hrs, 3 cr.

GEOG 370 Geography of Sustainable Development in Developing Countries GER 3/B PD/A

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production and water supply in developing countries.
prereq: one of the following: GEOG 101, 150, 270, 271, 275, 277 or perm instr.
3 hrs, 3 cr.

GEOG 371 Rural Water Supply in Developing Regions

GER 3/B PD/A

The quality, problems, management and sustainability of rural water supply and sanitation in developing countries.

prereq: GEOG 101, 150, 270, 271, 275, 277 *or perm instr.*
3 hrs, 3 cr.

GEOG 372 Field Geography of Peru

GER 3/B

Regional field study of the geography of Peru. Topics include physical, environmental, historical, cultural, urban, political, agricultural, religious and economic geographies in various ecological zones. Taught in English. Fee for transportation and accommodations required. Completing GEOG 101 or GEOL 101 or PGEOG 130 prior to enrollment is strongly recommended.

prereq: acceptance into Peru Study Abroad Program

coreq: GEOG 271 *or dept. perm.*
90 hrs of fieldwork, 3 cr.

GEOG 380 Seminar in Geographic Concepts and Methodology

GER 3/B

Open to Jr/Sr only. Investigations of evolution, conceptual framework and methodological approaches of modern geography.

prereq: perm instr.
3 hrs, 3 cr.

GEOG 381, 382, 383 Special Topics in Geography

GER 3/B

Open to Jr/Sr only. Topics to be announced.

prereqs: GEOG 101, 200-level course of which special topic is logical outgrowth, *perm instr.*
1-4 hrs (lec or lec/lab), 1-3 cr.

GEOG 391, 392, 393 Individual Study in Geography

Individual studies and readings, with lab or fieldwork where appropriate, carried out under faculty guidance.

prereqs: 2 sem of geography, *perm dept.*
1-3 cr.

GEOG 490 Honors in Geography

Upper Jr/Sr geography majors only. Individual research to be carried on under faculty guidance. Results must be embodied in an honors essay or equivalent.

prereq: perm dept.
1 sem, 3 cr.

GEOG 498 Internship

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 adviser.

1-4 cr.

PHYSICAL GEOGRAPHY**PGEOG 130 Weather and Climate**

GER 2/E

Principles of meteorology and climatology; elements of weather; current weather analysis; weather maps; forecasting; patterns and characteristics of world climate, climatic change.

5 hrs (3 lec, 2 lab), 4 cr.

PGEOG 231 Physical Geography II: Principles of Geomorphology

See GEOL 231

PGEOG 250 Earth System Science I

GER 3/B

Examination of the earth, including the atmosphere, hydrosphere, lithosphere and biosphere, as a system.

prereq: at least one 100-level science course. *or perm instr.*
3 hrs, 3 cr.

PGEOG 251 Earth System Science II

GER 3/B

Examination of the earth as a system, with a focus on long- and short-term climate dynamics and global impacts of air and water pollution.

prereq: PGEOG 250 *or perm instr.*
3 hrs, 3 cr.

PGEOG 313 Biogeography

GER 3/B

Study of spatial and temporal patterns of biodiversity over the face of the earth and their causes. Completion of PGEOG 250/251 and GTECH 373 prior to enrollment is strongly recommended.

prereq: PGEOG 130, GEOG 101 or BIOL 100/102
3 hrs, 3 cr.

PGEOG 332 Introduction to Hydrology

GER 3/B

Examination of the storage and flux of water on and near the earth's surface; problems of water supply, quality and management. Credit may be earned for either PGEOG or GEOL 332 but not both.

prereq: GEOL 101, PGEOG 130 *or perm instr.*
3 hrs, 3 cr.

PGEOG 334 Coastal Geomorphology

See GEOL 334

PGEOG 335 Urban and Metropolitan Coasts

GER 3/B

A systematic study of the natural and anthropogenic processes on urban coastal environments. Special emphasis on the coastline of the NY metropolitan area, with examples from coastal cities worldwide.

3 hrs, 3 cr.

PGEOG 361 Global Climatic Change

GER 3/B

Jr/Sr only. 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.

prereq: PGEOG 130 *or* GEOL 101 *or* 105
3 hrs, 3 cr.

PGEOG 363 Environmental Hazards

GER 3/B

Structure and impact of environmental hazards and the societal responses to them. Impact of hazards in urban settlements both in the developing world and developed world contexts.

prereq: PGEOG 130 *or equiv.*
3 hrs, 3 cr.

PGEOG 381, 382, 383 Special Topics in Environmental Studies

GER 3/B

Open to Jr/Sr only. Topics to be announced.

prereqs: GEOL 105, GEOG 226 *or* PGEOG 130, one course of which special topic is logical outgrowth; *perm instr.*
1-4 hrs (lec or lec/lab), 1-3 cr.

PGEOG 391, 392, 393 Individual Study in Environmental Studies

Individual studies and readings, with lab or fieldwork where appropriate, carried out under faculty guidance.

prereqs: GEOL 105, GEOG 226, PGEOG 130, *perm dept.*
1-3 cr.

PGEOG 490 Honors in Environmental Studies

Open to upper Jr/Sr environmental studies majors only. Individual research to be carried out under faculty guidance. Results may be embodied in an honors essay or equivalent.

prereq: perm dept.

PGEOG 498 Internship in Environmental Studies

Open to qualified environmental studies majors and minors, upper Jr/Sr only. Opportunities for working in positions of responsibility in professional institutions for academic credit. See environmental studies faculty adviser.

1-4 cr.

GEOGRAPHIC TECHNIQUES AND METHODS**GTECH 201 Introduction to Mapping and Geographic Information Sciences**

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.

pre- or coreqs: GEOG 101, MATH 125 *and* 126, STAT 113 *or equiv or perm instr.*
6 hrs (2 lec, 4 lab), 4 cr.

GTECH 301 Quantitative Methods in Geography

Open to Jr/Sr only. Process of spatial analysis. Application of scientific methods to geographic research; sampling; distribution measurement; statistical analysis of spatial data.

prereqs: GTECH 201, STAT 113 *or* 213 *or perm instr.*
3 hrs, 3 cr.

GTECH 321 Remote Sensing

Remote sensing systems (multi-spectral, signature ID, digital image analysis), theory and applications.

prereqs: GTECH 201, Jr/Sr standing *or perm instr.*
6 hrs (2 lec, 4 lab), 4 cr.

GTECH 322 Advanced Image Interpretation

Project-oriented course in interpretation of air- and space-borne imagery.

prereq: GTECH 321
4 hrs (2 lec, 2 lab), 3 cr.

GTECH 350 Field Topographic Surveying

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. Offered summer intersession (check with dept. in April).

prereqs: GTECH 201, *perm instr.*

90 hrs of field/lab work (1 day lab, 10 days field), 3 cr.

GTECH 351 Field Techniques in Geography

Observation and analysis of physical geography, biogeography and geomorphology of selected areas. Field geographic techniques such as ground-truthing of remotely sensed images, the use of maps, compasses and GPS to navigate. Fee for transportation, lodging and food allowance required. Offered summer intersession (check with dept. in April).

prereqs: GTECH 201, *any two additional geography or geology courses, perm dept.*

90 hrs field/lab work (3 days lab, 7 days field), 3 cr.

GTECH 361 Geographic Information Science I

The basic principles and operation of geographic information systems (GIS); 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.

prereq: GTECH 201

4 hrs (2 lec, 2 lab), 3 cr.

GTECH 362 Geographic Information Science II

Theoretical and practical aspects of geographical information science (GIS) are discussed in detail. Laboratory use of advanced GIS software, including GIS programming concepts.

prereqs: GTECH 361, STAT 113

4 hrs (2 lec, 2 lab), 3 cr.

GTECH 380 Analytical and Computer Cartography

Role of computer in contemporary mapping; theoretical issues and practical mapping assignments, using cartographic software.

prereq: GTECH 201

4 hrs (2 lec, 2 lab), 3 cr.

GTECH 385 GIS Applications

Selected topics in GIS applications to human and physical geographic problems. See department for topics offered. May be repeated for credit as topics change.

prereq: GTECH 201 *or equiv.*

3 hrs, 3 cr.

GEOLOGY**GEOL 101 Fundamentals of Geology**

GER 2/E

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.

6 hrs (3 lec, 3 lab), 4.5 cr.

GEOL 102 Plate Tectonics and the Earth's Evolution

GER 2/E

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.

prereq: GEOL 101

5 hrs (3 lec, 2 lab), 4 cr.

GEOL 105 Introduction to Environmental Geoscience

Introduction to environmental geoscience focusing on aspects of global change and the interrelationship of earth systems. Review of the evolution of the earth from its origins to potential future developments; environmental problems and issues.

prereq: ENGL 120

3 hrs, 3 cr.

GEOL 180 Introduction to Oceanography

GER 2/E

Properties of sea water, description of the state and biology of the oceans, ocean floor topography, basic ocean currents and general circulation, methods of exploration and research. No lab component.

3 hrs, 3 cr.

GEOL 205 Environmental Geology

GER 3/B

Geology's role in understanding and solving such problems as hazards, water supply, drainage, construction, waste disposal and health. Land use analysis and planning.

prereq: GEOL 101

3 hrs, 3 cr.

GEOL 231 Principles of Geomorphology

GER 2/E or 3/B

Study of landforms and their evolution. Emphasis is placed on topographic expression of geologic structures and features.

prereq: PGEOG 130 or GEOL 101

4 hrs (2 lec, 2 lab), 3 cr.

GEOL 280 Marine Geology

GER 3/B

Morphology of ocean floor. Genesis and distribution of marine sediments. Use of geophysical and oceanographic data.

prereq: GEOL 102 *or perm instr.*

3 hrs, 3 cr.

GEOL 332 Hydrology

See PGEOG 332

GEOL 334 Coastal Geomorphology

GER 3/B

A study of the basic processes shaping the coast and the resulting form; surficial morphology and internal geometry of such forms as cliffs, dunes, beaches and near shore bars. Map exercise and a one-day field trip.

prereq: GEOL 231 *or PGEOG 231 or equiv. or perm dept.*

3 hrs, 3 cr.

GEOL 380 Advanced Oceanography: Chemistry and Physics of the Oceans

GER 3/B

Examination of the physics and chemistry of oceans. Completion of GEOL 180 prior to enrollment is strongly recommended.

prereqs: one sem CHEM or PHYS, MATH 150 or equiv.

3 hrs., 3 cr.

GEOL 381, 382, 383 Special Topics in Geology and Oceanography

GER 3/B

Intensive courses in various aspects of geology or oceanography. Topics to be announced.

prereqs: 200-level course of which special topic is logical outgrowth, perm instr.

1-4 hrs (lec or lec/lab), 1-3 cr.

GEOL 391, 392, 393 Individual Study in Geology

Individual studies and readings, with lab or fieldwork where appropriate, carried out under faculty guidance.

prereqs: 2 sems of geology, perm dept.

1-3 cr.

Courses Not Offered During 2004-2007:

GEOG 210 Elementary Field Geography

GEOG 211 Field Geography of New York City and Vicinity

GEOG 242 Medical Geography

GEOG 272 Regional Geography of Europe

GEOG 348 Geography of Religion

GTECH 320 Interpretation of Aerial Photography

PGEOG 212 Geography of Soils and Vegetation

GEOL 211 Field Geology of New York City and Vicinity

GEOL 233 Geology of North America

GEOL 244 Sedimentology

GEOL 248 Principals of Stratigraphy



GERMAN

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Chair: Annette Kym

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Web Site: <http://sapientia.hunter.cuny.edu/~german/>

Associate Professors:
Kuhn-Osius, Kym, Nicolai

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Advisers:
Annette Kym, Elke Nicolai, Gita Rajan

HEGIS Code: 1103

| Majors Offered | Options in Major | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|----------------|---|----------------|---------------------------------------|--------|---|
| BA in German | | 24 | Recommended GERMN 240 GERMN 241 | | 12 credits in any department or program leading to the BA, with approval of German dept. chair. |
| | Preparation for teaching grades 7-12: includes 9 additional advanced credits in German language and literature, or other 300-level courses related to German studies offered by other departments (with approval of German dept. chair) | 33 | | | 23-credit education sequence (see School of Education section) |

The Department of German offers courses in the language, literature and culture of German-speaking countries. Courses in the German language are offered at the elementary (100), intermediate (200) and advanced (300) level. Courses in German literature and culture, taught in German, are offered at the 300-400 level. The entire language and literature curriculum is designed to guide beginners in the language through well-defined levels of proficiency in speaking, reading, writing and comprehension to the point of college-level literacy in German. The proficiency-testing system used in the department makes it possible to place students who have prior knowledge of the German language at the level most appropriate to their needs.

The goals of the elementary and intermediate courses, which fulfill the foreign language requirement, are:

1. To give all students a real ability to function in everyday situations in the German language.
2. To create a solid linguistic base for the further study of German at the advanced level.

The goals of the advanced language, literature and culture courses are:

1. To impart knowledge and understanding of German literature and civilization, past and present.
2. To develop students' comprehension of spoken and written German to the level of understanding the classics of German prose, drama and poetry.
3. To build students' capacity for intellectual discourse in written and spoken German.

The German Department also offers courses in German literature in English translation for students who have no knowledge of the German language. These courses may not be used to fulfill the foreign language requirement, nor may they be applied toward the regular German major.

Foreign Language Requirement

1. Students who begin German as a new language will fulfill the foreign language requirement by taking 12 credits in the required courses: GERMN 101-102 (or 103), 201-202 (or 203).
2. Students who enter with one year of high school German must take 9 crs: GERMN 102, GERMN 201-202 (or 203).
3. Students who enter with two years of high school German must take 6 crs: GERMN 201-202 (or 203).
4. Students who enter with three years of high school German must take 3 crs: GERMN 202.
5. Students who enter with four years of high school German may be exempted from the foreign language requirement (see the General Education Requirement section of this catalog).

Students with competence in German other than that shown on a high school transcript must consult the department chair for information on placement examinations.

Advanced courses in language, level I:
GERMN 301, 302, 310, 312, 313

Advanced courses in literature, level I:
GERMN 320, 321, 322, 323, 326, 327, 328, 334, 335, 336, 339

Advanced courses in literature, level II:
GERMN 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 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 three of these 12 credits must be from classes numbered between 341 and 359 or 444.

Students should 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 (or GERMN 203) as major courses. Students who began German elsewhere should consult the chair regarding placement in the German major.

Preparation for Teaching in Grades 7-12

In cooperation with the School of Education, the program in German provides opportunities for students to prepare for a career in teaching

German in grades 7-12. Students preparing to teach German must complete a 33-credit major option (Option 2) for teaching that includes the 24-credit sequence (Option 1) taken by non-teaching majors plus 9 additional credits: GERMN 399 and 6 additional credits in advanced GERMN language and literature courses in the German Department between GERMN 301 and GERMN 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 the 23-credit pedagogical sequence for grades 7-12 as a minor. This minor may count toward the course requirements for New York State Certification but will not by itself be sufficient for certification. Students interested in a teaching career should consult with the School of Education. All students who want to pursue a teaching certificate in German must take an oral examination with the German Department. See the School of Education section of this catalog for further information.

Minor

German majors may select a 12-credit minor in any department or program that leads to a BA degree. The courses must be approved by the chair of the German Department.

MAJOR

The major consists of 24 credits chosen from the following courses:

Minor for Non-Majors

A German 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.

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. In order to graduate with departmental honors the student has to write an honors essay in GERMN 491. Please check under "Academic Honors" for exact details. Students qualifying can also be elected to the German Honor Society Sigma Epsilon Phi. Please consult the department for exact requirements.

Study Abroad

The German Department sponsors a summer study abroad program in Kassel, Germany, for students at all levels.

Exchange Program with Pädagogische Hochschule Karlsruhe, Germany

Each year, one Hunter College student will receive substantial financial support to spend the academic year studying in Karlsruhe. Please consult the department for details.

International Examinations

The German Department is a testing site for the "Zertifikat Deutsch" and "Zentrale Mittelstufenprüfung". These examinations are given world-wide by the Goethe Institute, the cultural arm of the German government.

COURSE LISTINGS

Note: GERMN 101 is not credited without GERMN 102. All other courses are credited singly.

BEGINNING COURSES

GERMN 101 Elementary German I

Not credited without GERMN 102. Practice in 4 basic skills of speaking, reading, writing and comprehending German. For beginners.

3 hrs, 3 cr.

GERMN 102 Elementary German II

Continued practice in speaking, reading, writing and comprehending German.

prereq: GERMN 101 or equiv.

3 hrs, 3 cr.

GERMN 103 Intensive Elementary German

Intensive practice in 4 basic skills of German. Covers in one semester material normally covered in two.

6 hrs, 6 cr.

GERMN 106 German through Lieder

Studying and singing of German songs for additional language practice.

prereq: GERMN 101 or equiv.

1 hr, 1 cr.

GERMN 111 Elementary German for Reading Purposes

Basic grammar for reading knowledge of German. Reading and translation of short texts on a variety of topics.

3 hrs, 3 cr.

GERMN 112 Intermediate German for Reading Purposes

Intensive reading of increasingly difficult works in German on literary, cultural and scientific topics.

prereq: GERMN 111 or equiv.

3 hrs, 3 cr.

GERMN 201 Intermediate German I

Practice in comprehending and communicating in German at the intermediate level. Review of basic structures and study of advanced grammar topics.

prereq: GERMN 102 or equiv.

3 hrs, 3 cr.

GERMN 201.50 Intermediate German Workshop I

Additional practice in spoken and written German. Intended to improve the speaking skill of students taking GERMN 201.

coreq: GERMN 201

1 hr, 1 cr.

GERMN 202 Intermediate German II

Grammar review and composition. Reading and discussion of selected literary texts.

prereq: GERMN 201 or equiv.

3 hrs, 3 cr.

GERMN 202.50 Intermediate German Workshop II

Intermediate conversation course open to students enrolled in GERMN 202. Conversation on topics from everyday life in modern Germany.

coreq: GERMN 202

2 hrs, 2 cr.

GERMN 203 Intensive Intermediate German

Covers in one semester material normally covered in two.

prereq: GERMN 102, 103 or equiv.

6 hrs, 6 cr.

GERMN 211 Advanced German Reading

Extensive reading of difficult German texts in various fields of the humanities, arts and sciences.

prereq: GERMN 112 or equiv.

3 hrs, 3 cr.

GERMN 399 Second Language Acquisition

A survey of issues and approaches to second language acquisition. For students planning to teach languages other than English in grades 7-12.

prereqs: at least three courses at the 300-level in the language, ENGL 120

3 hrs, 3 cr.

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 adviser for specific details.

GERMN 301 Advanced German Comprehension and Conversation GER 3/A

Intensive practice in reading and listening to German texts and in conversational German; some essay writing.

prereq: GERMN 202 or equiv.

3 hrs, 3 cr.

GERMN 302 Advanced German Conversation and Composition GER 3/A

Intensive practice in speaking and writing German.

prereq: GERMN 202 or equiv.

3 hrs, 3 cr.



GERMN 310 Advanced Studies in German Language
GER 3/A

Intensive language study in a German speaking country. May be repeated once at a different level.
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 312 Introduction to Business German
GER 3/A

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.
prereq: GERMN 301 or *perm instr.*
3 hrs, 3 cr.

GERMN 313 Advanced Business German
GER 3/A

Intensive practice for students with a knowledge of business terminology in German on such topics as industrial production, the service industries, employment and taxation.
prereq: GERMN 312 or *perm instr.*
3 hrs, 3 cr.

GERMN 320 Studies in German Literature and Language
GER 3/A PD/D

Discussion of literary topics or linguistic phenomena. May be repeated with a different topic.
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 321 Readings in Modern German Literature
GER 3/A PD/D

Discussion of selected works of such writers as Thomas Mann, Hesse, Brecht, Kafka and Frisch.
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 322 German Civilization
GER 3/A PD/D

Introduction to key topics in German history, politics, arts, literature and sciences.
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 323 Women in German Literature
GER 3/A PD/C

Reading and discussion of literature from the 19th century to the present written in German by and about women.
prereq: GERMN 202 or 203 or *equiv.*
3 hrs, 3 cr.

GERMN 327 Modern Swiss Literature
GER 3/A PD/D

Reading and discussion of literature written in German by Swiss authors since the 19th century.
prereq: GERMN 202 or 203 or *equiv.*
3 hrs, 3 cr.

GERMN 328 German Children's and Adolescent Literature
GER 3/A PD/D

Reading and discussion of literature for young readers and adolescents.
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 334 The German Short Story and Novelle
GER 3/A PD/D

Discussion of short narrative works from age of Goethe to present (new number 334 instead of 324).
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 335 German Radio Plays (Hörspiel)
GER 3/A PD/D

Listening to and discussion of literary radio plays from the 1950s to today.
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 336 German Lyric Poetry
GER 3/A PD/D

Discussion of important lyrics from Baroque period to present (new number 336 instead of 326).
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 339 German Drama from Naturalism to Present
GER 3/A PD/D

Discussion of dramas by such writers as Hauptmann, Wedekind, Brecht, Dürrenmatt, Frisch and Handke (new number 339 instead of 329).
prereq: GERMN 202 or *equiv.*
3 hrs, 3 cr.

GERMN 341 German Drama from Age of Goethe to Naturalism
GER 3/A PD/D

Discussion of dramas by such writers as Goethe, Schiller, Kleist, Büchner, Grillparzer and Hebbel.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 342 The German Novel
GER 3/A PD/D

Discussion of narrative works by such writers as Goethe, Keller, Fontane, T. Mann, Kafka, Döblin and Böll.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 344 Readings in Classical Period of German Literature
GER 3/A PD/D

Discussion of selected works by Lessing, Goethe and Schiller.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 345 Literature of Weimar Republic
GER 3/A PD/D

Discussion of literary works and documents influential in German life between 1918 and 1933.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 346 German Literature of the 1930s and 1940s
GER 3/A PD/D

Reading and discussion of literature written between the time of the Weimar Republic and 1945.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 347 German Literature 1945-1995
GER 3/A

Reading and discussion of German literature written between 1945 and 1995.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 348 East German Literature (1945-1990)
GER 3/A PD/D

Reading and discussion in German of literature written in East Germany during the existence of the German Democratic Republic as a sovereign state.
prereq: one course numbered GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 349 The End of East Germany in Literature, Film and Memory
GER 3/A PD/D

Discussion of literature and film as well as conducting live interviews with Germans dealing with the end of the GDR. Course offered in conjunction with our study abroad program in Kassel.
prereqs: GERMN 301 or 302, plus one course numbered GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 350 Austrian Literature
GER 3/A PD/D

Discussion of literature and culture of the fin-de-siècle Vienna.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 353 Goethe's Faust
GER 3/A PD/D

Intensive study of Goethe's *Faust*, Parts I and II.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 359 German Literary Seminar
GER 3/A PD/D

Seminar study of significant theme in German literature, German author or literary movement or genre. May be repeated with a different topic.
prereq: one course numbered from GERMN 320 to 359 or *equiv.*
3 hrs, 3 cr.

GERMN 381 The German Press of Today: Reading and Understanding Newspapers and Magazines
GER 3/A

Reading and discussion of present-day German newspapers and magazines.
prereqs: two courses numbered GERMN 300 or above or *equiv.* (excluding courses in English translation)
3 hrs, 3 cr.

GERMN 383 German Grammar for Upper-Level Discourse
GER 3/A

Study of German grammar from basic to complex structures. Intensive practice in control of grammatical forms at high levels of spoken and written discourse.

prereqs: three courses above GERMN 300 or equiv (excluding courses in English translation)
3 hrs, 3 cr.

GERMN 399 Second Language Acquisition
GER 3/A

A survey of issues and approaches to second language acquisition. For students planning to teach languages other than English in grades 7-12.

prereqs: at least three courses at the 300 level in the language, ENGL 120
3 hrs, 3 cr.

GERMN 444 Seminar Studies in German Literature and Language
GER 3/A PD/D

Seminar study of literary topic or linguistic phenomenon. May be repeated with a different topic.

prereq: GERMN 202 or equiv.
3 hrs, 3 cr.

GERMN 491 Honors Project

Open to Jr/Sr only. Individual study and independent research in consultation with faculty member. Honors essay required.

prereq: perm chair
3 cr.

GERMN 492 Independent Study in German

Number of credits to be determined in advance in consultation with faculty member on basis of work planned.

prereq: perm chair
1-3 cr.

GERMN 493 Individual Studies Project in German Studies

Individual research on German-studies topic under direction of faculty member. Written report required.

prereq: perm chair
3 cr.

GERMN 498 Internship

prereq: perm of chair
1-4 cr.

COURSES IN GERMAN LITERATURE AND CIVILIZATION (Conducted in English)

Note: No knowledge of German required.

GERMN 240(W) German Thought and Culture: A Survey
GER 2/C PD/D

Discussion of the German contribution in the fields of art, literature, music, philosophy in historical perspective.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

GERMN 241(W) German Fairy Tales in Translation
GER 2/C PD/D

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.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

GERMN 372(W) Germany in the Twenties
GER/3/A PD/D

Literature, art and politics in Germany between World War I and Third Reich, 1918-1933.

3 hrs, 3 cr.

GERMN 374(W) Masterpieces of German Literature in English Translation
GER 3/A PD/D

Discussion of some outstanding works of German literature.

3 hrs, 3 cr.

GERMN 379/479 Studies/Seminar Studies in German Literature in English Translation
GER 3/A PD/D

Discussion and analysis of literary movement, genre, major topic or important author.

3 hrs, 3 cr.

Courses Not Offered in 2004-2007:

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 Translation

GERMN 378 Masterpieces of German Drama in English Translation

HEBREW

A division of the Department of Classical and Oriental Studies

Division Office: 1421 Hunter West; (212)772-5107

Division Head: Rivka Friedman

Web Site: <http://www.hunter.cuny.edu/classics/hebrew>

Professor: Friedman

Assistant Professor: Berger

Advisers:

Yitzhak Berger, Rivka Friedman

HEGIS Code: 1111

| Majors Offered | Options in Major | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|----------------|-------------------------------|---|--------------------------|----------------------------|---|
| BA in Hebrew | | 24 including a minimum of four courses at the 300 level in Hebrew. See head of Hebrew division. | consult program adviser | HEBR 101-102 or equivalent | Minors of 12 credits in all departments and programs leading to the BA degree are acceptable. |
| | Preparation for teaching 7-12 | 33 including 24 as above plus nine HEBR credits at the 300 and 400 levels. | | HEBR 101-102 or equivalent | 23-credit education sequence (see School of Education section) |

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 General Education 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 elements and influences on European culture. The wide variety of course offerings, covering the entire range of Hebraic and Judaic culture from early Biblical times to modern Israel, enables 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 also provides 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.

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 adviser regarding additional courses and supportive studies in related fields.

Minor

Minors of 12 credits in all departments and programs leading to a BA degree are accepted.

Minor for Non-Majors

The minor consists of 12 credits in Hebrew language, literature or Hebraic studies in English. Consult your major department for approved courses.

Preparation for Teaching in Grades 7-12

In cooperation with the School of Education, the Program in Hebrew provides opportunities for students to prepare for a career in teaching Hebrew in grades 7-12. Students preparing to teach Hebrew must complete a 33-credit major option for teaching that includes the 24-credit sequence taken by non-teaching majors plus 9 additional credits in Hebrew language and literature at the 300 or 400 level. Students interested in teaching Hebrew in New York schools may count the 23-credit pedagogical sequence for grades 7-12 as a minor. This minor may count toward the course requirements for New York State Certification, but will not by itself be sufficient for certification.

Students interested in a teaching career should consult with the School of Education. See the School of Education section of this catalog for more information.

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 adviser.

COURSE LISTINGS

INTRODUCTORY COURSES

HEBR 101 Elementary Hebrew I

Fundamentals of reading, pronunciation and grammar for beginners. Practice in conversation and writing. HEBR 101 not credited without HEBR 102.
3 hrs, 3 cr.

HEBR 102 Elementary Hebrew II

Continuation of HEBR 101.
prereq: HEBR 101 or equiv.
3 hrs, 3 cr.

HEBR 103 Intensive Elementary Hebrew

Intensive practice in basic skills of Hebrew. Course covers in one semester the material covered in the two semesters of HEBR 101 and 102.
6 hrs, 6 cr.

HEBR 201 Intermediate Hebrew I

Continued practice in conversational Hebrew, grammar and composition.
prereq: HEBR 102 or equiv.
3 hrs, 3 cr.

HEBR 202 Intermediate Hebrew II

Intensive practice in conversation, composition and grammar. Selected readings in Hebrew literature.
prereq: HEBR 201 or equiv.
3 hrs, 3 cr.

ADVANCED COURSES

HEBR 310 Modern Hebrew Literature I

GER 3/A PD/D
Reading and discussion of selected works in prose and poetry of 19th-century authors.
prereq: HEBR 202 or equiv.
3 hrs, 3 cr.

HEBR 311 Modern Hebrew Literature II
GER 3/A

Reading and discussion of selected works in prose and poetry of 20th-century authors.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 315 Biblical Literature: Pentateuch
GER 3/A PD/A

Selections from *Pentateuch*.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 316 Biblical Literature: Historical Books
GER 3/A PD/A

Selections from books of Joshua, Judges, Samuel and Kings.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 317 Biblical Literature: Prophetic Books
GER 3/A PD/A

Selections from minor and major prophets.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 318 Biblical Literature: Hagiographa
GER 3/A PD/A

Selections from Job, Proverbs, Psalms and the five Magillot.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 320 The Modern Hebrew Short Story
GER 3/A

Extensive reading of short stories from late 19th century to present, illustrating different literary trends.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 321 Talmudic Literature
GER 3/A PD/A

Selections from Talmud and Midrash.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 322 Medieval Literature
GER 3/A PD/D

Selections from literature of Golden Age in Spain.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 323 Poetry of the Modern Hebrew Renaissance Period
GER 3/A PD/D

Study of major works of Bialik, Tschernichovsky, Kahan and Shneour.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 324 The Modern Hebrew Essay
GER 3/A PD/D

Study of selected essays of Ahad ha'Am, Berditchevsky and Frischman.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 325 History of Modern Hebrew Literature
GER 3/A

Evolution of Hebrew literature from period of Enlightenment to contemporary Hebrew letters.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 326 Hebrew Poetry Between the Two World Wars
GER 3/A

Study of Hebrew poetry since World War I. Emphasis on works of Greenberg, Schlonsky, Lamdan and Alterman.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 327 The Modern Hebrew Novel
GER 3/A

Intensive study of a major novel by Agnon, Barash or Hazaz, with collateral readings in other Hebrew novels.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 328 Contemporary Hebrew Prose
GER 3/A

Study of prose of modern Israel, emphasizing works by Y. Shenhar, S. Yizhar, A. Megeed, M. Shamir, A. Oz, A. Applefeld and A. B. Yehoshua.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 331 Medieval Hebrew Philosophic Texts
GER 3/A

Study of selected chapters of Halevi's *Kuzari* and Maimonides' *Moreh Nebukim* (Guide to the Perplexed).

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 351 Hebrew Grammar and Composition
Intensive study of principles of vocalization, inflections of nouns and verbs, rules of syntax and practice in composition.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 357 Approaches to Main Problems in Hebraic Studies

Explorations in depth of a particular area in Hebraic studies. May be repeated as topics vary from semester to semester.

prereq: HEBR 202 or *equiv.*
3 hrs, 3 cr.

HEBR 451 Selected Studies in Hebrew Literature

Course will concentrate on an author, theme, genre or period in Hebrew literature. May be repeated as topics vary from semester to semester.

prereqs: HEBR 202 or *equiv.*, *perm division*
3 hrs, 3 cr.

HEBR 490 Independent Studies

Independent research under direction of a member of the division. May be repeated as topics vary from semester to semester.

prereq: *perm division head*
hrs TBA, 3 cr.

HEBR 491 Honors Project

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.

prereq: Jr/Sr only; *perm division*
1 sem, 3 cr.

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 general education requirement.



HEBR 210 Selected Studies in Hebrew Literature in Translation

Study of selected masterpieces or major themes in Hebrew literature in translation. May be repeated as topics vary from semester to semester.

3 hrs, 3 cr.

HEBR 211(W) Masterpieces of Medieval Hebraic Literature in Translation

GER 2/C PD/D

Selections from major works reflecting Jewish life and thought in medieval Islamic world and Christendom.

3 hrs, 3 cr.

HEBR 212(W) Readings in Modern Hebrew Literature in Translation

GER 2/C

Survey of Hebraic literature from Enlightenment movement to present.

3 hrs, 3 cr.

HEBR 214 Maimonides' Guide to the Perplexed

GER 3/A PD/D

Study of this work in English with reference to Maimonides' influence on development of medieval Aristotelianism.

3 hrs, 3 cr.

HEBR 218(W) Masterpieces of Yiddish Literature in Translation

GER 3/A PD/D

Study of major works in Yiddish literature from Mendele Mocher Seforim to present.

prereq: ENGL 220

3 hrs, 3 cr.

HEBR 240 Introduction to the Old Testament

GER 2/C PD/A

Survey of the books of the Old Testament, their form, content and cultural background.

Introduction to the tools and methods of modern biblical criticism.

3 hrs, 3 cr.

HEBR 250 Topics in Hebraic Studies in English Translation

Study in depth of a selected topic in Hebraic studies. May be repeated as topics vary from semester to semester.

3 hrs, 3 cr.

HEBR 259 Old Testament Religion

GER 2/C PD/A

Comprehensive survey of ancient Israelite religious practice, expression and thought as reflected in Hebrew Bible.

3 hrs, 3 cr.

HEBR 281(W) Masterpieces of Ancient Hebraic Literature in Translation

GER 3/A

Study of Hebrew classics and collateral works against background of Jewish history and ancient civilization.

3 hrs, 3 cr.

HEBR 284 Images of Women in the Old Testament, in Translation

GER 3/A PD/C

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.

3 hrs, 3 cr.

HEBR 286 Ancient Near Eastern Literature and the Bible

GER 3/A PD/A

Comparative study of ancient Near Eastern literature and the Hebrew Bible.

3 hrs, 3 cr.

HEBR 288 Ancient Hebraic Folklore

GER 2/C PD/A

Analysis and comparative study of folk beliefs, practices and literature reflected in Hebrew Bible, apocryphal literature and rabbinic Aggada.

3 hrs, 3 cr.

HEBR 290 Biblical Archaeology

GER 2/C PD/A

Study of Biblical sources in translation in relation to major archaeological discoveries in Israel and Near East.

3 hrs, 3 cr.

HEBR 292 The Hebrew Prophets

GER 2/C PD/A

Study of phenomenon of prophecy in ancient Israel and its contribution to historical, ethical and religious thought.

3 hrs, 3 cr.

HEBR 294 Job, Ecclesiastes and the Human Predicament

GER 3/A PD/A

Study of form, content and religious significance of these two enigmatic masterworks.

3 hrs, 3 cr.

HEBR 295 Ancient Hebrew Law

GER 2/C PD/A

Historical and comparative study of Biblical and rabbinic law.

3 hrs, 3 cr.

HEBR 296 The Dead Sea Scrolls in English

GER 3/A PD/A

Readings in the various genres of the scrolls; historical background of Qumran sect; significance of the scrolls for study of Judaism and Christianity.

3 hrs, 3 cr.

COURSE IN SECOND LANGUAGE ACQUISITION

HEBR 399 Second Language Acquisition

A survey of issues and approaches to second language acquisition. For students planning to teach languages other than English in grades 7-12.

prereqs: at least three courses at the 300 level

in the language, ENGL 120

3 hrs, 3 cr.

HISTORY

Department Office: 1512 Hunter West; (212) 772-5480

Chair: Barbara Welter

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Web Site: <http://maxweber@hunter.cuny.edu/histo>

Dorothy Epstein Distinguished Professor: Crahan

Distinguished Lecturer: Salzman

Professors:

Greenberg, Head, Petruszewicz, Seltzer, Welter

Associate Professors:

Belsky, Luther, McCauley, Turner, Rosenblatt

Assistant Professors:

Angelis, Bhagavan, Kern, Rosenberg

Adviser: Angelo Angelis

HEGIS Code: 2205

| Majors Offered | Number Credits | Recommended/ Required GER | Prereq | Recommended Minor |
|---|---|---------------------------|----------------------------------|--|
| BA in History | 30. No more than: 9 credits in 100-level courses; 6 credits in 200-level course; 12 credits in 300-level courses; History 300 twice in conn. with a 300-level course. | HIST 151 or 152 | ENGL 120 as pre- or co-requisite | For students in the childhood education program (QUEST), the childhood education sequence is a collateral major. For students interested in teaching social studies (grades 7-12), the 23-credit adolescence education sequence is taken in lieu of a minor. For other history majors, the minor consists of 12 credits in any one department or program leading to a BA degree, of which 6 credits must be above the 100-level. |
| History major with minor in international affairs | 18 credits of history | | | 18 credits including ECO 340 or POLSC 375; POLSC 115 and 278; GEOG 221 or 334 plus 6 credits from appropriate areas chosen with approval of the adviser. |

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.

MAJOR

The history major consists of 30 credits as follows:

- A maximum of 9 credits may be taken in basic 100-level courses.
- At least 18 credits are required above the 100 level; 6 credits must be in 200-level courses and 12 credits must be in 300-level courses.
- Majors must take History 300 (Historical Research) twice in conjunction with 300-level courses or, in rare instances and with department permission, in conjunction with a 200-level course.

Within the courses taken to fulfill the major requirement, students must take a minimum of 6 credits in each of the following areas:

- United States history
- European history
- World/non-Western history/Latin American history

History majors are strongly encouraged to take at least 3 credits in an advanced seminar or problems course (HIST 382, 383, 384, 385, 400, 483, 484 or 485).

Students may not use courses graded on the basis of Credit/No Credit toward fulfillment of the major.

Minor

The minor that leads to a BA degree consists of 12 credits in any one department or program, of which 6 credits must be above the 100 level. Students preparing to become elementary school teachers may take the 30-credit in childhood education in lieu of a minor.

Minor for Non-Majors

The choice of particular courses in the history minor must be approved by the student's major department adviser.

Major in History with Minor in International Affairs

Adviser: 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, 376.51, 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, GEOG 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 adviser.

Preparation for Teaching

Childhood education (grades 1-6) In cooperation with the School of Education, the Department of History provides opportunities for history majors to prepare for a career in teaching childhood education. The childhood education sequence is a collateral major.

Adolescence education Students who wish to prepare for a career in teaching social studies in grades 7-12 may take a 30 credit history major that must include HIST 151, 152, 111, 112, a 300

level course in history, and one course in geography. A course with a focus on political science and a course with a focus on economics are also required.* Students take the 23-credit adolescence education sequence in lieu of a minor. For further details see the undergraduate advisor in the Department of History.

Honors in History

Students will be eligible for honors in history upon completion of 30 credits in history with a 3.5 GPA and a 2.8 cumulative GPA at the time of graduation. To be eligible to graduate with honors in history, students can take HIST 400 (Historiography) or 3 to 6 credits in seminar, tutorial or problems courses (HIST 483, 484, 485, 492, 493) 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.

* Subject to approval by CUNY and the NYS Education Department

COURSE LISTINGS

GROUP I: UNITED STATES HISTORY

Note: Courses at the 300-level and above not offered to freshmen.

HIST 151(W) The United States from the Colonial Era to the Civil War

GER 1/C or 2/B

American political, social and cultural history from the time of the European settlements to the Civil War.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 152(W) The United States from the Civil War Era to the Present

GER 1/C or 2/B

American political, social and cultural history from the Civil War to the present.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 316 History of Religion in the United States

GER 3/B

Changing European churches and indigenous American sects; their architecture, leaders and ideas.

3 hrs, 3 cr.

HIST 317 History of the American City

GER 3/B PD/D

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.

3 hrs, 3 cr.

HIST 318(W) History of the American Working Class

GER 3/B PD/D

History of the American working class from Colonial times to the present; changing work experience, community life, organizational efforts and political activity of working people.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 353 History of New York City

GER 3/B

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.

3 hrs, 3 cr.

HIST 354(W) The American Colonies in the 17th Century

GER 3/B

Comparative treatment of settlement in the Spanish, Portuguese, French, Dutch and English colonies.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 355(W) The American Colonies in the 18th Century

GER 3/B

Social, political and cultural changes.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 356 The Early Republic

GER 3/B

Politics and society in the period of Jefferson and Jackson; reform, expansion and change.

3 hrs, 3 cr.

HIST 357(W) American-Jewish History

GER 3/B PD/D

Development of the American Jewish community; economic, political and social integration; cultural adaptation.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 358(W) 20th Century United States

GER 3/B PD/D

Leading personalities and domestic problems of the U.S. since 1900.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 359 Immigration and Ethnicity in the United States

GER 3/B PD/D

Experience of immigrant groups since Colonial times; motives for coming; economic and social adjustment; encounter with prejudice; ethnic institutions.

3 hrs, 3 cr.

HIST 360 History of American Diplomacy to 1900

GER 3/B PD/D

From the Revolution to 1900; forces that shaped American foreign relations and the major principles of U.S. foreign policy.

3 hrs, 3 cr.

HIST 361 Rise of America as a World Power

GER 3/B PD/D

Impact of world leadership on basic principles of American foreign policy since 1898.

3 hrs, 3 cr.

HIST 362 Biography and Autobiography in the History of the U.S.

GER 3/B

Studies of Americans prominent in politics, art and national life.

3 hrs, 3 cr.

HIST 363 History of American Culture

GER 3/B PD/D

American ideas and values from the Colonial period to the present.

3 hrs, 3 cr.

HIST 364 American Constitutional History, 1783 to 1900

GER 3/B PD/D

Development of constitutional thought from the framing of the Articles of Confederation to 1900.

3 hrs, 3 cr.

HIST 365 American Economic History

GER 3/B

Rural agrarianism to advanced industrialism. Political and social forces, problems of capitalism, social classes.

3 hrs, 3 cr.

HIST 366 Role of Women in American History

GER 3/B PD/D

Women in all aspects of the country's past; drive to suffrage and its aftermath.

3 hrs, 3 cr.

HIST 367 Civil War and Reconstruction

GER 3/B PD/D

Slavery, sectional conflict, political crisis of Union. New interpretations of postwar race relations.

3 hrs, 3 cr.

HIST 368 From Frontier to City: The Emerging of Modern America

GER 3/B

Aftermath of Civil War and Industrial Revolution. New problems of workers, farmers, blacks, immigrants and politicians.

3 hrs, 3 cr.

HIST 369 African-American History in the United States

GER 3/B

From the Colonial era to the present. Slavery, emancipation, social and cultural transformation, political turning points and economic issues.

3 hrs, 3 cr.

HIST 370 The West in American History

GER 3/B

As an undeveloped area; westward expansion, Indian-white relations; paradoxes of government policy; the modern West.

3 hrs, 3 cr.

HIST 383(W) Problems in U.S. History

GER 3/B

Intensive reading and research in selected topics.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 483(W) Problems in U.S. History (Honors)

GER 3/B

prereq: perm chair
pre- or coreq: ENGL 120
3 hrs, 3 cr.

GROUP II: EUROPEAN HISTORY

Note: Courses at the 300-level and above not offered to freshmen.

HIST 121 Early Modern Europe 1500 to 1815

GER 2/B PD/D

Transition from feudal society to national states; religious upheavals, expansion up to the French revolutionary era.

3 hrs, 3 cr.

HIST 122(W) 19th and 20th Century Europe

GER 2/B PD/D

Scientific and industrial revolutions, liberalism, imperialism, socialism and fascism, total war, reconstruction.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 209 Law in Western Society

PD/D

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.

3 hrs, 3 cr.

HIST 211(W) Medieval Civilization

PD/D

Social, institutional and cultural history of Western Europe from the late Roman period to the Black Death in the mid-14th century.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

HIST 242 The Holocaust: An Introduction
PD/D

The attempt to exterminate the Jewish people by the Nazis.

3 hrs, 3 cr.

HIST 302 Greek History

GER 3/B PD/D

From the Bronze Age ca. 3000 BCE to the Roman conquest. Emphasis on cultural and political contributions of ancient Greece.

3 hrs, 3 cr.

HIST 303 Roman History

GER 3/B PD/D

From Iron Age to Justinian; rise and fall of Rome's power and her political and cultural achievements.

3 hrs, 3 cr.

HIST 304 Women in Pre-Modern European Society

GER 3/B PD/C or D

Women from the late Roman empire to the 16th century, emphasizing their social, religious, economic and political experiences.

3 hrs, 3 cr.

HIST 305 The Age of the Crusades

GER 3/B PD/D

The expansion of western Europe from 800 to 1492 in eastern Europe, the Mediterranean, Asia and Africa, giving particular attention to the Reconquista in Spain and the Crusades in the Middle East.

3 hrs, 3 cr.

HIST 310 Jewish History in the Medieval and Early Modern Periods

GER 3/B PD/D

The Jewish people from late antiquity to 17th century; social and legal status under Islamic and Christian rulers; religious and intellectual movements.

3 hrs, 3 cr.

HIST 311 Europe in the Early Middle Ages

GER 3/B PD/D

The development of European civilization from the fall of the Western Roman Empire to the First Crusade.

3 hrs, 3 cr.

HIST 312 Europe in the High Middle Ages

GER 3/B

The 12th and 13th centuries in Europe; church and state; science and universities; guilds and capitalism.

3 hrs, 3 cr.

HIST 313 Europe in the Late Middle Ages

GER 3/B

Changing aspects of social, institutional, economic and cultural scene; humanism and art in the 14th and 15th centuries.

3 hrs, 3 cr.

HIST 314(W) Ancient and Medieval Christianity

GER 3/B PD/D

The development of Christianity from Jesus to Luther; theology and mysticism, lay and monastic spirituality; the papacy and dissidents; gender and sexuality; relations with Judaism and Islam.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

HIST 315 Christianity in Modern Times

GER 3/B

Transformation of Christianity since the Reformation, Enlightenment and modern political and intellectual challenges.

3 hrs, 3 cr.

HIST 319(W) Jewish History in the Medieval and Early Modern Periods

GER 3/B PD/A

The Jewish people from late antiquity to the 17th century; social and legal status under Islamic and Christian rulers; religious and intellectual movements.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

HIST 320(W) Jewish History in the Modern World

GER 3/B PD/D

From the 18th century to the present: Enlightenment, Jewish emancipation and nationalism, a Jewish state; anti-Semitism and the Holocaust; recent trends.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

HIST 321 History of the Holocaust

GER 3/B

Examination of the mass murder of 6 million Jews by the Nazi regime during World War II.

3 hrs, 3 cr.

HIST 323 Early Science in Western Society: from Antiquity to 17th Century

GER 3/B

Survey of the history of science in its intellectual and social context from antiquity to the scientific revolution of the 17th century.

3 hrs, 3 cr.

HIST 324(W) Europe in the Age of Renaissance and Reformation

GER 3/B PD/D

European life and society in early modern era. Religious, political, economic and social change.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

HIST 325 Europe in the Age of Absolutism and Revolution

GER 3/B

Europe from the middle of the 17th century through the Congress of Vienna in 1815.

3 hrs, 3 cr.

HIST 326 Europe 1815-1914

GER 3/B

Political, social, intellectual and economic developments from the Congress of Vienna to World War I.

3 hrs, 3 cr.

HIST 327 Europe since 1914

GER 3/B

Europe in a century of total wars and cold war: the military, political, social, economic and intellectual scene.

3 hrs, 3 cr.

HIST 329 History of European Diplomacy

GER 3/B PD/D

From the Congress of Vienna and national unification movements through the era of total wars and cold war.

3 hrs, 3 cr.

HIST 330 Social and Economic History of Modern Europe

GER 3/B PD/D

Social and economic developments in Europe during the past 200 years.

3 hrs, 3 cr.

HIST 331(W) European Culture in the 16th, 17th and 18th Centuries

GER 3/B

The impact of the Reformation, Counter-Reformation, the Scientific Revolution and related movements.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

HIST 332 Modern Culture from the 18th to the 20th Centuries

GER 3/B

From the impact of the Scientific Revolution and the Enlightenment to recent literature, art, religion and science. European political and social thought.

3 hrs, 3 cr.

HIST 333 Military History: The Armed Forces and Society from the French Revolution to World War II

GER 3/B

The impact of changing military strategies and technology on the political scene.

3 hrs, 3 cr.

HIST 334 France during the Revolution and Napoleonic Eras

GER 3/B

A study of the 18th-century antecedents of the French Revolution, the Revolutionary decade and the Napoleonic period.

3 hrs, 3 cr.

HIST 335 History of Modern France

GER 3/B

The French experience since Napoleon, with emphasis on life and death under the three Republics since 1870.

3 hrs, 3 cr.

HIST 336(W) History of Germany

GER 3/B PD/D

From the Reformation to the present; major themes embodied in German political, social and intellectual life.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

HIST 337 History of Spain

GER 3/B

From the Middle Ages to the present. Political, economic and social developments.

3 hrs, 3 cr.

HIST 338(W) History of Italy

GER 3/B PD/D

Classical to Renaissance background. Catholic Reformation, foreign domination, Risorgimento to Fascism, post-World War II era.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

HIST 342.50 Early British History to 1689

GER 3/B

Origins, medieval and early modern Britain to the Glorious Revolution.

3 hrs, 3 cr.

HIST 342.51 Britain Since 1689

GER 3/B PD/D

British history since the Glorious Revolution.

*3 hrs, 3 cr.***HIST 343 England under the Tudors and Stuarts**

GER 3/B

Government and society, 1485-1714.

*3 hrs, 3 cr.***HIST 344 Georgian and Victorian England**

GER 3/B

Society, politics and empire, 1714 to the death of Queen Victoria in 1901.

*3 hrs, 3 cr.***HIST 345 Women and Society in Victorian England**

GER 3/B PD/C or D

"Woman's Nature"; women and the law, education, medicine, suffrage, work, prostitution, society and the family.

*3 hrs, 3 cr.***HIST 346 British Empire and Commonwealth**

GER 3/B

The rise and fall of the British imperial system and its transformation into a Commonwealth of nations.

*3 hrs, 3 cr.***HIST 374 Russia to the 20th Century**

GER 3/B PD/D

Political, socioeconomic and cultural development of Russia from its Kievan origins to the crisis of monarchy.

*3 hrs, 3 cr.***HIST 375 Late Imperial Russia and the Soviet Union**

GER 3/B PD/D

Political, socioeconomic and cultural development of late 19th and 20th century Russian and Soviet society.

*3 hrs, 3 cr.***HIST 376 Soviet Foreign Policy**

GER 3/B

Objectives and strategies adopted by the Soviet government from the Russian Revolution of 1917 to the end of World War II.

*prereq: at least one course in 20th century**Europe or European diplomacy is recommended**3 hrs, 3 cr.***HIST 384(W) Problems in European History**

GER 3/B

Intensive reading and research in selected topics.

*pre- or coreq: ENGL 120**3 hrs, 3 cr.***HIST 484(W) Problems in European History (Honors)**

GER 3/B

*prereq: perm chair**3 hrs, 3 cr.***GROUP III WORLD/NON-WESTERN/LATIN AMERICAN HISTORY**

Note: Courses at the 300-level and above not offered to freshmen.

HIST 111 World History to 1500

GER 2/B PD/A

The rise of civilizations; technological and intellectual breakthroughs; classical cultures and empires; interregional connections; the spread of civilization across the globe.

*3 hrs, 3 cr.***HIST 112 World History from 1500 to the Present**

GER 2/B

The transition from relatively isolated individual cultures to an interrelated global network; the impact of the democratic and scientific revolutions; the development of nationalism and internationalism among the nations of the world.

*3 hrs, 3 cr.***HIST 201 Ancient Civilization**

GER 2/B

Development of civilization in the Near East. Its expansion under Greece and Rome to 500 CE in the Mediterranean basin.

*3 hrs, 3 cr.***HIST 210 History of Judaism**

GER 2/B

Survey of the Jewish religious tradition with attention to interactions between Judaism and other religions and to the role of Judaism in the formation of Christianity and Islam.

*3 hrs, 3 cr.***HIST 271 Early History of Latin America**

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.

*3 hrs, 3 cr.***HIST 272 History of Latin America in the 19th and 20th Centuries**

Political, economic, social and cultural transformations contributing to the development of modern Latin America. Emphasis will be on major historical processes and their impact on the region's cultural diverse population.

*3 hrs, 3 cr.***HIST 276.50 Middle Eastern History from the Beginning of Islam to 1800**

Religious, cultural and social changes in the region. The emergence of the religion of Islam, the expansion of the Islamic realm and the rise and fall of subsequent Islamic states up to the 18th century.

*3 hrs, 3 cr.***HIST 276.51 The Modern Middle East from 1800 to the Present**

The transformation of states and peoples in the last two centuries in the region stretching from Turkey to Iran and including Iraq, Syria, Egypt and Arabia. Modern social and cultural trends, conflicts and reactions under the impact of imperialism, nationalism, economic trends and religious forces.

*3 hrs, 3 cr.***HIST 277 East Asia to 1600**

GER 2/B PD/A

Survey of traditional cultures and sociopolitical structures of China, Japan, Korea and Vietnam to about 1600 AD.

*3 hrs, 3 cr.***HIST 278 East Asia, 1600 to the Present**

GER 2/B PD/A

Coming of West to Asia and resulting processes of revolution and modernization after 1600 AD.

*3 hrs, 3 cr.***HIST 288 History of Africa to the 19th Century**

GER 2/B PD/A

Survey of pre-colonial African societies with emphasis on economic and social institutions changing under the impact of the environment.

*3 hrs, 3 cr.***HIST 289 Africa in the 19th and 20th Centuries**

GER 2/B PD/A

Historical explanation of independent Africa rising after colonialism and adjusting to modernization.

*3 hrs, 3 cr.***HIST 301 History of the Ancient Near East**

GER 3/B

Political and cultural developments in Egypt, Mesopotamia, Syria-Palestine, Asia Minor, Persia ca. 3000 BCE to 323 BCE.

*3 hrs, 3 cr.***HIST 309 Jewish History in the Ancient World**

GER 3/B PD/A

The Jewish people from its origins in late antiquity; social and intellectual developments from biblical to Talmudic times.

*3 hrs, 3 cr.***HIST 377 Ancient and Imperial China to 1800**

GER 3/B

China's traditions and transformation from Neolithic times to the late-imperial period, emphasizing state/society relations and the development of the centralized bureaucratic political system; covers political, economic, religious and social developments.

*3 hrs, 3 cr.***HIST 378 China Since 1800**

GER 3/B

Internal and external challenges to China's traditional order; the collapse of the imperial system and the establishment of a republic; the warlord period; the war against Japan; the civil war between Communist and Nationalist forces; China since the rise of the Communist Party to state power in 1949.

*3 hrs, 3 cr.***HIST 379 Japan to 1800**

GER 3/B

Japanese history from Neolithic times to the late Tokugawa period, emphasizing political, social, religious and cultural developments.

*3 hrs, 3 cr.***HIST 380 Japan since 1800**

GER 3/B PD/A

Japan's remarkable transformation from the late Tokugawa to the present, emphasizing political, cultural and social-economic aspects of the Meiji Restoration, the rise of militarism and post-World War II developments.

3 hrs, 3 cr.

HIST 381 Modern Imperialism

GER 3/B

Expansions of empires and impact on the conquered peoples since the 18th century.

3 hrs, 3 cr.

HIST 385(W) Problems in Non-Western History

GER 3/B

Intensive reading and research in selected topics.

3 hrs, 3 cr.

HIST 389 History of South Asia

GER 3/B

History of India and nearby countries from the ancient to modern times.

3 hrs, 3 cr.

HIST 390 History of Modern West Africa

GER 3/B

Impact of Islam, Christianity and colonialism. Analysis of African nationalism and problems of independence.

3 hrs, 3 cr.

HIST 485(W) Problems in Non-Western History (Honors)

GER 3/B

prereq: perm chair

3 hrs, 3 cr.

GROUP IV. TOPICAL, SEMINAR AND TUTORIAL COURSES

Note: Courses at the 300-level and above not offered to freshmen.

HIST 141 Contemporary Issues in Historical Perspective

Selected themes in history that bear on current problems and situations.

3 hrs, 3 cr.

HIST 250 Historical Issues

Study of selected historical themes and issues. Topics vary each semester. May be taken a second time.

3 hrs, 3 cr.

HIST 291 Historical Methods

The study of history, its sources and its methods.

3 hrs, 3 cr.

HIST 300(W) Historical Research

GER 3/B

Closely supervised work on an individual basis in planning, preparing and writing a history research paper. The course will be taken in connection with a 300-level course, with permission of that instructor. Two HIST 300 courses are required of a history major.

pre- or coreq: ENGL 120

1.5 hrs, 1.5 cr.

HIST 341 Topics in History

GER 3/B

Exploration of major trends, special controversies or significant events; topics vary each term.

3 hrs, 3 cr.

HIST 382 Historical Studies Seminar

GER 3/B

Topics vary each term.

prereq: GPA 2.8; history GPA 3.5

3 hrs, 3 cr.

HIST 391 Historical Restoration and Museum Work

GER 3/B

Introduction to museum work.

3 hrs, 3 cr.

HIST 400 Historiography

GER 3/B

The origins of history writing and the modern historical profession; modes of historical research; the evaluation of historical evidence; the historical and social uses of history. Recommended for all history majors. Required of students who wish to graduate with honors in history.

prereq: not open to students who have completed fewer than 80 credits

3 hrs, 3 cr.

HIST 493 Individual Tutorial Research Project

Research paper under individual supervision of faculty member.

prereq: perm chair and instr.

3 hrs, 3 cr.

HIST 498 Internship

Work in professional institutions.

prereq: perm chair

1-6 cr.

Courses That May Not Be Offered in 2004-2007:

HIST 301 History of the Ancient Near East

HIST 303 Roman History

HIST 304 Women in Pre-Modern European Society

HIST 305 The Age of the Crusades

HIST 314 Ancient and Medieval Christianity

HIST 315 Christianity in Modern Times

HIST 316 History of Religion in the United States

HIST 330 Social and Economic History of Modern Europe

HIST 333 Military History: Armed Forces & Society from the French Revolution to WW II

HIST 335 History of Modern France

HIST 337 History of Spain

HIST 342.50 Early British History to 1689

HIST 342.51 Britain since 1689

HIST 343 England under the Tutors and Stuarts

HIST 344 Georgian and Victorian England

HIST 345 Women and Society in Victorian England

HIST 346 British Empire and Commonwealth

HIST 360 History of American Diplomacy to 1900

HIST 361 Rise of America as a World Power

HIST 362 Biography and Autobiography in the History of the US

HIST 363 History of American Culture

HIST 364 American Constitutional History, 1783-1900

HIST 366 Role of Women in American History

HIST 368 From Frontier to City: The Emerging of Modern America

HIST 370 The West in American History

HIST 381 Modern Imperialism

HIST 400 Historiography



INTERDISCIPLINARY COURSES

Interdisciplinary courses are developed by two or more departments to consider subjects from several points of view. In addition to the general courses listed below, other courses are occasionally offered as special topics; for example, "Surrealism in Art and Literature" and "Religion and Human Rights." For further information about HUM 110, 150 and 250 contact the Department of Philosophy, (212) 772-4970. For further information about SCI 101, 102 contact the Department of Biological Sciences, (212) 772-5293.

COURSE LISTINGS

HUMANITIES AND THE ARTS

HUM 110(W) The Map of Knowledge GER/2/C

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.
3 hrs, 3 cr.

HUM 150 Introductory Topics in Humanities and the Arts

Specific topics will be listed in the Schedule of Classes for a given semester.
prereq: in accordance with depts sponsoring the course
3-6 hrs, 3 cr.

HUM 250 Intermediate Topics in Humanities and the Arts

Specific topics will be listed in the Schedule of Classes for a given semester.
prereq: in accordance with depts sponsoring the course
3-6 hrs, 3 cr.

The following courses are offered occasionally by departments in the humanities and arts:

HUM 201 Explorations in the Arts

HUM 350 Advanced Topics in Humanities and the Arts

HUM 380 The Western Tradition I

HUM 381 The Western Tradition II

SCIENCES AND MATHEMATICS

SCI 200 Introduction to Biomedical Research

Designed specifically for students interested in entering the Minority Biomedical Research Support (MBRS) and Minority Access to Research Careers (MARC) 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. Not credited toward major or minor. Term paper required. May be repeated up to 4 times.

prereqs: perm instr. and BIO 100 or CHEM 102
2 hrs, 1 cr.

SCI 302 Ethical Conduct in the Natural and Physical Sciences

Case studies of ethical issues in scientific research and education, including fraud, misrepresentation and negligence in scientific reporting. Term paper required.

prereq: 2 yrs lab science (BIOL 100, 102; CHEM 102, 103, 104, 105; PHYS 110, 120; or equiv.)
pre- or coreq: lab research experience in natural or physical sciences
2 hrs, 2 cr.

PHYS 130 Preprofessional Science Lab 1

The first of four integrated chemistry-physics laboratory experiences. Topics chosen to complement material covered in PHYS 130 and CHEM 130.

prereq: MATH 050 or placement by CAPT
coreqs: CHEM 130, MATH 130, PHYS 130
3 hrs, 2.5 cr.

PHYS 131 Preprofessional Science Lab 2

The second of four integrated chemistry-physics laboratory experiences. Topics chosen to complement material covered in PHYS 131 and CHEM 131.

prereqs: CHEM 130, MATH 130, PHYS 130, PHYS 130 Lab
coreqs: CHEM 131, MATH 131, PHYS 131
3 hrs, 1.5 cr.

PHYS 132 Preprofessional Science Lab 3

The third of four integrated chemistry-physics laboratory experiences. Topics chosen to complement material covered in PHYS 132 and CHEM 132.

prereqs: CHEM 131, MATH 131, PHYS 131, PHYS 131 Lab
coreqs: CHEM 132, MATH 132, PHYS 132
3 hrs, 1.5 cr.

PHYS 133 Preprofessional Science Lab 4

The fourth of four integrated chemistry-physics laboratory experiences. Topics chosen to complement material covered in PHYS 133 and CHEM 133.

prereqs: MATH 133, PHYS 133
3 hrs, 1.5 cr.

The following course for nonmajors is offered occasionally by departments in the sciences:

SCI 101, 102 Foundations of Science

SOCIAL SCIENCES

The following elective courses are interdisciplinary electives offered occasionally by departments in the social sciences. Specific topics will be listed in the Schedule of Classes for each semester 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, (212) 772-5121.

Note: None of the interdisciplinary courses in the social sciences may be used toward the GER.

SOSCI 197 Introductory Topics in the Social Sciences

Not offered at all times. Specific topic will be listed in Schedule of Classes for given semester.
3 hrs, 3 cr.

SOSCI 297 Special Topics in the Social Sciences

Not offered at all times. Specific topics will be listed in Schedule of Classes for given semester.
prereq: variable
3 hrs, 3 cr.

SOSCI 397 Studies in the Social Sciences

Not offered at all times. Specific topics will be listed in Schedule of Classes for given semester.
prereq: variable
3 hrs, 3 cr.

SOSCI 401 Seminar in the Social Sciences

Not offered at all times. Specific topics will be listed in Schedule of Classes for given semester.
prereq: variable
3 hrs, 3 cr.

SOSCI 498 Internship

Placement in appropriate off campus settings on an individual basis.
Variable hrs, 1 to 6 cr.

Not Offered in 2004-2007:

HUM 201 Explorations in the Arts

HUM 380 The Western Tradition I

HUM 381 The Western Tradition II

JEWISH SOCIAL STUDIES

Program Office: 1546 Hunter West; (212)772-5542

Program Director: Robert M. Seltzer
1510 Hunter West, (212)772-5490, rselzter@hunter.cuny.edu

Coordinating Committee:

Friedman (Hebrew)
Moses (Urban Affairs)
Seltzer (History)

HEGIS Code: 0309

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|-----------------------------|---|--------------------------|---|--|
| BA in Jewish Social Studies | 36-39 combined major/minor including: 1. at least 6 cr Jewish history 2. 6 cr Jewish Literature and Thought 3. 12-15 cr other courses 4. minor approved by the program. | Consult with adviser | 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. | Hebrew, History, Religion, Sociology, Political Science, English, or another department or program that leads to a BA degree and is approved by the program director |

The Jewish Social Studies Program is an interdisciplinary major that coordinates courses dealing with historical and contemporary Jewry and Judaism offered by a wide range of Hunter departments and programs. The Program also sponsors academic lectures and conferences for Hunter students, faculty and staff and for the general community.

The interdisciplinary specialization in Jewish social studies consists of 36 to 39 credits leading to a BA degree forming a combined major and minor with 24 to 27 credits dealing with Jewish studies taken in various departments and programs, plus 12 credits constituting a minor to be chosen from a department or program approved by 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, as well as for accredited summer study programs in Israel and guided independent study.

REQUIRED OF ALL MAJORS

a. **Jewish History** at least 6 cr chosen, in consultation with the program director, from such courses as:

- HIST 210 History of Judaism (GER/2/B).....3 cr
- HIST 242 The Holocaust: An Introduction ..3 cr
- HIST 309 Jewish History in the Ancient World (PD/A).....3 cr
- HIST 319 Jewish History in Medieval and Early Modern Periods (PD/D).....3 cr
- HIST 320 Jewish History in the Modern World (PD/D)3 cr
- HIST 321 History of the Holocaust
- HIST 357 American-Jewish History (PD/A).....3 cr

b. **Jewish Literature and Thought** at least 6 credits chosen, in consultation with the program director, from courses offered in the Hebrew or Religion programs or the English or Philosophy departments, such as the following:

- HEBR 211(W) Masterpieces of Medieval Hebraic Literature in Translation3 cr
- HEBR 212(W) Readings in Modern Hebrew Literature in Translation3 cr
- HEBR 218 Masterpieces of Yiddish Literature in Translation.....3 cr
- HEBR 281(W) Masterpieces of Ancient Hebraic Literature in Translation (GER/3/A)3 cr
- ENGL 386.63 The Bible in British and American Literature3 cr
- ENGL 390.58 Literature and Catastrophe (focus on Holocaust Studies)3 cr
- ENGL 399.98 Jewish American Literature3 cr

c. **Other Courses** up to 12 or 15 additional credits chosen in consultation with the program director, including some of the above courses or such courses as the following:

- HIST 384 Problems in European History (on a Jewish-studies topic)3 cr
- POLSC 264 Government and Politics of Israel.....3 cr
- REL 252 Ancient Near Eastern Religions3 cr
- REL 253 Western Religions3 cr
- HIST 740 Modern Jewish Social and Intellectual History (see graduate catalog).....3 cr
- JSS 300 Independent Studies3-9 cr
- JSS 310 Jewish Social Studies Fieldwork3-6 cr
- JSS 400 Individual Honors Project3-6 cr
- JSS 410.50 Jewish Social Studies Seminar I3 cr
- JSS 410.51 Jewish Social Studies Seminar II ..3 cr

Minor

12 credits in appropriate courses related to the student's area of concentration in such fields as history, philosophy, economics, political science, sociology and literature. Courses used for the major may not count toward the minor.

Minor in Jewish Social Studies for Non-Majors

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 adviser.

Honors in Jewish Social Studies

Students will be eligible for honors in Jewish Social Studies upon completion of 24 credits in Jewish Social Studies with a 3.5 GPA and a 2.8 cumulative GPA at the time of graduation. To be eligible to graduate with honors in Jewish Social Studies, students can take JSS 400 (Individual Honors Project) or JSS 410 (Jewish Social Studies Seminar), 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.

COURSE LISTINGS

JSS 300 Independent Studies

Not open to students who have completed fewer than 30 credits. Guided readings under faculty supervision on a topic in Jewish Social Studies. May be repeated up to 3 times for a total of not more than 9 credits.

prereq: 3 cr. in Jewish Social Studies recommended
1-6 hrs, 1-6 cr.

JSS 310 Jewish Social Studies Fieldwork

Supervised experience in a Jewish community agency, periodic consultation with program director and preparation of report or term paper based on the experience.

prereq: qualified Jr/Sr.
hrs TBA, 3-6 cr.

JSS 400 Individual Honors Project

Not open to students who have completed fewer than 60 credits. Guided readings on a topic in Jewish studies under faculty supervision. May be repeated on different topics for a total of 6 credits. A substantial research paper is required.

prereq: 12 cr. in Jewish Social Studies, perm program director
3-6 hrs, 3-6 cr.

JSS 410.50, 410.51 Jewish Social Studies Seminar I & II

Selected topics and problems in Jewish studies.

prereq: qualified Jr/Sr, perm instr. or program director
3 hrs, 3 cr. each

LATIN AMERICAN AND CARIBBEAN STUDIES PROGRAM

Program Office: 503 Thomas Hunter Hall; (212) 772-4285/6

Director: J. Michael Turner
E-mail: jturner@hunter.cuny.edu

Web Site: <http://www.hunter.cuny.edu/lacsp>

LACS Committee:

Angotti (Urban Affairs), Conning (Economics),
Crahan (History), Edelman (Anthropology),
Erickson (Political Science), Hammond (Sociology),
Hernandez (Archives/Library), Matos-Rodriguez (Centro),
Miyares (Geography), Rodriguez (Africana and
Puerto Rican/Latino Studies), Turner (History)

HEGIS Code: 0308

| Majors Offered | Language Requirement | Number Credits | Prereq | Recommended Minor |
|--|--|--|----------|---|
| BA in Latin American and Caribbean Studies | Majors are required to demonstrate a reading knowledge of Spanish, Portuguese, or French fulfilled at least one semester before graduation from the college. | 24 -21 (from courses drawn from the social sciences, humanities and the arts) and 3 from the field course (LACS 330) or the program's seminar or field course (LACS 434) | ENGL 120 | The 12-credit minor is chosen in consultation with the LACS director or with a member of the LACS Faculty Advisory Committee serving as an adviser. |

Latin American and Caribbean Studies is an interdisciplinary program that offers students the opportunity to learn about the history, culture, politics, society and political economy of the region and the region's relations with the United States. With financial support from the Ford Foundation, LACS has been able to develop an innovative outreach program with Afro Latino and Caribbean Non-Governmental Organizations (NGOs) in New York City and throughout the Latin American and Caribbean region. The Global Afro Latino and Caribbean Initiative (GALCI), housed within LACS, offers summer internship possibilities for LACS and other Hunter students to collaborate with Afro Latino NGOs throughout the region. In the context of a rapidly growing and dynamic Caribbean and Latin American community in New York City, the program enables students to seek knowledge and an understanding of the origins of these peoples and their settlement in the country. Visiting Afro Latino scholars will spend a semester at the college. Under this new GALCI program, the visiting scholars will continue their own personal research on compensatory social programs and affirmative action in Latin America, as well as giving public lectures at Hunter and interacting with LACS students.

LACS, in collaboration with the Hunter Study Abroad Program, will initiate a January Semester Abroad Program with the Federal University of Bahia, Brazil. The course will be taught in English and is titled "Factory of Ideas: Understanding Racial Identity".

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 Faculty Advisory Committee serving as mentor/adviser. Please note: the program is currently considering modifications to the degree requirements for the major in LACS. Consult your program adviser before registering for your courses to insure your progress in the major.

The interdisciplinary specialization of the major, combined with the minor, will serve graduates well, whether they choose to seek employment in public or private organizations, to pursue a professional degrees, or go on for a graduate degree in the social sciences or humanities. New courses on Afro Latino Communities in New York City and Asian literary influences in Latin America and the Caribbean (to include South Asia, China, Korea, Lebanon and Syria) serve as a bridge between LACS and Hunter's Asian American Studies Program.

Language Requirement

Latin American and Caribbean Studies majors are required to demonstrate a reading knowledge of Spanish, Portuguese or French, fulfilled at least one semester before graduation from the college.

COURSE REQUIREMENTS FOR THE MAJOR/MINOR

LACS students are required to take either LACS 330, a field course for students to study in the region or who are interning in an institution either in the New York area or in the region, or LACS 434, a course that comprises preparation of a major original research paper to be developed in close association with a mentor from the Latin American and Caribbean Studies Faculty Advisory Committee. ENGL 120 is a prerequisite for program courses.

Minor

Minor courses can be used without limit to satisfy Stages 1, 2 and 3 of Core. LACS students with a double major are exempt from the minor.

Minor for Non-Majors

LACS recommends HIST 271 and HIST 272 for students from other departments planning a LACS minor. The minor must be approved by the major department.

Departmental Honors

LACS majors with a GPA above 3.5 are eligible to receive the Lily Mage Award.

CR/NC Policy

No CR/NC grades will be accepted in courses to meet LACS major/minor requirements.

Teaching

Apart from its excellent regular Hunter faculty, LACS offers students courses by excellent adjunct faculty such as Dr. Marta Moreno Vega, Director of the Caribbean Cultural Center, producer of the documentary film *When the Spirits Dance Mambo*, as well as invited specialists on Latin American and Caribbean theatre, Haitian and Dominican literature and the political economy of the Caribbean and Latin America.

Mentoring

Faculty mentoring is very important to the LACS Program. Majors should maintain regular contact with their mentors/advisers.

Study Abroad

Study abroad is encouraged for LACS majors and minors. Apart from the new Bahia, Brazil course, LACS students have studied in Hunter's January in Cuba course, as well as other study abroad experiences in the Caribbean and Latin America.

COURSE LISTINGS

LACS 330 Latin America and the Caribbean Field Course/Internship

A field course for students to study in the region or who are interning in an institution either in the New York area or in the region. Major research paper based on field or internship experience.

3 cr.

LACS 434 Seminar in Latin American and Caribbean Studies

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 credits.

3 cr.

COURSE OFFERINGS

- AFPRL 102 Latino Communities in New York
- AFPRL 103 Conquered People In America
- AFPRL 210 Introduction to Caribbean History: 1900 - Present
- AFPRL 237(W) African-Caribbean Literature
- AFPRL 241 Puerto Rican History to 1897
- AFPRL 242 Puerto Rican History Since 1898
- AFPRL 243 Puerto Rican Culture
- AFPRL 244 Puerto Ricans in the United States
- AFPRL 245 Puerto Rican Literature I
- AFPRL 246 Puerto Rican Literature II
- AFPRL 247 Puerto Ricans in the US As a Literary Theme
- AFPRL 255 Puerto Rican/Latino Children in North American Schools
- AFPRL 290 Selected Topics in Africana and Puerto Rican Studies
- AFPRL 290.07 Dominican Literature
- AFPRL 290.17 Latina Women
- AFPRL 290.20 Afro Latino Communities in New York City
- AFPRL 290.35 Dominican Identity
- AFPRL 290.33 Music of the Caribbean and Latin America
- AFPRL 290.46 Introduction to the History of Haiti
- AFPRL 290.48 History of the Dominican Republic
- AFPRL 290.50 Political Economy of the Caribbean
- AFPRL 290.93 Early History of Latin America
- AFPRL 290.96 Latin American Political Economy
- AFPRL 308(W) Contemporary International Relations of the Afro-Caribbean
- AFPRL 319(W) Women in the African Diaspora
- AFPRL 320(W) African Caribbean Culture
- AFPRL 337(W) Caribbean Women Writers
- AFPRL 356(W) Latino Literature in English
- AFPRL 360(W) Politics in Puerto Rico
- AFPRL 362(W) Puerto Rican and Caribbean Religious Practices
- AFPRL 387(W) Puerto Rican/Latino Politics in the United States

- AFPRL 390(W) Research Topics in Africana and Puerto Rican/Latino Studies
- AFPRL 390.02(W) Redefining Latina Health
- AFPRL 390.06(W) African Influences in the Americas
- AFPRL 390.54(W) Puerto Rican and Other Hispanic Women
- AFPRL 390.95(W) Latino Politics
- AFPRL 428.63 Afro-Latino Culture and History
- AFPRL 445 Caribbean Short Story in Spanish
- ANTHC 232 Archaeology of South America and the Caribbean
- ANTHC 401.96 International Migration
- ECON 330 Economic Development
- GEOG 270 Regional Geography of Mexico, Central America and the Caribbean
- GEOG 271 Regional Geography of South America
- HIST 271 Early History of Latin America
- HIST 341.22 Latin American Political Economy
- HIST 341.39 African Influences in the Americas
- LACS 434 Seminar in Latin American and Caribbean Studies
- MUSHL 240(W) Music of the Caribbean and Latin America
- MUSHL 221(W) Black Music in the Americas
- MUSHL 261.05(W) Puerto Rican Music
- POLSC 252(W) Government and Politics in the Caribbean
- POLSC 253(W) Government and Politics in Latin America
- POLSC 262(W) Government and Politics in Central America
- POLSC 271(W) International Politics in the Americas
- POLSC 281(W) Drugs, Politics and Public Policy
- SOC 307 Migration
- SOC 318 Sociology of Human Rights in Latin America
- SOC 325.02 Sociology of Human Rights: Violation and Protection

- SOC 325.06 Latin American Societies
- SOC 325.19 Economic Development and Social Inequality in Latin America
- SOC 361(W) Development and Modernization
- SPAN 263 Contemporary Spanish American Literature in Translation
- SPAN 264 Contemporary Spanish Literature in Translation
- SPAN 276 Readings in Modern Spanish American Literature
- SPAN 336 Latin American Civilization
- SPAN 341 Introduction to Hispanic Literature I
- SPAN 342 Introduction to Hispanic Literature II
- SPAN 360 Spanish-American Literature of the Colonial Period
- SPAN 362 Spanish-American Romanticism, Realism and Naturalism
- SPAN 364 Spanish-American Modernism and Postmodernism
- SPAN 365 Survey of Spanish-American Teatro
- SPAN 366 Contemporary Latin American Poetry
- SPAN 367 Latin American Essay
- SPAN 368 20th-Century Latin American Narrative
- SPAN 371 Special Topics in Spanish American Literature
- SPAN 491 Honors Course in Spanish: Special Studies in Contemporary Latin American Literature
- WOMST 200.50 Dominican and Haitian Literature and Culture
- WOMST 300.30 Redefining Latina Health
- WOMST 300.55 Women in the African Diaspora
- WOMST 300.57 Puerto Rican and Other Hispanic Women
- WOMST 300.74 Caribbean Women Writers

And any other new or selected-topic courses approved by the Latin American and Caribbean Studies director.



MATHEMATICS AND STATISTICS

Department Office: 919 Hunter East;
(212)772-5300; fax (212)772-4858

Chair: Ada Peluso

Dolciani Mathematics Learning Center; 300 Hunter North;
(212)772-5371

Web Site: <http://math.hunter.cuny.edu>

Professors:

Baider, Bendersky, Cherkas, Churchill, Clarkson, Croom, Loustau,
Peluso, Roitberg, Thompson, Williams

Associate Professors:

Binkowski, Chess, Jambois, Matthews, Shay, Shneyerson

Assistant Professor: Talih

Lecturer: Segarra

Advisers:

(undergraduate) Thomas Jambois, John Loustau
(statistics/graduate) Edward Binkowski

HEGIS Codes: 1701 (BA; BA/MA in Mathematics, Adolescence

Education/Mathematics); 1701/1703 (BA/MA in
Mathematics/Statistics and Applied Mathematics); 1702 (BA in
Statistics); 1702/1703 (BA/MA in Statistics/Statistics and Applied
Mathematics)

| Majors Offered | Options in Major | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|--|---|----------------------|---|------------------------------------|---|
| BA in Mathematics | Option 1 For students intending to pursue technical careers in business, industry, or government | at least 30 | | MATH 150 and 155 or the equivalent | 12 approved credits in one of the following subjects: biological sciences, chemistry, computer science, economics, geology, philosophy (in particular, logic), physics, or statistics; however, other minors may also be approved |
| | Option 2 For students intending to continue graduate study beyond the master's level | | | MATH 150 and 155 or the equivalent | 12 approved credits in one of the following subjects: biological sciences, chemistry, computer science, economics, geology, philosophy (in particular, logic), physics, or statistics; however, other minors may also be approved |
| | Option 3 For students intending to teach in grades 7-12 | | HIST 151 HIST 152 GEOG 101 (program prerequisites) | MATH 150 and 155 or the equivalent | Adolescence education sequence |
| | Option 4 For students intending to teach in grades 1-6 | | | MATH 150 and 155 or the equivalent | Childhood education, QUEST, serves as a collateral major, in place of a minor |
| BA in Statistics | | 32 | | MATH 150 and 155 or the equivalent | 12 approved credits in one of the following subjects: biological sciences, chemistry, computer science, economics, geology, mathematics, philosophy (in particular, logic), physics, political science, psychology, or sociology |
| BA/MA in Mathematics | | Minimum of 120 total | | | Students complete the BA in pure mathematics, with 30 additional credits at the graduate level in pure mathematics that are approved by the departmental graduate adviser |
| BA/MA in Mathematics/Statistics and Applied Math | | Minimum of 120 total | | | Students complete the BA in mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science that are approved by the departmental graduate adviser |
| BA/MA in Statistics/Statistics and Applied Mathematics | | Minimum of 120 total | | | Students complete the BA in statistics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science that are approved by the departmental graduate adviser |
| BA/MA in Adolescence Education/Mathematics | | Minimum of 141 total | | | The program includes 46 credits in mathematics courses and 22-24 credits in teacher education courses |

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 adviser during their first or second semester to plan the proper sequence of courses and should continue to consult the adviser 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.

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 Proficiency and Placement

Effective fall 2004, all students entering Hunter College must demonstrate proficiency (mastery of basic skills) in mathematics as evidenced by scoring 27 or greater on each of the pre-algebra and algebra parts of the new COMPASS math test. Certain categories of students are exempt from this requirement. See the Testing Requirements section of this catalog or check with the Testing Office for more information. Subsequent placement into all mathematics and statistics courses is determined by the student's score on the remaining parts of this exam. New students entering the college take this test in its entirety 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 formerly used CUNY five-part math exam must take the algebra, college algebra and trigonometry parts of the new COMPASS math exam before registering for a course above MATH 100. A testing schedule and information about the math exam is available from the Testing Office, Room 150 Hunter North, 772-4898. The schedule for this examination should be checked well in advance of registration.

Passing specific parts of this examination is now required by various other departments for entry into certain courses. Requests for information about other departments' regulations should be directed to those departments.

Symbolic Computation Proficiency Requirement

As a requirement for graduation with a BA or MA in mathematics, students must demonstrate entry-level proficiency in symbolic computation. The requirement can be met in any of the following ways:

- (a) passing any of MATH 126, MATH 151, MATH 154;
- (b) passing a departmental exam in a computer algebra system (currently we use MATHEMATICA or the equivalent).

Accelerated BA/MA Program in Mathematics or in Statistics and Applied Mathematics

The BA/MA program offers promising students the opportunity to complete both the bachelor's and master's degree requirements with a minimum of 120 credits. Requirements are the same as those for a major in the department, plus 30 credits at the graduate level. Interested students should contact the graduate adviser for further information regarding eligibility and curriculum requirements.

Track 1: BA/MA Program in Mathematics

Students complete the BA in pure mathematics with 30 additional credits at the graduate level in pure mathematics approved by the departmental graduate adviser.

Track 2: BA/MA Program in Statistics and Applied Mathematics

Students complete the BA in statistics or mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

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 declare the major, the student should have completed one year of calculus (MATH 150 and 155, or the equivalent). The mathematics major consists of at least 30 credits of coursework: 21 credits of core curriculum courses (taken by all mathematics majors except those with a minor in childhood education) and at least 9 credits of advanced courses, chosen by students according to their career plans. Students are expected to select an option from those described below.

Major Core Curriculum

(21 cr) MATH 153, 158, 250, 254 or 255, 260, 311, 351 and STAT 213 or 311.

Options

Some flexibility is possible within each option, but any deviation from the requirement must be approved by the departmental adviser. 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): 3 courses chosen from MATH 352, 353, 385, or STAT 311. Recommended electives: MATH 254, 255, 301, 354, 485, STAT 312, 313, CSCI 135, 355.

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 two of MATH 312, 340, or 353. To prepare adequately

for graduate study, the student should choose at least three additional courses from among MATH 301, 312, 340, 353, 354, 370, 376, 385, 454, 485, 490, STAT 311, 312, 313, CSCI 135, 355 and any 700-level graduate course in the department or at the Graduate Center.

Option 3

For students intending to teach in grades 7-12. Required courses (in addition to the major core): MATH 331, STAT 311. Recommended for required third course and electives: MATH 275, 312, 313, 340, 352, 370, 371, 376, 385, STAT 212, 213, 214, CSCI 135.

Option 4

For students intending to teach in grades 1-6. Any of the above options is appropriate. An alternative requiring permission of the department adviser 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 261(W) 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 (in particular, logic), physics, or statistics. However, other minors may also be approved. For students preparing to teach in elementary or secondary schools the education sequence as prescribed by the School of Education is taken in lieu of a minor.

Minor for Non-Majors

Non-majors wishing to minor in mathematics should consult their major adviser for appropriate course recommendations.

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 statistics and applied mathe-



matics offered by the department 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, MATH 254 or 354, 260, STAT 212, 213, 214, 311, 312, 313 and any additional 3-credit statistics, mathematics, or computer science courses approved by the undergraduate statistics adviser. Modifications are permitted with the consent of the statistics adviser. For example, a student may elect to replace STAT 212 with a more advanced course. With permission of the adviser, a student may take graduate courses in the MA in statistics and applied mathematics program.

Minor

Statistics majors take 12 approved credits as a minor in one of the following subjects: biological sciences, chemistry, computer science, economics, geology, mathematics, philosophy (in particular, logic), physics, political science, psychology or sociology. For information concerning approved minor sequences, students should consult the departmental adviser.

Minor for Non-Majors

Non-majors wishing to minor in statistics should consult their major adviser for appropriate course recommendations.

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 adviser.

Preparation for Adolescence Education (Grades 7-12)

Students preparing to teach at this level may pursue Option 3, above. The 23-credit sequence in adolescence education can serve in place of the minor. Students interested in teaching grades 7-12 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 2.8 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 and 22-24 credits in teacher education courses. See the School of Education section in the undergraduate catalog for additional information on admission, progress standards and exit criteria. 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, 623, 630, 661 and STAT 614 plus 12 additional credits at the 300 level or above, selected with the approval of the departmental adviser.

Preparation for Childhood Education (Grades 1-6)

Students preparing to teach in elementary schools may pursue Option 4 above. The specified collateral major is childhood education. No minor is required.

COURSE LISTINGS In planning the required 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. A rotation schedule for course offerings is available in the department office and on the departmental web site.

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 GER 1/B

Not open to students who have completed MATH 104 or 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. This is a terminal course and does not serve as a prerequisite to any other course in the department.

3 hrs, 3 cr.

MATH 101 Algebra for College Students

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.

*prereq: appropriate score on placement exam
4 hrs (2 lec, 2 lab), 3 cr.*

MATH 104 Mathematics for Elementary Education I GER 1/B

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.

*prereq: MATH 101 or appropriate score on the placement exam
3 hrs, 3 cr.*

MATH 105 Mathematics for Elementary Education II GER 1/B

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.

*prereq: MATH 104
3 hrs, 3 cr.*

MATH 110 Topics in the Mathematical Sciences GER 1/B

Not open to students who have completed MATH 105, 160 or 260. Intended for liberal arts or social science students. Applications of topics selected from algebra, analysis, computer science, geometry, probability and statistics.

*prereq: college-level mathematics or statistics course
3 hrs, 3 cr.*

MATH 111 Matrices, Vectors and Linear Programming GER 1/B

Not open to students who have completed MATH 160 or 260. Recommended for accounting students; not recommended for students majoring in mathematics or statistics. Introduction to matrices and vectors, systems of linear equations and linear programming with applications.

*prereq: MATH 101 or appropriate score on placement exam
3 hrs, 3 cr.*

MATH 125 Precalculus GER 1/B

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.

*prereq: grade of C or better in MATH 101 or appropriate score on placement exam
4 hrs, 4 cr.*

MATH 126 Precalculus Technology Laboratory

Students are 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 126 cannot be taken for credit after a student has passed MATH 150. Students who have passed MATH 150 should register for MATH 154 to satisfy the symbolic proficiency requirement.

*prereq: grade of C or better in MATH 101 or appropriate score on placement exam
pre- or coreq: MATH 125
2 hrs, 1 cr.*

MATH 150 Calculus with Analytic Geometry I GER 1/B

Limits, continuity, differentiation and integration of elementary functions and trigonometric functions, applications. It is strongly recommended that students who have not taken MATH 126 register for MATH 154 simultaneously with MATH 150. For majors in mathematics, MATH 154 may be used to satisfy the departmental graduation requirement of proficiency in symbolic computation.

*prereq: grade of C or better in MATH 125 or appropriate score on placement exam
4 hrs, 4 cr.*

MATH 151 Calculus I with Symbolic Computation

Combines MATH 150 (Calculus I) with MATH 154. Some previous experience with computers is desirable but not required.

prereq: grade of C or better in MATH 125 or appropriate score on placement exam
6 hrs, 5 cr.

MATH 153 Theoretical Calculus I Workshop

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.

prereq: MATH 150
2 hrs, 0.5 cr.

MATH 154 An Introduction to Symbolic Computation

Laboratory introduction to machine-aided computation with an emphasis on examples related to calculus. Students use a symbolic computation package to investigate and solve problems numerically, analytically and graphically. The same package is used to create reports of their results. Some previous experience with computers is desirable but not required.

pre- or coreq: MATH 150
2 hrs, 1 cr.

MATH 155 Calculus with Analytic Geometry II
GER 1/B

Differentiation and integration of transcendental functions, integration techniques, infinite sequences and series, improper integrals, polar coordinates.

prereq: MATH 150
4 hrs, 4 cr.

MATH 158 Theoretical Calculus II Workshop

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. Class meets once a week for the second six weeks of the semester.

prereq: MATH 153
pre- or coreq: MATH 155
2 hrs, 0.5 cr.

MATH 160 Matrix Algebra
GER 1B

Systems of linear equations, matrices, determinants, introduction to vector spaces and linear transformations, applications.

prereq: MATH 125 or appropriate score on placement exam
3 hrs, 3 cr.

MATH 250 Calculus with Analytic Geometry III
GER 3/B

Vector geometry, dot and cross products, partial derivatives, matrices, determinants, Jacobians, multiple integration.

prereq: MATH 155
4 hrs, 4 cr.

MATH 254 Ordinary Differential Equations
GER 3/B

First-order equations, second-order linear equations and linear systems, power series solutions, transform and numerical methods, introduction to qualitative theory.

prereq: MATH 250
3 hrs, 3 cr.

MATH 255 Vector Analysis
GER 3/B

Not open to students who have completed MATH 352. Line and surface integrals, Green's Theorem, divergence theorem, Stokes' Theorem, generalized coordinates.

prereq: MATH 250
3 hrs, 3 cr.

MATH 260 Linear Algebra
GER 3/B

Vector spaces, linear transformations, canonical forms, inner product spaces, bilinear forms, applications.

prereq: MATH 153 or perm dept.
pre- or coreq: MATH 250
4 hrs, 4 cr.

MATH 261(W) Mathematics in Human History
GER 2/B

A historical treatment of themes in mathematics, probability and statistics, with applications in the arts and sciences. Roots of mathematics in non-Western cultures and contributions of women and minorities are included.

prereqs: ENGL 120, college-level mathematics course beyond MATH 101
3 hrs, 3 cr.

MATH 275 Intermediate Symbolic Logic
GER 3/B

Symbolization of statements in sentential and predicate notation, sentential derivations, interpretations, predicate derivations through logic of identity and definite descriptions. Cross-listed as PHILO 275.

prereqs: MATH 153, 158
3 hrs, 3 cr.

MATH 295 Intermediate Topics in Mathematics
GER 3/B

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.

prereqs: MATH 150; additional prereqs depend on specific course offered
3 hrs, 3 cr.

MATH 301 Mathematical Methods for the Physical Sciences
GER 3/B

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 are covered. These are applied to several equations which occur in physical applications such as the heat equation, the Laplace equation and the wave equation. Cross-listed as PHYS 301.

prereq: MATH 254
3 hrs, 3 cr.

MATH 311 Abstract Algebra I
GER 3/B

Introduction to the theory of groups and rings.

prereq: MATH 260
3 hrs, 3 cr.

MATH 312 Abstract Algebra II
GER 3/B

Elements of Galois theory, construction with ruler and compass, advanced topics in ring theory and linear algebra.

prereq: MATH 311
3 hrs, 3 cr.

MATH 313 Theory of Numbers
GER 3/B

Congruences, quadratic residues, elementary Diophantine analysis, continued fractions, sums of squares.

prereq: MATH 260
3 hrs, 3 cr.

MATH 331 Geometries
GER 3/B

Topics in affine and projective geometry and/or topics in differential geometry.

prereq: MATH 260
3 hrs, 3 cr.

MATH 340 Topology
GER 3/B

Metric and topological spaces, continuity, homeomorphisms, compactness, connectedness, homotopy, fundamental group.

prereq: MATH 351
3 hrs, 3 cr.

MATH 351 Mathematical Analysis I
GER 3/B

Rigorous treatment of foundations of calculus, including topology of real line and higher-dimensional spaces. Basic results on continuous functions.

prereqs: MATH 158, 250, 260
3 hrs, 3 cr.

MATH 352 Mathematical Analysis II
GER 3/B

Integration, sequences and series, uniform convergence, differentiation of functions of several variables, inverse and implicit function theorems, formula for change of variables.

prereq: MATH 351
3 hrs, 3 cr.

MATH 353 Introduction To Complex Variables
GER 3/B

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

prereqs: MATH 158, 255
3 hrs, 3 cr.

MATH 354 Dynamical Systems and Chaos
GER 3/B

Linear flows, qualitative theory of low-dimensional nonlinear systems, introduction to chaos in discrete one-dimensional dynamical systems.

prereqs: MATH 250, 260
3 hrs, 3 cr.

MATH 370 Mathematical Logic

GER 3/B

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. Cross-listed as PHILO 375.

prereq: MATH 260 or perm instr.
3 hrs, 3 cr.

MATH 371 Fundamental Concepts of Modern Mathematics

GER 3/B

Axiomatic approach to set theory: axiom of choice, Zorn's Lemma, transfinite arithmetic.

prereqs: two of the following: MATH 260, 311, 351, 352
3 hrs, 3 cr.

MATH 376(W) Philosophy of Mathematics

GER 3/B

Study of such issues as the nature of demonstration or proof and the nature of mathematical knowledge and mathematical objects such as numbers and sets. Cross-listed as PHILO 376.

prereqs: ENGL 120; one PHILO course; second course in PHILO or MATH (precalculus or beyond)
3 hrs, 3 cr.

MATH 385 Numerical Methods I

GER 3/B

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. Cross-listed as CSCI 385 and PHYS 385.

prereqs: MATH 155; MATH 160 or 260
3 hrs, 3 cr.

MATH 391, 392, 393 Independent Study in Mathematics

GER 3/B

Open to Jr/Sr only. Independent study and reading under direction of faculty member.

prereq: perm dept.
1-3 hrs, 1-3 cr.

MATH 395 Advanced Topics in Mathematics

GER 3/B

Topics to be studied in any given term will be announced prior to registration. May be repeated as topics vary, but not more than twice.

prereqs: MATH 250, 260; additional prereqs depend on specific course offered
3 hrs, 3 cr.

MATH 454 Calculus on Manifolds

GER 3/B

Functions on Euclidean space, implicit function theorem, Fubini's Theorem, integration on chains and manifolds.

prereq: MATH 352
3 hrs, 3 cr.

MATH 485 Numerical Methods II

GER 3/B

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. Cross-listed as CSCI 485 and PHYS 485.

prereq: MATH 385
3 hrs, 3 cr.

MATH 490 Honors Seminar

GER 3/B

prereqs: MATH 311, 351, perm dept.
3 hrs, 3 cr.

STATISTICS

STAT 113 Elementary Probability and Statistics

GER 1/B

Not open to students who have completed STAT 213, ECO 221, PSYCH 248, or SOC 241. Not credited for majors in statistics or mathematics unless collateral major 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.

prereq: MATH 101 or appropriate score on placement exam
3 hrs, 3 cr.

STAT 212 Discrete Probability

GER 1/B

Combinatorics, discrete probability, random walks and game theory. Emphasis on model building.

prereq: MATH 125 or appropriate score on placement exam
3 hrs, 3 cr.

STAT 213 Introduction to Applied Statistics

GER 1/B

Not open to students who have completed ECO 221, PSYCH 248, or SOC 241. Familiarity with the Windows computing environment encouraged. Sampling, estimation, tests of hypotheses, including one- and two-sample t-tests, two- and three-way tables for nominal and ordinal data, linear regression, analysis of variance through two-way with interaction, appropriate statistical software.

prereq: MATH 125 or appropriate score on placement exam
3 hrs, 3 cr.

STAT 214 Data Analysis Using Statistical Software

GER 3/B

Familiarity with the Windows computing environment encouraged. Analysis of variance, simple and multiple regression, nonparametric statistics, statistical model building.

prereqs: STAT 213 or MATH 125 and STAT 113 with grade of C or better in each course
3 hrs, 3 cr.

STAT 295 Intermediate Topics in Statistics

GER 3/B

Topics to be studied in any given term will be announced prior to registration. May be repeated as topics vary, but not more than twice.

prereqs: STAT 213 or STAT 113 and MATH 125; additional prereqs depend on specific course offered
3 hrs, 3 cr.

STAT 311 Probability Theory

GER 3/B

Combinatorics, distribution theory for discrete and continuous random variables, central limit theorems.

prereq: MATH 250
3 hrs, 3 cr.

STAT 312 Stochastic Processes

GER 3/B

Discrete and continuous stochastic processes including Markov chains, birth processes, queues and Brownian motion.

prereq: STAT 311
3 hrs, 3 cr.

STAT 313 Introduction to Mathematical Statistics

GER 3/B

Estimation, hypothesis testing, confidence limits for normal, binomial, Poisson and exponential random variables.

prereq: STAT 311
3 hrs, 3 cr.

STAT 351 Advanced Biometrics

GER 3/B

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. Linear algebra recommended but not required.

prereqs: Math at level of MATH 125, STAT 113, 213 or equiv. intro. statistics course
3 hrs, 3 cr.

STAT 391 Independent Study

GER 3/B

Open to Jr/Sr majors only. Independent study in which a student selects a topic of interest to him- or herself. The study is carried out under the direction of a faculty member.

1 hr, 1 cr.

STAT 392 Independent Study

GER 3/B

Open to Jr/Sr majors only. Independent study in which a student selects a topic of interest to him- or herself. The study is carried out under the direction of a faculty member.

2 hrs, 2 cr.

STAT 393 Independent Study

GER 3/B

Open to Jr/Sr majors only. Independent study in which a student selects a topic of interest to him- or herself. The study is carried out under the direction of a faculty member.

3 hrs, 3 cr.

STAT 395 Advanced Topics in Statistics

GER 3/B

Topics to be studied in any given term will be announced prior to registration. May be repeated as topics vary, but not more than twice.

prereqs: STAT 311; STAT 312 or 313; additional prereqs depend on specific course offered
3 hrs, 3 cr.

MUSIC

Department Office: 416 Hunter North;
(212)772-5020; (212)772-5022 (fax)

Chair: Paul F. Mueller

Deputy Chair: Richard Burke

E-mail: music@hunter.cuny.edu

Web Site: <http://www.hunter.cuny.edu/~music/>

Professors:

Basquin, DeFord, Griffel, Hampton, P. Mueller, Thompson

Associate Professors:

Burstein, Gonzalez, Mahoney

Assistant Professors:

Bobetsky, Burke, Ross, Spicer

Advisers: (undergraduate) Ruth DeFord

(graduate) L. Poundie Burstein

HEGIS Code: 1004

| Majors Offered | Intent of Degree | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|---|---|------------------------------------|--------------------------|----------|---|
| BA in Music (25 credit) | Students who want to study music in the context of a general liberal arts education, but who do not plan to pursue careers in music | 25 | Consult adviser | ENGL 120 | 12 credits in any field leading to a BA degree (other than music) |
| BA in Music (42 credit) | Students planning to pursue professional careers in music | 42 | Consult adviser | | No minor is required |
| BMus (60 credit) | Students planning to pursue careers as professional performers of music or as teachers of music performance | 60 | Consult adviser | | No minor is required |
| BA/MA degrees | | | | | |
| BA/MA in Music | For unusually gifted students: the opportunity to obtain a master's degree in four years with a minimum of 120 credits. | 42 for BA 30 for graduate level | | | |
| BA/MA in Music/Music Teacher Education pre-K-12 | Exceptionally qualified students may obtain a master's degree in teacher education in 5-6 years with a minimum of 140 credits. | 42 for BA 42 for graduate level | | | |

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 non-majors covering many areas of music performance, theory, history, and literature. The BA degree can be completed evenings or days. In addition, the department sponsors numerous extracurricular events, including concerts, lectures, and master classes.

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 available to qualified performance majors and other majors who need to study with private teachers not on the staff.

Graduates of the department are active in classical and popular performance fields as singers, instrumentalists, and conductors. Concentration in music theory and composition can lead to career opportunities in orchestrating, choral or commercial arranging, film scoring, and music composing in contemporary and popular idioms. Concentration in music history paves the way for 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.

MAJOR PROGRAMS

The Department of Music offers three undergraduate and two BA/MA major programs to fit individual interests and requirements. Students must take three examinations before declaring a music major:

- Music notation, rudimentary theory, and basic aural skills.** This examination is prerequisite to MUSTH 220 (Music Theory I). Students who do not pass it must take MUSTH 101 (Basic Musicianship) or learn the material on their own, then repeat the examination.
- Elementary music history and literature.** This examination is prerequisite to MUSHL 205 (Music History I). Students who do not pass it must take MUSHL 101 (Introduction to Music) or learn the material on their own, then repeat the examination.
- Performance audition on an instrument or voice.** This examination is prerequisite to MUSPF 401 (Private Instruction in Instrument or Voice). Students whose performance skills fall below New York State School Music Association (NYSSMA) level 2, equivalent to about one year of study, must take MUSPF

211-212 (Voice I-II), MUSPF 213-214 (Piano I-II), or private lessons at their own expense (without credit), then repeat the examination. Students with no experience in performance may defer the audition until the end of their first semester of study.

Prospective majors should consult the Music Department's undergraduate adviser as soon as possible to discuss these examinations and any prerequisite courses they may need before beginning the major.

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 213-214 (Piano I and II) for elective credit or private lessons in piano at their own expense. The Music Department office has a list of recommended piano teachers.

25-Credit Major (BA)

This degree is designed for students who want to study music in the context of a general liberal arts education, but who do not plan to pursue careers in music. It may also be convenient for students who enter Hunter with a large number of transfer credits in music. Requirements are:

- Music history: MUSHL 201, 205, 206, 305, and one of the following: MUSHL 306, 352, or 353
- Music theory: MUSTH 220, 221, 280, 281, 290, and 291
- Performance: 2 credits in MUSPF 221 or 231
- Allied minor: 12 credits in any field of study leading to a BA degree (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 201, 205, 206, 305, and one of the following: MUSHL 306, 352, or 353.

- Music theory: MUSTH 220, 221, 280, 281, 290, 291, 320, 321, 380, 381, 390, and 391.
- Performance: 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, 353, 355, 365, 369 or 401).
- Electives: 3 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; 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 201, 205, 206, 305, and one of the following: MUSHL 306, 352, or 353.
- Music theory: MUSTH 220, 221, 280, 281, 290, 291, 320, 321, 380, 381, 390, and 391.
- Private lessons: 18 credits in MUSPF 431.
- Performance ensembles: For instrumentalists-6 credits in instrumental ensembles (MUSPF 231, 249 or 355); for singers-MUSPF 368 and 5 credits in vocal ensembles (MUSPF 221, 251, 353 or 369) of which a minimum of 2 credits must be in MUSPF 369.
- Electives: 3 credits in music courses above the 100 level.
- Recital: A senior recital, for which no credit is given, is also required.

4-Year Dual BA/MA Degree

The department offers unusually gifted 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 those for the MA in music (30 credits at the graduate level; see graduate catalog). Incoming freshmen should consult the undergraduate adviser to set up a curriculum appropriate to their individual backgrounds. In addition, the graduate adviser must be consulted about the MA requirements.

5- to 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 140 credits. Requirements are the same as those for the 42-credit BA plus requirements for the MA degree in music teacher education (see graduate catalog). Matriculation is open to undergraduates with at least 60 credits who have a cumulative grade point average of 2.8 or better and a major subject index of at least 3.0. Students must have completed at least 24 credits of coursework in music, including at least two semesters of music history, four semesters of music theory, and two semesters of sight singing and ear training. At least 12 credits, including at least 6 credits in music major courses, must have been taken at Hunter College. Students must have passed the Music Department's piano profi-

ciency examination, and they must demonstrate reasonable mastery of an instrument (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 program. See the School of Education section of both the undergraduate and graduate catalogs for more information.

Minor

For 25-credit music majors, the minor consists of 12 credits in a field of study leading to a BA degree and approved by the Music Department adviser. Double-majors and students in other music major programs are exempt from the minor requirement. Minor courses can be used without limit to satisfy stages 1, 2, and 3 of the GER.

Minor for non-Majors

For students minoring in music, the requirements are determined by the student's major department. See your major adviser. The Music department recommends the following courses: MUSTH 101 or MUSTH 220 and 290; MUSHL 101 or MUSHL 107; one course with an MUSHL prefix at the 200-level; and 2-3 credits of music electives. Because 300-level courses are intended primarily for music majors and have extensive prerequisites, students whose major departments require a 300-level course in the minor may, with permission of their adviser, substitute a 200-level course in the music minor.

Grading Policies

Students must have grades of C or better in all prerequisite courses in order to take courses that are required for the major. The grade of CR may not be elected in major courses. In accordance with Hunter College policy, a course may not be taken more than twice without permission of the department.

Honors

To qualify for departmental honors in music, a student must have a 3.5 grade point average in major courses and complete an honors project, taken under the course number MUSTH 491 or 492. The project, which must be approved in advance by the Policy Committee, may be a research paper on a historical, theoretical, or other topic; an original composition; or a recital. All projects should demonstrate an advanced level, a broad scope, and a high quality, and must be done under the supervision of a faculty member of the Music Department.

Graduate Study

Seniors of high academic standing who are recommended by the department may be permitted to take graduate 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.

COURSE LISTINGS

INTRODUCTORY COURSES

MUSHL 101 Introduction to Music

GER 2/D PD/D

For non-majors. Selected compositions primarily from the European tradition studied with aim to develop perceptive listening.

3 hrs, 3 cr.

MUSHL 107 The World of Music

GER 2/D PD/A

For non-majors. Introduction to music from a spectrum of world cultures, including Africa, Asia, and the Caribbean.

3 hrs, 3 cr.

MUSTH 101 Basic Musicianship I

GER 2/D

For non-majors. Introduction to music theory, sight singing, and ear training.

3 hrs, 3 cr.

MUSTH 102 Basic Musicianship II

For non-majors. Continuation of MUSTH 101.

prereq: MUSTH 101 or *perm. instr.*

3 hrs, 3 cr.

HISTORY AND LITERATURE OF MUSIC

MUSHL 201 Introduction to Music Research

Techniques of research and writing about music. Sources of information (reference books, monographs, periodicals, scores, recordings, Internet resources); types of writing (theoretical, historical, ethnomusicological, critical); writing issues specific to music.

pre- or coreq: ENGL 120

coreq: MUSHL 205

1 hr, 1 cr.

offered fall

MUSHL 205 Music History I

PD/D

For music majors. Survey of the history of music in the European tradition to 1750.

prereq: elementary knowledge of music history and literature, demonstrated by dept. exam

pre- or coreqs: MUSTH 220, 290, ENGL 120, *perm dept.*

coreq: MUSHL 201

3 hrs, 3 cr.

offered fall

MUSHL 206(W) Music History II

PD/D

For music majors. Continuation of MUSHL 205. Survey of the history of music in the European tradition from 1750 to the present.

prereqs: MUSHL 201, 205, ENGL 120

pre- or coreqs: MUSTH 221, 291

3 hrs, 3 cr.

offered spring

MUSHL 210(W) Music for the Piano

GER 3/A PD/D

Piano literature from the 18th century to the present.

prereqs: ENGL 120; *one of the following:*

MUSHL 101, 107, 205, MUSTH 101, or

perm instr.

3 hrs, 3 cr.

MUSHL 212(W) Masterpieces of Opera
GER 3/A PD/D

Study of operatic styles of such composers as Mozart, Verdi, and Wagner.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 217(W) History of Jazz
GER 3/A PD/B

Survey of jazz from its origins to present.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 221(W) Black Music in the Americas
GER 3/A PD/B

The origins, history, and evolutionary progression of Black music in the Americas; shared musical practices and resources in the multicultural matrix of the United States in particular and the hemisphere in general.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 227(W) Master Composers
GER 3/A

Study of works of single composer. Topics to be announced. May be taken 6 times.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 231(W) Folk and Traditional Music
GER 3/A

Study of ethnic music of selected cultures.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 240(W) Music of the Caribbean and Latin America
GER 3/A PD/A

Origin and development of Caribbean and Latin American musical styles and their impact on the United States and other parts of the world.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 241(W) Music of Asia
GER 3/A PD/A

Music and its relationship to dance and drama in the major civilizations of East Asia, Southeast Asia, South Asia, Central Asia, and the Middle East.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 245(W) Music of Africa
GER 3/A PD/A

Introduction to traditional and popular African music and performance practices. Theoretical and methodological issues as defined by ethnomusicology.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 250(W) Women and Music
GER 3/A PD/C

An ethnomusicological study of women and music in cross-cultural perspective.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, WOMST 100, or *perm. instr.*
3 hrs, 3 cr.

MUSHL 252(W) Film Music
GER 3/A

Introduction to the history, aesthetic, form and techniques of film music, for everyone interested in film or film music, from the casual viewer of television movies and videotapes to film and music majors.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 261(W) Special Topics in History and Literature of Music
GER 3/A

Study of works illustrating one specific genre, style, or period. Topics to be announced. May be taken 6 times. Depending on topic, may satisfy PD.

prereqs: ENGL 120; *one of the following:* MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 262(W) Special Topics in Music
A study of a musical topic outside the traditional classifications of music history, theory, and performance. Topics to be announced.

prereqs: ENGL 120; MUSHL 101, 107, 205, MUSTH 101, or *perm instr.*
3 hrs, 3 cr.

MUSHL 305(W) Music History III
PD/D

Central issues in the history of European music to 1750, such as the impact of notation on musical culture, conflicts between tradition and innovation, and the relationship of music to religion, poetry, and drama.

prereqs: MUSHL 206, MUSTH 221, 291
3 hrs, 3 cr.
offered fall

MUSHL 306(W) Music History IV
PD/D

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 instruments and performing ensembles, and the impact of historical consciousness on contemporary musical life.

prereq: MUSHL 305
3 hrs, 3 cr.
offered spring

MUSHL 352(W) Introduction to Ethnomusicology I
PD/A

Survey of musical traditions of sub-Saharan Africa, Europe, and the Americas.

prereqs: MUSTH 221, 291 or *perm instr.*
ENGL 120
3 hrs, 3 cr.

MUSHL 353(W) Introduction to Ethnomusicology II
PD/A

Survey of musical traditions of North Africa, the Middle East, Oceania, and South and East Asia.

prereqs: MUSTH 221, 291 or *perm instr.*
ENGL 120
3 hrs, 3 cr.

MUSHL 361(W) Special Topics in History and Literature of Music

Specialized study of selected genre, locality, period, style, composer, or problem. Topics to be announced. May be taken 6 times.

prereqs: ENGL 120, *variable music courses*
3 hrs, 3 cr.

MUSHL 498 Internship

Internship in various arts institutions in New York City.

prereq: *perm chair*
1-6 cr.



PERFORMANCE OF MUSIC**MUSPF 111 Elementary Voice I**

For nonmajors. Fundamentals of breath control, tone production, and articulation. Vocalises and simple songs.

2 hrs, 1 cr.

MUSPF 112 Elementary Voice II

prereq: MUSPF 111

2 hrs, 1 cr.

MUSPF 121 Elementary Guitar I

For nonmajors. Class lessons in guitar: basic techniques, tuning, reading chord charts, playing and transposing songs, and learning chords, strums, and finger-pickings. Students must supply their own instruments.

2 hrs, 1 cr.

MUSPF 122 Elementary Guitar II

prereq: MUSPF 121

2 hrs, 1 cr.

MUSPF 131 Elementary Piano I

For nonmajors. Class lessons in piano: basic techniques, playing simple pieces.

prereq: MUSTH 101 or *perm dept.*

2 hrs, 1 cr.

MUSPF 132 Elementary Piano II

prereq: MUSPF 131

2 hrs, 1 cr.

MUSPF 211 Voice I

Fundamentals of breath control, tone production, articulation, interpretation, and style. Vocalises, songs, and arias.

prereq: *declared music major or perm dept.*

2 hrs, 1 cr.

MUSPF 212 Voice II

Continuation of MUSPF 211.

prereq: MUSPF 211 or *perm dept.*

2 hrs, 1 cr.

MUSPF 213 Piano I

Basic piano techniques, scales and chords, exercises, simple pieces, and sight-reading.

prereq: *declared music major or perm dept.*

2 hrs, 1 cr.

MUSPF 214 Piano II

Continuation of MUSPF 213.

prereq: MUSPF 213 or *perm dept.*

2 hrs, 1 cr.

MUSPF 221 College Choir

Open to all students. Rehearsal and public performance of major choral works. May be taken eight times.

3 hrs, 1 cr.

MUSPF 231 Hunter Symphony

Rehearsal and performance of orchestral works. May be taken 8 times.

prereqs: *audition, perm instr.*

3 hrs, 1 cr.

MUSPF 249 Jazz Ensemble

Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz, and musical comedy. May be taken six times.

2 hrs, 1 cr.

MUSPF 251 Jazz Vocal Workshop Ensemble

Jazz performance and improvisation. May be taken 6 times.

prereqs: MUSPF 111 or 211 or 401 in *Voice and audition*

2 hrs, 1 cr.

MUSPF 349 Conducting I

Principles of choral and orchestral conducting: technique of the baton, interpretation, repertoire, and score reading.

prereq: MUSTH 381 or *perm instr.*

coreq: *audit* MUSPF 221 or 231

3 hrs, 2 cr.

MUSPF 350 Conducting II

Continuation of MUSPF 349.

prereqs: MUSPF 349 and MUSTH 381 or *perm instr.*

coreq: *audit* MUSPF 221 or 231

3 hrs, 2 cr.

MUSPF 353 Collegium Musicum

Study and public performance of solo and ensemble works from the medieval, Renaissance, and Baroque periods. May be taken six times.

prereqs: *audition, perm instr.*

2 hrs, 1 cr.

MUSPF 355 Chamber Music Workshop

Rehearsal and public performance of instrumental chamber works. May be taken six times.

prereqs: *audition, perm instr.*

2 hrs, 1 cr.

MUSPF 361-363 Special Studies in Performance of Music

Number of works are studied, rehearsed, and performed. Topics to be announced.

prereq: *perm dept.*

8 cr. *maximum*

MUSPF 361

May be taken 4 times.

1 cr.

MUSPF 362

May be taken 4 times.

2 cr.

MUSPF 363

May be taken 2 times.

3 cr.

MUSPF 365 Performance Class for Pianists

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. Students must be concurrently taking individual lessons in piano.

coreq: MUSPF 401 or 431

2 hrs, 1 cr.

MUSPF 368 Foreign Language Diction for Singers

Diction in the French, German, Italian, and English languages for singers. Fundamentals of the International Phonetic Alphabet as applied to singing. At least one semester of prior study of French, German, or Italian highly desirable.

pre- or coreq: *private lessons in voice*

2 hrs, 1 cr.

MUSPF 369 Performance Class for Singers

Course in seminar/workshop format concentrating on the literature for solo voice, both classical and popular (musical theater, jazz, gospel); but also including ensemble repertory 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 six times.

prereqs: ENGL 120, *perm instr.*

2 hrs, 1 cr.

MUSPF 401 Individual Instruction in Instrument or Voice

Limited to the 42-credit BA music major, the 25-credit BA music major, the BA/MA music major and the music minor. Audition demonstrating performance skills equivalent to New York State School Music Association (NYSSMA) level 2 or higher. Students must make their own arrangements with department-listed teachers to receive credit for this course. Jury examination required. The jury examination following the second and subsequent semesters of private lessons must demonstrate performance skills equivalent to NYSSMA level 4 or higher. May be taken eight times.

prereq: *perm dept.*

1 hr, 1 cr.

MUSPF 402 Individual Instruction in Second Instrument or Voice

Individual instruction in second instrument or voice. Limited to the 42-credit BA music major, 25-credit BA music major, 60-credit BMus major, BA/MA music major and the music minor. Audition demonstrating performance skills equivalent to New York State School Music Association (NYSSMA) level 2 or higher. Students must make their own arrangements with department-listed teachers to receive credit for this course. Jury examination required. May be taken eight times.

prereq: *perm dept.*

1 hr, 1 cr.

MUSPF 431 Individual Instruction in Instrument or Voice

Limited to students in the 60-credit BMus program and the BA/MA music program. Intensive study in instrumental or vocal techniques. Jury examination required. May be taken eight times.

prereq: *perm dept.*

1 hr, 3 cr.

THEORY OF MUSIC**MUSTH 220 Music Theory I**

Review of fundamentals of music theory; introduction to melodic, rhythmic, contrapuntal, harmonic, and formal organization of music.

prereqs: *ability to read music as demonstrated by dept. exam, perm dept.*

coreq: MUSTH 290

3 hrs, 3 cr.

offered fall

MUSTH 221 Music Theory II

Continuation of MUSTH 220.

prereq: MUSTH 220

coreq: MUSTH 291

3 hrs, 3 cr.

offered spring

**MUSTH 280 Sight Singing and Ear Training I**

Introductory study of performance problems: development of memory, coordination, accuracy, and fluency in interpretation and perception of music.

prereqs: ability to read music as demonstrated by dept. exam, perm dept.

2 hrs, 1 cr.

offered fall

MUSTH 281 Sight Singing and Ear Training II

Continuation of MUSTH 280.

prereq: MUSTH 280

2 hrs, 1 cr.

offered spring

MUSTH 290 Music Theory Laboratory I

Oral, aural and keyboard drill on materials studied in corequisite course. Individual work in the Computer Assisted Instruction facility.

coreq: MUSTH 220

2 hrs, 1 cr.

offered fall

MUSTH 291 Music Theory Laboratory II

Continuation of MUSTH 290.

prereq: MUSTH 290

coreq: MUSTH 221

2 hrs, 1 cr.

offered spring

MUSTH 320 Music Theory III

Intermediate-level study of melodic, rhythmic, contrapuntal, harmonic, and formal organization of music.

prereq: MUSTH 221

coreq: MUSTH 320

3 hrs, 3 cr.

offered fall

MUSTH 321 Music Theory IV

Continuation of MUSTH 320.

prereq: MUSTH 320

coreq: MUSTH 391

3 hrs, 3 cr.

offered spring

MUSTH 333 Composition I

Practical study of music composition; traditional pitch materials; motivic materials; formal schemes. Students will write several short compositions and perform them in class.

prereqs: MUSTH 221 and 291 or perm dept.

3 hrs, 3 cr.

MUSTH 334 Composition II

Practical study of music composition. New pitch materials; composing for solo instruments; using contrast to build form. Students will write several short compositions and perform them in class. May be taken before Composition I.

prereqs: MUSTH 221 and 291 or perm dept.

3 hrs, 3 cr.

MUSTH 335 Orchestration

Capabilities and limitations of the orchestral instruments; practice in scoring for small and large groups; instrument demonstrations and reading session.

prereqs: MUSTH 221 and 291 or perm dept.

3 hrs, 3 cr.

MUSTH 351 Computer Music

Making music with computers using technologies such as MIDI sequencing, hardware synthesis, and digital audio. Promises and limitations of these tools.

prereqs: MUSTH 221 and 291 or perm dept.

3 hrs, 3 cr.

MUSTH 361 Special Topics in Music Theory

Study of selected issues in music theory and analysis. Topics to be announced. May be taken two times.

prereqs: variable

3 hrs, 3 cr.

MUSTH 380 Sight Singing and Ear Training III

Intermediate study of performance problems: development of memory, coordination, accuracy, and fluency in interpretation and perception of music.

prereq: MUSTH 281

2 hrs, 1 cr.

offered fall

MUSTH 381 Sight Singing and Ear Training IV

Continuation of MUSTH 380.

prereq: MUSTH 380

2 hrs, 1 cr.

offered spring

MUSTH 385 Private Lessons in Composition

Intensive study of music composition for advanced students. May be taken four times.

prereqs: MUSTH 333, 334, perm dept.

3 hrs, 3 cr.

MUSTH 390 Music Theory Laboratory III

Oral, aural, and keyboard drill on materials studied in corequisite course. Individual work in the Computer Assisted Instruction facility.

prereq: MUSTH 291

coreq: MUSTH 320

2 hrs, 1 cr.

offered fall

MUSTH 391 Music Theory Laboratory IV

Continuation of MUSTH 390.

prereq: MUSTH 390

coreq: MUSTH 321

2 hrs, 1 cr.

offered spring

MUSTH 491 Honors Project

Upper Jr/Sr only. Individual project of large scope in music history, theory, composition, or performance.

prereqs: minimum music GPA of 3.5, perm chair

1 sem, 3 cr.

MUSTH 492 Honors Project

prereq: MUSTH 491

1 sem, 3 cr.

INDIVIDUAL STUDY

MUSIN 201.01, 201.02, 201.03, 301.01, 301.02, 301.03, 401.01, 401.02, 401.03

Individual Study Project

Limited to music majors and music minors.

Independent work on a project of the student's choice under the guidance of an approved supervisor who will provide the course grade. Proposals for 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.

1-3 cr. per sem.

Courses not likely to be offered 2004-2007:

MUSPF 121

MUSPF 122

PHILOSOPHY

Department Office: 1413 Hunter West; (212) 772-4970;

Chair: Frank M. Kirkland

E mail: fkirkland@hunter.cuny.edu;

Web Site: <http://www.hunter.cuny.edu/philosophy>

Professors:

Freeman, Hausman, Lango, Press, Ross

Associate Professors:

Dahbour, Keating, Kirkland

Assistant Professors:

Acampora, Cameron

Advisers:

Christa Acampora, Omar Dahbour, Gerald Press, Steven Ross

HEGIS Code: 1509

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|------------------|----------------|--|--|-------------------|
| BA in Philosophy | 30 | <p>Stage 2, Group B: ANTHC 101 HIST 121, 122 HIST 201 PSYCH 100</p> <p>Stage 2, Group D: ARTH 111 MUSHL 101</p> <p>Stage 2, Group E: BIOL 100,102 PHYS 101 PHYS 110 PHYS 111 SCI 101,102</p> | 1 course in philosophy. The courses listed below serve as an appropriate first course in philosophy and serve as a prerequisite for 200-level courses required for philosophy major: PHILO 101, 103, 104,106, 203, 204 | See adviser |

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 one 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 either of teaching philosophy or of obtaining an advanced degree to further their career objectives.

Recommended GER

Courses for Philosophy Majors In general, students should follow their interests in selecting courses to satisfy the GER. However, some courses are recommended for philosophy majors satisfying the requirement.

In satisfying Stage 2, Group B (social science), courses in history are particularly appropriate — for instance, HIST 201 for those interested in ancient philosophy, or HIST 121 or 122 for those interested in modern philosophy. In addition, since research in psychology and anthropology is frequently relevant to issues in contemporary philosophy, courses such as PSYCH 100 or ANTHC 101 are recommended.

Prospective majors should note that all of the courses that are prerequisites for the major (PHILO 101, 103, 104, 106, 203, 204) also satisfy the Stage 2, Group C (humanities) requirement. In satisfying Stage 2, Group D (visual and performing arts), courses related to debates in aesthetics, such as ART H 111 or MUSHL 101, are especially recommended. In satisfying Stage 2, Group E (natural science), courses in physics or biological sciences are particularly appropriate—especially PHYS 101 or, for those students with the relevant prerequisites, PHYS 110 and 111 or BIOL 100 and 102. In addition, SCI 101 and 102

may also be a good way to fulfill this requirement, particularly for those who are intending to become teachers.

While a number of courses in philosophy may be used to satisfy the Stage 3, Groups A or B requirements, these may not count toward the philosophy major and so must be taken in addition to courses that satisfy major requirements. Philosophy majors should note that a large number of courses offered by the department are W courses and can therefore be counted toward that requirement. While any foreign language offered at Hunter College can be used to fulfill the requirement, languages particularly appropriate for philosophy majors are German, Greek, French, Latin and, to a lesser extent, Chinese.

In fulfilling the pluralism and diversity requirement, philosophy majors should note the following courses in the department that meet this requirement: PHILO 219 for Group A, PHILO 226 for Group B, PHILO 216 and 230 for Group C and PHILO 106, 201, 203, 204, 212, 214, 215, 218, 220, 225 and 228 for Group D.

Program Prerequisites

One of the following courses constitutes an appropriate first course in philosophy, as well as serving as a prerequisite for 200-level (or higher where

specified courses) that are required for the philosophy major: PHILO 101, 103, 104, 106, 203, 204.

Note: none of these courses count toward the major requirements, though any one is a prerequisite for declaring a major.

MAJOR REQUIREMENTS

30 cr. distributed as follows:

- 3 cr. in logic: PHILO 171
- 9 cr. in history of philosophy: PHILO 212, 215 and 218
- 3 cr. in ethics, politics and aesthetics: any course from PHILO 244, 246, or 258
- 3 cr. in metaphysics and epistemology: any course from PHILO 360, 362, 364, 366, or 379
- 3 cr. in the intensive study of a major philosopher: any course from PHILO 380, 381, 383, 384, 386, 387, 388, or 389
- 9 additional cr. chosen in consultation with the adviser. Students are required to select at least one course (3 cr.) at the 300-level. Also they are encouraged to select courses that acquaint them with philosophic traditions other than the dominant Western ones.

Minor

A philosophy major is permitted to minor in all programs leading to the BA degree that the college offers. The minor may include only 3 credits at the 100 level and must include at least 3 credits at the 300 level. Exceptions may be made with the permission of a Philosophy department adviser. Double majors are also permitted. Students fulfilling the requirements of both the philosophy major and another separate major are released from the requirement of completing a minor by the Philosophy Department.

Recommended Minors for Philosophy Majors

While any minor offered at Hunter College is acceptable for philosophy majors, certain minors may be more appropriate for students with particular philosophical interests, especially those considering graduate study in philosophy.

For students with historical interests, a minor in a language in which there is a substantial philosophical literature is appropriate. In particular, Greek or German, Latin, French, or Chinese may also be appropriate minors in cases of students with special interests.

For students with interests in politics, ethics, or aesthetics, minors in fields that devote considerable attention to the study of values (such as History, Africana & Puerto Rican/Latino Studies, English, Women's Studies, Art, Latin American & Caribbean Studies or Music) are appropriate.

For students with interests in ontology, epistemology, or logic, a minor in one of the sciences is appropriate. In particular, Psychology, Physics, or Mathematics. Anthropology or Biological Sciences may also be appropriate minors in cases of students with special interests.

Recommended Philosophy Minor Courses for Other Majors

Students should consult with their major department adviser in the selection of a minor. Students majoring in foreign languages and cultures who minor in philosophy should take courses on philosophers writing in the language of the major—for example, for Greek majors, PHILO 212, 380, 381; for German majors, PHILO 218, 384, 386, 387, 389; etc. Students majoring in English or fine arts fields should take historical courses that include the substantial study of values, such as PHILO 212 and/or 218, as well as courses dealing directly with problems of ethics or aesthetics, such as PHILO 244, 256 and 258. (In

addition, English majors should consider taking courses that include substantial study of English or American philosophers, such as PHILO 215, 225 and/or 383.) Students majoring in history or social studies fields should take historical courses related to their area of interest (for example, PHILO 212 for ancient history or PHILO 218 for late modern European history), as well as courses dealing directly with problems of politics and society, such as PHILO 246, 248 and 250. Students majoring in the sciences should take courses in logic (PHILO 171, 275, 279, 375), as well as courses directly related to their major field—for example, PHILO 268 and 366 for Psychology, PHILO 270 and 379 for Physics, or PHILO 376 for Mathematics.

Major Adviser

Philosophy majors must consult with one of several department advisers to review their course of study and progress toward the degree each semester. A semester by semester consultation with a department adviser makes it easier for philosophy majors to complete as coherently as possible all college and major requirements in a timely fashion.

Mentoring

Philosophy majors are encouraged to establish a relationship with a faculty mentor of their choice. This relationship can be distinct from the departmental advising relationship.

Honors

To be eligible for graduation with departmental honors in philosophy, a major must have at least a 3.50 GPA in philosophy, at least a 3.0 overall GPA. The student must register for the 3- or 6-credit PHILO 494, which is taken in addition to and is not part of the 30 credits for the major. The student must write a substantial paper under the direction of a full-time faculty member. Both the faculty member under whose direction the student is working and the departmental Honors Committee will judge this honors essay.

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

Course 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 is at the 200 level, are prerequisite to all 300-level courses. The department especially encourages students majoring in or interested in philosophy, both with less than 6 credits toward the major in philosophy, to consult with a departmental adviser about courses and their prerequisites at this stage of their academic stay at Hunter.

INTRODUCTORY COURSES

Note: PHILO 101, 103 and 104 offered each semester

PHILO 101 Introduction to Philosophy GER 2/C

Examination of basic philosophical questions through study of selected philosophical classics.
3 hrs, 3 cr.

PHILO 103 Introduction to Logic and Critical Thinking GER 2/C

Recognizing arguments; traditional logic including concepts, propositions, categorical, hypothetical and disjunctive syllogisms; argument structure, natural language argumentation, fallacies.
3 hrs, 3 cr.

PHILO 104 Introduction to Ethics GER 2/C

Examination of standards of right conduct and the good life through study of selected philosophical classics.
3 hrs, 3 cr.

PHILO 106 Philosophy, Politics and Society GER 2/C PD/D

Introduction to social and political philosophy.
3 hrs, 3 cr.

HUM 110(W) Map of Knowledge GER 2/C

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.
3 hrs, 3 cr.

PHILO 203 Great Philosophers: Ancient and Medieval GER 2/C PD/D

A comprehensive study of major philosophical thinkers, ideas and movements from the dawn of philosophy in ancient Greece to the time of the Renaissance.
3 hrs, 3 cr.

PHILO 204 Great Philosophers: Modern and Contemporary GER 2/C PD/D

A comprehensive study of major philosophical thinkers, ideas and movements from the rise of modern philosophy in the 17th century to the present.
3 hrs, 3 cr.



I. LOGIC**PHILO 171 Introduction to Symbolic Logic**
GER 3/B

Sentential logic, including the truth-functional connectives, truth tables, symbolizations, consistency trees. Predicate logic, including quantificational symbolizations and consistency trees for quantifiers.

3 hrs, 3 cr.

PHILO 275 Intermediate Symbolic Logic
GER 3/B

Sentential derivations, interpretations, symbolizations involving operator symbols, identity, definite descriptions, predicate derivations through logic of identity and definite descriptions. Cross-listed with MATH 275.

prereq: PHILO 171
3 hrs, 3 cr.

PHILO 279 Inductive Logic
GER 3/B

Deductive vs. 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.

3 hrs, 3 cr.

PHILO 375 Advanced Symbolic Logic
GER 3/B

A survey of the central results and techniques of meta-logic, principally mathematical induction, the soundness and completeness of theorems for first-order logic, the Skolem theorem and Church's theorem on undecidability.

prereq: PHILO 275 or equiv.
3 hrs, 3 cr.

II. HISTORY OF PHILOSOPHY**PHILO 212(W) Classical Greek Philosophy: Plato and Aristotle**
GER 3/A PD/D

Study of major works of Plato and Aristotle in the context of the philosophical thought of the ancient world.

3 hrs, 3 cr.

PHILO 214(W) Medieval Philosophy
GER 3/A PD/D

Study of major writings by medieval Arabic, Christian and Jewish philosophers such as Averroes, Aquinas and Maimonides.

3 hrs, 3 cr.

PHILO 215(W) Foundations of Modern Philosophy
GER 3/A PD/D

Study of major philosophers of the 17th and early 18th centuries such as Descartes, Spinoza, Leibniz, Locke, Berkeley and Hume.

3 hrs, 3 cr.

PHILO 216 Women Philosophers of the Past
GER 3/A PD/C

Study of the writings and ideas of selected women philosophers who lived before the contemporary feminist movement.

3 hrs, 3 cr.

PHILO 218(W) Revolutions in Modern Philosophy
GER 3/A PD/D

Study of major philosophers of the late 18th and 19th centuries such as Kant, Hegel, Schopenhauer, Feuerbach, Kierkegaard, Marx and Nietzsche.

3 hrs, 3 cr.

PHILO 219 Asian Philosophies
PD/A

Readings from classics of Indian, Chinese and Japanese philosophy drawn from traditions of Buddhism, Hinduism, Taoism and Confucianism.

3 hrs, 3 cr.

PHILO 220(W) Marxism
GER 3/A PD/D

Study of writings of Marx and Engels and of their followers and critics.

3 hrs, 3 cr.

PHILO 225(W) American Philosophy
GER 3/A PD/D

Historical survey of major American philosophers such as Edwards, Emerson, Thoreau, Peirce, James, Royce, Santayana and Dewey.

3 hrs, 3 cr.

PHILO 226(W) African-American Philosophy
GER 3/A PD/B

Development of the African-American intellectual tradition. Study of the work of such figures as Equiano, Douglass, Cooper, Blyden, Du Bois and Hurston.

3 hrs, 3 cr.

PHILO 228(W) Existentialism
GER 3/A PD/D

Philosophical writings of major existentialists. Topics include nature of subjectivity, moral value, freedom, authenticity.

3 hrs, 3 cr.

PHILO 230(W) Feminism: Philosophical Theory and Practice
GER 3/A PD/C

Analyses of feminist theories and their practical implications.

3 hrs, 3 cr.

PHILO 320(W) Twentieth-Century Philosophy
GER 3/A

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.

3 hrs, 3 cr.

PHILO 322 Modern Philosophical Idealism
GER 3/A

Study of major works of Fichte, Schelling, Hegel, Bradley, Royce and their critics.

3 hrs, 3 cr.

III. ETHICS, POLITICS AND AESTHETICS**PHILO 244(W) Moral Philosophy**
GER 3/A

Study of selected problems in philosophical ethics and moral psychology.

3 hrs, 3 cr.

PHILO 246(W) Political Philosophy
GER 3/B

Study of selected philosophical problems in politics, law, economics and society.

3 hrs, 3 cr.

PHILO 248(W) International Ethics
GER 3/B

Study of the ethical dimensions of problems in contemporary international relations, such as war and peace, imperialism, national identity and development.

3 hrs, 3 cr.

PHILO 250(W) Problems of Ethics and Society
GER 3/B

Study of the ethical dimensions of contemporary social problems, such as poverty, consumption, sexual deviance, racism and environmental destruction.

3 hrs, 3 cr.

PHILO 252 Problems of Law and Morality
GER 3/B

Philosophy of law and the relation of legal to ethical issues.

3 hrs, 3 cr.

PHILO 254(W) Ethical Issues in Biology and Medical Care
GER 3/B

Treats issues such as abortion, euthanasia, "extraordinary means," confidentiality, human experimentation, genetic control and allocation of limited life-saving therapy.

3 hrs, 3 cr.

PHILO 256(W) Philosophical Ideas in Literature

GER 3/A

Analysis of major philosophical themes in some classics of world literature.

3 hrs, 3 cr.

PHILO 258(W) Aesthetics

GER 3/A

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.

3 hrs, 3 cr.

IV. METAPHYSICS AND EPISTEMOLOGY**PHILO 201(W) Knowledge and Reality**

GER 3/A PD/D

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.

3 hrs, 3 cr.

PHILO 262(W) Philosophy of Religion

GER 3/A

Philosophical examination of some religious questions and beliefs.

prereq: one course in philosophy or religion (see statement under 'Program Prerequisites' above)
3 hrs, 3 cr.

PHILO 268(W) Philosophical Psychology

GER 3/B

Views of human nature underlying some major contemporary schools of psychology, such as Freudian psychoanalysis, behaviorism, existential psychoanalysis, Piaget's developmental psychology.

3 hrs, 3 cr.

PHILO 270(W) Philosophy, Science and Culture

GER 3/B

Issues relating to the impact of modern science on philosophy, religion and culture.

3 hrs, 3 cr.

PHILO 360(W) Metaphysics

GER 3/A

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?

3 hrs, 3 cr.

PHILO 362(W) Theory of Knowledge

GER 3/A

Study of origin, structure, methods and foundations of human knowledge.

3 hrs, 3 cr.

PHILO 364(W) Philosophy of Language

GER 3/A

Inquiry into the philosophical significance of language, its structure, meaning, reference and use.

3 hrs, 3 cr.

PHILO 366(W) Philosophy of Mind

GER 3/A

Examination of the concept of mind and the person. Topics include thinking, intention, consciousness, supervenience, emotion, self-knowledge.

3 hrs, 3 cr.

PHILO 376(W) Philosophy of Mathematics

GER 3/B

Study of such issues as the nature of demonstration or proof and the nature of mathematical knowledge and mathematical objects such as numbers and sets. Cross-listed with MATH 376.

prereqs: ENGL 120; one PHILO course and one PHILO or MATH course (precalculus or beyond)
3 hrs, 3 cr.

PHILO 379(W) Philosophy of Science

GER 3/B

Study of foundations of knowledge in natural and social sciences.

3 hrs, 3 cr.

V. MAJOR PHILOSOPHERS**PHILO 380(W) Plato**

GER 3/A

Close study of major Platonic dialogues.

3 hrs, 3 cr.

PHILO 381(W) Aristotle

GER 3/A

Close study of Aristotle's major writings.

3 hrs, 3 cr.

PHILO 382(W) Major Figure in Medieval Philosophy

GER 3/A

A study of the works and legacy of one of the major philosophers of the Middle Ages such as Augustine, Averroes, Maimonides, or Aquinas. The course may be repeated as different figures are offered.

3 hrs, 3 cr.

PHILO 383(W) Major Figure in Early Modern Philosophy

GER 3/A

A study of the works and legacy of one of the major philosophers of the 17th and 18th centuries such as Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume and Rousseau. The course may be repeated as different figures are offered.

3 hrs, 3 cr.

PHILO 384(W) Kant

GER 3/A

A study of some of Kant's major writings.

3 hrs, 3 cr.

PHILO 385(W) Plotinus

GER 3/A

A study of the background, writings and legacy of Plotinus.

3 hrs, 3 cr.

PHILO 386(W) Hegel

GER 3/A

Study of some of Hegel's major writings.

3 hrs, 3 cr.

PHILO 387(W) Nietzsche

GER 3/A

Study of Nietzsche's major writings.

3 hrs, 3 cr.

PHILO 388(W) Wittgenstein

GER 3/A

Development of Wittgenstein's thought through intensive study of his major works.

3 hrs, 3 cr.

PHILO 389(W) Heidegger

GER 3/A

Detailed study of the central themes in Being and Time and their development in his later essays.

3 hrs, 3 cr.

SPECIAL COURSES**PHILO 200 Topics in Philosophy**

GER 3/A

Topics discussed vary from semester to semester.

prereqs: variable (see 'Program Prerequisites' above)

3 hrs, 3 cr.

PHILO 393 Philosophical Systems

GER 3/A

Study of writings of one or two major philosophers.

prereqs: variable (see 'Program Prerequisites' above)

3 hrs, 3 cr.

PHILO 394 Philosophical Problems

GER 3/A

Study of one or more major philosophical problems.

prereqs: variable (see 'Program Prerequisites' above)

3 hrs, 3 cr.

PHILO 492 Independent Study in Philosophy

Independent study of philosophical works under faculty supervision.

prereqs: one PHILO course at 300-level, perm instr. (see 'Program Prerequisites' above)

1-6 cr.

PHILO 494 Honors Tutorial in Philosophy

Open to Jr/Sr only. 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.

prereqs: 3.0 cum GPA and 3.50 major GPA; philosophy majors only, minor with perm instr; two 300-level PHILO course, one of which may be taken concurrently; perm dept.

3 or 6 cr.

PHILO 498 Internship

Open to Jr/Sr only. Philosophically relevant internship.

prereq: philosophy major, minor with perm dept adviser; 2.5 cum GPA and 3.0 major GPA (see 'Program Prerequisites' above)

1-6 cr.

Courses Not Offered During 2004-2007:**PHILO 222 J. S. Mill and Utilitarianism****PHILO 326 Pragmatism****PHILO 330 Contemporary Phenomenology****PHILO 332 Contemporary Analytic Philosophy**

PHYSICS AND ASTRONOMY

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Maria A. Chianta and Alice M. Stoll Professor: Gumbs

Professors:

Bergou, Chen, Cohen, Greenbaum, Hillery

Associate Professors:

Varley, Yau

Assistant Professors:

Foster, Maitra, Ren

Physical Sciences Learning Center Director: Marilyn Rothschild

Advisers:

(majors) Steve Greenbaum; (teacher education) Rodney Varley;

(pre-engineering) Leon Cohen; (evening/graduate) Gregory Foster

HEGIS Code: 1902

| Majors Offered | Options in Degree | Number Credits | Recommended/Required GER | Prereq | Recommended Minor |
|------------------|--|--|--------------------------|------------------------|--|
| BA in Physics | Option 1 For students in the BA/MA program, students intending to teach grades 7-12, and students intending to enter the medical profession | 30 in physics + 15-24 credits of allied courses: 1. Intro courses (PHYS 111, 121 preferred) [8 cr] 2. Phys 221, 222[lab], 330, 334, and 335 [18 credits] 3. Phys 230 and Phys 235 [4 cr] 4. 15-24 credits of allied courses [mathematics and chemistry] | See Adviser | MATH 150 or equivalent | For students in the BA/MA program and students intending to enter the medical profession, 12 credits in biological sciences, chemistry, computer science, geology, mathematics, or another approved field selected after conference with the major adviser. For students planning to become physics teachers grades 7-12, the 23-credit adolescence education sequence is taken in lieu of a minor. |
| | Option 2 (Laser and Fiber Optics Concentration) All four courses of the sequence PHYS 231, 232, 233, and 234 are required. No more than 4 credits of the sequence PHYS 231-234 may be used toward the major] | 30 in physics + 15-24 credits of allied courses: 1. Intro courses (PHYS 111, 121 preferred) [8 cr] 2. Phys 231, 232, 233 and 234 [4 cr] (no more than 4 cr of the sequence may be used towards the major) 3. Phys 221, 222[lab], 330, 334, and 335 [18 credits] 4. 15-24 credits of allied courses [mathematics and chemistry] | | MATH 150 or equivalent | 12 credits in biological sciences, chemistry, computer science, geology, mathematics, or another approved field selected after conference with the major adviser. |
| BA/MA in Physics | BA/MA is recommended for students planning to pursue a PhD in physics | 30 in physics + 15-24 credits of allied courses: 1. Intro courses (PHYS 111, 121 preferred) [8 cr] 2. Phys 221, 222[lab], 330, 334, and 335 [18 credits] 3. Phys 230 and Phys 235 [4 cr] 4. 15-24 credits of allied courses [mathematics and chemistry] 5. 30 credits for the graduate curriculum | | MATH 150 or equivalent | 12 credits in biological sciences, chemistry, computer science, geology, mathematics, or another approved field selected after conference with the major adviser. |

Physics is the study of the basic interactions that 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 teaching position in grades 7-12; 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.

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.

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 30 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 adviser or graduate adviser for details as early as possible.

Dual degrees BA/BS in physics and engineering are proposed for the near future; contact the pre-engineering adviser.

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 (9 cr) or the PHYS 111-121 sequence (11 cr). 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 premed students who satisfy the mathematics pre- or corequisite. 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, 110, 111) and no more than one second-semester course (PHYS 120, 121) since they may receive credit for no more than one course from each group.

MAJOR

The major consists of 8 credits of introductory physics courses and a 22-credit concentration in physics courses at the 200 level and higher. Additionally, 15-24 credits of allied courses (mathematics and chemistry) are also required. Together, the introductory physics and the Option 1 concentration (30 credit total) satisfy the major requirement for certification as a teacher of physics in grades 7-12. Option 1, together with the MA (see the Accelerated BA/MA Program in Physics), is recommended for students planning to pursue a PhD in physics. Option 2 is recommended for those interested in a career in the telecommunications industry, as it includes a foundation in lasers and fiber optics. Eight (8) credits of introductory physics are required, with PHYS 111-121 recommended. PHYS 110-120 may be taken instead. No more than 8 credits toward the major can be obtained from these courses. It is recommended that PHYS 190 be taken if the PHYS 110-120 sequence is taken instead of the PHYS 111-121 sequence. MATH 150, 155, 250, and 254 (15 cr) are required of all physics majors in addition to one year of high school chemistry or college chemistry.

Concentration in Physics

Four intermediate-level lecture courses (16 cr), PHYS 221, 330, 334, and 335, must be taken in addition to the lab course PHYS 222 (2 cr). Also, one of two options below is necessary.

Option 1

For students in the BA/MA program, students intending to teach grades 7-12, and students intending to enter the medical profession. Two physics laboratory courses (4 cr), PHYS 230 and 235, are required.

Option 2

(Laser and Fiber Optics Concentration) All four courses of the sequence PHYS 231, 232, 233, and 234 are required. No more than 4 credits of the sequence PHYS 231-234 may be used toward the major.

Minor

12 credits in biological sciences, chemistry, computer science, geology, mathematics, or another approved department or program that leads to a BA degree and is selected after conference with the major adviser. For students planning to become physics teachers at the secondary level the 23-credit sequence in secondary education constitutes an appropriate minor.

Minor for Non-Majors

Students choosing to minor in physics should consult their major department adviser for appropriate course recommendations. Faculty from the physics and astronomy department will be pleased to help in the selection of courses for the minor in physics and astronomy.

Preparation for Teaching

The major in physics satisfies the requirements for NY State initial certification of at least 30 credits for teachers in adolescence education: physics (grades 7-12).

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 and consult with an adviser in the School of Education.

Honors Work

The opportunity for students to do individual research (experimental or theoretical) is offered in courses PHYS 453 and 454.

Articulation Agreement for Queensborough AAS Degree in Laser Technology

An articulation agreement is in place for AAS graduates from Queensborough Community College with a degree in Laser Technology. Consult the Physics department for further information.

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 adviser 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 adviser 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:

CREDITS TO BE TAKEN TO PREPARE FOR:

| COURSES | CHEMICAL ENGINEERING | CIVIL ENGINEERING | ELECTRICAL ENGINEERING | MECHANICAL ENGINEERING |
|---|----------------------|-------------------|------------------------|------------------------|
| SCIENCE COURSES | | | | |
| Mathematics | | | | |
| MATH 150, 155, 250, 254 | 15 | 15 | 15 | 15 |
| MATH 211 | — | — | 3 | — |
| Chemistry | | | | |
| CHEM 102,103 | 4.5* | 4.5* | 4.5** | 4.5* |
| CHEM 104,105 | 4.5* | 4.5* | — | 4.5* |
| Computer Science | | | | |
| CSCI 130 | 4 | 4 | 4 | 4 |
| Geology | | | | |
| GEOL 101 | — | 4 | — | — |
| Physics | | | | |
| PHYS 111,121 | 11 | 11 | 11 | 11 |
| PHYS 330 or 360 | 4 | 4 | 4 | 4 |
| PHYS 335 or 365 | 4 | — | 4 | — |
| Technical Drawing | | | | |
| ARTCR 261 | 3 | 3 | — | 3 |
| OTHER COURSES | | | | |
| English | | | | |
| ENGL 120 | 3 | 3 | 3 | 3 |
| Humanities & Social Sciences | | | | |
| 3-4 courses*** | 9-12 | 9-12 | 9-12 | 9-12 |
| Economics | | | | |
| ECO 200 – or – 201 | 3 | 3 | 3 | 3 |

* 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

GER 2/E

An introductory 1-semester astronomy course designed for non-science majors. GER 2/E credit awarded as a non-laboratory science course. Core credit awarded for a science course with lab only if ASTRO 100 and ASTRO 107 are completed.

3 hrs, 3 cr.

ASTRO 107 Laboratory Exercises in Astronomy

GER 2/E

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. Core credit awarded only if ASTRO 100 or equivalent and ASTRO 107 are completed.

pre- or coreq: ASTRO 100

2 hrs, 1 cr.

PHYS 101 Study of Selected Phenomena and Basic Concepts of Physics

GER 2/E

Introductory one-semester physics course designed for non-science majors and others requiring a one-semester terminal course.

6 hrs (3 lec, 3 lab), 4 cr.

PHYS 110 General Physics: Introductory Course in Mechanics, Heat, and Sound

GER 2/E

First semester of two-semester introductory physics course using algebra.

prereqs: MATH 125; *pre-calculus or equiv. by math dept. exam.*

7 hrs (3 lec, 3 lab, 1 rec), 4.5 cr.

PHYS 111 General Physics: Introductory Course in Mechanics, Heat, and Sound

GER 2/E

For physics and other science majors. First semester of a two-semester introductory physics course using calculus.

pre- or coreq (with perm dept.): MATH 150
8 hrs (4 lec, 3 lab, 1 rec), 5.5 cr.

PHYS 120 General Physics: Introductory Course in Electricity and Magnetism, Light, and Atomic Physics

GER 2/E

Second semester of PHYS 110, a two-semester introductory physics course using algebra.

prereq: PHYS 110 or 111

7 hrs (3 lec, 3 lab, 1 rec), 4.5 cr.

PHYS 121 General Physics: Introductory Course in Electricity and Magnetism, Light, and Atomic Physics

GER 2/E

Second semester of PHYS 111, a two-semester introductory physics course using calculus.

prereq: PHYS 110 or 111*pre- or coreq (with perm dept.):* MATH 155
8 hrs (4 lec, 3 lab, 1 rec), 5.5 cr.

PHYS 190 Tutorial in Mathematical Physics

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.

prereqs: MATH 155, PHYS 120

3 hrs (2 lec, 1 rec), 2 cr.

PHYS 221 Electronics

GER 3/B

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.

prereq: PHYS 120 or PHYS 121

4 hrs, 4 cr.

PHYS 222 Electronics Laboratory

GER 3/B

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.

coreq: PHYS 221

4 hrs, 2 cr.

PHYS 230 Classical Physics Laboratory

GER 3/B

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.

prereq: PHYS 120 or 121

4 hrs, 2 cr.

PHYS 231 Fundamentals of Laser and Fiber Optics

GER 3/B

Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses thick and thin, mirrors, prisms and other passive optical elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements classwork.

prereqs: PHYS 120 or 121 or *equiv;* MATH 125

5 hrs, 4 cr.

PHYS 232 Laser and Electro-Optics Technology

GER 3/B

Wave optics, interference, coherence, polarization, birefringence, diffraction, gratings in two and three dimensions, power and energy measurements, basics of laser safety, ultra-fast pulse technology measurements, basics of laser safety, ultra-fast pulse technologies, electro-optics and acousto-optics switches, optical materials, non-linear optics. Laboratory complements classwork.

prereq: PHYS 231

7 hrs, 5 cr.

PHYS 233 Laser Electro-Optics Devices, Measurements and Applications

GER 3/B

Laser as a device, principle of operation, cavity modes and their control (tuning elements, Q switching, mode-locking) and detection, laser design, types of lasers, includes discussion of laser types for medical, ranging and tracking, material processing, pollution monitoring, and optical memory applications, semiconductor laser. Laboratory complements class work.

prereq: PHYS 231

6 hrs, 4 cr.

PHYS 234 Fiber Optics Devices, Measurements, and Applications

GER 3/B

Propagation of light in optical fiber, including analysis of the behavior of different modes. Dispersion and distortion. Specialized light sources and their characterization. Fiber optic sensors. All-optical fiber amplifiers. Optical switches and logic gates. Optical isolators. Techniques for joining fibers. Instruments for characterizing fiber and fiber links. Optical communications systems and protocols. Wavelength division multiplexing. Medical applications including fiber optics-diagnostic and surgical. Optical data processing and optical memories. Laboratory complements classwork.

prereq: PHYS 231

6 hrs, 4 cr.

PHYS 235 Modern Physics Laboratory

GER 3/B

Selected experiments of quantum physics and optics. Experiments may include nuclear half-life, microwave diffraction, Bragg scattering of x-rays, nuclear multichannel scintillation, Franck-Hertz quantum levels, Millikan oil drop. Error analysis techniques including Gauss and Poisson distributions and correlation of data. Programming for data analysis.

prereq: PHYS 120 or 121

4 hrs, 2 cr.

PHYS 301 Theoretical Physics

Analysis of mathematical techniques for solving partial differential equations occurring in physics. Cross-listed as MATH 301.

prereq: MATH 254

4 hrs, 4 cr.

PHYS 330 Atomic and Nuclear Physics

Examines experimental evidence and develops modern view of structure of atom and nucleus.

prereq: PHYS 120 or 121*pre- or coreq:* MATH 250

4 hrs, 4 cr.

PHYS 334 Intermediate Electricity and Magnetism

Electrostatics, currents, magnetism, and introduction to electromagnetic theory of light.

prereq: PHYS 120 or 121*pre- or coreq:* MATH 250

4 hrs, 4 cr.

PHYS 335 Intermediate Mechanics

Study of laws of motion and coordinate systems; introduction to powerful analytical techniques.

prereq: PHYS 120 or 121*pre- or coreq:* MATH 250

4 hrs, 4 cr.

PHYS 336 Thermodynamics and Statistical Mechanics

Study of fundamental ideas of heat, reversibility, and entropy. Introduction to statistical nature of some physical laws.

prereqs: PHYS 120 or 121; MATH 250
4 hrs, 4 cr.

PHYS 342 Optics

Study of lenses, mirrors, interference, diffraction, and polarization, as well as lasers, holography, and Fourier optics.

prereqs: PHYS 120 or 121; MATH 250
3 hrs, 3 cr.

PHYS 385 Numerical Methods I

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: Cross-listed as MATH 385 and CSCI 385 so that students in the mathematics and computer science departments can use the course toward the completion of their major requirements.

prereq: MATH 254
3 hrs, 3 cr.

PHYS 411 Theoretical Mechanics

Classical mechanics of particles and rigid bodies; special relativity; Hamilton's formulation; Liouville's theorem.

prereq: PHYS 335
pre- or coreq: MATH 254
3 hrs, 3 cr.

PHYS 415 Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equation with application to waves; waves in guides; radiation.

prereq: PHYS 334
pre- or coreq: MATH 254
3 hrs, 3 cr.

PHYS 424 Plasma Physics

Motion of charged particles in external magnetic and electrical field; fusion using tokamaks, mirrors, and lasers.

prereq: PHYS 334
3 hrs, 3 cr.

PHYS 425 Quantum Theory

From Bohr model and DeBroglie waves to Schrodinger wave equation; solutions for simple cases; transformations.

prereq: PHYS 330
pre- or coreq: MATH 254
3 hrs, 3 cr.

PHYS 427 Intermediate Physics Laboratory

Study of modern experimental techniques in variety of fields.

prereq: PHYS 235
4 hrs, 2 cr.

PHYS 445 Solid State Physics

Energy levels in atoms, molecules, and solids; crystal structure; properties of solids; semiconducting devices.

prereq: PHYS 330
3 hrs, 3 cr.



PHYS 453 Introduction to Research

Independent theoretical or experimental research or independent study of approved topic.

prereqs: PHYS 330, 334, 335, and 427 or *perm chair*
1-3 cr.

PHYS 454 Introduction to Research

Independent theoretical or experimental research or independent study of approved topic.

prereq: PHYS 453 or *perm chair*
1 to 3 cr.

PHYS 485 Numerical Methods II

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: Cross-listed as MATH 485 and CSCI 485 so that students in the mathematics and computer science departments can use the course toward the completion of their major requirements.

prereq: PHYS 385
3 hrs, 3 cr.

Courses Not Offered During 2004-2007:

ASTRO 101 Concepts and Laboratory Exercises in Astronomy

ASTRO 181 Astronomy of the Solar System

ASTRO 182 Stellar Astronomy

PHYS 145 Physics of Computers

PHYS 186 Acoustics of Music

PHYS 240 Physics of Biological Systems

PHYS 245 Computer Applications in Physical Sciences

PHYS 280 Astrophysics

PHYS 360 Atomic and Nuclear Physics for Engineers

PHYS 364 Electricity and Magnetism for Engineers

PHYS 365 Analytical Mechanics

PHYS 403 Topics in Modern Physics

POLITICAL SCIENCE

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Chair: Walter Volkomer

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Web Site: <http://www.hunter.cuny.edu/polisci/>

Distinguished Professor: Petchesky

Professors:

Erickson, Polsky, Sherrill, Tronto, Volkomer, Zagoria

Associate Professors:

Bellin, Karapin, Roberts, Somerville, Tien, Wallach

Assistant Professors:

Dwyer, Lemieux, Newton

Adviser: Lina Newton

E-mail: psadvise@hunter.cuny.edu

HEGIS Code 2207

| Majors Offered | Program Requirements | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|-------------------------|---|----------------|--|---|---|
| BA in Political Science | At least one course in each of the four following subfields of the discipline: 1. American government 2. Political theory 3. Comparative politics 4. International relations Majors must complete at least one course at the 300 level or above in any subfield. | 24 | One political science course used to satisfy Stage 1 and one political science course used to satisfy Stage 2 of the Core Requirement of the GER may also be used to satisfy the major requirement (if political science is the student's first and only major.) | For all 100-level courses, ENGL 120 (or its equivalent) is a pre- or corequisite; for all 200-level, 300-level and 400-level courses, ENGL 120 (or its equivalent) is a prerequisite. | 12 credits in one or two other departments in areas related to the major and that lead to a BA degree. The minor must be approved by the political science department. Credits satisfying the Foreign Language Requirement may not be counted toward the minor. |

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

Introductory, intermediate and advanced political science courses require significant expository writing and ENGL 120 as a co- or prerequisite. To assure that students are ready for these courses, they should be enrolled in ENGL 120 (or its equivalent) or have successfully completed the course. For all 100-level courses, ENGL 120 (or its equivalent) is a prerequisite or co-requisite; for all 200-level, 300-level and 400-level courses, ENGL 120 (or its equivalent) is a prerequisite.

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. We do not recommend that students take more than two introductory courses. 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 Stage 1 and one political science course used to satisfy Stage 2 of the Core Requirement of the GER may also be used to satisfy the major requirement. Majors may not use a political science course to satisfy Stage 3, unless they have a double-major. For students who entered under the Distribution Requirement, 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 programs leading to a BA degree, in areas related to the major. Credits satisfying Stage 1, 2 or 3 of the Core Requirement or the Pluralism and Diversity Requirement can also be counted toward the minor. The minor must be approved by the Department of Political Science.

Minor for Non-Majors

Students considering a minor in political science should consult their major adviser. Advisers from the political science department would be pleased to assist students in selecting appropriate courses. The department welcomes political science minors who are contemplating careers in law or public service.

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 interdepartmen-

tal programs in Latin American and Caribbean 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 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 pre-law adviser.

Honors

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.

Pi Sigma Alpha Students interested in joining this honor society should consult with Professor Walter Volkmer, 1701 Hunter West, (212) 772-5495.

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 are advised to have taken prior coursework in American politics and to have at least a 3.0 GPA prior to being admitted to this program. For further information, consult the Department of Political Science.

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.

Preparation for Graduate Study

Many political science majors go on to graduate study. Students considering graduate work should consult members of the political science faculty.

Awards and Prizes

The Political Science Department confers recog-

nition 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 adviser.

E-mail List

The department operates an e-mail list, POLSCI-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 POLSCI-L to: majordomo@hunter.cuny.edu

Computer and Study Facilities

The department has established a computer facility with a student study area in 1729 Hunter West. Political science students are encouraged to use the study area and to join the political science student association, which also is based in 1729 Hunter West.

Students matriculated fall 2001 or later must take three courses with a significant writing component as part of the General Education Requirement at Hunter College. Political science courses that meet the writing requirement (as of spring 2004) have a "W" designation. All 200- or 300-level political science courses satisfy the Focused Exposure/Stage 3, Group B requirement. Check with the department for an up-to-date list of "W"-designated courses. Also, some 300-level courses are occasionally conducted as seminars. Consult the department website or office for offerings each semester.

COURSE LISTINGS

INTRODUCTORY COURSES

Each of the following five introductory courses is intended to acquaint the student with a particular segment of political science: American Government and Politics; Political Theory; Comparative Politics; and International Politics. Each will fulfill three credits of the Broad Exposure/Stage 2, Group B requirement in the social sciences, although only one of these courses may be used for that purpose. For complete course descriptions, see respective subject area course listings below.

- POLSC 110(W) American Government: A Historical Introduction**
- POLSC 111(W) Introduction to American Government and Politics**
- POLSC 112(W) Introduction to Political Theory**
- POLSC 115 Introduction to International Politics**
- POLSC 117(W) Introduction to Comparative Politics**

AMERICAN GOVERNMENT AND POLITICS

- POLSC 110(W) American Government: A Historical Introduction**
GER 1/C or 2/B

Overview of the American political system from a historical perspective, with emphasis on the Constitution and its enduring influence, development of party systems and citizen participation and evolving role of Congress, presidency and courts. Not open to students who have taken POLSC 111.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

- POLSC 111(W) Introduction to American Government and Politics**
GER 2/B

President, Congress, Supreme Court, Constitution, politics, parties, pressure groups. Not open to students who have taken POLSC 110.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

- POLSC 211(W) State Government and Politics**
GER 3/B

Comparative analysis of state governments. Power and role of governors, state legislatures, parties, lobbies.

prereq: ENGL 120
3 hrs, 3 cr.

- POLSC 212(W) Urban Politics**
GER 3/B

Politics in New York City and other urban areas. Decentralization, suburbanization, race, ethnicity, reform.

prereq: ENGL 120
3 hrs, 3 cr.

- POLSC 213 Political Parties and Elections**
GER 3/B

Organization, campaigns, nominations, voting behavior, issues, finances, reforms.

prereq: ENGL 120
3 hrs, 3 cr.



POLSC 214(W) Political Parties and Interest Groups
GER 3/B

Theories and analysis of two key institutions that link citizens and policy makers in the United States, in both historical and contemporary perspective.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 215(W) Public Opinion and Political Participation
GER 3/B

What American people think about politics and how they express it, from polls to elections to demonstrations.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 217 Contemporary Issues in American Politics
GER 3/B

Selected topics in American politics and government.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 218(W) Women and Politics
GER 3/B PD/C

Constitutional and legal position of women, ERA, affirmative action, marriage, divorce, property, feminist causes.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 219(W) Women and the Law
GER 3/B PD/C

Overview of how local, state and federal laws treat people on the basis of sex.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 230(W) The American Presidency
GER 3/B

Selection, election, role, functions and powers of the president.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 235(W) The American Congress
GER 3/B

Legislation and policy-making process. Congressional organization, functions and behavior. Lobbies, parties, leaders.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 238 The American Legal System
GER 3/B

Civil and criminal law, common law and equity, substantive and procedural law. Emphasis on federal and New York law.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 240(W) The American Judiciary
GER 3/B

The Supreme Court and other federal courts as part of policy-making process in American government.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 244(W) Energy and Environmental Politics and Public Policy
GER 3/B

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.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 274(W) American Foreign Policy
GER 3/B

Personalities and processes in making, administering and controlling our foreign policy.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 301(W) American Political Thought
GER 3/B

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.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 317 Contemporary Issues in American Politics
GER 3/B

Selected topics in American politics and government.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 320(W) Ethnic Politics
GER 3/B PD/B

Ethnicity in local and national politics. Major groups, how they affect government, what government does for them.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 321(W) American Political Economy
GER 3/B

Critical analysis of the distribution of power between the state and the private sector. Theories about the government-business relationship are tested through a series of case studies.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 340(W) Constitutional Law: Organizing the Government
GER 3/B

Constitutional problems and Supreme Court decisions. Federalism, judicial review, separation of powers, foreign policy.

prereq: POLSC 110 or 111 or 238
3 hrs, 3 cr.

POLSC 341(W) Constitutional Law: Civil Rights
GER 3/B

Constitutional problems and Supreme Court decisions regarding race and sex discrimination.

prereq: POLSC 110 or 111 or 238
3 hrs, 3 cr.

POLSC 342(W) Constitutional Law: The First Amendment
GER 3/B

Constitutional problems and Supreme Court decisions regarding freedom of speech, press (media), religion and assembly.

prereq: POLSC 110 or 111 or 238
3 hrs, 3 cr.

POLSC 343(W) Criminal Law
GER 3/B

Constitutional problems and judicial decisions regarding search and seizure, right to counsel, self-incrimination.

prereq: POLSC 110 or 111 or 238
3 hrs, 3 cr.

POLSC 348(W) Public Administration and Public Policy
GER 3/B

Analysis of problems in policy-making and administration, focusing on motivations, ethics, authority.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 411, 412 Seminar/Internship in New York Government

Practical experience in government and politics. Weekly seminars, monthly university-wide meetings.

prereq: perm dept.
4 hrs, 4 cr. each sem.

POLSC 482 Seminar in Political Behavior

Advanced seminar in public opinion, voting, mass politics. Major paper required.

prereq: perm instr. or dept. chair
3 hrs, 3 cr.

POLITICAL THEORY**POLSC 112(W) Introduction to Political Theory**
GER 2/B

Selected writings of the great political thinkers. Recurrent problems of politics from Plato to the present.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

POLSC 201(W) Ancient to Early Modern Political Thought
GER 3/B PD/D

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.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 202(W) Modern Political Thought (1600-1900)
GER 3/B PD/D

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.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 203(W) Political Thought Since 1900
GER 3/B PD/D

Exploration of concepts and thinkers in political theory since 1900. Topics include such traditional issues of political theory as the nature and scope of political regimes, justice, equality and changing concepts of human nature.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 204 Contemporary Issues in Political Theory
GER 3/B

Topics vary each semester. They have included democracy in America, totalitarianism, liberty and authority.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 206(W) Research Design in Political Science
GER 3/B

Public opinion surveys, content analysis, legislative roll-call analysis, census data, election returns. Introduction to statistics. Uses Social Science Data Lab.

prereqs: passing college proficiency exam in math or perm instr; ENGL 120
3 hrs, 3 cr.
offered fall

POLSC 207(W) Data Analysis in Political Science
GER 3/B

Computer applications and statistical analysis in political science. Students write a quantitative term paper. Uses Social Science Data Lab.

prereq: POLSC 206 or perm instr.
3 hrs, 3 cr.
offered spring

POLSC 209[204.51](W) Women and Gender in Western Political Thought
GER 3/B PD/C or D

Examines history of political thought from the perspective of gender relations and the treatment of women.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 301(W) American Political Thought
GER 3/B

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.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 303(W) Democracy and Dictatorship
GER 3/B

Communism, fascism, democracy. Major political doctrines of the 20th century in theory and practice.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 304 Contemporary Issues in Political Theory
GER 3/B

Selected topics in political theory.

prereqs: one course in the political theory sub-field or perm instr; ENGL 120
3 hrs, 3 cr.

POLSC 305(W) Democratic Theory
GER 3/B

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.

pre- or coreqs: ENGL 120; *one course in political theory or perm dept.*
3 hrs, 3 cr.

POLSC 306(W) Approaches to Political Science
GER 3/B

Major organizing concepts in the study of political science.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 307(W) Theory of Revolution
GER 3/B

Traditional and modern revolutions. Conditions and objectives of socialist and communist revolutions.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 309 [204.54](W) Feminist Political Theory
GER 3/B PD/C

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, post-modernist, women of color, third world and "global" feminists.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 311(W) Utopian Theory
GER 3/B

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.

prereqs: ENGL 120; *one course in political theory or perm dept.*
3 hrs, 3 cr.

POLSC 316(W) Political Theory of Human Rights
GER 3/B

A critical analysis of the intersection of academic and practical discourse of human rights with the central concerns of political theory, particularly as it engages relationships between ethics and power as well as theory and practice.

prereqs: ENGL 120 *or equiv; one course in political theory or perm instr.*
3 hrs, 3 cr.

COMPARATIVE POLITICS**POLSC 117(W) Introduction to Comparative Politics**
GER 2/B

Comparative analysis of liberal democracies, one-party states and authoritarian regimes' presentation and application of basic concepts and theories of comparative political analysis.

pre- or coreq: ENGL 120
3 hrs, 3 cr.

POLSC 220(W) Globalization and Opposition Movements
GER 3/B

The environmental, social and political effects of economic globalization in less industrialized and highly industrialized countries; reformist and radical critiques and neoliberal defenses; causes and consequences of opposition movements.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 251(W) Politics of Africa, Asia and Latin America
GER 3/B

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.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 252(W) Government and Politics in the Caribbean
GER 3/B PD/A

Colonial heritage and American presence. Political institutions, cultural diversity and economic dependency.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 253(W) Government and Politics in Latin America
GER 3/B PD/A

Ideology, revolution, institutions, class structure, distribution of wealth and power, political and economic development.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 254(W) Government and Politics in Western Europe
GER 3/B PD/D

Theory, practice, institutions and problems of noncommunist European nations (Britain, France, Germany, etc.).

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 255(W) Government and Politics of Japan and Korea
GER 3/B PD/A

Political, social and economic institutions of Japan and Korea; their domestic politics and relations with the world.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 256(W) Government and Politics in South and Southeast Asia
GER 3/B PD/A

Political, economic and social institutions of India, Cambodia, Vietnam, Indonesia, Thailand, etc.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 257(W) Government and Politics of China
GER 3/B PD/A

Chinese politics, institutions and foreign policy.

prereq: ENGL 120
3 hrs, 3 cr.

POLSC 260(W) African Politics through African Films

GER 3/B PD/A

An examination of contemporary African politics using various social science theories, films and documentaries made by African filmmakers.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 262(W) Government and Politics in Central America

GER 3/B PD/A

Political institutions, ideology, class and ethnic structure, economic development, distribution of wealth and power, foreign influences and revolutionary and evolutionary roads to modernization.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

POLSC 263(W) Government and Politics in the Middle East

GER 3/B PD/A

Introduction to Islamic societies and their politics with particular attention to cultures of region.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 264(W) Government and Politics of Israel

GER 3/B

Historic evolution of the Jewish state and its political system, social issues and foreign policy.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 265(W) Government and Politics in Eastern Europe

GER 3/B PD/D

Political, social and economic institutions of individual Eastern Central European nations and their post-communist transitions.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 267(W) The Politics of Southern Africa

GER 3/B PD/A

Political, economic and social institutions in Zimbabwe, Kenya, Nigeria, Tanzania, South Africa, etc.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 269(W) Governments and Politics of Northern Africa

GER 3/B

Political, economic and social institutions in Algeria, Tunisia, Morocco, Libya, etc.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 270(W) Black Revolution in Africa

GER 3/B

Examination of varieties of revolution and socialism in Africa in post-independence era.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 272 Contemporary Issues in Comparative Politics

GER 3/B

Selected topics in comparative politics. Past topics included comparative communism, Mideast foreign policy.

prereq: POLSC 113 or 114 or 117 or perm dept.

3 hrs, 3 cr.

POLSC 279(W) Revolutionary Mass Movements: Communism, Fascism, Anarchism

GER 3/B

Comparative study of radical social movements in 20th century, including communist, fascist and anarchist movements.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 310(W) Comparative Legal Systems

GER 3/B

Comparative study of major legal traditions of the modern world, including common law, civil law, Soviet, Islamic, Chinese, tribal and hybrid systems.

prereqs: POLSC 111, 238 or 340 or 341 or 343 or 375 or any course in comparative politics sub-field, or perm instr; ENGL 120

3 hrs, 3 cr.

POLSC 315(W) Social and Economic Policies in Western Europe and the United States

GER 3/B PD/D

Evolution of social and economic policies from the 19th century to the present. Policies are analyzed in light of tensions between democracy and capitalism.

prereq: ENGL 120; any course in comparative politics, or perm instr.

3 hrs, 3 cr.

POLSC 351(W) Government and Politics of Russia and the Post-Soviet States

GER 3/B

Post-Soviet politics, institutions, social forces, economic transformations and regions.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 352(W) State and Society in Africa

GER 3/B PD/A

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.

prereq: ENGL 120 or equiv.

3 hrs, 3 cr.

POLSC 372 Contemporary Issues in Comparative Politics

GER 3/B

Selected topics in comparative politics.

prereqs: any course in comparative politics sub-field or perm. instr; ENGL 120

3 hrs, 3 cr.

POLSC 378(W) Russian National Interest: Past and Present

GER 3/B PD/D

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.

prereqs: ENGL 120 or equiv; POLSC 115 or POLSC 117 or perm instr.

3 hrs, 3 cr.

INTERNATIONAL POLITICS**POLSC 115(W) Introduction to International Politics**

GER 2/B

Diplomacy, power, war, peace, terrorism, nationalism, imperialism, the UN, structures and processes of world politics.

pre- or coreq: ENGL 120

3 hrs, 3 cr.

POLSC 271(W) International Politics in the Americas

GER 3/B

Imperialism and dependency in Latin America. U.S. public and private agencies, international organizations.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 273 Contemporary Issues in International Politics

GER 3/B

Special issues in international politics. Past topics included the international law of energy, world water resources, war.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 274(W) American Foreign Policy

GER 3/B

Personalities and processes in making, administering and controlling our foreign policy. Crises and dilemmas.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 275(W) Politics of the Global Economy

GER 3/B

Introduction to International Political Economy (IPE). Examines the dynamic interaction between politics and economics across national borders, including the politics of trade, development, finance, varieties of capitalism, globalization and environmental protection. *Not open to students who have taken POLSC 376.*

prereq: ENGL 120 or equivalent

3 hrs, 3 cr.

POLSC 276(W) International Relations of the Third World

GER 3/B

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.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 278(W) International Organizations

GER 3/B

Powers, functions and effectiveness of international institutions; emphasis on United Nations and regional organizations.

prereqs: POLSC 115 or perm instr; ENGL 120

3 hrs, 3 cr.

POLSC 280(W) Women, War and Peace

GER 3/B PD/C

The course examines the roles that women have played as subjects and objects in war and peace.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 281(W) Drugs, Politics and Public Policy

GER 3/B

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.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 282(W) International Security

GER 3/B

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.

prereq: ENGL 120 or *equiv.*

3 hrs, 3 cr.

POLSC 373 Contemporary Issues in International Politics

GER 3/B

Selected topics in international politics.

prereqs: POLSC 115 or *perm instr.*; ENGL 120

3 hrs, 3 cr.

POLSC 374(W) International Human Rights

GER 3/B

An examination of the origins, substance and processes of human rights in international relations.

prereq: ENGL 120 or *equiv.*

3 hrs, 3 cr.

POLSC 375(W) International Law

GER 3/B

Case studies on nature, sources, practices and efficacy of international law, principles and rules.

prereq: ENGL 120

3 hrs, 3 cr.

POLSC 376(W) International Political Economy

GER 3/B

Critical issues facing international system, such as global inequality, new international economic order, role of multinational corporations and neo-colonialism.

prereqs: POLSC 115 or 117 or 243 or 271 or*perm instr.*; ENGL 120

3 hrs, 3 cr.

POLSC 377(W) Theories of International Politics

GER 3/B

An examination of the central concepts and issues in international politics that underpin the main theoretical debates in the field.

prereqs: POLSC 115 or *equiv.*; ENGL 120

3 hrs, 3 cr.

POLSC 378(W) Russian National Interest: Past and Present

GER 3/B PD/D

In a contemporary, historical and comparative context, this course explores 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.

prereqs: ENGL 120 or *equiv.*; POLSC 115 orPOLSC 117 or *perm instr.*

3 hrs, 3 cr.

POLSC 379(W) War and Strategy

GER 3/B

The nature, functions, conducts and consequences of war and the problems of devising strategies that successfully link political ends and military means.

prereqs: ENGL 120; *one of the following:*POLSC 115, 274, 282, 380, or *perm instr.*

3 hrs, 3 cr.

POLSC 380(W) European Security

GER 3/B PD/D

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.

prereqs: POLSC 115 or 273.87 or 282 or *perm**dept.*; ENGL 120

3 hrs, 3 cr.

POLSC 381(W) East Asia in World Politics

GER 3/B PD/A

An examination of sources of stability and instability in East Asia, using social science theories and historical background.

prereqs: POLSC 115 or *perm dept.*, ENGL 120

3 hrs, 3 cr.

SPECIAL PROGRAMS**POLSC 411, 412 Seminar/Internship in New York City Government**

Practical experience in city government and politics. Weekly seminars, monthly university-wide meetings.

prereq: *perm dept.*2 sems; 4 hrs, 4 cr. *each sem.*

411 offered fall, 412 offered spring

POLSC 480 Seminar in Selected Problems of Political Science

Open to Jr/Sr only. Advanced seminar on selected topics.

prereq: *perm dept.*

3 hrs, 3 cr.

POLSC 482 Seminar in Political Behavior

Advanced seminar in public opinion, voting, mass politics. Major paper required.

prereq: *perm instr.*

3 hrs, 3 cr.

POLSC 486 Senior Colloquium

Advanced seminar. Major project and/or paper required.

prereq: *perm dept.*

3 hrs, 3 cr.

INDEPENDENT STUDY, HONORS, INTERNSHIP COURSES

Students may take an independent study, an honors course and/or an internship more than once. No more than 6 credits of internship may be applied to the major in political science.

Independent Study 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**

prereqs: at least one course in appropriate sub-field, *perm dept.*

1-3 cr.

Honors 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****POLSC 492.41-43 Independent Study in International Politics-Honors**

prereqs: at least one course in appropriate sub-field, *perm dept.*

1-3 cr.

Internship Students may take independent study internships only under the supervision of 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 498.11-16 Internship in American Government and Politics**POLSC 498.21-26 Internship in Political Theory****POLSC 498.31-36 Internship in Comparative Politics****POLSC 498.41-46 Internship in International Politics**

prereqs: at least one course in appropriate sub-field, *perm dept.*

1-6 cr

PSYCHOLOGY

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Distinguished Professors:
Luine, Valian, Zeigler

Professors:

Barr, Chase, Fried, Gordon, Harding, Lewis, Moller, Rabinowitz, Rettig, Slochower, Topoff

Associate Professors:

Belkin, Chodorow, DeFour, Huselid, Klass, Newman, Parsons, Quiñones-Jenab, Seegmiller

Assistant Professors:

Braun, Dennis, Flores, Levy, Miranda, Prasada, Young

Adviser: Ellen Tobey Klass (psychadv@hunter.cuny.edu)

HEGIS Code: 2001

| Majors Offered | Number of Credits Required | Recommended/ Required GER | Prereq | Recommended Minor |
|------------------|---|---|---|--|
| BA in Psychology | 26 credits above the 100 level. Includes: PSYCH 248; PSYCH 249 or PSYCH 250. Additionally, at least one course in each of the following content areas: applications of psychology, biopsychology, cognitive processes, and developmental/social psychology. All such courses must be at 200-level or above, and at least 2 courses must be at 300 level or higher. | GER 2E -Two-semester sequence in one laboratory science | ENGL 120-strongly recommended prior to declaration of major. To declare a psychology major, the student must have completed any 100-level psychology course with a minimum grade of B, STAT 113 or MATH 125 with a minimum grade of C or CR, and have a minimum GPA of 2.00. One additional 100-level PSYCH course is required (PSYCH 100 if not taken as program prerequisite) | The choice of minor depends on individual goals, interests, and skills. Students are encouraged to discuss their choice of minor with the psychology adviser and with faculty mentors. |

Psychology is concerned with all aspects of the study of behavioral, developmental and cognitive processes and employs a broad spectrum of approaches, from the social to the biological, to understand them. The Hunter College psychology program reflects the diversity of psychology as a science and a profession. Course offerings range from clinical, social and developmental psychology to experimental psychology, ethology, biopsychology and behavioral neuroscience.

Although Psychology is a large department, students have personal contact with faculty members through an extensive advisement system, involvement in departmental activities and committees, supervised field placement and participation in research laboratories under the guidance of faculty mentors as part of our independent study, honors, COR (Career Opportunities in Research and Education) and MBRS-RISE (Minority Biomedical Research Support) programs.

A broad range of applied and research opportunities are available within the department in developmental psychology, social psychology, human adjustment, animal behavior, physiological psychology and abnormal psychology. Departmental affiliations with mental health and community organizations make it possible for students to integrate their academic studies of personality, abnormal and child psychology with supervised practical experience by means of field placements and opportunities for applied research.

The faculty and facilities of the CUNY doctoral program in biopsychology are an integral part of the Hunter College psychology program. Our doctoral program in biopsychology and our master's program in general psychology provide course concentrations in a number of different areas within psychology and offer our undergraduate students research and other opportunities to interact with graduate students. Qualified students in their last semester may be admitted to graduate courses with the approval of the instructor and the department's graduate adviser.

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 advisers provide students with additional guidance and information regarding career opportunities and graduate study.

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 and are granted tuition and fee remission. Students 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, Professor Vanya Quiñones-Jenab (jenab@genectr.hunter.cuny.edu, (212)772-4640), or Carlotta Stephens, program manager (cstephe@hunter.cuny.edu, (212) 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. Students may also gain field experience in

conjunction with academic work through Independent Study (PSYCH 201) with a faculty sponsor and through Peer Advising in Psychology (PSYCH 295). Permission of the instructor is required for these courses and students should start making arrangements by the middle of the term before they plan to take the course (e.g., mid-spring for the fall term). The undergraduate adviser can inform students of the instructor who will be teaching PSYCH 295, 306 and 307, for which field placement referrals are made by the instructor. Students wishing to take PSYCH 201 in conjunction with a field experience should meet with the college internship coordinator (by appointment in Career Development, 805 Hunter East) and with prospective faculty sponsors.

Exemptions

A student may be exempt from PSYCH 100 by earning a score of 4 or 5 on the Advanced Placement Test taken in conjunction with a high school course in psychology or by passing the CLEP examination (College Level Education Program). Exemption from Child Psychology (PSYCH 210) may be earned by a passing grade on the CLEP examination in Developmental Psychology. CLEP examinations are given at various testing centers. Interested students can obtain information and application forms at collegeboard.com/clep or by contacting the Office of Student Services. A passing grade on either CLEP examination provides 3 credits. Information on exemption from the mathematics course requirement and on test administration is available from the Testing Center, North 150 (<http://admissions.hunter.cuny.edu/testing.htm>).

THE PSYCHOLOGY MAJOR

Preparation

The psychology major is designed to provide students 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.

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. ENGL 120 is a pre- or corequisite to all 200-level courses below PSYCH 249. Students whose career goals include professional work in psychology, social work, or counseling should take PSYCH 201 (Independent Study), PSYCH 295 (Peer Advising), PSYCH 306/307 (Seminar in Psychological Services), PSYCH 395 (Independent Research), or PSYCH 396/398 (Honors in Psychology), as appropriate. Note that each may be used only once to satisfy major requirements.

We recommend that all prospective majors see an undergraduate adviser for assistance in program planning and that the major be declared as soon as possible. Majors are encouraged to discuss their program of study and their plans regularly with the adviser and with faculty in their respective areas of interest. The courses selected to fulfill the major requirements will vary with the student's career objectives.

Declaration of Major

To declare a psychology major, the student must have completed any 100-level psychology course with a minimum grade of B, a required mathematics course with a minimum grade of C or CR and have a minimum GPA of 2.00. The mathematics requirement may be satisfied by STAT 113 or MATH 125, or by earning exemption from the mathematics requirement. The major must be declared in person with an undergraduate psychology adviser. (Call (212) 772-5568 for schedule.) The student must bring his/her Hunter transcript (and where relevant, transcripts from all other colleges attended) when meeting with the adviser to declare a psychology major.

Psychology 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). The major also requires at least one course in each of the following content areas: applications of psychology; biopsychology; cognitive processes; and developmental/social psychology. (If a course meets requirements for more than one content area, the student may apply the course to only one of them.) All of the content-area courses must be at or above the 200 level and at least 2 of the content-area courses must be at or above the 300 level. Two additional (elective) courses in psychology, at the 200 level or higher, must be completed. Two semesters of laboratory science must also be completed. (See the Science Requirement for Graduation below.)

Qualified undergraduates in their last semester may register for graduate-level psychology courses with the permission of the instructor and the graduate adviser. 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 obtain a copy of "Psychology Major Requirements and Policies" from the undergraduate advising office and subscribe to psych-l, the Department's automatic e-mail announcement service (listserv), 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. In contrast, psychology courses that were taken before the student enrolled at Hunter and that are deemed equivalent to a Hunter College course may count toward the major. The assessment of course equivalency is made by the Office of Admissions and by the undergraduate psychology advising office.

Prerequisites

Course prerequisites are strictly enforced. Students are responsible for meeting all course prerequisites, including satisfactory completion of courses in progress at the time of enrollment. 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.)

Prerequisites for PSYCH 248 (Statistical Methods in Psychological Research) All students must have received at least a C or CR in STAT 113 or MATH 125 or earned mathematics exemption and must have declared psychology as their major in the Psychology Department Advising Office at Hunter.

Prerequisites for PSYCH 249 (Experimental Psychology: Social) and PSYCH 250

(Experimental Psychology: General)

All students must be declared Psychology majors and have passed ENGL 120 with C or higher, STAT 113 or MATH 125 with C or higher (or earned mathematics exemption) and 1 semester of laboratory science (see Science Requirement for Graduation, below).

Science Requirement for Graduation

In order to graduate, psychology majors must have completed two semesters in laboratory science approved by the department. Students must take at least one semester of laboratory science before taking PSYCH 249 or 250. Students may complete the laboratory science courses at any point in their studies, and the courses need not be taken in sequence. The science requirement may be met by any of the following courses, all of which meet the General Education Requirement Stage 2E, Laboratory Science, requirement: ANTHP 101; ANTHP 102; BIOL 100; BIOL 102; BIOL 120; BIOL 122; CHEM 100/101; CHEM 102/103; CHEM 104/105; CHEM 111; CHEM 112; CHEM 120/121; GEOL 101; GEOL 102; PGEOG 130; PGEOG 231; PHYS 110; PHYS 120; SCI 101; SCI 102.

Note: Students who declared a psychology major before January 1, 1998 are exempt from the science requirement within the Department of Psychology. For transfer students, the laboratory science requirement may be met by courses taken at previous institutions only if they have been assigned the Hunter College course numbers in the above list. Transfer students should check with the psychology adviser after their courses have been formally evaluated by Hunter College to determine whether the science requirement has been met.

Note: Students who declared a psychology major before January 1, 1998 are exempt from the science requirement within the Department of Psychology.

For transfer students, the laboratory science requirement may be met by courses taken at previous institutions only if they have been assigned the Hunter College course numbers in the above list. Transfer students should check with the psychology adviser after their courses have been formally evaluated by Hunter College to determine whether the science requirement has been met.

Minor

All psychology majors must complete a minor in a department or program leading to a BA degree. The choice of minor depends on individual goals, interests and skills. Students are encouraged to discuss their choice of minor with the psychology adviser and with faculty mentors. 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 adviser.

Minor for Non-Majors

Students choosing to minor in Psychology should consult their major department adviser for appropriate course recommendations.

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 GER 2/B

An introduction to the problems, methods and concepts of psychology, covering a range of topics which characterize the discipline, including history, methodology and professional ethics, biological foundations, perception, motivation and emotion, learning, memory and thinking, individual differences, intelligence, personality, behavior disorders and their treatment, group processes.

3 hrs, 3 cr.

PSYCH 140 Psychology of Adjustment GER 2/B

Styles of adjustment; social interaction; self-concept and self-esteem; stress management; alienation; failures of adjustment.

prereq: PSYCH 100
3 hrs, 3 cr.

PSYCH 150 Human Development GER 2/B

Development from conception to death; biological, physiological and social factors and their interactions at each stage.

prereq: PSYCH 100
3 hrs, 3 cr.

PSYCH 160 Evolution and Behavior GER 2/B

Aggression, sleep, learning, communication, emotion, motivation and social behavior in human and other species; underlying mechanisms, development, evolutionary history.

prereq: PSYCH 100
3 hrs, 3 cr.

PSYCH 170 Psychology of Human Sexuality GER 2/B PD/C

Psychological foundations, sexual development and response patterns; male and female roles; individual and social attitudes, legal issues.

prereq: PSYCH 100
3 hrs, 3 cr.

PSYCH 180 Brain and Behavior GER 2/B

Brain structure, function and relation to behavior. Topics include the neural basis of perception, learning and memory, consciousness, motivation, emotion.

prereq: PSYCH 100
3 hrs, 3 cr.

PSYCH 190 (WOMST 190) Development of Gender Roles GER 2/B PD/C

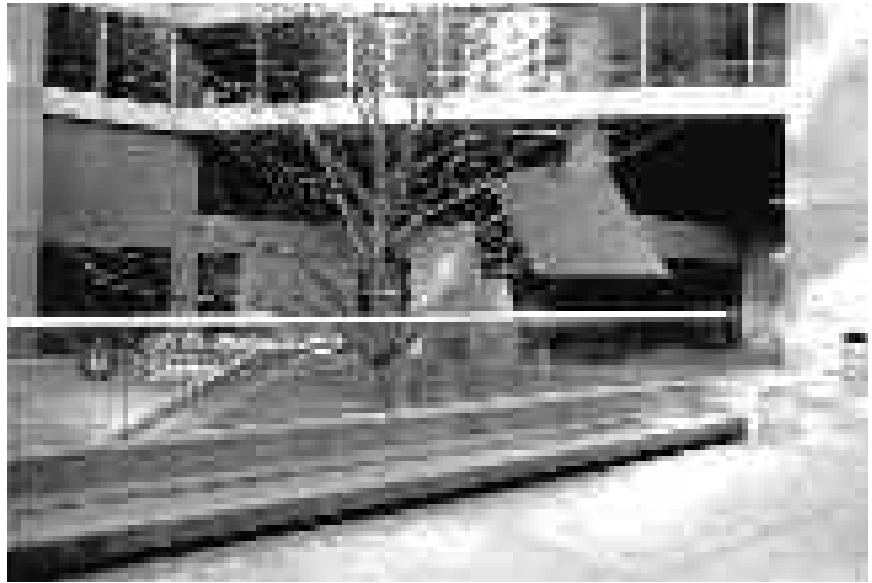
Social, cognitive, hormonal and personality factors in development of gender roles; determinants of behavioral and cognitive gender differences.

3 hrs, 3 cr.

PSYCH 195 Special Topics in Psychology I GER 2/B

Readings and discussions on a selected problem or topic area. Topics vary from semester to semester.

prereq: PSYCH 100
3 hrs, 3 cr.



Note: ENGL 120 is a pre- or corequisite to all courses numbered between PSYCH 201 and PSYCH 248. ENGL 120 is a prerequisite for courses numbered PSYCH 249 and above.

PSYCH 201 Independent Study in Psychology

May be applied to major once. 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.

prereqs: 6 cr. in PSYCH, perm instr.
3 hrs, 3 cr.

PSYCH 205(W) The Profession of Psychology GER 3/B

Open to declared majors only. Introduction to and critical analysis of the profession of psychology; examination of theories and career options in major subfields of psychology. Students must have Internet access.

prereqs: 6 cr. in PSYCH, perm dept.
3 hrs, 3 cr.

PSYCH 210(W) Child Psychology (D/S) GER 3/B

Emotional, social, motor and cognitive development as influenced by genetic, 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.)

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 212(W) Psychology of Exceptional Children (D/S) GER 3/B

Special problems of adjustment and training of exceptional children, including the gifted as well as the intellectually, emotionally and physically handicapped.

prereq: PSYCH 150 or 210
3 hrs, 3 cr.

PSYCH 215(W) Introduction to Research Methods in Psychology GER 3/B

Evaluation of published research; research principles and the concepts which underlie them; how to evaluate and select research strategies.

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 220(W) Personality (D/S) GER 3/B

Review of the contributions to the understanding of normal personality in the theories of the Freudian and other analytical schools; of Allport, of representative behaviorist groups and of constitutional typologists; also, methods of assessing and understanding individual personality.

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 221(W) Psychoanalytic Theories (A; D/S) GER 3/B

Historical, theoretical and empirical approaches from Freud to the present; empirical evaluation and integration of these theories with learning and ethological theory.

prereq: PSYCH 220
3 hrs, 3 cr.

PSYCH 223(W) Abnormal Psychology (A; D/S) GER 3/B

Consideration of psychological abnormalities; symptoms, etiology, diagnostic procedures and therapy.

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 225(W) Ethology: Animal Behavior (B) GER 3/B

Adaptation, survival, reproduction and evolution of behavior, emphasizing development and species-comparison.

prereq: 6 cr. in PSYCH or perm instr.
3 hrs, 3 cr.

PSYCH 230(W) Social Psychology (D/S)
GER 3/B

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.

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 235(W) The Psychology of Women (D/S)
GER 3/B PD/C

Psychological functioning of women; sexuality, pregnancy, social roles and status, aging, achievement, life styles, power.

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 240(W) Applications of Psychology (A)
GER 3/B

Psychological issues in business, law and medicine; consumer research, personnel selection and training, motivation and morale in industry, safety programs, testimony, lie detection and psychological issues in coping with physical illness.

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 242(W) Health Psychology (A)
GER 3/B

Psychological and behavioral factors related to physical illness and health promotion, including such areas as aging, stress and coping, pain, addiction and eating disorders.

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 245(W) History of Psychology
GER 3/B

Introspective, behavioristic, gestalt, psychoanalytic and related viewpoints developed from early philosophic roots of psychology.

prereq: 6 cr. in PSYCH
3 hrs, 3 cr.

PSYCH 248(W) Statistical Methods in Psychological Research
GER 3/B

Open to declared majors only. Analysis and interpretation of quantified data. Descriptive and inferential statistics applied to psychological research.

prereqs: PSYCH 100 and one of the following: MATH 125 or STAT 113 with a C or CR or appropriate score on math placement exam
4 hrs, 4 cr.

PSYCH 249(W) Experimental Psychology: Social
GER 3/B

Introduction to the principles of research methodology and experimental techniques. Required research reports involve laboratory and field exercises concerned with a variety of social psychological phenomena. (Students may take either PSYCH 249 or 250, but not both.)

prereqs: ENGL 120 with a minimum grade of C; one sem. acceptable lab science sequence; PSYCH 248 with a minimum grade of C
6 hrs (2 lec, 4 lab), 4 cr.

PSYCH 250(W) Experimental Psychology: General
GER 3/B

Open to declared majors only. Research and general experimental techniques in study of behavior. Introduction to the principles of research methodology and experimental techniques. Required research reports involve a variety of laboratory exercises related to the study of basic behavioral processes. (Students may take either PSYCH 249 or 250, but not both.)

prereqs: ENGL 120 with a minimum grade of C; one sem. acceptable lab science sequence with a passing grade; PSYCH 248 with a minimum grade of C
6 hrs (2 lec, 4 lab), 4 cr.

Note: PSYCH 248 and 249 or 250, one semester of an acceptable science sequence, ENGL 120 and declaration of a psychology major are the minimum prerequisites for all courses above PSYCH 250. (Students falling under the previous curriculum need not fulfill the science prerequisite.)

PSYCH 270 Cognitive Processes (C)
GER 3/B

How input is encoded, transformed, elaborated, stored and retrieved in the human information-processing system and how these operations provide the basis for more complex forms of human behavior; analyses of theoretical issues and research pertaining to memory, problem solving, language, attention and perception.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 295 Special Topics in Psychology II
GER 3/B

Readings and discussion on a selected problem or topic area. Topics will vary from semester to semester.

prereq: perm instr.
3 hrs, 3 cr.

PSYCH 300 Physiological Psychology (B)
GER 3/B

Neural and endocrine mechanisms involved in learning, emotion, perception and other psychological processes.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 301 Sensation and Perception (B; C)
GER 3/B

Open to declared majors only. Methods, theories and empirical data relating to stimulus detection, encoding and perception as a function of variables including current stimuli and past history.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 306 Seminar in Psychological Services I (A)

Open to declared majors only. An 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.

prereqs: PSYCH 223 or 323, PSYCH 249 or 250, perm instr.
8 hrs, 4 cr.

PSYCH 307 Seminar in Psychological Services II (A)

Integration of personality and abnormal psychology. Seminar and one day per week placement in mental health/community service setting.

prereqs: PSYCH 306, perm instr.
3 hrs, 3 cr.

PSYCH 309 Sex and Behavior (B; D/S)
GER 3/B PD/C

Research and attitudes about sex-related behavior in human and nonhuman animals emphasizing evolutionary and neuroendocrinological processes and social-psychological processes; male-female differences and similarities, therapeutic strategy in sex-behavior pathology and sexual behavior and the law.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 310 Research Methods and Special Problems in Developmental Psychology (C; D/S)
GER 3/B

Open to declared majors only. Theory and research in selected areas of developmental psychology.

prereqs: PSYCH 150 or 210, PSYCH 249 or 250, perm instr.
3 hrs, 3 cr.

PSYCH 315 Psychological Study of Adult Development (D/S)
GER 3/B

Open to declared majors only. Theories and research concerning the personal and social development of men and women in adulthood; ongoing changes with age related to physical growth and decline, including marital, parental and interpersonal relationships, occupational roles, leisure activities, disability and approaching death.

prereq: PSYCH 210 or PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 322 Problems in Psycholinguistics (C)
GER 3/B

Psychological and psychophysical 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.

prereqs: PSYCH 249 or 250, PSYCH 270 or perm instr.
3 hrs, 3 cr.

PSYCH 323 Child Psychopathology (A; D/S)
GER 3/B

Survey and evaluation of empirical and theoretical approaches to the major psychological abnormalities that arise in childhood and adolescence; their characteristics, causes and treatments.

prereqs: PSYCH 212 or 223, PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 327 Motivation (B; C)
GER 3/B

The problem of how behavior is initiated, maintained, directed and terminated. Human and non-human research evaluated.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 328 States of Consciousness (C)

GER 3/B

The subjective and physiological aspects of consciousness; the means by which it may be altered: hypnosis, dreams, drugs, meditation and mysticism; psychosis.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 340 Industrial and Organizational Psychology (A)

GER 3/B

A review of research and theories on the effects of leadership, human relations, motivation and organizational structures on behavior in business and industrial settings; applications of personnel psychology, motivational psychology and human factors engineering in the work place; job analysis, employee selection, leadership, performance appraisal, power and authority, work motivation and organizational communication.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 350 Learning Theory (C)

GER 3/B

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.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 361 Psychological Tests (A)

GER 3/B

Introduction to the principles of psychological assessment; major methods of measuring general ability, aptitude, achievement, interest, personality. Appraisal of psychological tests.

prereq: PSYCH 249 or 250
3 hrs, 3 cr.

PSYCH 369 Drugs and Behavior (B)

GER 3/B

Neurochemical substrate of brain functioning; historical context and social ramifications of drug use.

prereqs: PSYCH 249 or 250, PSYCH 300 or
perm instr.
3 hrs, 3 cr.

PSYCH 370 Psychology of Cognitive Development (C; D/S)

GER 3/B

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.

prereqs: PSYCH 249 or 250, PSYCH 270 or
perm instr.
3 hrs, 3 cr.

PSYCH 380 Microcomputers in Psychological Research

GER 3/B

An introduction to the fundamentals of micro-computer 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 micro-computer. Designed for advanced undergraduates.

prereqs: PSYCH 249 or 250, *perm instr.*
3 hrs, 3 cr.

PSYCH 390 Special Topics in Psychology III

GER 3/B

Readings and discussion on a selected problem or topic area. Topics vary from semester to semester.

prereqs: PSYCH 249 or 250, *perm instr.*
3 hrs, 3 cr.

PSYCH 395 Independent Research in Psychology

May be applied to the major once. 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.

prereqs: PSYCH 249 or 250, *perm instr.*
3 hrs, 3 cr.

PSYCH 396 Honors in Psychology

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 PSYCH 396. Honors in Psychology is typically a one-semester course; however, when a PSYCH 396 research project extends beyond a single semester, the student may (with permission) register for a second semester as PSYCH 398. If taken, the student must receive a grade of A in both PSYCH 396 and 398 to graduate with departmental honors.

prereqs: PSYCH 249 or 250; 3.5 major GPA;
3.00 cumulative GPA; *perm instr.*
3 hrs, 3 cr.

PSYCH 398 Honors in Psychology

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 398 to graduate with departmental honors.

prereqs: PSYCH 396, *perm instr.*
3 hrs, 3 cr.

PSYCH 400 Special Topics in Psychology IV

GER 3/B

Readings and discussion on a selected problem or topic area. Topics vary from semester to semester.

prereq: PSYCH 249 or 250, *perm instr.*
3 hrs, 3 cr.

RELIGION

Program Office 1241 Hunter West; (212) 772-4989

Director: Barbara Sproul

E-mail: bsproul@hunter.cuny.edu

Web Site: <http://www.hunter.cuny.edu/religion>

Associate Professor: Sproul

Assistant Professors: Long

Coordinating Committee:

Green (Classical and Oriental Studies), Long (Religion), Sproul (Religion), Welter (History)

HEGIS Code: 1510

| Majors Offered | Number Credits | Major Requirements | Recommended/Required GER | Prereq | Recommended Minor |
|----------------|----------------|--|--------------------------|----------|---|
| BA in Religion | 24 | 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. Both introductory courses (REL 110, 111) must be taken and followed by at least one course in theoretical studies, one in religious issues, and one in religious traditions. In consultation with Religion advisers substitutions are permitted and modifications allowed to maximize the scholastic preparation of each student. No more than two courses from Category V (related courses) may be applied toward the major. | See Adviser | ENGL 120 | Religion majors may minor in any area of study in the college leading to the BA |

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 faculty in 10 participating departments or divisions: Anthropology, Africana and Puerto Rican/Latino Studies, Chinese, Classics, English, Geography, Hebrew, History, Philosophy and Sociology.

The program is divided into five categories of courses: Introduction to the field of religion (basic introductory courses); Theoretical studies in religion (courses focusing on different methodological approaches to the study of religion); Issues in religion (courses dealing with religious experience, faith, ethics, religion and the arts); Religious traditions (courses in major religious traditions); Related courses.

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;
- IV. Religious traditions. Both introductory courses (REL 110, 111) must be taken and followed by at least one course in theoretical studies, one in religious issues and one in religious traditions; and
- V. Related courses. No more than two courses may be applied toward the major.

On becoming a major the student, in consultation with the director, will select one member of the program in Religion staff as his or her major adviser. Each religion major is required to consult with this adviser at least twice a year.

Minor

Religion majors may minor in any department or program at Hunter leading to the BA degree.

Minor for Non-Majors

A minor in Religion consists of 12 credits. It is suggested that these be made up of the two introductory REL courses plus two other REL courses. If the major department recommends a minor in Religion, the student must meet with a Religion program adviser in order to select appropriate courses.

Honors

To qualify for departmental honors, a student must take either REL 450 or REL 490 completing either with a grade of B or above and achieving a final GPA in religion major courses of at least 3.5 and a final cumulative GPA of at least 3.0.

COURSE LISTINGS

I. INTRODUCTION TO THE FIELD OF RELIGION

REL 110(W) Nature of Religion GER 2/C

Study of basic facets of religion: God, ethics, worship, faith, myth, ritual, symbolism, etc.
3 hrs, 3 cr.

REL 111(W) Approaches to Religion GER 2/C

Different understandings of religion: sociological, anthropological, psychological, philosophical, theological.
prereq: ENGL 120
3 hrs, 3 cr.

II. THEORETICAL STUDIES IN RELIGION

ANTHC 307 Anthropology of Religion PD/A

Emphasis on non-Western societies; theories of religion; magic; functions and symbolic meanings.
3 hrs, 3 cr.

PHILO 262(W) Philosophy of Religion GER 3/A

Philosophical examinations of some religious questions and beliefs.

prereqs: ENGL 120, one course in philosophy or religion
3 hrs, 3 cr.

REL 270(W) Religion and Psychology

GER 2/C PD/D

An examination of ways in which psychology understands, describes, values (or devalues) religion using the media of text, story and film.

prereq: ENGL 120
3 hrs, 3 cr.

SOC 205 Sociology of Religion

Comparative study of religion in human societies. Analysis of beliefs, myths and sacred attitudes.

prereq: SOC 101
3 hrs, 3 cr.

REL 390(W) Modern Theories in Religion

GER 3/A PD/D

An advanced methodology course surveying key issues and main approaches under discussion in the current study of religion when standard methods of interpretation are being subjected to exhaustive critique and revision and new theories are being proposed.

prereqs: ENGL 120, REL 111 or equiv; at least one other course in religion or a theoretical course offered by participating department, such as ANTHRO 307, PHILO 262 or SOC 205; perm instr.
3 hrs, 3 cr.

REL 260 Special Topics: Theoretical Studies in Religion

Specialized study of a methodological approach to the study of religion. Different topic each time offered.

3 hrs, 3 cr.

REL 360 Special Topics: Theoretical Studies in Religion

GER 3/A

Specialized study of a methodological approach to study of religion. Different topic each time offered.

3 hrs, 3 cr.

III. ISSUES IN RELIGION**REL 204(W) Religious Experience**

GER 2/C

Cross-cultural analysis of religious experiences: Biblical, ancient Greek, Asian, modern Western.

prereq: ENGL 120
3 hrs, 3 cr.

REL 205(W) Faith and Disbelief

GER 2/C PD/D

Examination of questions of faith and disbelief in modern Western thought.

prereq: ENGL 120
3 hrs, 3 cr.

REL 206(W) Ideas of God in Contemporary Western Thought

GER 2/C PD/D

Survey of representative schools of current Western religious thought: Christian theism, "metaphysical protest," process theology, feminist theology, liberation theology, "beyond theism" thought.

prereq: ENGL 120
3 hrs, 3 cr.

REL 207(W) Religious Sources for Morality

GER 2/C

Religious reasons for determining good and evil; religious sources for ethical decisions.

prereq: ENGL 120
3 hrs, 3 cr.

REL 208(W) Religion and Social Justice

GER 2/B PD/D

An exploration into religious perspectives on such social issues as war, race, the economy and gender relations.

prereq: ENGL 120
3 hrs, 3 cr.

REL 307(W) Religious Ideas in Modern Literature

GER 3/A

Exploration of religious themes in modern lit.

prereq: ENGL 120
3 hrs, 3 cr.

REL 308(W) Religion and the Arts

GER 3/A

Examination of religious themes in art, music, theatre, cinema, or literature. Different topics each time offered.

prereq: ENGL 120
3 hrs, 3 cr.

REL 309(W) The Religious Meaning of Love and Sex

GER 3/A

Interdisciplinary investigation of the major ways humankind has understood the relation between the sexually erotic and religious realities.

prereq: ENGL 120
3 hrs, 3 cr.

REL 310(W) The Religious Meaning of Death

GER 3/A

Consideration of the meaning of death in major world religions.

prereq: ENGL 120
3 hrs, 3 cr.

REL 311(W) Women and Religion

GER 3/A PD/C

An examination of the role of women and the concept of the feminine in world religions.

prereq: ENGL 120
3 hrs, 3 cr.

REL 312(W) Religion and Politics

GER 3/A

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.

prereq: ENGL 120
3 hrs, 3 cr.

REL 313(W) Spirit and Nature

GER 3/A

An exploration of the ideas of "nature" and "animal life" in a representative sampling of the religious traditions of the world, inquiring into the implications for environmental policy and the treatment of animals.

prereq: ENGL 120
3 hrs, 3 cr.

REL 315(W) The Problem of Evil

GER 3/A

Exploration of the religious meaning of "evil" in different cultures.

prereq: ENGL 120
3 hrs, 3 cr.

REL 334(W) Mysticism

GER 3/A

Cross-cultural exploration of mystical experience and mystical doctrines, as well as an exploration of the various methods of studying them.

prereq: ENGL 120
3 hrs, 3 cr.

REL 335(W) Myth and Ritual

GER 3/A

Cross-cultural exploration of myth and ritual and their place in various cultures; methodologies for analysis.

prereq: ENGL 120
3 hrs, 3 cr.

REL 340(W) Homosexuality in World Religions

GER 3/A PD/C

A survey and analysis of typical ways in which homosexuality has been understood, evaluated and in some cases institutionalized in a variety of religious traditions, attending especially to implicit constructions of gender.

prereq: ENGL 120
3 hrs, 3 cr.

REL 261 Special Topics: Issues in Religion

Study of particular religious topics or thinkers. Different subject each time offered.

3 hrs, 3 cr.

REL 361 Special Topics: Issues in Religion

GER 3/A

Study of particular religious topics or thinkers. Different subject each time offered.

3 hrs, 3 cr.

IV. RELIGIOUS TRADITIONS**REL 251(W) Eastern Religions**

GER 2/C PD/A

Study of Hinduism, Buddhism, Jainism, Taoism and Confucianism.

prereq: ENGL 120
3 hrs, 3 cr.

REL 320(W) Hinduism

GER 3/A PD/A

Study of Hinduism, its development, history, literature, philosophy and religious practices.

prereq: ENGL 120
3 hrs, 3 cr.

REL 321(W) Buddhism

GER 3/A PD/A

Study of Buddhism, its development, history, literature, philosophy and religious practices.

prereq: ENGL 120
3 hrs, 3 cr.

REL 336(W) Zen

GER 3/A PD/A

An inquiry into the teachings of Chinese and Japanese Zen in light of their Buddhist and Daoist backgrounds.

prereq: ENGL 120
3 hrs, 3 cr.

PHILO 219 Asian Philosophies

PD/A

Readings from classics of Indian, Chinese and Japanese philosophy drawn from the traditions of Buddhism, Hinduism, Taoism and Confucianism.

3 hrs, 3 cr.

REL 256(W) Afro-Caribbean Religions

GER 2/C PD/B

An introduction to the diversity of African-based religions in the Caribbean and beyond.

prereq: ENGL 120

3 hrs, 3 cr.

AFPRL 220 African Spirituality in the Diaspora

GER 2/C PD/A or B

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.

3 hrs, 3 cr.

AFPRL 322 African World View: Philosophy and Symbolic Thought

GER 3/A PD/A

Examination of African religious systems, metaphysical conceptions and philosophy.

prereq: AFPRL 222 or perm instr.

3 hrs, 3 cr.

*offered every other sem.***AFPRL 323 Islam and Christianity in Africa**

GER 3/A

Examination of relationship of Islam and Christianity to primary African religions and their political role in African history.

prereq: AFPRL 201, 202, 222 or perm instr.

3 hrs, 3 cr.

AFPRL 362 Puerto Rican and Caribbean Religious Practices

GER 3/A PD/A or B

Reading knowledge of Spanish suggested. Analysis of roots of folk religion in Indian, African and Spanish cultures. Religious syncretisms, popular imagery and ritual practices.

prereq: AFPRL 141 or 243

3 hrs, 3 cr.

AFPRL 420 The Black Church and Social Change

In-depth study of socio-political role of Black church in political struggle of Black people, with special emphasis on America.

prereq: AFPRL 203, 204, 205 or perm instr.

3 hrs, 3 cr.

REL 252(W) Ancient Near Eastern Religions

GER 2/C

Study of Egyptian religion, religions of Sumer and Babylonia, religion of the early Hebrews (including the Old Testament).

prereq: ENGL 120

3 hrs, 3 cr.

REL 253(W) Western Religions

GER 2/C PD/D

Survey of major Western religions — Christianity, Judaism, Zoroastrianism and Islam.

prereq: ENGL 120

3 hrs, 3 cr.

REL 255(W) Religions of Two Gods

GER 2/C PD/A

A survey of historical varieties of dualistic religion — both classical and modern — which inquires into the moral grounds for their recurring appeal.

prereq: ENGL 120

3 hrs, 3 cr.

HEBR 240 Introduction to the Old Testament

GER 2/C PD/A

Survey of the books of the Old Testament, their form, content and cultural background.

Introduction to the tools and methods of modern biblical criticism.

3 hrs, 3 cr.

HEBR 259 Old Testament Religion

GER 2/C PD/A

Comprehensive survey of ancient Israelite religious practice, expression and thought as reflected in Hebrew Bible.

3 hrs, 3 cr.

HEBR 286(W) Ancient Near Eastern Literature and the Bible

PD/A

Comparative study of Ancient Near Eastern literature and Hebrew Bible.

3 hrs, 3 cr.

HEBR 292 The Hebrew Prophets

GER 2/C PD/A

Study of phenomenon of prophecy in ancient Israel and its contribution to historical, ethical and religious thought.

3 hrs, 3 cr.

HEBR 294(W) Job, Ecclesiastes and the Human Predicament

GER 3/A PD/A

Study of form, content and religious significance of these two enigmatic masterworks.

3 hrs, 3 cr.

HIST 210 History of Judaism

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.

3 hrs, 3 cr.

HIST 309 Jewish History in the Ancient World

Not open to freshmen. Jewish people from origins to late antiquity; social and intellectual developments from Biblical to Talmudic eras.

3 hrs, 3 cr.

HIST 319 Jewish History in Medieval and Early Modern Periods

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.

3 hrs, 3 cr.

HIST 320 Jewish History in Modern World

PD/D

Not open to freshmen. From 18th century to present: Enlightenment, emancipation, nationalism and Jewish State; anti-Semitism and Holocaust; recent trends.

3 hrs, 3 cr.

CLA 303 Religion of Ancient Greece

Ancient Greek religious experience: official rites, mystery cults, oracles, personal religious belief and practice.

prereq: ENGL 120

3 hrs, 3 cr.

CLA 304(W) Pagans and Christians

GER 3/A PD/D

Transformation of classical culture in late antiquity: religion, philosophy, mysticism, magic, astrology.

prereq: ENGL 120

3 hrs, 3 cr.

REL 330(W) New Testament Religion

GER 3/A

Scholarly consideration of religion of New Testament: the mystery of Jesus Christ, Paul's message, ethics, relation to the Law of Judaism, salvation theology, apocalyptic thinking.

prereq: ENGL 120

3 hrs, 3 cr.

REL 323(W) Christianity

GER 3/A PD/D

Analysis of the Christian religion which employs methodologies of the academic study of religion and which aims to uncover the unity of Christian faith embodied in its various expressions.

prereq: ENGL 120

3 hrs, 3 cr.

REL 333(W) Christian Theology

GER 3/A PD/D

An examination of key doctrines in Christian thought such as trinity, incarnation, existence of God and grace.

prereq: ENGL 120

3 hrs, 3 cr.

HIST 314 Ancient and Medieval Christianity

PD/D

The development of Christianity from Jesus to Luther; theology and mysticism, lay and monastic spirituality; the papacy and dissidents; gender and sexuality; relations with Judaism and Islam.

3 hrs, 3 cr.

HIST 315 Christianity in Modern Times

Not offered to freshmen. Transformation of Christianity since the Reformation, Enlightenment and modern political and intellectual challenges.

3 hrs, 3 cr.

HIST 316 History of Religion in the United States

Changing European churches and indigenous American sects: their architecture, leaders and ideas.

3 hrs, 3 cr.

REL 322(W) Islam

GER 3/A PD/A

Study of Islam, its development, history, literature, philosophy and religious practices.

prereq: ENGL 120

3 hrs, 3 cr.

REL 324(W) Islam and Buddhism

GER 3/A

Study of Islam and Buddhism, their founders, development, beliefs, rituals and interaction.

prereq: ENGL 120

3 hrs, 3 cr.

REL 337(W) Sufism

GER 3/A PD/A

A course on the esoteric or "mystical" dimension of Islam, known among Muslims as *ta'awwuf*, attending to the history, doctrine and metaphysics of the Sufi path.

prereq: ENGL 120

3 hrs, 3 cr.

REL 254(W) Tribal Religions: From Australia to the Americas

GER 2/C PD/A or B

Study of indigenous religions of Pacific Islanders and North American Indians.

prereq: ENGL 120
*3 hrs, 3 cr.***REL 262 Special Topics: Religious Traditions**

Specialized study of specific religious traditions or groups of traditions. Different topic each time offered.

*3 hrs, 3 cr.***REL 362 Special Topics: Religious Traditions**

GER 3/A

Specialized study of specific religious tradition or groups of traditions. Different topic each time offered.

*3 hrs, 3 cr.***REL 410 Independent Study in Religion**

Open to majors only. Individual research and writing on topic in religion under supervision of a religion professor.

prereq: perm chair
*hrs TBA, 1-6 cr.***REL 450 Honors Seminar in Religion**

Specialized study in religion. For religion majors or other advanced religion students. Different topic each time offered. May be taken a second or third time with another subject. One topic offered under REL 450 or 490 satisfies the course requirements for departmental honors.

prereqs: five courses in religion or a major/CUNY-BA focus in religion and perm instr. or program director
*3 hrs, 3 cr.***REL 490 Honors Tutorial in Religion**

Open to majors only. Individual research and writing on topic in religion under supervision of Religion Honors Committee. REL 490 or one topic offered under REL 450 satisfies the course requirements for departmental honors.

prereq: perm chair
*hrs TBA, 3-6 cr.***V. RELATED COURSES****AFPRL 141 Puerto Rican Folklore**

GER 2/C PD/A or B

Study of Puerto Rican folklore: traditional beliefs, legends, religious rites and typical music.

*3 hrs, 3 cr.***AFPRL 222 African Civilization**

GER 2/C PD/A

Introduction to study of African civilization from Afro-centric perspective.

*3 hrs, 3 cr.***CHIN 111 Chinese Culture I**

GER 2/C PD/A

Introduction to Chinese culture with emphasis on classical tradition. Lectures and readings in English.

*3 hrs, 3 cr.***CHIN 112 Chinese Culture II**

GER 2/C PD/A

Emphasis on modern transformation against background of classical tradition. Lectures and readings in English.

*3 hrs, 3 cr.***CLA 101 Classical Mythology**

GER 2/C PD/D

Greek and Roman myth as represented in ancient art and literature, with emphasis on modern interpretations and theories.

*3 hrs, 3 cr.***CLA 302(W) Comparative Backgrounds of Classical Mythology**

GER 3/A PD/D

Mythological systems that bear on classical myth, including Egyptian, Mesopotamian, Hittite, Ugaritic and Celtic myths.

prereqs: CLA 101, ENGL 120
*3 hrs, 3 cr.***HEBR 214(W) Maimonides' Guide to the Perplexed**

GER 3/A PD/D

Study of the work in English, with reference to Maimonides' influence on development of medieval Aristotelianism.

*3 hrs, 3 cr.***HEBR 281(W) Masterpieces of Ancient Hebraic Literature in Translation**

GER 3/A

Study of Hebrew classics and collateral works against background of Jewish history and ancient civilization.

*3 hrs, 3 cr.***HEBR 284 Images of Women in the Old Testament, in Translation**

PD/C

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.

*3 hrs, 3 cr.***HEBR 288 Ancient Hebraic Folklore**

GER 2/C PD/A

Analysis and comparative study of folk beliefs, practices and literature reflected in Hebrew Bible, apocryphal literature and Rabbinic Aggada.

*3 hrs, 3 cr.***HEBR 290 Biblical Archaeology**

GER 2/C PD/A

Study of Biblical sources in translation in relation to major archaeological discoveries in Israel and Near East.

*3 hrs, 3 cr.***HEBR 295 Ancient Hebraic Law**

GER 2/C

Historical and comparative study of Biblical and rabbinic law.

*3 hrs, 3 cr.***HEBR 296(W) The Dead Sea Scrolls in English**

GER 3/A PD/A

Readings in the various genres of the scrolls; historical background of Qumran sect; significance of the scrolls for study of Judaism and Christianity.

*3 hrs, 3 cr.***ANTHC 306 Folklore and Myth**

Cultural and psychological functions and symbolic meanings.

3 hrs, 3 cr.

ROMANCE LANGUAGES

Department Office: 1341 Hunter West; (212) 772-5093, 5108

Chair: Giuseppe Di Scipio

E-mail: gdiscipi@hunter.cuny.edu

Web site: <http://www.hunter.cuny.edu/%7Eromlang>

Professors:

Costa, Di Scipio, Hortas, Paynter, Pellicer, Przybos, Sautman

Associate Professors:

Barsoum, Conchado, Fasoli, Perna, Ramos

Assistant Professors:

Bocquillon, Calabritto, Di Iorio, Fischer, Hernandez-Ojeda, Perkowska-Alvarez, Santos-Rivero, Taormina

Lecturers:

Chace, Spitzer

Advisers:

French: Barsoum, Bocquillon

Italian: Fasoli, Paynter

Spanish: Fischer, Perkowska-Alvarez, Ramos

Departmental Language Coordinator: Ramos

HEGIS Code: 1102 (French); 1104 (Italian); 1105 (Spanish); 1101 (Romance Languages)

| Majors Offered | Options in Major | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|-------------------------|--|--|--------------------------|--|---|
| BA in French | French Literature | 30 | See advisers | See advisers | Students majoring in French take, as minor, 12 credits in one field of study, which must be approved by the departmental adviser. A student can minor in another Romance Language. |
| | French Language and Civilization | 30 | | | |
| | Either of the above planning to teach grades 7–12 | 33 (30 + 3 cr. in FREN 399) | See advisers | See advisers | The 23-credit pedagogical sequence in adolescence education will serve in lieu of the minor. |
| BA in Italian | Italian Literature | 30 | See advisers | See advisers | Students majoring in Italian take, as minor, 12 credits in one field of study, which must be approved by the departmental adviser. A student can minor in another Romance Language. |
| | Italian Language and Civilization | 30 | | | |
| | Either of the above planning to teach grades 7–12 | 33 (30 + 3 cr. in ITAL 399) | See advisers | See advisers | The 23-credit pedagogical sequence in adolescence education will serve in lieu of the minor. |
| BA in Spanish | Spanish Major | 36 | See advisers | See advisers | Students majoring in Spanish take, as minor, 12 credits in one field of study, which must be approved by the departmental adviser. A student can minor in another Romance Language. |
| | Planning to teach Spanish in grades 7–12 | 39 (36 + 3 cr. in SPAN 399) | See advisers | See advisers | The 23-credit pedagogical sequence in adolescence education will serve in lieu of the minor. |
| | Spanish-English/English-Spanish Translation and Interpretation | 36, to include Linguistic Structures and Advanced Writing (9), Lexical and Cultural Enrichment (12), Translation and Interpretation (15) | See advisers | ENGL 120 plus 15 credits of GER with grade of B or better in each course Advanced ability in Spanish and English as determined by departmental exam or permission. Computer literacy | English or English Language Arts |
| BA in Romance Languages | For students who want to specialize in two Romance Languages | | See advisers | See advisers | Students opting for the major in Romance Languages must take as a minor 12 credits in another field of study which must be approved by the department adviser. |

The Department of Romance Languages offers courses in French, Italian and Spanish languages, literatures and civilizations. The offerings are designed to fulfill a major or a minor sequence or to satisfy the foreign language requirement. Students majoring in French, Italian or Spanish attain a high level of language proficiency and knowledge of the literary and cultural tradition of the chosen discipline. The major in Romance Languages entails the study of two languages and literatures and civilizations.

Most students majoring in one or two Romance languages pursue careers in education. Others enter careers in the fields of commerce, tourism, interpreting and translating and international affairs, among others.

Foreign Language Requirement

The college foreign language requirement may be fulfilled by completion of French, Italian or Spanish 202, 203 or 208 or by demonstrating equivalent proficiency through a departmental examination. Students with prior knowledge of one of the languages should take a placement examination before registering for courses. Students who have a high school diploma in a language other than English or who have studied a foreign lan-

guage in high school for four years have fulfilled the language requirement. Students should consult a departmental adviser to resolve all matters regarding placement, registration and course offerings.

- Students pursuing a new language will fulfill the language requirement in four college semesters by completing one of the following sequences:
 - 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, or 105-106 and 201-202, or 203, or 207 and 208.

- Students continuing a language studied for one year in high school need three additional college semesters:

a. French: FREN 102, 201 and 202 or 102 and 203;

- b. Italian: ITAL 102, 201 and 202; 102 and 203;
 - c. Spanish: SPAN 102, 201 and 202; 102 and 203; 106, 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:
 - a. French: FREN 202 or 208;
 - b. Italian: ITAL 202;
 - c. Spanish: SPAN 202 or 208

Honors

Students qualified to graduate with departmental honors must take an honors course or equivalent approved by the departmental advisers. Departmental honors will be conferred upon a recommendation from the appropriate departmental committee. Candidates must present a paper of at least 7,000 typewritten words in the language of specialization. Consult the department for further information.

Graduate Study

Qualified seniors with a minimum GPA of 3.5 in their discipline may be admitted to graduate level courses. Permission must be secured from the chair and then forwarded to the dean. Consult the graduate catalog for requirements and regulations.

MAJORS

French

The French major provides two concentrations:

- a. French Literature (30 cr). A concentration in French literature that emphasizes the study of literary works and criticism. 3 credits from FREN 311, 312, 321; 6 credits in FREN 341, 342; 21 credits from FREN 331, 335, 336, 343, 344, 346, 348, 349, 350, 351, 353, 360, 361, 363, 365, 375, 491, 495.

Students planning to teach in grades 7-12 must also complete 3 credits in Second Language Acquisition: FREN 399, 495 or SEDC 212 or SEDC 712.

- b. French Language and Civilization (30 cr) A concentration in French language as well as in French and Francophone literature, culture and civilization. 12 credits from the language sequence (Group A); 0-9 credits from Group B (offered in English); and 9-18 credits from Group C (offered in French).

Group A: FREN 220, 275, 311, 312, 321, 331.
 Group B: FREN 241, 242, 251, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262.
 Group C: FREN 335, 336, 341, 342, 343, 344, 346, 348, 349, 350, 351, 353, 360, 361, 362, 363, 364, 365, 375, 491, 495.

Italian

The Italian major provides two concentrations:

- a. Italian Literature (30 cr). A concentration in Italian literature which emphasizes the study of literary history and texts. 3 credits from ITAL 311, 312, 331; 9 credits from ITAL 341, 342, 343; 3 credits from ITAL 344 or 345; 15 credits chosen from ITAL 346-351, 360-365, 370, 375, 495.

Students planning to teach in grades 7-12 must also complete 3 credits in Second Language Acquisition: ITAL 399, 495 or SEDC 212 or SEDC 712.

- b. Italian Language and Civilization (30 cr.) 15 credits from among ITAL 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: ITAL 260, 275, 276, 280, 334-338 Group B: ITAL 341-351, 360-364, 370, 375, 495

Spanish

The Spanish major provides two concentrations.

- a. (36 cr) SPAN 311, 312, 341, 342. In addition, 6 credits in literature before the 19th century (SPAN 343, 345, 346, 348, 350, 353), 9 credits in Latin American literature (SPAN 360, 362, 364, 365, 366, 367, 368, 371), at least 3 credits of which must be in contemporary literature. Three additional credits must be taken from either one of the following courses: Spanish Civilization (SPAN 335) or Latin American Civilization (SPAN 336). Students may choose the remaining 6 credits in any course in literature from Spain or Hispanic America numbered above 342.

Students planning to teach in grades 7-12 must also complete 3 credits in Second Language Acquisition, SPAN 399, 495 or SEDC 212 or SEDC 712.

- b. Major concentration in Spanish-English/English-Spanish translation and interpretation (36 cr): This program prepares students for careers in the growing translation field. Students take courses in Spanish language, literature and civilization in conjunction with specialized courses in translation/interpretation theory and practice. A complementary minor in English and related fields of study is required and must be approved by the program adviser. Sufficient flexibility is built into the program so that students may tailor certain requirements to fit their individual needs and interests. An intensive internship in translation and/or interpretation serves as the student's capstone experience and preparation for future professional settings. Please see the department of Romance Languages for more details regarding this new and innovative program of study.

Romance Languages

(36 cr) Intended for students who want to specialize in two Romance languages.

- Required: 341 and 342 in each of two chosen languages(12 cr)
- and –
- 9 credits in advanced literature in each of the two languages(18 cr)
- 3 credits in culture or translation in each of the two languages(6 cr)

Minor

(12 cr) Students majoring in one or more Romance languages take as a minor 12 credits in one field of study that leads to a BA degree, which must be approved by the departmental adviser.

Minor for Non-Majors

Students wishing to minor in a Romance Languages major must consult with their major departmental adviser for course approval of their 12 minor credits.

Preparation for Teaching French, Spanish or Italian

Adolescence Education (grades 7-12) Students pursuing adolescence education must complete the 30 or 36 credit major in one of these languages and, in addition, complete the course in second language acquisition (3 cr). The 23-credit pedagogical sequence in adolescence education will serve as the minor. See the School of Education section of the catalog for further information.

Study Abroad

All study abroad programs are open to students from Hunter College and other accredited institutions. Majors and minors in the Department of Romance Languages are strongly encouraged to participate in study abroad programs (see adviser for GPA requirements).

Qualified students can apply for financial aid and STOCs grants.

French Programs The New York/Paris Exchange Program is open to students who wish to study a semester or a year at a French university in Paris. For the requirements and more details, see the paragraph New York/Paris Exchange in the Study Abroad section of this catalog or contact Professor J. Przybos at (212) 772-5097. French in France is offered during June, July and August at Pau and Bayonne.

Italian Programs

Hunter in Italy: Summer Program in Pescara, June-July, at the University of Pescara; Italian Language courses and Italian literature and culture courses taught in English.

Summer Program Hunter in Palermo, held in May.

Winter Program Hunter in Florence, held during January intersession, offers courses and Italian Culture and Literature taught in English.

Spanish Programs 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.

COURSE LISTINGS

DIVISION I: FRENCH

There are three options for students beginning French at Hunter. A regular sequence (FREN 101, 102, 201, 202), an intensive sequence (FREN 103, 203) which covers in two semesters material normally covered in four and a course for students who use French as a heritage language.

FREN 101 Elementary French I

Language lab mandatory. Not credited without FREN 102.

3 hrs, 3 cr.

FREN 102 Elementary French II

Language lab mandatory.

prereq: FREN 101 or one yr high school French.
3 hrs, 3 cr.

FREN 102.50 Beginning French Conversation and Cultural Enrichment

Not credited toward language requirement. Conversational practice, cultural texts and activities for second-semester French students.

coreq: FREN 102
2 hrs, 2 cr.

FREN 103 Intensive Elementary French

Equivalent to material covered in 101 and 102.

Language lab mandatory.

6 hrs, 6 cr.

FREN 201 Intermediate French I

Language lab mandatory.

prereq: FREN 102 or two yrs high school French
3 hrs, 3 cr.

FREN 202 Intermediate French II

Language lab mandatory.

prereq: FREN 201 or three yrs high school French
3 hrs, 3 cr.

FREN 203 Intensive Intermediate French

Equivalent to material covered in 201 and 202.

Language lab mandatory.

prereq: FREN 102 or two yrs high school French
6 hrs, 6 cr.

FREN 208 French for Francophones

An intermediate-level language course designed for French speakers who have acquired the language in the family, local Francophone communities or abroad. Emphasizes the development of oral and written skills to the advanced level through interviews, readings and writing assignments. Spelling and grammar are also highlighted.

prereqs: intermediate-level ability as determined by dept. exam or interview; perm dept.
3 hrs, 3 cr.

FREN 220 Advanced French Conversation

prereq: FREN 202 or four yrs high school French
3 hrs, 3 cr.

FREN 241 Early French Civilization: From Gothic to Revolution

GER 2/C PD/D

Conducted in English; readings in English.

3 hrs, 3 cr.

FREN 242 Modern French Civilization: From Revolution to Present

GER 2/C

Conducted in English; readings in English.

3 hrs, 3 cr.

FREN 251 French Literature and the Arts

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.

3 hrs, 3 cr.

FREN 252 From Symbolism to Surrealism in French Literature

GER 3/A

Conducted in English; readings in English.

Impressionist, symbolist, cubist, Dada and surrealist movements in literature and art from the late 19th to 20th century.

3 hrs, 3 cr.

FREN 253 Modern French Theatre: Theory and Practice

GER 3/A

Conducted in English. Giraudoux, Sartre, Camus, Beckett, Ionesco.

3 hrs, 3 cr.

FREN 254 Film and the French Novel

GER 3/A PD/D

Conducted in English. Truffaut, Godard, Resnais, Robbe-Grillet and others.

3 hrs, 3 cr.

FREN 255 New Approaches to Modern French Literature

GER 3/A

Conducted in English; readings in French and English. Investigation of various currents of 20th century literary and aesthetic criticism as practiced in France.

3 hrs, 3 cr.

FREN 256(W) Dream and Image

GER 3/A

Conducted in English. Descartes, La Fontaine, Racine, Diderot, Nerval, Balzac, Hugo, Baudelaire, Gautier, Rimbaud, Lautreamont, Breton, Artaud, Proust.

3 hrs, 3 cr.

FREN 257 Literary Cross-Currents

Conducted in English. 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.

prereq: reading knowledge of French
3 hrs, 3 cr.

FREN 258 French Poetry in Translation

Conducted in English. Study of major themes, theories and texts from 16th century to contemporary period.

3 hrs, 3 cr.

FREN 259 French Theatre in Translation

PD/D

Conducted in English; readings in English. Development of French theatre from 17th to 20th century. Great plays that have become known in English translation.

3 hrs, 3 cr.

FREN 260 French Novel in Translation (1600-1900)

PD/D

Readings in English; conducted in English. Development and evolution of French novel; its relationship to other literary genres.

3 hrs, 3 cr.

FREN 261 Modern French Novel in Translation (1900-Present)

PD/D

Conducted in English; readings in English. From Gide and Proust to present.

3 hrs, 3 cr.

FREN 262 Perspectives on Women in French Literature

GER 3/A PD/C or D

The representation of women in literary texts from the Middle Ages to the present. Conducted in English. Readings in English translation.

3 hrs, 3 cr.

FREN 275 Selected Masterpieces of French Literature

PD/D

Readings in French of some outstanding works of French literature. Emphasis on development of selected genres or literary themes.

prereq: FREN 202 or four yrs high school French
3 hrs, 3 cr.

FREN 310 French for Reading and Research

Conducted in English and, whenever possible, in French; readings in French. Designed for acquisition of and workable reading knowledge of the language.

prereq: FREN 202
3 hrs, 3 cr.

FREN 311 Advanced French Grammar

prereq: FREN 202
3 hrs, 3 cr.

FREN 312 French Oral and Written Expression

prereq: FREN 202 or equiv.
3 hrs, 3 cr.

FREN 321 French Translation

prereq: FREN 202 or equiv.
3 hrs, 3 cr.

FREN 331 French Phonetics and Diction

prereq: FREN 202
3 hrs, 3 cr.

FREN 335 French Culture I

PD/D

Main intellectual and artistic currents from the Gauls to the French Revolution. Conducted in French.

prereq: FREN 202 or four yrs high school French
3 hrs, 3 cr.

FREN 336 French Culture II

PD/D

Main intellectual and artistic currents from the French Revolution to the present. Conducted in French.

prereq: FREN 202 or four yrs high school French
3 hrs, 3 cr.

FREN 337 Contemporary French Culture
Contemporary French civilization and culture from 1958 to the present, as seen in its press. World events observed through the lens of French culture and politics. Comparison of current events coverage by French and U.S. press.
prereq: FREN 311 or 312 or *perm instr.*
3 hrs, 3 cr.

FREN 341 Survey of French Literature from the Middle Ages to the End of the 17th Century
GER 3/A PD/D
prereq: FREN 202 or four yrs high school French
3 hrs, 3 cr.

FREN 342 Survey of French Literature from the 18th Century to the Modern Period
GER 3/A PD/D
prereq: FREN 202 or four yrs high school French
3 hrs, 3 cr.

Note: FREN 341 and 342 are prerequisite to all courses numbered 343 and above.

FREN 343 Medieval and Renaissance French Literature
GER 3/A PD/D
From medieval epics, lyrical poetry and mystery plays to writers such as Scève, Du Bellay, Ronsard, Rabelais and Montaigne.
3 hrs, 3 cr.

FREN 344 17th Century French Literature
GER 3/A PD/D
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.
3 hrs, 3 cr.

FREN 346 18th Century French Literature
GER 3/A PD/D
Such authors as Beaumarchais, Buffon, Chénier, the Encyclopedists, Diderot, Laclous, Marivaux, Montesquieu, Prévost, Rousseau, Sade, Voltaire.
3 hrs, 3 cr.

FREN 348 19th Century French Literature (1800-1850)
GER 3/A PD/D
Such authors as Balzac, Chateaubriand, Constant, Gautier, Hugo, Lamartine, Musset, Sand, Mme de Staël, Stendhal, Vigny.
3 hrs, 3 cr.

FREN 349 19th Century French Literature (1850-1900)
GER 3/A PD/D
Such authors as Barbey d'Aureville, Barrès, Baudelaire, Daudet, Flaubert, France, Huysmans, Leconte de Lisle, Mallarmé, Maupassant, Renan, Rimbaud, Sainte-Beuve, Taine, Verlaine, Villiers de l'Isle-Adam, Zola.
3 hrs, 3 cr.

FREN 350 20th Century French Literature to 1930
GER 3/A PD/D
Such authors as Apollinaire, Aragon, Breton, Claudel, Cocteau, Colette, Eluard, Gide, Giraudoux, Péguy, Proust, Romain, Valéry.
3 hrs, 3 cr.

FREN 351 French Literature from 1930 to the Present
GER 3/A PD/D
Such authors as Beauvoir, Beckett, Camus, Céline, Duras, Genêt, Ionesco, Malraux, Mauriac, Perec, Robbe-Grillet, Sarraute, Sartre, Simon.
3 hrs, 3 cr.

FREN 353 Survey of Francophone Literature
GER 3/A
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.
3 hrs, 3 cr.

FREN 360 French Literature: Special Topics
GER 3/A PD/D
3 hrs, 3 cr.

FREN 361 Middle Ages and the Renaissance: Special Topics
GER 3/A PD/D
3 hrs, 3 cr.

FREN 362 The 17th Century: Special Topics
GER 3/A PD/D
3 hrs, 3 cr.

FREN 363 The 18th Century: Special Topics
GER 3/A PD/D
3 hrs, 3 cr.

FREN 364 The 19th Century: Special Topics
GER 3/A PD/D
3 hrs, 3 cr.

FREN 365 The 20th Century: Special Topics
GER 3/A PD/D
Topics to be offered may include single authors, themes, genres, movements, or approaches.
3 hrs, 3 cr.

FREN 375 Seminar in French Literary History
GER 3/A PD/D
Readings, discussion and reports. Required of all French majors in senior year, except by special exemption through examination.
prereqs: five courses in French major
3 hrs, 3 cr.

FREN 399 Second Language Acquisition
prereqs: at least three courses at the 300 level in the language; ENGL 120
3 hrs, 3 cr.

FREN 491 Honors Course in French
PD/D
Open to Jr/Sr only. Research in history of French literature.
prereqs: FREN 344, 346, 348; major GPA 3.2, cum GPA 2.8; *perm adviser*
3 hrs, 3 cr.

FREN 495 Independent Study in French Literature
prereq: *perm adviser*
1-3 cr.

DIVISION II: ITALIAN

There are two options for students beginning Italian at Hunter: a regular sequence (ITAL 101, 102, 201, 202) and an intensive sequence (ITAL 103-203) that covers in one semester material normally covered in two.

ITAL 101 Elementary Italian I
Language lab. Not credited without ITAL 102.
3 hrs, 3 cr.

ITAL 102 Elementary Italian II
Language lab.
prereq: ITAL 101 or one yr high school Italian
3 hrs, 3 cr.

ITAL 102.51 Elementary Italian Conversation
Not credited toward language requirement. Elementary Italian conversation at the 2nd-semester level.
coreq: ITAL 102 or *perm instr.*
2 hrs, 2 cr.

ITAL 103 Intensive Elementary Italian
Equivalent to material covered in 101 and 102. Language lab mandatory.
6 hrs, 6 cr.

ITAL 201 Intermediate Italian I
Language lab mandatory.
prereq: ITAL 102 or 2 yrs high school Italian
3 hrs, 3 cr.

ITAL 202 Intermediate Italian II
Language lab mandatory.
prereq: ITAL 201 or three yrs high school Italian
3 hrs, 3 cr.

ITAL 203 Intensive Intermediate Italian
Equivalent to material covered in 201 and 202. Language lab mandatory.
prereq: ITAL 102 or 103
6 hrs, 6 cr.

ITAL 221 Italian for Oral Communication
A highly interactive course developing oral communication skills in Italian; includes practice in the written language and the study of culture.
prereq: ITAL 202 or *perm dept.*
3 hrs, 3 cr.

ITAL 260 (W) Modern Italian Short Story
GER 2/C PD/D
In English. Study of the main literary trends in short story form, including Naturalism, Neorealism, Existentialism and Surrealism.
prereq: ENGL 120 or *equiv.*
3 hrs, 3 cr.

ITAL 275 Masterpieces of Italian Literature
In English. Selections from Dante to Leopardi. Strongly recommended before taking any 300-level course.
prereq: ENGL 120
3 hrs, 3 cr.

ITAL 276(W) Dante's Divine Comedy in English
GER 3/A PD/D
Introduction to Dante's *Divine Comedy*, with particular emphasis on the *Inferno*.
prereq: ENGL 120
3 hrs, 3 cr.

ITAL 280 The Italian Renaissance: An Introduction
GER 2/C PD/D
In English. An introduction to the literature of the Italian Renaissance and the major humanist figures in art, politics, philosophy and science.
prereq: ENGL 120
3 hrs, 3 cr.

ITAL 311 Advanced Italian Grammar
prereq: ITAL 202 or *equiv.*
3 hrs, 3 cr.

ITAL 312 Advanced Italian Composition
prereq: ITAL 311 or *equiv.*
3 hrs, 3 cr.

ITAL 321 Italian Translation

prereq: ITAL 311 or *equiv.*
3 hrs, 3 cr.

ITAL 331 Italian Phonetics and Diction

prereq: ITAL 202 or *equiv.*
3 hrs, 3 cr.

ITAL 334 Italian Civilization in the Baroque, in English

GER 2/C PD/D

An introduction to the main artistic, philosophical, scientific and literary achievements in Italy in the 17th century.

prereq: ENGL 220 or AFPRL 235, 236 or 237 or any courses in literature in translation
3 hrs, 3 cr.

ITAL 335 Italian Culture I

In English. Main intellectual-artistic currents from the 12th to 15th century.

prereq: ENGL 120
3 hrs, 3 cr.

ITAL 336 Italian Culture II

In English. Main intellectual-artistic currents from the 16th to 20th century.

prereq: ENGL 120
3 hrs, 3 cr.

ITAL 337 Italian Women Writers from the Middle Ages to the 18th Century, in English

PD/C

Study of such writers of prose and poetry as St. Catherine of Siena, La Compiuta Donzella, Veronica Gamba, Gaspara Stampa, Vittoria Colonna, Diodada Saluzzo.

prereq: ENGL 120
3 hrs, 3 cr.

ITAL 338 19th and 20th Century Italian Women Writers, in English

GER 3/A PD/C

Study of such representative writers as Sibilla Aleramo, Elsa Morante, Natalia Ginzburg, Dacia Maraini, Margherita Guidacci, Maria Luisa Spaziani.

prereq: ENGL 120
3 hrs, 3 cr.

ITAL 339(W) Italian American Women Writers and Artists: Issues of Identity

GER 3/A

In English. An active exploration of feminine Italian American identity through literature, film and visual arts.

prereq: ENGL 220
3 hrs, 3 cr.

ITAL 341 Introduction to Italian Literature from the Middle Ages to the 16th Century

GER 3/A

Selections from Dante to Ariosto.

prereq: ITAL 202
3 hrs, 3 cr.

ITAL 342 Introduction to Italian Literature from the 16th Century to the Present

GER 3/A PD/D

Selections from Tasso to contemporary writers.

prereq: ITAL 202
3 hrs, 3 cr.

ITAL 343 Dante's Vita Nuova and Inferno

GER 3/A PD/D

pre- or coreq: ITAL 341
3 hrs, 3 cr.

ITAL 344 Dante's Purgatorio and Introduction to Paradiso

GER 3/A PD/D

prereq: ITAL 343
3 hrs, 3 cr.

ITAL 345 Dante's Paradiso and Major Prose Works

GER 3/A PD/D

prereq: ITAL 343
3 hrs, 3 cr.

ITAL 346 Petrarch, Boccaccio and the Literature of Humanism

GER 3/A PD/D

Il Canzoniere and *Il Decamerone*.

pre- or coreq: ITAL 341
3 hrs, 3 cr.

ITAL 347 16th Century Italian Literature

GER 3/A PD/D

Study of such authors as Ariosto, Castiglione, Guicciardini and Machiavelli.

pre- or coreq: ITAL 341
3 hrs, 3 cr.

ITAL 348 17th and 18th Century Literature

GER 3/A PD/D

Study of such authors as Tasso, Goldoni and Alfieri.

pre- or coreq: ITAL 341
3 hrs, 3 cr.

ITAL 349 The Modern Italian Lyric

GER 3/A PD/D

From Leopardi to contemporaries.

pre- or coreq: ITAL 342
3 hrs, 3 cr.

ITAL 350 The Modern Italian Novel

GER 3/A PD/D

Novel from Manzoni to present.

pre- or coreq: ITAL 342
3 hrs, 3 cr.

ITAL 351 The Modern Italian Theatre

GER 3/A

Plays of Goldoni, Manzoni, Alfieri, d'Annunzio, Pirandello, Betti and contemporaries.

pre- or coreq: ITAL 342
3 hrs, 3 cr.

ITAL 360 The Middle Ages: Special Topics

GER 3/A

pre- or coreq: ITAL 341
3 hrs, 3 cr.

ITAL 361 The Renaissance: Special Topics

GER 3/A

pre- or coreq: ITAL 341
3 hrs, 3 cr.

ITAL 362 The 17th Century: Special Topics

GER 3/A

pre- or coreq: ITAL 342
3 hrs, 3 cr.

ITAL 363 The 18th Century: Special Topics

GER 3/A

pre- or coreq: ITAL 342
3 hrs, 3 cr.

ITAL 364 The 19th Century: Special Topics

GER 3/A

pre- or coreq: ITAL 342
3 hrs, 3 cr.

ITAL 365 The 20th Century: Special Topics

GER 3/A

pre- or coreq: ITAL 342
3 hrs, 3 cr.

ITAL 370 Italian Literature: Special Topics

GER 3/A

Topics to be offered may include individual authors, themes, genres, movements, or approaches.

pre- or coreq: ITAL 341 or 342 (depending on topic)
3 hrs, 3 cr.

ITAL 375 Seminar in Italian Literary History

Strongly recommended for all Italian majors.

Readings, discussion and reports.

prereqs: ITAL 341, 342
3 hrs, 3 cr.

ITAL 399 Second Language Acquisition

prereqs: at least three courses at the 300 level in the language; ENGL 120
3 hrs, 3 cr.

ITAL 491 Honors Course in Italian

Open to Jr/Sr only. Major GPA of 3.2 and cumulative GPA of 2.8.

prereqs: at least five courses in Italian literature and civilization; perm chair
3 hrs, 3 cr.

ITAL 495 Independent Study in Italian Literature

prereq: perm dept. adviser
1-3 cr.

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

GER 2/C PD/D

An integrated presentation of Spanish civilization, combining historical with literary and other cultural aspects.

prereq: ENGL 120
3 hrs, 3 cr.

SPAN 263 Contemporary Spanish-American Literature in Translation

prereq: ENGL 120

3 hrs, 3 cr.

SPAN 264 Contemporary Spanish Literature in Translation

Cela, Lorca, Unamuno, Ortega y Gasset.

prereq: ENGL 120
3 hrs, 3 cr.

SPAN 269(W)/WOMST 269(W) Spanish American Women's Literature and Cinema

GER 3/A PD/A or C

Conducted in English. An interdisciplinary approach to contemporary women's literature and cinema from Spanish America focusing on gender issues.

prereq: ENGL 120
3 hrs, 3 cr.

First-Level Courses

Basic language courses offer two options to language study: a) Spanish for English speakers (SPAN 101, 102, 201, 202 or intensive SPAN 103 and 203); or b) Spanish for native speakers (SPAN 105, 106, 207, 208).

SPAN 101 Elementary Spanish I

Not credited without SPAN 102. Language lab mandatory.
3 hrs, 3 cr.

SPAN 102 Elementary Spanish II

Language lab mandatory.
prereq: SPAN 101 or one yr high school Spanish
3 hrs, 3 cr.

SPAN 102.51 Elementary Spanish Conversation

Elementary Spanish conversation at second semester level. Not credited toward language requirement. Not open to native speakers.
coreq: SPAN 102 or perm instr.
2 hrs, 2 cr.

SPAN 103 Intensive Elementary Spanish

Equivalent to material covered in 101 and 102. Language lab mandatory.
6 hrs, 6 cr.

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

prereq: SPAN 105 or 205 or perm dept.
3 hrs, 3 cr.

SPAN 200 Basic Spanish Review

Designed for students whose study of Spanish has been interrupted for a minimum of four (4) yrs and who wish to continue their study of Spanish. It is not suitable for native or heritage speakers of the language. This course bridges the gap between the high elementary and intermediate levels. It provides grammar review needed for oral and written expression and emphasizes the active use of the language through task-oriented activities and discussion of cultural and literary texts.
prereqs: dept. placement exam, three yrs high school Spanish or three sems college Spanish
3 hrs, 3 cr.

SPAN 201 Intermediate Spanish I

Language lab mandatory.
prereq: SPAN 102 or two yrs high school Spanish
3 hrs, 3 cr.

SPAN 202 Intermediate Spanish II

Language lab mandatory.
prereq: SPAN 201 or three yrs high school Spanish
3 hrs, 3 cr.

SPAN 203 Intensive Intermediate Spanish

Language lab mandatory.
prereqs: SPAN 102, two yrs of high school Spanish or equiv. to material covered in 201 and 202
6 hrs, 6 cr.

SPAN 207 Intermediate Spanish for Native Speakers

prereq: SPAN 106, 206 or perm dept.
3 hrs, 3 cr.

SPAN 208 Advanced Spanish for Native Speakers

prereq: SPAN 207 or perm dept.
3 hrs, 3 cr.

SPAN 210 Spanish for Social Service Fields

prereq: SPAN 201 or equiv.
3 hrs, 3 cr.

Second-Level Courses

Second-level courses are recommended for students pursuing for further studies in Spanish, minoring in Spanish or preparing to major in Spanish.

SPAN 211 Spanish Grammar and Composition

Not recommended for fluent speakers of Spanish. Study of grammatical and syntactical patterns. Practice in reading, writing and speaking Spanish.
prereq: SPAN 202 or 203
3 hrs, 3 cr.

SPAN 212 Spanish for Classroom Communication

prereq: SPAN 201 or equiv.
3 hrs, 3 cr.

SPAN 221 Spanish for Oral Communication

Not for fluent Spanish speakers.
prereq: SPAN 202 or equiv. and perm adviser
3 hrs, 3 cr.

SPAN 270 Spanish Composition for Spanish-speaking Students

prereq: SPAN 208, 211 or perm adviser
3 hrs, 3 cr.

SPAN 275 Readings in Modern Spanish Literature

PD/D
Representative writers: Unamuno, Lorca, Cela.
prereq: SPAN 202, 203, 208, 211 or four yrs high school Spanish or dept. perm
3 hrs, 3 cr.

SPAN 276 Readings in Modern Spanish-American Literature

Representative writers: Borges, Neruda, Cortazar, García Márquez.
prereq: SPAN 202, 203, 208, 211 or four yrs high school Spanish or dept. perm.
3 hrs, 3 cr.

Third-Level Courses

Third-level courses are designed for students who want to major in Spanish or are highly qualified and are accepted by the Spanish adviser.

SPAN 311-315 are designed to prepare students to write professionally. SPAN 311 and 312 are required for all Spanish majors and recommended for other qualified students who have completed first-level courses.

SPAN 311 The Structure of Modern Spanish

Descriptive study of the structure of the Spanish language. Morphosyntactical analysis. Required of all Spanish majors.
prereq: SPAN 202, 203, 208, 211 or equiv.
3 hrs, 3 cr.

SPAN 312 Advanced Spanish Writing

Applying morphosyntactical patterns through intensive composition. Exploration of various writing forms. Required of all Spanish majors.
prereq: SPAN 311 or equiv.
3 hrs, 3 cr.

SPAN 313 Spanish Stylistics

Practice in Spanish writing through stylistic analysis of poetic and narrative structures and the relationship of text and context.
prereqs: ENGL 120; SPAN 311, 312, 341, 342
3 hrs, 3 cr.

SPAN 314 Spanish Writing Workshop I: Poetry

Creative self-expression in Spanish through writing poetry.
prereqs: ENGL 120; SPAN 311, 312, 313, 341, 342
3 hrs, 3 cr.

SPAN 315 Spanish Writing Workshop II: Narrative

Creative self-expression in Spanish through writing narrative.
prereqs: ENGL 120; SPAN 311, 312, 313, 341, 342
3 hrs, 3 cr.

SPAN 321 Spanish Translation

prereqs: SPAN 311, 312; ENGL 120

SPAN 331 Spanish Phonetics and Diction

prereq: SPAN 202 or equiv.
3 hrs, 3 cr.

SPAN 335 Spanish Civilization

GER 3/A PD/D
Geographical, historical, political, literary, artistic and industrial evolution of Spain. Given in Spanish. Highly recommended.
prereq: SPAN 208, 211 or dept. perm
3 hrs, 3 cr.

SPAN 336 Latin American Civilization

GER 3/A
Geographical, historical, political, literary, artistic and economic evolution of Latin American nations. Given in Spanish.
prereq: SPAN 208, 211 or dept. perm
3 hrs, 3 cr.

SPAN 341 Introduction to Hispanic Literature I

GER 3/A PD/D
Prerequisite or corequisite to most 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.
pre- or coreq: SPAN 311 or dept. perm
3 hrs, 3 cr.

SPAN 342 Introduction to Hispanic Literature II

GER 3/A PD/D
prereq: SPAN 341
coreq: SPAN 312
3 hrs, 3 cr.

SPAN 343 Spanish Literature of the Middle Ages

GER 3/A
Epic and lyric poetry, *Romancero*; origins of Spanish novel, *La Celestina*.
prereq: SPAN 341
3 hrs, 3 cr.

SPAN 345 Spanish Drama of Golden Age

GER 3/A
Theatre of the 16th and 17th centuries, Lope de Vega and Calderón.
prereq: SPAN 341
3 hrs, 3 cr.

SPAN 346 Cervantes

GER 3/A

Don Quijote.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 349 Spanish Prose of the Golden Age**

GER 3/A

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.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 350 Spanish Poetry of the Golden Age**

GER 3/A PD/D

Principal forms and issues of poetic composition in Spain in the 16th and 17th centuries, with emphasis on major poets such as Garcilaso, Fray Luis, San Juan de la Cruz, Lope, Quevedo and Góngora.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 353 Spanish Neoclassicism and****Romanticism**

GER 3/A PD/D

Representative works of Neoclassical and Romantic periods, including costumbrismo.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 355 Spanish Literature from Realism to World War I**

GER 3/A

From Realism and Naturalism through the Generation of 1898 and Modernism.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 357 Early 20th Century Spanish Literature**

GER 3/A PD/D

Presentation of the major writers and works of the first 40 years of 20th century Spanish literature.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 358 Post-Civil War Spanish Literature**

GER 3/A

Major trends and writers since the Spanish Civil War, with particular attention to the social, cultural and political context.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 360 Spanish-American Literature of the Colonial Period**

GER 3/A

Masterpieces from the 16th to the late 18th centuries; from the age of exploration to the period of independence.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 362 Spanish-American Romanticism, Realism and Naturalism**

GER 3/A

Representative works of 19th century Spanish-American literature.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 364 Spanish-American Modernism and Postmodernism**

GER 3/A

Modernist and post-modernist authors.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 365 Survey of Spanish-American Teatro**

GER 3/A

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.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 366 Contemporary Latin American****Poetry**

GER 3/A

Major trends, such as Vanguardia, Brazilian Modernismo, Caribbean poetry, Anti-Poetry, Exteriorismo and popular poetry.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 367 Latin American Essay**

GER 3/A

Exploration of the essay as an aesthetic form and its role in the social and cultural struggles that have marked Latin-American history.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 368 Contemporary Latin American****Narrative**

GER 3/A

Major trends, such as the Indianist novel, Mexican Revolution, social and psychological realism, novel of the "Boom," novel of the dictator.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 376 Time, Love and Death in Spanish Poetry from the Middle Ages to the Postmodern Age**

This course, taught in Spanish, focuses on three poetic themes (time, love and death) and on the relationship between an epoch its literary styles. It is designed for advanced students and entails the study of poems from pre-modern, modern and post-modern times. The course also explores theoretical issues related to the Romantic revolution and post modernity.

prereq: SPAN 341, 342*3 hrs, 3 cr.***Special Topics and Honors****SPAN 370 Special Topics in Spanish Literature**

PD/D

May be repeated with different topic.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 371 Special Topics in Spanish-American Literature**

May be repeated with different topic.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 373 Problems in Criticism**

Major trends in contemporary literary theory and criticism.

prereq: SPAN 341*3 hrs, 3 cr.***SPAN 375 Seminar in Spanish Literary History**

Recommended for seniors. Readings, discussion and reports.

prereq: SPAN 341, 342*3 hrs, 3 cr.***SPAN 399 Second Language Acquisition***prereq:* at least three courses at the 300 level in the language; ENGL 120*3 hrs, 3 cr.***SPAN 491 Honors Course in Spanish: Special Studies in Contemporary Latin American Literature**

Open to Jr/Sr only. Group meetings, conferences, oral and written reports.

prereq: major GPA of 3.2, cum GPA of 2.8;*perm adviser**3 hrs, 3 cr.***SPAN 492 Honors Course in Spanish: Special Studies in Spanish Literature**

Jr/Sr only. Group meetings, conferences, oral and written reports.

prereq: major GPA of 3.2, cum GPA of 2.8;*perm adviser**3 hrs, 3 cr.***SPAN 495 Independent Study in Hispanic Literature**

PD/D

prereq: perm dept.*1-3 cr.*

RUSSIAN AND SLAVIC STUDIES

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(evening) Nadya Peterson

HEGIS Code: 1106

| Majors Offered | Concentrations | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|----------------|--|---|--------------------------|----------------------------|--|
| BA in Russian | Russian Language sequence | 24 | Consult program adviser | RUSS 101-102 or equivalent | Consult program adviser |
| | Russian Language and culture sequence | 24 | Consult program adviser | RUSS 101-102 or equivalent | Consult program adviser |
| | Russian and East Central European Studies (RECE) | 24 | Consult program adviser | RUSS 101-102 or equivalent | Choose from disciplines related to RECE |
| | Preparation for teaching in grades 7-12 | 33—includes 24-credit major plus RUSS 399 and 6 add'l cr in Russian lang. and lit. at 300 or 400 level. | Consult program adviser | RUSS 101-102 or equivalent | 23 credit education sequence (see School of Education) |

The Russian and Slavic Studies 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 division also offers 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 U.S. governmental agencies, the United Nations, broadcasting, banking, international commerce, education, library services and other fields.

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.
- III. Concentration in Russian and East Central European Studies (RECE): This new concentration within the Russian program draws on a variety of disciplines in combination with

courses from the Division of Russian and Slavic Studies. Requirements for RECE include Russian or Slavic language proficiency or a pre- or corequisite of 6 credits in Russian or Slavic language at the 202 (intermediate) level or above and 18 credits distributed as follows: Russian or East Central European history (3 cr.); RECE area political science (3 cr.); Russian or East Central European literature, culture or arts (3 cr.); and three additional 200- or 300-level courses chosen from two of the following categories: anthropology, economics, geography, history, political science and literature, culture or arts. Students should select courses in consultation with their RECE adviser. In addition to their 18- to 24-credit concentration, students are strongly urged to choose 12 minor credits from disciplines related to RECE.

Minor

No fewer than 12 credits from another program that leads to a BA degree. Consultation with the division head is recommended.

Minor for Non-Majors

Students interested in a minor in Russian and Slavic studies should consult their major department adviser. Faculty from the division would be pleased to assist in the selection of appropriate courses.

Preparation for Teaching in Grades 7-12

In cooperation with the School of Education, the program in Russian provides opportunities for students to prepare for a career in teaching Russian in grades 7-12. Students preparing to teach Russian must complete a 33-credit major option for teaching that includes the 24-credit sequence taken by non-teaching majors plus 9 additional credits: RUSS 399 and 6 additional credits in Russian language and literature at the 300 or 400 level. Students interested in teaching Russian in New York schools may count the 23-credit pedagogical sequence for grades 7-12 as a minor.

This minor may count toward the course requirements for New York State Certification, but will not by itself be sufficient for certification. Students interested in a teaching career should consult with the School of Education. See the School of Education section of this catalog for further information.

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**

Introduction to Russian language. Practice in spoken Russian. Reading of simple texts. RUSS 101 not credited without RUSS 102.

2 sems, 3 hrs, 3 cr. each sem.

RUSS 103 Elementary Russian (Intensive)

Intensive study of the Russian language. Two semesters in one.

6 hrs, 6 cr.

RUSS 201 Intermediate Russian I

Selected readings in prose. Continued practice in written and spoken Russian. Grammar review.

prereq: RUSS 102 or 103

3 hrs, 3 cr.

RUSS 202 Intermediate Russian II

Selected readings in Russian literature. Practice in oral and written expression.

prereq: RUSS 201

3 hrs, 3 cr.

RUSS 399 Second Language Acquisition

A survey of issues and approaches to second language acquisition. For students planning to teach languages other than English in grades 7-12.

prereqs: at least three courses at the 300 level in the language, ENGL 120

3 hrs, 3 cr.

II. CONDUCTED IN RUSSIAN**RUSS 301 Advanced Russian I**

Speaking, writing and reading Russian. Sentence structure; oral and written reports.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 302 Advanced Russian II

GER 3/A

Reading and critical analysis of selected literary and journalistic texts. Consideration of levels of style, problems of idiom and syntax. Written and oral reports.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 312 Advanced Russian Conversation I

Conversation and oral exercises; discussions based on readings of social and cultural interest.

Introduction to oral interpreting.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 313 Advanced Russian Conversation II

Literary, political, social, scientific vocabulary. Scholarly reports and practical exchanges on selected topics.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 314 Advanced Russian Grammar

Intensive grammar review. Practice in written composition with aim of improving style. Word order and idiom.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 315 Advanced Russian Grammar and Stylistics

Practice in written composition; consideration of verbal aspects, cases, syntax and idiomatic language.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 317 Practical Aspects of Translation

Introduction to techniques of translation.

Translations of political, journalistic, commercial, scientific and literary texts.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 318 Advanced Translation

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.

prereqs: ENGL 120, RUSS 317 or equiv.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 319 Business Russian

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.

prereq: RUSS 302 or equiv.

3 hrs, 3 cr.

III. LITERATURE IN THE ORIGINAL**RUSS 245 Russian Folklore: Slavic Myths and Traditions**

Common Slavic myths, traditions and social structures.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 246 Special Topics in Slavic Literature and Cultures

Sample topic: fairy tales, satire.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 321 Russian Short Story and Novella

GER 3/A PD/D

Analysis of various texts and readings from Gogol, Chekhov, Babel, Solzhenitsyn.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 322 Classical Russian Poetry

GER 3/A PD/D

Major poets from the late 18th to mid-19th century, including Lomonosov, Derzhavin, Pushkin, Lermontov and Nekrasov.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 323 Modern Russian Poetry

GER 3/A PD/D

Major poets of the late 19th and 20th centuries, including Fet, Tyutchev, Blok, Mayakovsky, Esenin, Pasternak, Yevtushenko.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 324 Literature of Kievan Rus' and Early Russian Literature through the Age of Classicism

GER 3/A

Major literary works of the Kievan period, 968 to 1237: *The Primary Chronicle, The Tale of Igor's Campaign.*

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 340 19th Century Russian Literature

GER 3/A

Pushkin's *Eugene Onegin*, Lermontov's *Hero of Our Time*, Gogol's *Dead Souls*, Turgenev's *Fathers and Sons* and others.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 341 Tolstoy and Dostoevsky

GER 3/A

Major novels of Russia's two greatest writers.

Tolstoy's *War and Peace*, *Anna Karenina*, Dostoevsky's *The Brothers Karamazov* and others.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 342 Modern Russian Literature

GER 3/A PD/D

Gorky, Mayakovsky, Olesha, Babel, Sholokhov, Bulgakov, Nabokov, et al.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 343 Russian Theater

GER 3/A PD/D

Development of Russian drama and theater from early 19th century to present. Griboedov, Pushkin, Gogol, Chekhov and others.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 344 The Silver Age of Russian Literature

GER 3/A PD/D

Major writers and movements of years 1890-1925. Short works by Chekhov, Sologub, Belyi, Blok, Akhmatova, Pasternak.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 360 Russian Women Writers

GER 3/A PD/C

Studies the contributions of Russian women writers to Russian literature of the 19th and 20th centuries: A. Akhmatova, M. Tsvetaeva, A. Kollontai, N. Mandel'shtam, E. Ginsburg, L. Petrushevskaya and others. Readings and some writing in Russian.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

RUSS 491 Honors Project

Open to Russian majors only. Essay.

prereq: RUSS 202 or equiv.

3 hrs, 3 cr.

IV. LITERATURE AND CULTURE IN ENGLISH TRANSLATION**RUSS 155 The Culture of Old Russia**

GER 2/C PD/D

Religion, art, architecture and daily life in medieval Russia.

prereq: ENGL 120

3 hrs, 3 cr.

RUSS 156 Culture of Imperial Russia: the Age of Empresses

GER 2/C PD/C

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.

prereq: ENGL 120

3 hrs, 3 cr.

RUSS 157 The Age of the Great Masters

GER 2/C PD/D

Russian culture as shaped by the great masters of Russian literature, art and music in the late 19th and early 20th centuries.

prereq: ENGL 120
3 hrs, 3 cr.

RUSS 158 Contemporary Russian Culture

GER 2/C

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.

prereq: ENGL 120
3 hrs, 3 cr.

RUSS 250(W) 19th Century Russian Literature in English Translation

GER 2/C PD/D

Pushkin's Eugene Onegin, Lermontov's *Hero of Our Time*, Gogol's *Dead Souls*, Turgenev's *Fathers and Sons* and others.

prereq: ENGL 220
3 hrs, 3 cr.

RUSS 251(W) Tolstoy and Dostoevsky in English Translation

GER 3/A PD/D

Major novels of Russia's two greatest writers. Tolstoy's *War and Peace*, Dostoevsky's *The Brothers Karamazov* and others.

prereq: ENGL 220
3 hrs, 3 cr.

RUSS 252(W) Modern Russian Literature in English Translation

GER 2/C PD/D

Gorky, Mayakovsky, Olesha, Babel, Sholokhov, Bulgakov, Nabokov, et al.

prereq: ENGL 220
3 hrs, 3 cr.

RUSS 253(W) Russian Theater in English Translation

GER 2/C PD/D

Development of Russian drama and theater from early 19th century to present. Griboedov, Chekhov, Pushkin, Gogol and others.

prereq: ENGL 220
3 hrs, 3 cr.

RUSS 254(W) The Silver Age of Russian Literature in English Translation

GER 2/C PD/D

Major writers and movements of the years 1890-1925. Short works by Chekhov, Sologub, Belyi, Blok, Akhmatova, Pasternak.

prereq: ENGL 220
3 hrs, 3 cr.

RUSS 255(W) Russian Folklore, in Translation

GER 2/C PD/D

Common Slavic myths and traditions.

prereq: ENGL 120
3 hrs, 3 cr.

RUSS 256 Special Topics in Slavic Literatures and Cultures in English Translation

PD/D

Examples: the Russian cinema, Nabokov.

prereq: ENGL 120
3 hrs, 3 cr.

RUSS 257 Masterpieces of Russian Literature in English Translation

Examples: Chekhov's short stories or plays, Nabokov.

prereq: ENGL 120
1 hr, 1 cr.

RUSS 258 Masterpieces of Russian Literature in English TranslationExample: Pasternak's *Dr. Zhivago*.

prereq: ENGL 120
1 hr, 1 cr.

RUSS 259 Masterpieces of Russian Literature in English Translation

Examples: Solzhenitsyn's *Gulag*, Pushkin stories, Gogol stories.

prereq: ENGL 220
1 hr, 1 cr.

RUSS 260(W) Russian Women Writers in English Translation

GER 3/A PD/C

The contributions of Russian women writers to Russian literature of the 19th and 20th centuries:

A. Akhmatova, M. Tsvetaeva, A. Kollontai, N. Mandel'shtam, E. Ginsburg, L. Petrushevskaya and others.

prereq: ENGL 220
3 hrs, 3 cr.

RUSS 270(W) Soviet and Post-Soviet Cinema and Society

GER 2/C

Exploration of how Soviet cinema affected the cultural aesthetic sensibilities of the Russian people through its influence on Russian literature, theater and painting. Analysis of works of film directors, film theoreticians, writers, theatrical directors and artists.

3 hrs, 3 cr.

RUSS 293 Folklore in Translation: A Comparative Study

PD/A

Folklore of Australia, Oceania, Europe, Africa, North and South America and the Near East will be read in juxtaposition to Russian folklore.

prereq: ENGL 220
3 hrs, 3 cr.

RUSS 294(W) Folklore and Literature

GER 3/A PD/D

Students 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.

prereq: ENGL 220
3 hrs, 3 cr.

RUSS 296(W) Vladimir Nabokov Between Two Cultures

GER 3/A

Nabokov as a bilingual writer, including major works originally written in Russian and in English: *Priglasenie na kazn'* (*Invitation to a Beheading*); *Dar* (*The Gift*); *Drugie Berega* (*Other Shores*); *Speak, Memory*; *Pnin*; *Lolita* and *Pale Fire*.

prereq: ENGL 220 or perm dept.
3 hrs, 3 cr.

RUSS 297(W) The Russian Urban Novel in English Translation

GER 3/A

The interaction of a theme (the city) and a genre (the novel). *Crime and Punishment*, *The Master and Margarita*, *We* and others in their comparative context.

prereq: ENGL 220 or perm dept.
3 hrs, 3 cr.

RUSS 370 Independent Study in Slavic Literatures and Cultures*prereq:* ENGL 120

3 hrs, 3 cr.

V. POLISH LANGUAGE**POL 101, 102 Elementary Polish**

2 sems, 6 hrs, 6 cr.

POL 201 Intermediate Polish I*prereq:* POL 102

3 hrs, 3 cr.

POL 202 Intermediate Polish II*prereq:* POL 201

3 hrs, 3 cr.

VI. POLISH LITERATURE IN ENGLISH TRANSLATION**POL 250 Topics in Polish Literature**

PD/D

Example: the 19th century Polish novel.

3 hrs, 3 cr.

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 Hunter West;
(212) 772-5585/5244; fax: (212) 772-5645

Chair: Robert Perinbanayagan

E-mail: rperinba@hunter.cuny.edu

Web Site: <http://maxweber.hunter.cuny.edu/socio>

Distinguished Professor: Foner

Professors:

Chancer, Green, Hammond, Kasinitz, Kuechler, Lazreg,
Perinbanayagam, Poppendieck, Scott, Sidel, Tuckel

Associate Professors: Battle, Mueller, Oh, Stone, Wood

Assistant Professors: Childs, Chin

Advisers:

Claus Mueller (internships), Michael Wood (honors) — advisers,
Joong Hwang Oh (BA/MS program); Howard Krukofsky (pre-
social work)

Advising office: (212) 772-5579; Fax: (212) 772-5579

E-mail: socadvis@hunter.cuny.edu

HEGIS Code: 2208

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|---|--|--------------------------|--|--|
| BA in Sociology | 27 includes: SOC 240, 241, 221, 223 plus 15 add'l credits in SOC including at least 6 cr. in 300 level or higher and no more than 3 cr. from SOC 331/332, 371 /372, 471/472, 498 | | SOC 101 The department recommends a GPA of at least 2.4 when declaring the major. Prospective majors should also have already taken several sociology courses at Hunter. | 12 credits in one department or program leading to a BA degree |
| BS in Social Research (Pending Approval) | 45 includes: 9 cr. in theory 18 cr. in statistics, research methods and workshops 6 cr. in applied anthropology and psychology 6 cr. in internships 6 cr. in introductory courses | | | No minor |
| Accelerated BA/MS Program in Sociology/Social Research | | | | |
| BA/MS in Sociology/Social Research | 27 undergraduate plus 45 graduate in sociology/social research. Total credits for BA/MS=145 | | Complete basic requirements; pass an honors course (independent study or honors seminar); meet MS program requirements as outlined in graduate catalog | |

A major in sociology provides the undergraduate with the opportunity to gain 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 entwined.

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.

MAJOR

The department recommends a GPA of at least 2.4 when declaring the major. Prospective majors should also have already taken several sociology courses at Hunter. In addition to SOC 101 (Introduction to Sociology), the sociology major consists of 27 credits. Six of these credits must include SOC 240 (Introduction to Research Methods) and 241 (Statistics). Six credits must be in SOC 221 (Classical Sociological Theory) and SOC 223 (Current Sociological Theory). Of the remaining 15 credits, at least 6 must be in courses at the 300 level or above. No more than 3 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) may be used to satisfy this requirement.

Minor

The minor consists of 12 credits in one department or program leading to a BA degree. No split minors are allowed.

Minor for other Majors

Students choosing to minor in sociology should consult their major adviser and a sociology adviser to determine their selection of courses.

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 are typically admitted to the program toward the end of their junior year and begin their graduate work at the beginning of their senior year. Interested students should consult the program's adviser at the earliest possible date.

Bachelor of Science in Social Research Program (BSSR)*

The department is developing a new 45-credit interdisciplinary major that prepares students for careers in applied social research. Apart from introductory course work, students majoring in social research must take: 9 credits in theory; 18 credits in statistics, research methods, and related workshops; 6 credits in applied anthropology and psychology; and pass a 6-credit internship. This program combines the depth of liberal arts education with a rigorous training in research methods and off-campus internships in the private and public sectors. Students majoring in social research will be taking courses in the departments of sociology, anthropology and psychology. There is no minor requirement.

Subject to the necessary approvals, the Sociology Department hopes to commence operation of the BSSR Program during the 2005-2006 academic year. For more information, contact the undergraduate sociology adviser.

*Pending Hunter College Senate approval.

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 adviser.

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 advisers. 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; at least 21 of the credits toward the major should have been courses taken at Hunter College. Students 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 their adviser before planning senior-year programs of study, since honors seminars are generally offered only once per year, usually in the fall semester. In addition, students qualifying for departmental honors are eligible for membership in Alpha Kappa Delta, the International Sociology Honor Society. See adviser for more information.

Internships

Provided students secure approval of a full-time faculty member, internships can be carried out for 3 to 6 credits in the areas of marketing, media, and politics, with other areas to be added.

Awards

The Department of Sociology offers two 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 research. 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 race relations. The endowed Rosalyn Tough Award is granted with a cash stipend to outstanding sociology or social research students. The Suzanne Keller Award goes to a sociology student with an outstanding record, and the annual Chicago Award with a \$100 stipend is given to a work-study student or research

assistant whose contribution to a faculty member's work is acknowledged in the faculty member's publication. For more information about the awards contact the departmental advisers.

Career Opportunities

Applied Social Research Students interested in careers in research-related fields such as media and marketing research, policy analysis and evaluation, advertising, consumer behavior, and public opinion polling, as well as students who are contemplating graduate studies 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 SOC 350 (Qualitative Research Methods), and select 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 advisers 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 adviser. 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 Field Placement in Social Work Agencies and SOC 332 Advanced Field Placement in Social Work Agencies, courses that provide supervised field experience. Ideally, this coursework 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, several courses are directly related to social work: SOC 231, 235, 237, and 239. Students interested in Hunter's School of Social Work graduate programs should bear in mind that admission is highly competitive.

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

Students may design their own areas of concentration but are not required to do so.

- Interpersonal Processes and Relations
 - SOC 201 The Family
 - SOC 251 Interpersonal Behavior
 - SOC 253 Deviance and Social Control
- 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
- 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 Method
 - SOC 498 Internship
- 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
- Theory
 - SOC 221 Classical Sociological Theory
 - SOC 223 Current Sociological Theory
 - SOC 360 Feminist Social Theory
- Fieldwork and Experiential Learning
 - SOC 331-332 Field Placement in Social Work Agencies
 - SOC 371-372 Independent Study
 - SOC 471-472 Honors Independent Study
- Courses recommended for Internship Placement. Completion of any of these courses may help to secure an internship.
 - SOC 209 The Arts in Modern Society
 - SOC 211 Urban Sociology
 - SOC 213 Political Sociology
 - SOC 259 Mass Media and Public Opinion
 - SOC 313 Consumer Behavior



COURSE LISTINGS**INTRODUCTORY COURSE****SOC 101 Introduction to Sociology**

GER 2/B

Development of sociological imagination through introduction and application of basic concepts incorporating global and comparative perspectives.
3 hrs, 3 cr.

LOWER DIVISION**SOC 201 The Family**

GER 3/B PD/C

Family functions and interaction. Factors affecting stability and instability.

prereq: SOC 101
3 hrs, 3 cr.

SOC 203 Education

GER 3/B

Education viewed cross-culturally and historically. Schools and colleges as social systems.

prereq: SOC 101
3 hrs, 3 cr.

SOC 205 Religion

GER 3/B

Comparative study of religion in societies. Analysis of beliefs, myths, and sacred attitudes.

prereq: SOC 101
3 hrs, 3 cr.

SOC 207 Leisure, Recreation and Sports

GER 3/B

Role and social organization of leisure and recreation in traditional and modern society.

prereq: SOC 101
3 hrs, 3 cr.

SOC 209 Arts in Modern Society

GER 3/B

Art as a universal social institution and as the expression of symbolic world of cultural life.

prereq: SOC 101
3 hrs, 3 cr.

SOC 211 Urban Sociology

GER 3/B

The relationships of space and society, with special attention to the nature and problems of urban life.

prereq: SOC 101
3 hrs, 3 cr.

SOC 213 Political Sociology

GER 3/B

Power, authority, political ideologies, and patterns of participation. Articulation and resolution of political issues in contemporary societies.

prereq: SOC 101
3 hrs, 3 cr.

SOC 215 Occupations and Professions

GER 3/B

Roles, structures, development of occupations and professions. Occupational socialization and professionalization.

prereq: SOC 101
3 hrs, 3 cr.

SOC 217 Race and Ethnicity

GER 3/B PD/B

Dominant-subordinate relations among selected groups: Asians, Blacks, Hispanics, Jews, Indians, White ethnics.

prereq: SOC 101
3 hrs, 3 cr.

SOC 218 Social Inequality

GER 3/B

Examination of social inequality in contemporary society from various empirical and theoretical perspectives focusing on class, ethnic, gender, and other determinants of stratification.

prereq: SOC 101
3 hrs, 3 cr.

SOC 219(W) American Society

GER 3/B

Analysis of social structures and culture of the contemporary U.S.A.

prereq: SOC 101, ENGL 120
3 hrs, 3 cr.

SOC 221 Classical Sociological Theory

GER 3/B PD/D

Classical theorists and their contributions.

prereq: SOC 101
3 hrs, 3 cr.

SOC 223 Current Sociological Theory

GER 3/B

Significance of concepts and nature of evidence applied to leading theories. Theory construction.

prereqs: SOC 101 or perm instr, SOC 221
3 hrs, 3 cr.

SOC 225 Seminar in Selected Problems of Sociology

GER 3/B

Lower-level seminar: reading, discussion, and papers on significant problems in sociology.

prereqs: SOC 101, perm instr.
3 hrs, 3 cr.

SOC 231 Introduction to Social Work Profession

GER 3/B

Introduction to and critical analysis of the social work profession in American society.

prereq: SOC 101
3 hrs, 3 cr.

SOC 235 Community Organization and Action

GER 3/B

Evaluation of specific local and national action programs.

prereq: SOC 101
3 hrs, 3 cr.

SOC 237 Social Welfare Policy

GER 3/B

Development of welfare institutions. Consequences of welfare services for client and community.

prereq: SOC 101
3 hrs, 3 cr.

SOC 239(W) Child Welfare

GER 3/B

Historical and contemporary perspectives on the impact of poverty on children and the social policies that deal with it.

prereqs: SOC 101, ENGL 120
3 hrs, 3 cr.

SOC 240 Introduction to Research Methods

GER 3/B

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.

prereq: SOC 101
3 hrs, 3 cr.

SOC 241 Social Statistics

GER 3/B

Application of elementary statistical techniques. Introduction to statistical inference and sampling theory.

prereq: SOC 101
3 hrs, 3 cr.

SOC 251 Interpersonal Behavior

GER 3/B

Study of interactional processes and the emergence and maintenance of selves and identities.

prereq: SOC 101
3 hrs, 3 cr.

SOC 253 Deviance and Social Control

GER 3/B

Theories of causation and analysis of particular types of deviance: sexual, criminal, political.

prereq: SOC 101
3 hrs, 3 cr.

SOC 255 Youth and Adulthood

GER 3/B

Youth and adult modes of adaptation, socialization, intergenerational relations, and career possibilities.

prereq: SOC 101
3 hrs, 3 cr.

SOC 257 Sex and Gender Roles

GER 3/B PD/C

Sex role differentiation: femininity, masculinity, marriage, child rearing.

prereq: SOC 101
3 hrs, 3 cr.

SOC 259(W) Mass Media, Communication and Public Opinion

GER 3/B

Impact of mass media on public opinion and government action.

prereq: SOC 101, ENGL 120
3 hrs, 3 cr.

UPPER DIVISION

All 300- and 400-level courses have ENGL 120 as a prerequisite.

SOC 301 Medical Sociology

GER 3/B

Social and cultural factors related to health. Organization of health care services, social structure of the hospital.

prereq: SOC 101
3 hrs, 3 cr.

SOC 307 Migration

GER 3/B PD/B

Economic, demographic, political and cultural factors influencing migration and the consequences of migration.

prereq: SOC 101
3 hrs, 3 cr.

SOC 309(W) Social Movements and Social Change

GER 3/B

Analysis of emerging groups inducing or resisting social change often using unconventional means in historical and/or international perspective.

prereq: SOC 101
3 hrs, 3 cr.

SOC 311 Population Dynamics

GER 3/B

Comparative analysis of fertility, mortality, migration trends, and related social factors.

prereq: SOC 101*3 hrs, 3 cr.***SOC 313 Consumer Behavior**

GER 3/B

Individual and social perspectives on consumer decision making. Social patterns of consumption and consumer social movements.

prereq: SOC 101*3 hrs, 3 cr.***SOC 314 Culture and Consumption**

GER 3/B

The structure and patterning of everyday life as concerned with material well-being. Symbolic and moral dimensions of food and living arrangements, as well as commerce and the marketplace.

prereq: SOC 101*3 hrs, 3 cr.***SOC 315(W) Work and Society**

GER 3/B

Work in market economies, mechanisms of control and sources of stratification, gender and ethnic factors, role of education and trade unions.

prereq: SOC 101*3 hrs, 3 cr.***SOC 317 Class, Status, and Power**

GER 3/B

Inquiry into the empirical and conceptual relation between the fundamental sociological constructs of "class," "status," and "power" through a case study of the upper class in the United States. Review of current research and relevant theoretical approaches.

prereq: SOC 101*3 hrs, 3 cr.***SOC 318 Sociology of Human Rights in****Latin America**

GER 3/B

Types of societies in which human rights are respected 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 conditions which foster or impede the observance and protection of human rights.

prereq: SOC 101*3 hrs, 3 cr.***SOC 319 Criminology**

GER 3/B

Criminal behavior, arrest, and punishment. Problems of definition, administration of criminal justice.

prereq: SOC 101*3 hrs, 3 cr.***SOC 320 Law, Society and Civil Rights**

GER 3/B

Examines from a sociological perspective the concept of law, and legal institutions and their relationship to society and culture, concentrating on the struggle for civil rights in America.

prereq: SOC 101*3 hrs, 3 cr.***SOC 325 Seminar in Selected Problems of****Sociology**

GER 3/B

Upper-level seminar: reading, discussion, and papers on significant problems in sociology.

prereqs: SOC 101, *perm instr.**3 hrs, 3 cr.***SOC 331 Field Placement in Social Work****Agencies**

GER 3/B

Supervised work in social service agency, weekly seminar, preparation of weekly assignments and term paper.

prereqs: SOC 101, *perm instr.**8 hrs per week, 3 cr. .***SOC 332 Advanced Field Placement in Social****Work Agencies**

GER 3/B

Supervised work in social service agency, weekly seminar, agency-based research project.

prereqs: SOC 101, SOC 331 *or documented**equiv. experience in social work agency, perm instr.**8 hrs per week, 3 cr.***SOC 345 Sociology of Knowledge**

GER 3/B

Systematic analysis of the social basis of knowledge.

prereq: SOC 101*3 hrs, 3 cr.***SOC 350(W) Qualitative Research Methods**

GER 3/B

An introduction to the most prevalent qualitative research approaches used in applied social research and sociology, including documentary analysis, participatory observation, ethnography, in-depth interviews, focus groups and related methods.

prereq: SOC 221 *or* 223*3 hrs, 3 cr.***SOC 360 Feminist Social Theory**

GER 3/B PD/C

Introduces students to feminist theory developed by women from Western, Third World and other countries.

prereq: SOC 101*3 hrs, 3 cr.***SOC 361(W) Development and Modernization**

GER 3/B PD/A

Examinations of models of social change with a special focus on developing countries.

prereq: SOC 101*3 hrs, 3 cr.***SOC 362(W) Sociology of Islam**

GER 3/B

Introduction to Islam as religion and culture with emphasis on how misconceptions have permeated our understanding of Islam. Analysis from a historical perspective which serves as a framework for comprehending Islam's dogma, rituals, and legal system.

prereq: SOC 101*3 hrs, 3 cr.***SOC 363 Social Change**

GER 3/B

Process of development of institutions, communities, and nations.

prereq: SOC 101*3 hrs, 3 cr.***SOC 371, 372 Independent Study**

GER 3/B

Completion of reading list and written assignment as proposed by student in consultation with full-time faculty sponsor.

prereqs: SOC 101, *perm instr.**3 cr. each sem***SOC 421 Sociology of Organizations**

GER 3/B

Organization, structure, and processes; relationship between individual and organization.

prereq: SOC 101*3 hrs, 3 cr.***SOC 425 Seminar in Selected Problems of****Sociology**

GER 3/B

Advanced seminar: reading, discussion, and papers on significant problems in sociology and in applied social research.

prereqs: SOC 101, *perm instr.**3 hrs, 3 cr.***SOC 441 Advanced Research Methods**

GER 3/B

Evaluates strategies and instruments available to sociologists.

prereqs: SOC 240, 241*3 hrs, 3 cr.***SOC 461 Comparative Ethnic and Race****Relations**

GER 3/B

Patterns of intergroup relations in various countries. Consequences of partition, separatism, pluralism, assimilation.

prereqs: SOC 101, 217*3 hrs, 3 cr.***SOC 471/472 Honors/Independent Study**

GER 3/B

Advanced independent research project under direction of full-time member of department.

prereq: SOC 101*3 cr. each sem***SOC 473/474 Honors Seminar**

GER 3/B

Honors paper.

prereqs: SOC 101, *perm dept.**3 cr. each sem***SOC 498 Internship**

GER 3/B

Open to majors only. 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.

prereqs: SOC 221 *or* 223 *and* SOC 240; *perm**supervising full-time faculty**hrs TBA, 3-6 cr.***Courses That May Not Be Offered in 2004-2007:****SOC 360 Feminist Social Theory**

THEATRE

Department Office: 522 Hunter North; (212) 772-5148

Chair: Jonathan Kalb

E-mail: jkalb@hunter.cuny.edu

Web Site: <http://www.hunter.cuny.edu/theatre>

Professors:

Bosch, Calderon, Felner, Kalb, Rutenberg

Associate Professor: Orenstein

Assistant Professors:

Sikes, Thompson, Walters

Adviser: Louisa Thompson

HEGIS Code: 1007

| Majors Offered | Number Credits | Major Requirements | Recommended/Required GER | Prereq | Recommended Minor |
|----------------|----------------|---|--------------------------|---|--|
| BA in Theatre | 30 | THEA 211, 212, 213, 251, 261, 32118 cr THEA 281 or 285 plus one course selected from the following: THEA 381, 383, 384, 385, or 3876 cr Electives chosen from 300-level courses6 cr 2 production crews(not-for-credit) | See adviser | Students must have earned at least 24 credits to declare a Theatre major. | Theatre majors may select a minor from any department or program in the college that offers a program of study leading to a BA degree. Students should consult the departmental adviser regarding appropriate minor choices. |

The Department of Theatre studies stage production, the history and theory of theatre and drama, and the relationship among text, theory and performance. Theatre courses include acting, playwriting, directing, history, theory, design, production, theatre for young audiences, creative drama and interdisciplinary performance. 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 requirements 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 programs. Others continue their education in history and theory as MA or PhD students. Graduates who concentrate in developmental drama frequently enter the field as teachers and directors of theatre in education.

The department maintains associations with major theatre institutions. Students have opportunities for placement as interns and apprentices with various professional groups.

Honors

Open to any qualified junior or senior with a 3.5 GPA in Theatre and an overall minimum GPA of 2.7 and permission of the chair. Individual work under faculty supervision. Departmental honors granted at graduation.

MAJOR IN THEATRE

(30 cr)

Students must have earned at least 24 credits to declare a Theatre major.

- THEA 211, 212, 213, 251, 261, 32118 cr
- THEA 281 or 285 plus one course selected from the following: THEA 381, 383, 384, 385, or 3876 cr
- Electives chosen from 300-level courses ..6 cr
- 2 production crews (not-for-credit)

Minor

Theatre majors may select a minor from any department or program in the college that offers a program of study leading to a BA degree. Students should consult the departmental adviser regarding appropriate minor choices.

Minor for Non-Majors

Any 12 credits including THEA 101, to be selected with major adviser.

COURSE LISTINGS

BASIC COURSES

THEA 101 Introduction to Theatre

GER 2/D

Study of elements of theatre arts — acting, directing, playwriting, design — from standpoints of both viewer and participant.

3 hrs, 3 cr.

THEA 151 Introduction to Theatre Production

Lectures and practical backstage work in all aspects of production. Work on studio and major productions required.

5 hrs, 2 cr.

THEA 161 Acting I: Basic Acting Techniques

For intended majors and non-majors. Exploration of the fundamentals of acting technique through improvisation.

3 hrs, 3 cr.

INTERMEDIATE COURSES

THEA 211(W) World Theatre I

GER 2/C PD/D

Survey of international theatre from its pre-Greek origins to the Spanish Golden Age.

prereqs: ENGL 120, THEA 101
3 hrs, 3 cr.

THEA 212(W) World Theatre II

GER 2/C PD/D

Survey of international theatre from the Elizabethan period to Wagner.

prereq: ENGL 120, THEA 101
3 hrs, 3 cr.

THEA 213(W) World Theatre III

GER 2/C PD/D

Survey of international theatre from 19th-century Naturalism to the present day.

prereq: ENGL 120, THEA 101
3 hrs, 3 cr.

THEA 214(W) Multicultural Perspectives in Theatrical Performance

GER 3/A PD/B

Study of a selected minority 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.

prereq: THEA 101
3 hrs, 3 cr.

THEA 215(W) Black Theatre

GER 3/A PD/B

Background and development, present practice, and future possibilities of Black theatre in America.

prereq: ENGL 120, THEA 101
3 hrs, 3 cr.

THEA 241 Creative Dramatics

GER 3/A

An experiential class which focuses on process-centered drama in which participants imagine, enact, and reflect upon the human experience using role play, pantomime, theatre games, exercises, and story dramatization.

prereq: THEA 101
4 hrs, 3 cr.

THEA 242 Theatre for Young Audiences

GER 3/A

Study of dramatic literature, theatre scripts, and presentations, plus an overview of those companies that produce theatre for young audiences.

prereq: THEA 101
3 hrs, 3 cr.

THEA 243 Theatre for Young Audiences:**Laboratory**

GER 3/A

Casting, rehearsal, and production of a play for children.

prereq: audition or perm instr.
5 hrs, 3 cr.

THEA 244 Drama and Disability

GER 3/A

Examines the many myths of disabilities and uses those myths to create dramatic material to educate and help others to understand these misconceptions through theatre.

3 hrs, 3 cr.

THEA 251 Theatre Production

Practical and academic work on the departmental production.

prereq: THEA 101 or perm instr.
5 hrs, 3 cr.

THEA 261 Acting II: Contemporary Drama

GER 3/A

Fundamentals of scene study focusing on text analysis, personalization, objective and action using American realism.

prereq: THEA 161 or perm instr.
4 hrs, 3 cr.

THEA 262 Acting III: Contemporary Drama

GER 3/A

Continued work on scene study using realistic plays from the world repertory.

prereq: THEA 261 or perm instr.
coreq: THEA 263
4 hrs, 3 cr.

THEA 263 Basic Voice and Movement for Performers

Freeing the natural voice; resonance and range; movement systems and skills.

coreq: THEA 262
3 hrs, 2 cr.

THEA 281 Visual Elements of Theatre

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.

prereq: THEA 101
3 hrs, 3 cr.

THEA 282 Theatrical Design Techniques

GER 3/A

Practical training in skills of drawing, painting, and model-making necessary for designing of scenery, costumes, and lights. Studio design work included. Prerequisite for all advanced design courses.

prereq: THEA 101

THEA 283 Stagecraft

GER 3/A

Technical problems of production: construction, rigging, and handling of scenery. Practical work included.

prereq: THEA 101
5 hrs, 3 cr.

THEA 284 Makeup for the Stage

GER 3/A

Practical instruction in use of stage makeup.

prereq: THEA 101
5 hrs, 3 cr.

THEA 285 Design Concepts for Theatre, Film, and Television

GER 3/A

Theoretical and practical elements of design in theatre, film, and television.

prereq: THEA 101 or FILM 101
3 hrs, 3 cr.

THEA 298 Special Topics in Theatre and Film

GER 3/A

A specific topic will be listed in the Schedule of Classes for a given semester.

prereq: perm dept.
1-3 hrs, 1-3 cr.

UPPER-LEVEL COURSES**THEA 321(W) Play Analysis**

GER 3/A PD/D

Principles of play analysis; examination of play structure, theatrical form, and historical period.

prereq: THEA 211 or 212 or 213
3 hrs, 3 cr.

THEA 322(W) Theatre Theory and Criticism

GER 3/A PD/D

Major theatrical theories, with emphasis on modern, as applied to acting, design, directing, and playwriting.

prereq: THEA 211 or 212 or 213
3 hrs, 3 cr.

THEA 323(W) 20th Century Aesthetics in Theatre and Film

GER 3/A

Points of interaction, mutual influence, and cross-fertilization between theatre and film in theory and praxis.

prereq: THEA 213 or FILM 211 or 212; ENGL 120
4 hrs, 3 cr.

THEA 324(W) Adaptation in Theatre and Film

GER 3/A

Examination of examples of works adapted to the stage or screen from another medium.

prereqs: THEA 321 or FILM 211 or 212; ENGL 120
4 hrs, 3 cr.

THEA 331(W) Avant-Garde Theatre of the 20th Century

GER 3/A PD/D

Departures from realism — Expressionism, Artaud, Brecht, Grotowski — from Alfred Jarry to the present.

pre- or coreq: THEA 211 or 212 or 213
3 hrs, 3 cr.

THEA 332 Theatre of Realism and Naturalism

GER 3/A PD/D

Plays, theory, and stagecraft of realism and naturalism movements from the late 19th century to the present.

pre- or coreq: THEA 211 or 212 or 213
3 hrs, 3 cr.

THEA 333 Alternative Performance

GER 3/A PD/D

Study of performance styles and practices using theatre and/or film in non-traditional modes.

prereqs: THEA 213 or THEA 323
3 hrs, 3 cr.

THEA 341 Creative Drama Leadership Techniques: Special Groups

GER 3/A

Creative drama for groups such as handicapped, emotionally disturbed, geriatric, and the institutionalized.

prereq: THEA 241
3 hrs, 3 cr.

THEA 342 Creative Drama in the Community

GER 3/A

Practical application of techniques and processes of creative drama in community-centered groups.

prereq: THEA 241
3 hrs, 3 cr.



THEA 351 Theatre Workshop

Individual assignments to backstage positions in production and management of departmental presentations.

prereq: THEA 252
5 hrs, 2 cr.

THEA 361 Acting: Departures from Realism
GER 3/A

Scene study as it applies to nonrealistic works such as absurdist plays, epic theatre, and expressionist works.

prereqs: THEA 211 or 212 or 213; THEA 262, 263 or *perm instr.*
4 hrs, 3 cr.

THEA 362 Acting: Period Drama
GER 3/A PD/D

Scene study from such periods as Greek, Elizabethan, and Restoration.

prereqs: THEA 211 or 212 or 213; THEA 262, 263 or *perm instr.*
coreq: THEA 363
4 hrs, 3 cr.

THEA 363 Advanced Voice and Movement for Performers
GER 3/A

Continuation of voice and movement exercises; integration into systematic approach for actors.

prereq: THEA 263
coreq: THEA 362
3 hrs, 2 cr.

THEA 364 Mime and Masks
GER 3/A

Practical course in mime and mask exercises for actors, designed to open new avenues for emotional expression.

prereq: THEA 363
4 hrs, 3 cr.

THEA 365 Screen Acting
GER 3/A

Fundamental techniques unique to acting in film and television.

prereqs: FILM 101, THEA 262
4 hrs, 3 cr.

THEA 371 Directing I
GER 3/A

Principles of play production; directorial concepts; focusing audience attention on dramatic values.

prereqs: THEA 211 or 212 or 213, THEA 261, 321 or *perm instr.*
5 hrs, 3 cr.

THEA 372 Directing II
GER 3/A

Continued study of principles; incorporation of design elements; full laboratory production of one-act play by each student.

prereq: THEA 371 or *perm instr.*
5 hrs, 3 cr.

THEA 376(W) Playwriting I
GER 3/A

Study of problems in playwriting based on the student's own work.

prereq: THEA 101 or *perm instr.*
3 hrs, 3 cr.

THEA 377 Playwriting II
GER 3/A

Continued study of playwriting techniques, with emphasis on the structure and form of the full-length play.

prereq: THEA 376 or *perm instr.*
3 hrs, 3 cr.

THEA 378 Scriptwriting for Young Audiences: Theatre, Film, and Television
GER 3/A

Fundamentals of scriptwriting for young audiences for stage, film, and television; critique of original student scripts.

prereq: THEA 101 or FILM 101 or *perm instr.*
3 hrs, 3 cr.

THEA 381 Scene Design I
GER 3/A

Fundamentals of design for theatre, film, and television.

pre- or coreq: THEA 281
5 hrs, 3 cr.

THEA 382 Scene Design II
GER 3/A

Problems of set design for plays, musicals, ballet, opera, film, and television; scene painting.

prereq: THEA 381
5 hrs, 3 cr.

THEA 383 Costuming for the Stage
GER 3/A

Study and practice in stage costuming; historical periods and styles; fabrics, patterns, and construction.

prereq: THEA 281
5 hrs, 3 cr.

THEA 384 Stage Lighting
GER 3/A

Principles, techniques, and practice of lighting for theatre, emphasizing its contribution to dramatic interpretation.

prereq: THEA 281 or FILM 251
5 hrs, 3 cr.

THEA 385 Production Design I for Theatre, Film, and Television
GER 3/A

Theory and practice in scenic design for theatre, film, and television.

prereqs: THEA 101 or FILM 101 and THEA 285
4 hrs, 3 cr.

THEA 386 Production Design II for Theatre, Film, and Television
GER 3/A

Theory and practice in costume design for theatre, film, and television.

prereqs: THEA 101 or FILM 101 and THEA 285
4 hrs, 3 cr.

THEA 387 Concepts of Light in Theatre, Film, and Television
GER 3/A

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.

prereq: THEA 281 or THEA 285
3 hrs, 3 cr.

THEA 388 Theatres and Movie Palaces: Contemporary Culture
GER 3/A

Exploration of the architecture and evolution of selected 20th-century theatre and movie palaces.

prereq: THEA 213 or FILM 211
3 hrs, 3 cr.

THEA 391 Theatre Projects
GER 3/A

Experimental work in design or directing for advanced theatre students.

pre- or coreqs: THEA 372, 381, *perm chair*
3 hrs, 3 cr.

THEA 398 Studies in Theatre
GER 3/A

Specialized topics for majors will be listed in the Schedule of Classes for a given semester.

prereq: variable
3 hrs, 3 cr.

SPECIAL AND INDIVIDUAL STUDIES COURSES**THEA 253.01 Special Topics in Theatre Performance**
GER 3/A

Credit for participation in the departmental production. This course may be taken up to three times for credit.

prereq: perm instr
5 hrs, 3 cr.

THEA 297 Special Topics in Theatre
GER 3/A

Not offered at all times. A specific topic will be listed in Schedule of Classes for a given semester.

prereq: perm dept.
1-3 hrs, 1-3 cr.

THEA 397 Studies in Theatre
GER 3/A

Not offered at all times. Specialized topics for majors will be listed in Schedule of Classes for a given semester.

prereq: variable
3 hrs, 3 cr.

THEA 401 Seminar
GER 3/A

Not offered at all times. Readings, discussion, and papers on significant problems in theatre and film.

prereq: perm dept.
3 hrs, 3 cr.

THEA 402 Independent Research
GER 3/A

Open to majors only. Directed program of reading, research, or creative presentation, arranged on an individual basis with a faculty mentor.

prereq: perm chair
1-3 hrs, 1-3 cr.

THEA 498 Internship
GER 3/A

Placement in appropriate off-campus locations, arranged on an individual basis with a faculty mentor.

prereq: perm dept.
1-6 hrs, 1-6 cr.

THEA 499 Honors Project
GER 3/A

Open to majors only. Individual work under faculty supervision, qualifies student for departmental honors at graduation.

prereq: 3.5 major GPA, 2.7 overall GPA, perm chair
3 hrs, 3 cr.

THOMAS HUNTER HONORS PROGRAM

Program Coordinator: Sarah R. Jeninsky

Program Office: 1421 Hunter West; (212) 772-4127

Web Site: <http://sapientia.hunter.cuny.edu>

Council on Honors:

Beaujour (Russian, chair), Belsky (History), Conchado (Romance Languages, co-chair), Greenbaum (Physics), Greenberg (English), Griffel (Music), McCauley (History), Press (Philosophy), Roitberg (Mathematics), Shahn (Biology), Somerville (Political Science), Stapleford (Art), White (Classics)

Advisers:

Elizabeth Beaujour, Diana Conchado, Gerald Press, Ezra Shahn, Robert J. White

The interdisciplinary Thomas Hunter Honors Program provides some outstanding undergraduate students with a course of study suited to their individual needs and interests. Students selected for the Thomas Hunter Honors Program must show evidence of high academic potential, interdisciplinary interests, intellectual curiosity, willingness to explore unfamiliar fields and to accept challenges.

Students may apply for admission to the program on their own or they may be invited to participate in recognition of their outstanding academic records. Many graduates of the Thomas Hunter Honors Program go on to PhD programs in the various arts and sciences, or to law, medical and other professional schools. Others choose careers in a wide variety of professional, artistic and business fields.

College Requirements

The Thomas Hunter Honors Program requires that students maintain breadth in their programs, create a significant pattern of courses in at least two academic areas of investigation (Humanities and Arts, Social Sciences, Sciences and Mathematics), including at least one laboratory science course. All programs must be approved every semester by a Council adviser.

Students must also fulfill the following graduation requirements: ENGL 120; Pluralism and Diversity; and, for those entering Hunter in fall 2001 or later, the Foreign Language Requirement.

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 adviser. 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 minor, and are expected to pursue departmental honors in their major. 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 (see further on) 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 warrant permanent membership in the Thomas Hunter Honors Program.

Thomas Hunter Honors Program students meet regularly in 200-level and 300-level colloquia, led by members of the Council on Honors and by other invited members of the faculty. Students take a minimum of three colloquia, one of which must be at the 200-level, and one of which must be at the 300-level. While the specific content of these courses varies from semester to semester, the underlying principles remain the same.

The 200-level colloquium is taught by one professor, often a member of the Council on Honors, who studies a specific theme using the materials and methodologies of at least two disciplines. Students may take more than one of these colloquia if they

so desire, but at least one must be taken during their first year in the program. The 300-level honors colloquia are special seminars, usually conducted by two professors, devoted to topics lending themselves to broad interdisciplinary investigation. The colloquia offer breadth of exposure, but, even more importantly, they seek to demonstrate how knowledge gained from a variety of disciplines can be related and integrated in an effort to understand complex processes and phenomena. In all colloquia, students write at least one major paper, in which they apply the methodology of the course to material of particular interest to them.

Upon completion of 90 credits, Thomas Hunter Honors students may also be admitted by the Council to Advanced Interdisciplinary Studies, with the opportunity of engaging in advanced independent study under the Council's supervision. A thesis or other appropriate report of the results of the student's research is presented to the Council.

COURSE LISTINGS

HONS 201 Sophomore Honors Colloquium

Sample topics: Integrating the Irrational; Dante's World; Language, Learning, and Computation; Law and Literature; Science in Art. May be taken more than once with different topics.

*prereq: perm dept.
3 hrs, 3 cr.*

HONS 301 Upper-Level Honors Colloquium

Sample topics: Behavior and Evolution; Greek Myth in the Arts; Energy and Environment; Politics of Southern Africa. May be taken more than once with different topics.

*prereq: perm dept.
3 hrs, 3 cr.*

HONS 301.99 Interdisciplinary Independent Study

*prereq: perm honors council
3 hrs, 3 cr.*

HONS 491 Advanced Interdisciplinary Studies

*prereq: perm honors council
6 hrs, 6 cr.*



URBAN AFFAIRS AND PLANNING

Department Office: 1611 Hunter West; (212) 772-5518

Chair: Stanley Moses

E-mail: smoses@hunter.cuny.edu

Web Site: <http://maxweber.hunter.cuny.edu/urban/>

Blanche D. Blank Professor: Viteritti

Professors:

Angotti, Kwong, Moses

Associate Professors:

Turner-Meiklejohn, Walsh

Assistant Professors:

Gross, Johnston, McCormick, Milczarski, Shipp

Advisers:

Stephen Johnston, Sigmund Shipp

Director, Public Service Scholar Program: Elaine M. Walsh

HEGIS Code: 2214

| Majors Offered | Number Credits | Recommended Required GER | Prereq | Recommended Minor |
|---------------------|--|-------------------------------|--------|---|
| BA in Urban Studies | 24 from the following components: 1. Urban Studies Core (12 cr) 2. Urban Studies Electives (3 cr) 3. Fieldwork Component (3 cr) 4. Basic Social Science Component (6 cr) | Consult urban studies adviser | | Urban studies majors must complete a minor in one or two programs leading to a BA degree and related to the major. Consult urban studies adviser. |

With over 70 percent of the nation's population classified as urban, urban studies offer students the opportunity to investigate intensively the forces shaping the institutions and quality of life in American metropolitan regions. Building on an understanding of relevant economic, social, and political trends, the field of urban studies concentrates on defining and addressing current urban policy and planning issues. To reinforce its strong theoretical foundation, the urban studies curriculum also includes the study and use of analytical skills and opportunities for fieldwork experience.

The department offers several options to students interested in examining the implications of urban life within a social science context. The most intensive is, of course, the major. Additional programs include elective courses that may constitute a minor for a non-major, and a program of education for public service that is open to selected students (see Special Programs, below). Of particular note for non-majors is the specially designed introductory course, Urban Life: The Personal and Observational View. 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 the social sciences create a synergy for comprehensive examination of urban-related concerns in a major city.

Because it integrates several social science perspectives, the urban studies major is uniquely fitted to train students for careers in either the public or private sector, depending upon the student's selection of electives. Among the types of employment chosen by recent graduates are urban planning, social work, municipal budgeting, public administration, real estate, community organization, law, business, and journalism.

Preparation for Graduate Training

A substantial number of majors in urban studies pursue professional graduate study in urban planning, law, social work, public administration, architecture, and related fields. Students should discuss their professional goals with the adviser in their junior year in order to plan their programs accordingly.

Special Programs

Urban studies majors may apply to participate in four programs sponsored by Hunter College: the Public Service Scholar Program, the City University Seminar/Internship Program in New York City Government and Politics, the Blanche Davis Blank Urban Research Scholar Program, and the Liberty Partnership Program.

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. Participants receive credit and a stipend. For further information, contact the program director.

The City University Seminar/Internship Program in New York City Government and Politics

is a program in which Hunter College students may participate. For further information, contact the department.

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.

The Liberty Partnership Program provides college credit for students who work as mentors with low-achieving high school or junior high school students to improve their chances of attending college. For further information, contact the department.



MAJOR

The Urban Studies major provides a strong background in the study of urban issues, institutions, and policies. In addition, the major includes a methodology component, an internship experience, and appropriate courses selected from closely related social science disciplines. Completion of the major gives students a fuller understanding of contemporary cities from a variety of perspectives: social, physical, political, and economic.

The 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 adviser.

- A. Urban Studies Core12 cr**
 URBS 101 Urban Life: Personal and Observational View3 cr
 URBS 102 Structure of Urban Region3 cr
 URBS 201 Plans and Policies for Contemporary Urban Community3 cr
 URBS 310 Methods of Urban Research and Policy Analysis3 cr
- B. Urban Studies Electives3 cr**
 Select one from:
 URBS 401 Managing Urban Physical Environment3 cr
 URBS 402 Urban Social and Economic Development3 cr
 URBS 404 Urban Budgeting and Fiscal Policy3 cr
 Component B can also be met by another 400-level URBS course approved by adviser.
- C. Fieldwork Component3 cr**
 Select one from:
 URBS 420 Urban Studies Internship3 cr
 URBS 498 Internship3 cr
 POLSC 411 Seminar/Internship in NYC Government and Politics4 cr
- D. Basic Social Science Component6 cr**
 Select two from:
 ECO 335 Urban Economics3 cr
 GEOG 341 Urban Geography3 cr
 HIST 250.45 History of New York City(3 cr)
 HIST 317 History of the American City(3 cr)
 POLSC 212 Urban Politics(3 cr)
 SOC 211 Urban Sociology(3 cr)

Minor

Urban studies majors must complete a 12-credit minor in one or two programs leading to a BA degree and related to the major. For information concerning appropriate courses in the minor, students should consult with an urban studies adviser.

Minor for Non-Majors

If a student's major department approves urban studies as a minor, the student should meet with an urban studies adviser to discuss course selections.

COURSE LISTINGS**URBS 101(W) Urban Life: Personal and Observational View**

GER 2/B

Introduction to urban studies allowing students to translate personal knowledge and experience of New York City to more theoretical understanding of urbanism. Includes four projects dealing with mapping, immigration, census data analysis, and local development issues.

*3 hrs, 3 cr.***URBS 102(W) Structure of Urban Region**

GER 2/B

Introduction to forces shaping institutions and life of contemporary American urban regions. Focus on evolving metropolitan economic, social, demographic, spatial, and political systems, and their relevance to current policy.

prereq: URBS 101 or relevant intro course (e.g., ECO 100 or 201-202; GEOG 101, POLSC 111, SOC 101) or perm instr.

*3 hrs, 3 cr.***URBS 201(W) Plans and Policies for Contemporary Urban Community**

GER 2/B

Exposure to human and institutional consequences of economic, social, and political forces confronting metropolitan America. Review of activities of public and private agencies dealing with urban problems.

prereq: URBS 102 or 6 cr. intro social science courses or perm instr.

*3 hrs, 3 cr.***URBS 310 Methods of Urban Research and Policy Analysis**

GER 3/B

Survey of research skills necessary for analysis of contemporary urban issues. Includes review of data sources, methods of forecasting, use of computer, and methods of information presentation.

prereq: URBS 102 or perm instr.

*3 hrs, 3 cr.***URBS 401 Managing Urban Physical Environment**

GER 3/B

Examination of components of metropolitan land use. Focus on planning and management of physical environment by public and private agencies at local, state, and national levels.

prereq: URBS 201 or perm instr.

*3 hrs, 3 cr.***URBS 402 Urban Social and Economic Development**

GER 3/B

Detailed review of social and economic concerns confronting urban communities, focusing on major problem areas: poverty, health, crime, economic development, unemployment, and racial discrimination.

prereq: URBS 201 or perm instr.

*3 hrs, 3 cr.***URBS 403 Selected Topics in Urban Affairs**

GER 3/B

Intensive examination or investigation of specialized topics or new developments in literature and research.

*3 hrs, 3 cr.***URBS 420 Urban Studies Internship**

GER 3/B

Open only to declared urban studies major within 45 credits 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.

*3 hrs, 3 cr.***URBS 498 Internship**

GER 3/B

1-6 hrs, 1 cr. per hr.

The following graduate courses are open to senior urban studies majors. Other graduate-level courses may be taken by senior majors with special permission:

URBP 701 History of Planned Urban Development**URBP 702 The Structure of the Urban Region****Courses Not Offered During 2004-2007:****URBS 202 Urban Futures****URBS 404 Urban Budgeting and Fiscal Policy**

WOMEN'S STUDIES

Program Office: 1717 Hunter West; (212) 772-5680

Director: Joyce Toney

Assistant Professor: Rupal Oza

Web Site: <http://www.hunter.cuny.edu/womens-studies/>

Affiliated Faculty:

Distinguished Professors:

M. Alexander (English), Crahan (History), Petchesky (Political Science)

Professors:

Abramovitz (School of Social Work), A. Alexander (Russian), Bowers (English), Epstein (Computer Science), Hampton (Music), Henderson (Biological Sciences), Honig (Economics), Mills (Chemistry), Paynter (Romance Languages), Reimers (Economics), Sherrill (Political Science), Sidel (Sociology), Smoke (English), Sternberg (Theatre), Thompson (Music), Tronto (Political Science), Valian (Psychology)

Associate Professors:

Alfar (English), Ancona (Classical and Oriental Studies), Defour (Psychology), Fasoli (Romance Languages), Gregg (Africana and Puerto Rican/Latino Studies), Lefkarites (Education), Luria (English), Malinski (Nursing), Margulies (Film and Media Studies), Masini (English), Matos-Rodriguez (Africana and Puerto Rican/Latino Studies), Matthews (Mathematics), Oza (Geography), Patti (Education), Peterson (Russian), Pinedo (Film and Media Studies), Rolland (Urban Public Health), Somerville (Political Science), Stone (Sociology), Toney (Africana and Puerto Rican/Latino Studies), Webb (English)

Assistant Professors:

Browne (Africana and Puerto Rican/Latino Studies), Calabritto (Romance Languages), Chinn (English), Chung (School of Social Work), Connor (English), Garcia (Africana and Puerto Rican/Latino Studies), L. Greenberg (English), Jenkins (English), Oza (Geography), Roberts (Community Health Education)

Adviser: Joyce Toney, jtoney@hunter.cuny.edu

HEGIS Code: 4903

| Majors Offered | Major Requirements | Number Credits | Recommended/Required GER | Prereq | Recommended Minor |
|-----------------------|--|----------------|--------------------------|----------|---|
| BA in Women's Studies | WOMST 100 WOMST 201 WOMST 310 –or– WOMST 320 15 credits from listed electives: at least one course in each subfield and at least one course at 300-level or higher. | 24 | See adviser | ENGL 120 | Women's Studies majors must select a 12-credit minor to be approved by the Women's Studies Program. It may involve courses from one or two programs that lead to a BA degree. |

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 faculty, 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.

MAJOR

The Women's Studies Program offers a 24-credit major, which is taken in addition to a traditional minor. The 24 required credits are distributed as follows:

- 3 credits, WOMST 100 Introduction to Women's Studies
- 3 credits, WOMST 201 Classics in Feminist Thought
- 3 credits, Senior Seminar—either WOMST 310 Research Seminar: Feminist Theory and Methodology; or WOMST 320 Internship Seminar: Feminist Activism and Advocacy.

Students may opt to take both the research seminar and the internship seminar or a substitute approved by the program.

- 15 credits from among the elective courses listed below. Majors must take at least one course in each subfield of the discipline (feminism, gender and sexuality, and women in culture and society) and must complete at least one elective course at the 300 level or above.

Independent study

(WOMST 393 or 298) may be applied only once toward the major.

Minor

Women's Studies majors must select a 12-credit minor to be approved by the Women's Studies program. It may involve courses from one or two programs that lead to a BA degree.

Minor for Non-Majors

A minor in Women's Studies consists of 12 credits. It is recommended that students who elect to minor in Women's Studies take WOMST 100 and 201 (or another course in the "Feminism" list) plus 6 credits from among the courses listed below.

Internships

Majors may satisfy the Senior Seminar requirement by interning in organizations that relate to the needs or concerns of women, and by simultaneously enrolling in WOMST 320 Internship Seminar, where their internship experiences and assigned readings will be discussed. Majors may also take the research seminar at the same time. The internship option is available to minors as well as majors. Interested students should consult with the program director before registering for the internship seminar. Students who wish to undertake an independently arranged internship outside of the formal internship seminar may enroll in WOMST 298 with the permission of the program director.

Research Seminar

Majors may satisfy the Senior Seminar requirement of the major by enrolling in the Research Seminar (WOMST 310), a capstone course in which they will apply feminist theory and methodology to a significant research project resulting in a substantial paper. Students who wish to qualify for honors in Women's Studies must enroll in the research seminar.

Honors

In order to graduate with honors in Women's Studies, a student must have a 3.5 GPA in the Women's Studies major and a college-wide cumulative index of at least 3.0 and must enroll in WOMST 310 Research Seminar: Feminist Theory and Methodology. In addition, students must submit to the program a substantial paper of approximately 20 pages in length that reflects serious scholarship undertaken in the research seminar. Students whose GPAs are within the required range are urged to consult the program director before planning their senior year programs of study, since the research seminar is generally offered only once per year. The research paper will be read by a faculty committee to judge whether it merits honors.

COURSE LISTINGS

REQUIRED COURSES

WOMST 100 Introduction to Women's Studies GER 2/B PD/C

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.

3 hrs, 3 cr.

WOMST 201(W) Classics in Feminist Thought GER 3/A or B PD/C

Study of feminist thought across a variety of historical periods and cultural contexts.

prereq: ENGL 120 or equiv.

3 hrs, 3 cr.

SENIOR SEMINAR

Note: Students may take WOMST 310 or 320 to satisfy the Senior Seminar requirement in the major; students may also opt to take both courses.

WOMST 310 Research Seminar: Feminist Theory and Methodology

Open to Jr/Sr only. Study of the theoretical models that feminist scholars create to guide their work and application of feminist methodology to a research project. To graduate with honors in Women's Studies, majors must enroll in this seminar.

prereqs: WOMST 100, 201, at least one other WOMST course at 200-level or higher

3 hrs, 3 cr.

WOMST 320 Internship Seminar: Feminist Activism and Advocacy

Open to Jr/Sr only. Practical experience in one of a variety of agencies and organizations related to the needs or concerns of women. Weekly seminar devoted to discussion of feminist activism and advocacy.

prereqs: WOMST 100 and 201 and at least one other WOMST course at the 200 level or higher.

7-10 hrs, 3-4 cr.

ELECTIVE COURSES

Majors must take at least one course in each of the subfields listed below: feminism, gender and sexuality, and women in culture and society. At least one elective must be at the 300 level. Independent study (WOMST 298 or 393) may be applied only once toward the major. The lists of courses are not exhaustive, since new courses are often added to the curriculum. Consult the Schedule of Classes.

I. Feminism

WOMST 209(W)/POLSC 209(W) Women and Gender in Western Political Thought GER 3/B PD/C or D

The history of political thought from the perspective of gender relations and the treatment of women.

prereq: ENGL 120 or equiv.

3 hrs, 3 cr.

WOMST 230(W)/ PHILO 230(W)

Feminism: Philosophical Theory and Practice

GER 3/A PD/C

Analysis of feminist theories and their practical implications.

prereqs: ENGL 120 and one course in philosophy
3 hrs, 3 cr

WOMST 309(W)/ POLSC 309(W)

Feminist Political Theory

GER 3/B PD/C

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, post-modernist, women of color, third world and "global" feminists.

prereq: ENGL 120

3 hrs, 3 cr.

WOMST 360/SOC 360

Feminist Social Theory

GER 3/B PD/C

An introduction to feminist theory developed by women from Western, Third World and other countries.

prereq: SOC 101 or perm instr.

3 hrs, 3 cr.

Additional Cross-Listed and Cognate Courses in Feminism:

PHILO 216/WOMST 216

Women Philosophers of the Past

GER 3/A PD/C

Study of the writings and ideas of selected women philosophers who lived before the contemporary feminist movement.

prereqs: ENGL 120, one course in philosophy

3 hrs, 3 cr.

II. Gender and Sexuality

WOMST 170/PSYCH 170 Psychology of Human Sexuality

GER 2/B PD/C

Psychological foundations, sexual development and response patterns; male and female roles; individual and social attitudes, legal issues.

prereq: PSYCH 100

3 hrs, 3 cr.

WOMST 190/PSYCH 190 Development of Gender Roles

GER 2/B PD/C

Social, cognitive, hormonal and personality factors in development of gender roles; determinants of behavioral and cognitive gender differences.

3 hrs, 3 cr.

WOMST 257/SOC 257 Sex and Gender Roles

GER 3/B PD/C

Sex role differentiation: femininity, masculinity, marriage, child rearing.

prereq: SOC 101 or perm instr.

3 hrs, 3 cr.

WOMST 301/ANTHC 301 Gender in Anthropological Perspective

GER 3/B PD/C

Men and women in different societies, division of labor, socialization, stratification, political activism and gender construction.

prereq: ANTHC 101 or perm instr.

3 hrs, 3 cr.

Additional Cross-Listed and Cognate Courses in Gender and Sexuality:

WOMST 300.53/ANTHC 320.76
Language, Sex and Gender
COMHE 324.00

Human Sexuality

POLSC 480.18/WOMST 400.52

Politics of Gay and Lesbian Rights

POLSC 486.57/WOMST 400.53

Body Politics: Sexuality and Reproduction

III. Women in Culture and Society

WOMST 156/RUSS 156

**Culture of Imperial Russia:
The Age of Empresses**
GER 2/C PD/C

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. Permanent course number pending Senate approval.

prereq: ENGL 120
3 hrs, 3 cr.

WOMST 200 Topics in Women's Studies

Interdisciplinary courses such as: Lesbian Texts; Contemporary African Women Writers; Women, Music, and World Culture; African Women: Development and Politics and others. Check with programs for current offerings. Depending on topic, will satisfy a GER category.

3 hrs, 3 cr.

WOMST 211 Women in the 3rd World

Study of the historical, political, social, and economic status of women in the developing world.

3 hrs, 3 cr.

WOMST 219(W)/POLSC 219(W)

Women and the Law
GER 3/B PD/C

Overview of how local, state and federal laws treat people on basis of sex.

prereq: ENGL 120
3 hrs, 3 cr.

WOMST 221 Women in the Islamic World

Overview of the role of gender in Islam.

3 hrs, 3 cr.

WOMST 222.52/FILM 222.52

**Topics in Genre Studies:
The Woman's Film of the 1940s**
GER 3A PD/C

Discussion of the "women'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. Depending on topic, will satisfy a GER category. Permanent course number pending Senate approval.

prereq: FILM 101
4 hrs, 3 cr.

WOMST 223/SOC 201 The Family

GER 3B PD/C

Family functions and interaction. Factors affecting stability and instability.

prereq: SOC 101
3 hrs, 3 cr.

WOMST 235/PSYCH 235

The Psychology of Women
GER 3/B PD/C

Psychological functioning of women; sexuality, pregnancy, social roles and status, aging, achievement, life styles, power.

prereq: 6 cr. in PSYCH courses
3 hrs, 3 cr.

WOMST 239(W)/SOC 239(W)

Child Welfare
GER 3/B

Historical and contemporary perspectives on the impact of poverty on children and the social policies that deal with it. Permanent course number pending Senate approval.

prereq: ENGL 120, SOC 101
3 hrs, 3 cr.

WOMST 250(W)/MUSHL 250(W)

Women and Music
GER 3/A PD/C

An ethnomusicological study of women and music in cross-cultural perspective. Permanent course number pending Senate approval.

prereqs: ENGL 120 and one of the following:
MUSHL 101, 107, 205, MUSTH 101, WOMST 100 or perm instr.
3 hrs, 3 cr.

WOMST 251/HED 201 Women and Health
PD/C

An exploration of health issues affecting women, particularly as these issues relate to the socialization of women, reproductive and sexual health, and medical practices.

3 hrs, 3 cr.

WOMST 258(W)/ENGL 258(W)

Topics in Literature by Women
GER 3/A PD/C

Selected works by women written in English will be studied with an emphasis on the diversity of women's lives and the effect of gender on experience. May be repeated once for credit with a different topic.

prereq: ENGL 220
3 hrs, 3 cr.

WOMST 260(W)/RUSS 260(W)

Russian Women Writers in English Translation
GER 3/A PD/C

The contributions of Russian women writers to Russian literature of the 19th and 20th centuries: A. Akhmatova, M. Tsvetaeva, A. Kollontai, N. Mandel'shtam, E. Ginsburg, L. Petrushevskaja, and others. Permanent course number pending Senate approval.

prereq: ENGL 220
3 hrs, 3 cr.

WOMST 261(W)/POLSC 218(W)

Women and Politics
GER 3/B PD/C

Constitutional and legal position of women, ERA, affirmative action, marriage, divorce, property, feminist causes.

prereq: ENGL 120
3 hrs, 3 cr.

WOMST 262(W)/POLSC 280(W)

Women, War and Peace
GER 3/B PD/C

Roles that women have played as subjects and objects in war and peace.

prereq: ENGL 120
3 hrs, 3 cr.

WOMST 269(W)/SPAN 269(W)

Spanish American Women's Literature and Cinema
GER 3/A PD/A or C

Conducted in English. An interdisciplinary approach to contemporary women's literature and cinema from Spanish America focusing on gender issues.

prereq: ENGL 120
3 hrs, 3 cr.

WOMST 300/400

Topics in Women's Studies

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. Depending on topic, may satisfy a GER category.

3 hrs, 3 cr.

WOMST 305(W)/CLA 305(W)

Women and Slaves in Classical Antiquity
GER 3/A PD/C or D

Women and slaves in Greek and Roman society and origins of Western attitudes about sex and class. Permanent course number pending Senate approval.

prereq: ENGL 120
3 hrs, 3 cr.

WOMST 315(W)/SOC 315(W)

Work and Society
GER 3/B

Work in market economies, mechanisms of control and sources of stratification, gender and ethnic factors, role of education and trade unions. Permanent course number pending Senate approval.

prereq: SOC 101
3 hrs, 3 cr.

WOMST 318(W)/AFPR 318(W)

Women in Africa
GER 3/B PD/A or C

Examination of African womanhood in traditional setting during colonialism and neo-colonialism, independence and revolution. Permanent course number pending Senate approval.

prereq: AFPR 202 or AFPR 222 or perm instr.
3 hrs, 3 cr.

WOMST 319(W)/ENGL 319(W)

Advanced Topics in Literature by Women
GER 3/A PD/C

Selected works by women in relation to a special theme, technique, genre, theoretical issue or cultural consideration. May be repeated once for credit with a different topic. Permanent course number pending Senate approval.

prereq: ENGL 220
3 hrs, 3 cr.

WOMST 321/ANTHC 321

Women and Globalization
GER 3/B

The situation of women from less developed countries with attention to the local and global forces shaping their lives. Topics include migration, the international division of labor, and worldwide adoption. Includes both theoretical approaches and practical issues related to improving women's place in society. Permanent course number pending Senate approval.

prereq: ANTHC 101 or perm instr.
3 hrs, 3 cr.

WOMST 329(W)/AFPRL 319(W)**Women in the African Diaspora**

GER 3/B PD/B or C

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.

prereq: AFPRL 204, 209 or 210 or *perm instr.*
3 hrs, 3 cr.

WOMST 336(W)/AFPRL 336(W)**African-American Women Writers**

GER 3/A PD/B or C

African-American female authors from slavery to present: novels, short stories, essays, plays, poetry, teenage fiction, and children's books. Permanent course number pending Senate approval.

prereq: AFPRL 236 or *perm instr.*
3 hrs, 3 cr.

WOMST 337(W)/AFPRL 337(W)**Caribbean Women Writers**

GER 3/A

A study of some of the major preoccupations of Caribbean fiction, such as history, migration/travel, creolization, memory and language, from the perspectives of selected women writers, paying close attention to the historical, intellectual and cultural contexts that stimulated the production of these works.

prereq: AFPRL 236 or 237 or ENGL 220 or WOMST 100
3 hrs, 3 cr.

WOMST 345/ECO 345 Women and Men in the Labor Market

GER 3/B PD/C

Demand for labor, determination of wages and allocation of time between paid and unpaid activities, "human capital" investments, labor market policy issues.

prereq: ECO 200
3 hrs, 3 cr.

WOMST 351/NURS 351**Gender, Science, and Technology**

PD/C

Explores the complex relationship among gender, science, and technology.

prereqs: ENGL 120, *at least one science course at the 100 level*
3 hrs, 3 cr.

WOMST 361/RUSS 360**Russian Women Writers**

GER 3/A PD/C

The contributions of Russian women writers to Russian literature of the 19th and 20th centuries: A. Akhmatova, M. Tsvetaeva, A. Kollontai, N. Mandel'shtam, E. Ginsburg, L. Petrushevskaia, and others. Readings and some writing in Russian. Permanent course number pending Senate approval.

prereq: RUSS 202 or *equiv.*
3 hrs, 3 cr.

WOMST 384(W)/MEDIA 384(W)**Women and Media**

GER 3/B PD/C

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.

prereq: MEDIA 180
3 hrs, 3 cr.

WOMST 398/POLSC 317.07**Community Leadership Seminar**

This course provides a historical introduction and a contemporary overview of social welfare policy and leadership theory and practice that is primarily aimed toward students with experience of poverty. It provides students with the theoretical knowledge and tools they need to serve as informed peer supporters, mentors, trainers, and agents of change on college campuses and in their communities.

pre- or coreqs: ENGL 120; *perm dept and instr.*
3 hrs, 3 cr.

WOMST 490/POLSC 498.17**Leadership Field Work**

Internship for students who have completed the Community Leadership seminar. Provides instruction and practical field experience to develop competency in a range of community organizing activities, building on the knowledge and skills developed in WOMST 398. Note: This course is not a substitute for WOMST 310 or 320.

prereq: WOMST 398
hrs TBA, 1-6 cr.

INDEPENDENT STUDY

Note: Independent Study (WOMST 298 or 393) may be applied only once toward the major.

WOMST 298 Internship

prereq: perm program director
hrs TBA, 1-6 cr.

WOMST 393 Independent Research.

Independent research guided by a faculty member on a subject of student's choice in the field of Women's Studies.

prereq: perm program director
3 hrs, 3 cr.

Additional Cross-Listed and Cognate Courses in Women in Culture and Society:**AFPRL 290.08 (WOMST 200.73)****African Women: Development and Politics****AFPRL 290.43 (WOMST 200.87)****Latina Writing****AFPRL 390.54 (WOMST 300.57)****Puerto Rican and Other Hispanic Women****ANTHC 214.51 (WOMST 200.02)****Women and Reproduction in the Caribbean****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 220.04 (WOMST 200.16)****Arab-American Literature****ASIAN 241.00 (WOMST 200.19)****Asian-American Family****ASIAN 330.08 (WOMST 200.18)****Muslim Diaspora****ASIAN 331 (WOMST 300.03)****Asian-American Women****COMHE 400.55 (WOMST 400.04)****Multidisciplinary South Bronx****EDUC 400.20 (WOMST 400.12)****Women in Higher Education****ENGL 250.67 (WOMST 200.74) Heroines****ENGL 250.80 (WOMST 200.68)****Autobiographies of Black Women Literary Artists****ENGL 250.92 (WOMST 200.58)****Black Women Writers****ENGL 258.50 (WOMST 258.50) (W)****Multicultural Women's Writing****ENGL 258.51 (WOMST 258.51) (W)****Contemporary African Women Writers****ENGL 258.52 (WOMST 258.52) (W)****S. Asian Women's Literature****ENGL 258.53 (WOMST 258.53) (W)****Irish Women Writers****ENGL 258.54 (WOMST 258.54) (W)****Literature: Fin-de-Siecle****ENGL 258.57 (WOMST 258.57) (W)****Feminist Perspective in Literature****ENGL 258.58 (WOMST 258.58) (W)****Caribbean Women Writers****ENGL 309.00 (WOMST 300.57)****Writing Women's Lives****ENGL 319.51 (WOMST 300.52) (W)****Women, Language and Literature****ENGL 319.51 (WOMST 319.51) (W)****Women, Language and Literature****ENGL 319.54 (WOMST 319.54) (W)****Asian American Feminism****ENGL 319.56 (WOMST 319.56) (W)****20C Black Women's Literature****ENGL 319.57 (WOMST 319.57) (W)****Early Modern English Women****ENGL 319.58 (WOMST 319.58) (W)****Women Writers Short Story****ENGL 319.59 (WOMST 319.59) (W)****19th Century American Women Writers****ENGL 319.60 (WOMST 319.60) (W)****Gender & Performance in U.S. Culture****ENGL 319.61 (WOMST 319.61) (W)****Renaissance Women's Literature****ENGL 329.56 (WOMST 300.61)****Migration and Immigration: U.S. 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****ENGL 390.97 (WOMST 300.75) Queer****Volatility in Literature and Film****HIST 366 Role of Women in American History****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****REL 311(W) Women and Religion****RUSS 256.12 (WOMST 200.13)****Women in Russian Culture****SOC 325.27 (WOMST 300.10)****Childhood in New York****SOC 325.48 (WOMST 300.32)****Gender and Development****SOC 325.51 (WOMST 300.87)****Women and Work**

Hunter College School of **EDUCATION**

Office: 1000 Hunter West; (212) 772-4624

Web Site: <http://www.hunter.cuny.edu/education>

Dean: David Steiner (212) 772-4622

Associate Dean: Carla Asher (212) 772-4622

Office of Educational Services: 1000 Hunter West; (212) 772-4624

Director of Clinical Experiences: Virginia Russell

Coordinator, Adolescence Education: Gess LeBlanc (212) 772-4677

Childhood Education: (212) 772-4638

Teacher Placement: Sally-Anne Milgrim (212) 772-4662

BA in Childhood Education (QUEST): page 200

Adolescence Education: page 202

DEPARTMENT OF CURRICULUM AND TEACHING:

1023 Hunter West; (212) 772-4686

Chair: Anne Ediger

Professors: Ediger, Gyles, Milgrim, Niman, Perr, Picciano, Romero, Splitter

Associate Professors: Brainin, DeGaetano, DeMeo, Eldridge, Epstein, Gardella, Gonzalez, Lefkarites, Mercado, Palandra, Parrino, Patti, Smith, Taharally

Assistant Professors: Bryce, Carlson, Castillo, Drone, Dubow, Hu, Jensen, Knoll, Lee, Matthews, McCormick, Ottaviani, Tong, Tuten

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND COUNSELING PROGRAMS:

1016 Hunter West; (212) 772-4710

Chair: Sherryl Browne Graves

Professors: Graves, O'Neill, Steiner

Associate Professors: Hambrick-Dixon, Kelly, Kinsler, Kopala, Perkins, Weiler

Assistant Professors: Bonner, Brown, Buckley, Cardoso, Chen, Chou, Chronister, Haritos, LeBlanc

Lecturers: Evans, Rose

DEPARTMENT OF SPECIAL EDUCATION:

909 Hunter West; (212) 772-4701

Chair: Katherine Garnett

Professors: Barowsky, Cohen, Garnett, McIntyre, Silberman

Associate Professors: Matthews, Trief

Assistant Professors: Gale, Lackaye, Taranto

MISSION OF THE SCHOOL OF EDUCATION

The mission of the Hunter College School of Education is to prepare skilled, caring and knowledgeable educators for teaching and supportive work in urban educational settings. This mission animates, and in turn is animated by, the Conceptual Framework, which encompasses five agreed-upon aspects of our work:

Living in an Urban Context

...maximizing opportunities and meeting significant challenges;

Developing Knowledge, Skills and Dispositions

...developing depth-and-breadth of active knowledge, effective skills, and empowering dispositions;

Engendering Professionalism

...promoting an ongoing engagement and stewardship of best practices as professionals;

Building a Caring Learning Community and Culture

...forging respect for learners, based on understanding and evident in actions;

Advocating for Social Justice

...activating commitment to social justice.

A complete description of the Conceptual Framework of the Hunter College School of Education can be found on its web site at the following URL:
<http://www.hunter.cuny.edu/education/ncate/conceptualframework.shtml>



Programs in Education

All students who take the education sequence at Hunter must major in a liberal arts or sciences subject. In other words, students who take any program in education do so in addition to fulfilling both the general education requirement and the requirements for a liberal arts or sciences major.

A student who completes an undergraduate childhood education program approved by the New York State Education Department fulfills the academic requirements for New York State Initial Certification and is eligible for New York City licensing in the area studied. (See sections below on New York State certification and New York City licensing for more information.)

The Office of Educational Services

This office provides support services to students enrolled in classes offered by the three teacher education departments of the School of Education. The areas of services provided include: coordination of admissions, advisement and registration; teacher certification; and various other student services such as permits, course equivalencies and leaves of absence.

The Office of Educational Services maintains regular office hours throughout the academic year (September 1-May 31), staying open evenings to provide advisement for working and evening session students although undergraduate education classes meet only during daytime hours. Hours may vary during registration periods, during the summer months and when classes are not in session. Office hours are posted outside Room 1000 Hunter West.

Student teaching and field placement applications and information are also available in Room 1000 Hunter West from the director and associate director of clinical services for childhood education and for adolescence education.

New York State Certification

The undergraduate sequences in education described below have been approved by the New York State Education Department to lead to initial certification for teaching in New York State. To earn this certificate the student must successfully complete the approved program of study, obtain the BA or BA/MA degree, submit fingerprints and pass the required New York State Teacher Certification Examinations (NYSTCE) including the LAST, ATS-W and CST. The Office of Educational Services processes the certification applications of students who complete an approved program and bachelor's degree.

The initial certificate permits the holder to teach for three years. At the end of that time and three years of full-time teaching in the certificate title, the individual will be able to obtain certification.

New York State certification is reciprocally accepted by many other states upon application. Students with questions about certification should contact the Office of Educational Services. For more information regarding New York State Certification go to <http://www.nysed.gov>.

New York City Licensing Students who complete approved sequences of study may apply for the NYC license when they possess a valid NYS initial certificate in their subject area. For more information regarding licensing, contact the NYC Department of Education, (718) 935-2670 or <http://www.nycenet.com>.



Office of Teacher Placement

This office provides professional teacher placement services for:

1. Undergraduates who have completed at least twelve education credits.
2. Students with degrees from Hunter College who have completed either the childhood or adolescence 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 to Teacher Education Programs

Undergraduate teacher education programs require a cumulative GPA of 2.8. Students are advised to submit their completed application for admission in March for the fall semester and October for the spring semester. Applicants must attach a student copy of transcripts of previous college study to their application. Applicants must demonstrate satisfactory performance in a group interview and an on-site writing sample. No courses with credit/non-credit grades are accepted.

Registration

Because of the intricacies of certifying programs, students are required to see advisers 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 adviser 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, or the announcement page on the School of Education Web site and to consult the bulletin boards outside 1000 Hunter West to determine the best times to see the appropriate advisers or program coordinators.

Nondegree and Second-Degree Students

The School of Education is not currently accepting nondegree or second-degree students.

Honors in Education

Students become eligible for honors in education at graduation by successfully completing EDUC 490 for QUEST and Adolescence 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. 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 Hunter West.

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 on intelligence and achievement tests. Students are admitted to the publicly supported schools on the basis of competitive testing. Efforts continue to identify gifted children from diverse backgrounds who meet the schools' rigorous standards for admission to kindergarten and grade 7 (the two levels at which students are admitted).

Hunter College Elementary 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. While some students continue on to the high school from the elementary school, high-achieving students from the five boroughs are invited to take a competitive examination in order to enter Hunter High School at the 7th grade.

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.

Childhood Education (QUEST) Grades 1-6

1000 Hunter West; (212) 772-4624

QUEST Program Overview

The Quality Urban Elementary School Teacher (QUEST) program is an undergraduate elementary teacher education program that prepares students to become New York State certified teachers of childhood education grades 1-6. QUEST is an integrated, holistic 30-credit program completed over either four or six semesters, which includes extensive field experiences attached to didactic courses. The six-semester sequence is designed for students who enter Hunter College as freshmen. The four-semester sequence is designed for transfer students and other students who do not apply to QUEST until after they have completed 40 or more credits.

QUEST is committed to the preparation of teachers for urban elementary schools who can deal effectively with the wide range of diverse learning needs found among the City's students. QUEST collaborates closely with New York City public schools to provide outstanding field experiences for these students.

The program of study for the BA degree at Hunter College consists of a minimum of 120 credits. All students must major in one of the following liberal arts or sciences subjects: English language arts, English, history, geography, social studies (available as a major in the geography department), mathematics, biology or chemistry. Childhood education, QUEST, serves as a collateral major, in place of a minor. Students must also complete the college General Education Requirement (GER), which consists of a core and graduation requirements in writing, pluralism and diversity and in a foreign language. Since the QUEST program requires MATH 104 students are exempt from GER/Stage 3, Group B.

Required Coursework in Liberal Arts and Sciences

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 the following liberal arts and sciences courses, or their equivalent (most of these courses can be taken within the college's General Education Requirement):

ENGL 120
ENGL 220
GEOG 101
HIST 151 and 152
MATH 104 and 105

Two semesters of science, at least one of which is a laboratory science*
6 credits in the arts

At least 6 credits in the study of a language other than English

(The Hunter College GER/foreign language requirement is 12 credits or the equivalent.)



Two additional courses that are required for students in the childhood education program are CSCI 115 Computer Technology in Childhood Education (2 credits) and HED 314 Health Education for the Classroom Teacher (3 credits).

*Note: Computer Science does not count as a science course in meeting this requirement.

Admissions Requirements

Six-semester sequence for students entering Hunter College as freshmen

- 30 credits in liberal arts and sciences*
- Minimum GPA of 2.8
- Prerequisite for MATH 104: either a score high enough on the CUNY COMPASS to be placed in MATH 104 or completion of MATH 101
- ENGL 120 (or a 200- or 300-level writing course), with a grade of B or better
- Declaration of an appropriate liberal arts and sciences major: biology, chemistry, English, English language arts, geography, history, social studies (an option within the geography major), or mathematics

Four-semester sequence for transfer students and other Hunter College students who apply after completing 40 credits

- Transfer students may enter the program with 40 to 72 credits. (Students with more than 72 credits should complete their liberal arts and sciences major and apply to the master's degree program in childhood education.)
- Transfer students with 60 or more credits, GPA of 3.3 or better and a grade of B or better in ENGL 120 do not have to present Hunter College grades. Transfer students with GPAs between 2.75 and 3.29 will have to complete 12 credits of coursework at Hunter College with a GPA of at least 2.8 before a final decision will be made on their application to QUEST.
- Transfer students must meet all other requirements listed above for admission as well as the progress standards that follow.

*Students may apply to QUEST if the total of their completed credits plus courses in which they are currently enrolled is at least 30 credits.

Progress Standards

Students must receive grades of C or better in QUEST didactic courses and grades of B or better in QUEST fieldwork courses. All QUEST courses are repeatable once by students who have received a grade of D in a didactic course or a C in a fieldwork course. Students must officially reregister for these courses. Students who receive an F in any course or a D in fieldwork may not continue in the program. Students must also maintain a GPA of at least 2.8 throughout the QUEST program.

In order to register for QSTA 406 Teaching and Learning Mathematics in the Elementary School, students must have completed MATH 104 and MATH 105. Transfer students may be allowed to enroll in QSTA 406 after completing MATH 104 and registering for MATH 105 if their progress through the QUEST program would be delayed by the requirement for MATH 105 as a prerequisite.

In order to register for QSTA 414 Teaching Science in 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 QSTA 412 Teaching Social Studies through Literature, the Arts and Technology in Elementary Schools, students must have completed HIST 151 and 152, or one of these courses plus GEOG 101.

Students should register to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations during their junior year. Students will not be allowed to enroll in Student Teaching (QSTA 415) until their scores on the LAST have been received by the QUEST coordinator. Students who do not pass the LAST at least partly because of low scores on subtest 4 and/or 5 must enroll in a college-directed writing course before being allowed to register for any additional courses.

**QUEST Six-Semester Sequence for Students Who Enter
Hunter College as First-Year Students**

| Semester | Courses | Credits | Fieldwork | Total ED Credits |
|--------------|--|-------------|----------------------|------------------|
| I | QSTA 400 Art of Effective Teaching (CSCI 115 Computer Technology in Childhood Education) | 3 | | 3 |
| II | QSTB 202 Child Growth and Development QSTA 401 Developmental Reading QSTAB 300 Fieldwork I | 2 2 1 | 75 hours | 5 |
| III | QSTA 410 Literacy Across the Content Areas QSTA 412 Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools QSTAB 301 Fieldwork II | 2 2 1 | 75 hours | 5 |
| IV | QSTB 413 Psychology of Teaching and Learning QSTA 406 Mathematics Teaching and Learning in Elementary School QSTAB 302 Fieldwork III | 2 2 1 | 75 hours | 5 |
| V | QSTB 403 Social Foundations of Urban Education QSTA 407 The Arts: An Interdisciplinary Learning Experience (HED 314 Health Education for the Classroom Teacher) | 3 3 | | 6 |
| VI | QSTA 414 Teaching Science in Elementary Schools QSTA 415 Student Teaching (5 full days + 2-hr seminar) | 2 4 | (minimum of 62 days) | 6 |
| Total | | | | 30 |

Note: QSTA is a designation for courses offered by the Department of Curriculum teaching; QSTB is a designation for courses offered by the Department of Educational Foundations; QSTAB is a designation for fieldwork attached to two courses.

QUEST Four-Semester Sequence for Transfer Students

| Semester | Courses | Credits | Fieldwork | Total ED Credits |
|--------------|---|------------------|-----------|------------------|
| I | QSTA 400 Art of Effective Teaching QSTB 202 Child Development QSTA 401 Developmental Reading QSTAB 300 Fieldwork I (CSCI 115 Computer Technology in Childhood Education) | 3 2 2 1 | 75 hours | 8 |
| II | QSTA 410 Literacy Across the Content Areas QSTA 412 Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools QSTAB 301 Fieldwork II QSTB 403 Social Foundations of Urban Education | 2 2 1 3 | 75 hours | 8 |
| III | QSTB 413 Psychology of Teaching and Learning QSTA 406 Mathematics Teaching and Learning in Elementary School QSTAB 302 Fieldwork III QSTA 407 The Arts: An Interdisciplinary Learning Experience (HED 314 Health Education for the Classroom Teacher) | 2 2 1 3 | 75 hours | 8 |
| IV | QSTA 414 Teaching Science in Elementary Schools QSTA 415 Student Teaching (5 full days + 2-hr seminar) | | (50 days) | 6 |
| Total | | | | 30 |

Note: QSTA is a designation for courses offered by the Department of Curriculum teaching; QSTB is a designation for courses offered by the Department of Educational Foundations; QSTAB is a designation for fieldwork attached to two courses.

Adolescence Education, Grades 7-12 and Dance Education, Grades Pre-K-12

Coordinator: Gess LeBlanc, 1000 Hunter West;
(212) 772-4677

Students who major in an academic subject may also wish to complete a sequence of courses in education that will enable them to pursue a career teaching adolescent students in grades 7-12. The undergraduate programs in adolescence education are designed to prepare prospective teachers to serve as high-quality educators for adolescents in urban schools. More specifically, candidates learn to investigate, orchestrate, modify, implement, and assess academic content and professional knowledge and skills. These efforts are focused on creating safe, supportive and challenging classrooms for student populations of diverse backgrounds, abilities and interests within the four following global areas of competency:

- 1) **Academic Subjects Content Knowledge**
Teacher candidates will learn to integrate in-depth knowledge of their subject area into the design of curricula that reflect state and professional standards.
- 2) **Professional Knowledge** Teacher candidates will link philosophical, historical, political, psychological and sociological theories of education to the learning of adolescents in their classrooms, including exceptional and English-language learners.
- 3) **Skills** Teacher candidates will learn to adapt curriculum and instruction to adolescent students' prior knowledge, interests, literacy levels, abilities, and experiences. Teacher candidates will develop skills in communication; critical and creative thinking; application of technology; self-reflection; and classroom management in order to provide effective instruction for all students.
- 4) **Creating Community** Teacher candidates will familiarize themselves with their students' communities, as well encourage their students' active and constructive participation in classroom, school, or local problem solving.

Program Overview

The Hunter College School of Education offers the following undergraduate programs leading to initial certification in adolescence education (grades 7-12): biology, chemistry, Chinese, English, French, German, Hebrew, Italian, mathematics, physics, Russian, social studies and Spanish. Hunter also offers an undergraduate program leading to initial certification in dance (pre-K-12). In addition, BA/MA programs in mathematics, chemistry and music are offered. These programs lead to professional certification. A BA/MA in biology is pending NY State approval.

The program of study for the baccalaureate degree at Hunter College requires a minimum of 120 credits. This is a daytime program that

includes fieldwork in New York City public schools designated by the Hunter College School of Education. Students who wish to pursue initial certification in one of the above areas must take a specified sequence of education courses, in addition to fulfilling the college's General Education Requirement (GER) and the requirements of their arts or science major. All relevant departments accept the adolescence education sequence as a minor.

Required Coursework in Liberal Arts and Sciences

In addition to completing a major of at least 30 credits in the area of the teaching certificate to be pursued, applicants must complete a general education core that includes the specific course requirements listed below, which can be fulfilled as part of the college's core requirement, graduation requirements, and the major:

1. ENGL 120 English Composition
2. ENGL 220 Introduction to Literature
3. Two courses selected from: 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; and GEOG 101 People and Their Environment
4. 12 credits in math/science/technology, to include one laboratory science course and either STAT 213 (for science and math majors) or STAT 113 (for students with other majors)
5. 12 credits of study in a language other than English (or exemption by the college on the basis of equivalency)
6. 6 credits in the arts
7. A course that includes a focus on communication, which may be met through a variety of disciplines. Courses in theatre, media, and the linguistics area of anthropology generally meet this requirement, as does AFPRL 181 Language and Ethnic Identity.

Admission Requirements

Students who wish to enter the adolescence education sequence must meet all the criteria given below.

1. Minimum of 65 credits but no more than 90 credits
2. GPA of at least 2.8. If a student has more than 6 credits of CR/NR grades, the excess of these grades will be calculated as C or F in determining whether the student meets the minimum GPA
3. A grade of at least B in ENGL 120 (or a 200- or 300-level writing course such as ENGL 201)
4. Formal declaration of a major in a subject area appropriate for certification: English, Languages Other than English (Chinese, French, German, Hebrew, Italian, Russian, Spanish), Mathematics, Science, Biology, Chemistry, Physics, Social Studies (Geography Option 2), Dance
5. Submission of an application for admission to the sequence (the application is available in the Office of Educational Services, Room 1000 Hunter West) along with proof of a negative finding on a tuberculosis test.

Transfer Students

The program will conditionally admit transfer students with 60 or more credits who have a GPA of at least 3.3 without requiring that they complete 12 credits at Hunter College. However, they must establish a minimum GPA of 2.8 at Hunter College to continue in the program after the first semester. Any transfer student who has a GPA of 2.8-3.29 must complete 12 credits at Hunter College with a cumulative GPA of at least 2.8 before being admitted to the program in adolescence education.

Admission Process

1. Students interested in applying to the Adolescence Education program should apply at the beginning of the semester prior to the semester in which they plan to enroll.
2. Students must participate in a group interview with several other students and School of Education faculty members.
3. Students must complete an on-site writing sample that the School of Education faculty will use to assess written English skills.



Course of Study
Adolescence Education

| Number | Title | Credits |
|-----------|--|---------|
| SEDF 203* | Social Foundations of Education: Grades 7-12 | 3 |
| SEDF 204* | Adolescent Development | 2 |
| SEDF 205* | Educational Psychology: Applications in Grades 7-12 | 2 |
| SEDF 206* | Assessment of the Teaching and Learning Process in Grades 7-12 | 2 |
| SEDC 210* | Building the Foundations of Literacy in Grades 7-12 | 3 |
| SEDC 220* | Adolescent Health and Safety | 1 |

Mathematics (BA): Additional Required Coursework and Student Teaching

| | | |
|----------|--|---|
| SEDC 213 | Methods I: Classroom Organization, Management, and Instruction in Mathematics and Science, Grades 7-12 | 3 |
| SEDC 323 | Methods II: Teaching Diverse Learners in Mathematics, Grades 7-12 | 2 |
| SEDC 453 | Student Teaching in Grades 7-12: Mathematics | 5 |

**Biology, Chemistry, and Physics (BA):
Additional Required Coursework and Student Teaching**

| | | |
|----------------------------------|--|---|
| SEDC 213 | Methods I: Classroom Organization, Management, and Assessment of Instruction in Mathematics and Science, Grades 7-12 | 3 |
| SEDC 324 | Methods II: Teaching Diverse Learners in Science, Grades 7-12 | 2 |
| And one of the following: | | |
| SEDC 454.10 | Student Teaching in Grades 7-12: Biology | 5 |
| SEDC 454.20 | Student Teaching in Grades 7-12: Chemistry | 5 |
| SEDC 454.30 | Student Teaching in Physics Grades 7-12 | 5 |

**Languages Other than English: French, Spanish, Italian, Russian, Chinese, Hebrew, German (BA):
Additional Required Coursework and Student Teaching**

| | | |
|----------------------------------|--|---|
| SEDC 212 | Methods I: Foundations of Literacy, Language, and Learning in the Foreign/Heritage Language Classroom, Grades 7-12 | 3 |
| SEDC 322 | Methods II: Instructional Planning for Literacy and Language Learning in the Foreign/ Heritage Language Classroom, Grades 7-12 | 2 |
| And one of the following: | | |
| SEDC 452.10 | Student Teaching in Grades 7-12: Chinese | 5 |
| SEDC 452.20 | Student Teaching in French, Grades 7-12 | 5 |
| SEDC 452.30 | Student Teaching in German, Grades 7-12 | 5 |
| SEDC 452.50 | Student Teaching in Grades 7-12: Hebrew | 5 |
| SEDC 452.60 | Student Teaching in Grades 7-12: Italian | 5 |
| SEDC 452.70 | Student Teaching in Grades 7-12: Russian | 5 |
| SEDC 452.80 | Student Teaching in Grades 7-12: Spanish | 5 |

English (BA): Additional Required Coursework and Student Teaching

| | | |
|----------|---|---|
| SEDC 211 | Young Adult Literature in Our Diverse Society | 3 |
| SEDC 321 | Teaching English Methods to a Diverse Population in Grades 7-12 | 2 |
| SEDC 451 | Student Teaching in Grades 7-12: English | 5 |

Social Studies (BA): Additional Required Coursework and Student Teaching

| | | |
|----------|---|---|
| SEDC 215 | Methods I: Classroom Organization, Management, and Instruction in Social Studies, Grades 7-12 | 3 |
| SEDC 325 | Methods II: Teaching for Diverse Learners in Social Studies, Grades 7-12 | 2 |
| SEDC 455 | Student Teaching in Social Studies, Grades 7-12 | 5 |

Dance (BA): Additional Required Coursework and Student Teaching

| | | |
|-----------|---|---|
| DANED 302 | Theory and Practice of Teaching Dance Grades Pre-K-12 | 4 |
| SEDC 456 | Student Teaching in Dance Grades Pre-K-12 | 5 |

Mathematics (BA/MA): Additional Required Coursework and Student Teaching**

| Number | Title | Credits |
|----------|--|---------|
| SEDC 713 | Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science | 3 |
| SEDC 723 | Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7-12 | 2 |
| SEDC 753 | Student Teaching in Mathematics, Grades 7-12 (60 days, 30 hrs seminar, plus workshops and conferences) | 5 |

Chemistry (BA/MA): Additional Required Coursework and Student Teaching**

| | | |
|-------------|---|---|
| SEDC 713 | Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science | 3 |
| SEDC 724 | Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 | 2 |
| SEDC 754.02 | Student Teaching in Chemistry, Grades 7-12 | 5 |

MUSIC (BA/MA): Additional Required Coursework and Student Teaching**

| | | |
|-----------|--|---|
| SEDF 703 | Social Foundations of Adolescence Education | 3 |
| SEDF 704 | Adolescent Development, Grades 7-12 | 2 |
| SEDF 705 | Educational Psychology: Applications to Adolescence Education | 2 |
| SEDF 706 | Assessment of Teaching and Learning in Adolescence Education | 2 |
| SEDC 710 | Building the Foundations of Literacy in Adolescence Education | 3 |
| SEDC 720 | Adolescent Health and Safety | 1 |
| MUSED 677 | Methods of Teaching Instrumental Music in Grades Pre-K-12 | 2 |
| MUSED 678 | Methods of Teaching Vocal and General Music in Grades Pre-K-12 | 2 |
| SEDC 756 | Student Teaching in Music, Pre-K-12 | 5 |

*Please note that the parallel courses at the graduate level may be substituted for these undergraduate courses in the Mathematics BA/MA Program.

**See the Graduate Catalog for these graduate course descriptions.

Progress Standards

1. Students must maintain a minimum overall GPA of 2.8 and an education sequence index of 2.8.
2. Any student who receives a grade of C+, C, or D in student teaching must apply to the department chairperson for permission to reregister for that course, which may be repeated only once.
3. Any student who receives a grade of D in a didactic course in the education sequence will be required to repeat that course. Students are permitted to repeat a course only once.
4. Any student who receives a grade of F in any course in the pedagogical sequence (including student teaching) will not be permitted to continue in the program.
5. Any student who has more than two grades of IN will be permitted to register for only one course the following semester.

Students will be permitted to register for the second methods course in their subject area only after having met the following requirements:

1. Completion of 18 credits of study in the major subject area
2. Approval of the major department adviser
3. Maintenance of an overall GPA of 2.8 and an education sequence index of 2.8

Students should register to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations during their junior year. Students will not be allowed to

enroll in student teaching until their scores on the LAST have been received by the Coordinator of Adolescence Education. Students who do not pass the LAST at least partly because of low scores on subtest 4 and/or 5 must enroll in a college-directed writing course before being allowed to register for any additional courses.

Liberal Arts and Sciences Major Requirements for Adolescence Education (BA and BA/MA) and Dance Education (BA)

Note: See the major department sections of the catalog for specific course requirements in these areas.

English (7-12) 30-credit major in English for adolescence education

Languages Other than English (7-12) 33-credit major in one of the following languages: Chinese, French, German, Hebrew, Italian, Russian, Spanish

Mathematics (7-12) 30-credit major in mathematics + one year of calculus (MATH 150 and 155, or the equivalent)

Science (7-12)

Biology 37-credit major in biology + 33.5 - 36.5 credits in additional science and math courses

Chemistry 33- or 35-credit major in chemistry

Physics 30-credit major in physics

Social Studies (7-12) 33-credit major in geography plus 9 credits of specified course work in history and geography as prerequisites; or (pending CUNY and NYS Education Department approval) a 30-credit major in history, including a course in geography, plus a course with a focus on political

science and a course with a focus on economics

Dance (Pre-K-12) 34-credit major in dance
BA/MA Chemistry (7-12) minimum of 134 credits to include chemistry major (minimum of 24 credits) and associated auxiliary courses (30.5 credits) at the undergraduate level; 14 graduate credits in chemistry

BA/MA Mathematics (7-12) 46 credits in mathematics including a year of calculus (MATH 150 and 155 or equivalent), MATH 250, 260, 311 (or the equivalent), 620, 623, 630, 661, STAT 614, plus 12 additional credits, at least half at the graduate level and the other 6 at least at the 300 level

BA/MA Music (Pre-K-12) 42-credit music major equivalent to the undergraduate music major plus 22 graduate credits for a total of 64 credits in music within the 140-credit minimum total of coursework

Fieldwork and Student Teaching

All field experiences and student teaching will take place in sites approved by the Hunter College School of Education.

1. Any student who receives a grade of C+, C, or D in student teaching must officially register for and repeat that experience. Students will be permitted to repeat student teaching only once.
2. Any student who receives a grade of F in student teaching will not be permitted to continue in the program.
3. Students must submit an application during the semester before they plan to student teach.

COURSE LISTINGS

CSCI 115 Computer Technology in Childhood Education

See Computer Science Department course listings.
3 hrs, 2 cr.

DANED 302 Theory and Practice of Teaching Dance Grades Pre-K-12

Methods of teaching dance to students with diverse backgrounds and abilities in diverse learning environments; the organization of instruction and classroom management strategies; technological resources; community and family resources. Note: Proof of negative tuberculosis screening within the last two years must be submitted to the School of Education.

prereq: 12 cr in dance or perm dance adviser
pre- or coreq: SEDF 204
3 hrs plus 36 hrs fieldwork, 4 cr.

EDUC 490 Honors Course in Educational Research

Individual research in education. Admission by permission of the chairperson.

prereq: full education sequence including student teaching; 3.5 GPA in education courses and cumulative GPA of 2.8.
2 hrs, 2 cr.

HED 201 Women and Health PD/C

An exploration of health issues affecting women, particularly as these issues relate to the socialization of women, reproductive and sexual health, and medical practices.

3 hrs, 3 cr.

HED 305 Sex Education

An overview of human sexuality through affective processes with an emphasis on social and cultural influences, and the role of family and school in sexuality education.

3 hrs, 3 cr.

HED 306 Drugs and Drug Dependencies

The nature of addiction and dependency. The course focuses on social learning theory and the role of family, school, and community in drug prevention education.

3 hrs, 3 cr.

HED 314 Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1-6 in making decisions for optimum health and wellness, including nutrition education and fitness; mental/emotional health and conflict resolution; drug education; stress management; safety education including fire safety; family living/sex education including HIV/AIDS education and orientation issues; personal safety and the role of the classroom teacher as a mandated reporter of child abuse and neglect; environmental health; and violence prevention.

prereqs: QSTB 202, QSTAB 301
pre- or coreq: QSTAB 302
3 hrs, 3 cr.

HED 480 Independent Study in Health Education

An exploration in an area of special interest with faculty guidance. Topic to be approved by adviser.

30-45 hrs, 1-3 cr.

EDUCATION COURSES

Note: QSTA is a designation for courses offered by the Department of Curriculum and Teaching; QSTB is a designation for courses offered by the Department of Educational Foundations; QSTAB is a designation for fieldwork attached to two courses.

QSTA 400 The Art of Effective Teaching

This course is designed to orient elementary school teacher candidates to the world of urban education and their roles as quality educators. An introduction to the basic pedagogical practices of teaching, the connection between theory and practice as it relates to the role of teachers, instructional methods for teaching diverse student populations, effective classroom management practices, organizational strategies, motivation techniques and methods of assessment.

3 hrs, 3 cr.

QSTA 401 Developmental Reading

Theoretical and practical aspects of literacy with particular emphasis on teaching literacy to diverse populations. In addition, the role of family and community involvement and the use of technology for literacy development will be stressed.

pre- or coreqs: QSTA 400, CSCI 115
coreq: QSTB 202, QSTAB 300
2 hrs, 2 cr.

QSTA 406 Mathematics Teaching and Learning in Elementary School

Modern methods for teaching mathematics through understanding in the elementary grades.

prereqs: MATH 104, 105, QSTA 410, 412, QSTAB 301
coreq: QSTB 413, QSTAB 302
2 hrs, 2 cr.

Note: Transfer students may be allowed to enroll in QSTA 406 after completing MATH 104 and registering for MATH 105 if their progress through the QUEST program would be delayed by the MATH 105 prerequisite requirement.

QSTA 407 The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1-6.

prereqs: QSTA 401, QSTB 202, QSTAB 300
3 hrs, 3 cr.

QSTA 410 Literacy Across the Content Areas

Theoretical, methodological, practical, and technological aspects of teaching literacy to elementary school students with an emphasis on meeting the literacy needs of diverse student populations.

prereqs: QSTA 401, QSTB 202, QSTAB 300, CSCI 115
coreqs: QSTA 412, QSTAB 301
2 hrs, 2 cr.

QSTA 412 Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools

Teaching social studies through literature, the arts, and technology in grades 1-6. Literature selections will include original documents, essays, historical fiction, novels, diaries, journals, poetry, drama and folktales. Instructional strategies will include interdisciplinary curriculum and differentiated learning, teaching, and assessment strategies for English language learners and students with disabilities. Diverse activities will include utilizing the community, particularly museums, as a laboratory for student learning.

prereqs: QSTA 401, QSTB 202, QSTAB 300
coreqs: QSTA 410, QSTAB 301
2 hrs, 2 cr.

QSTA 414 Teaching Science in Elementary Schools

This course is inquiry-based or process-oriented. Focuses on the doing part of science more than the facts part of science. Includes analysis of local, state and national science standards, working with students from culturally diverse backgrounds, using multimedia technology effectively, and working with parents and the community. Students will be observed in science teaching activities during their corequisite student teaching in science.

prereqs: QSTA 406, 410, 412, QSTAB 301
coreqs: QSTA 415
2 hrs, 2 cr.

QSTA 415 Student Teaching

Supervised student teaching experience in an elementary school setting at one grade level from grades 1-6. Requirements include four full days per week of student teaching for a minimum of 50 days, 30 hours of seminars + conferences, and attendance at professional development workshops.

prereqs: QSTA 406, 407, QSTB 413, QSTAB 302, HED 314
coreqs: QSTA 414
2 hrs per week of seminar plus student teaching,
4 cr.

QSTAB 300 Fieldwork I: Fieldwork for Child Development and Developmental Reading

Supervised experiences in classroom applications of QSTA 401: Developmental Reading and QSTB 202: Child Growth and Development. Students will complete 6 hrs per week of fieldwork for a minimum of 75 contact hrs per semester. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. Students receiving a grade of C in fieldwork must apply to the chairperson for permission to reregister for the course. Fieldwork may be repeated only once. Students who receive a grade lower than C may not repeat the course and may not continue in the program.

pre- or coreqs: QSTA 400, CSCI 115
coreqs: QSTA 401, QSTB 202
75 hrs, 1 cr.

QSTAB 301 Fieldwork II: Fieldwork for Literacy Across the Content Areas and Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools

Supervised experiences in classroom applications of QSTA 410: Literacy Across the Content Areas and QSTA 412: Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools. Students will complete 6 hrs of fieldwork per week for a minimum of 75 contact hrs per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individuals and small groups of children. Students will design or adapt curriculum that meet the needs of diverse learners, including children with special needs and English language learners.

prereqs: QSTA 401, QSTB 202, QSTAB 300
coreqs: QSTA 410, 412
75 hrs, 1 cr.

QSTAB 302 Fieldwork III: Fieldwork for Mathematics Teaching and Learning in Elementary School and Psychology of Teaching and Learning

Supervised experiences in classroom applications of QSTA 406: Mathematics Teaching and Learning in Elementary School and QSTB 413: Psychology of Teaching and Learning. Students will complete 6 hrs of fieldwork per week for a semester minimum of 75 contact hrs to demonstrate the ability to apply knowledge acquired in the Mathematics Teaching and Learning in Elementary School and Psychology of Teaching and Learning courses to effectively deliver instruction in the content areas to individual children, small work groups, and large groups of children.

prereqs: QSTA 410, 412, QSTAB 301
coreqs: QSTA 406, QSTB 413
75 hrs, 1 cr.

QSTB 202 Child Growth and Development

The biological, cognitive, emotional, linguistic, moral, physical and social aspects of development will be addressed with respect to their role in children's experiences in school. The critical application of developmental theories and research to diverse populations will be emphasized. Contextual influences on children's development, including family, peers and the media will be included.

pre- or coreqs: CSCI 115, QSTA 400
coreqs: QSTA 401, QSTAB 300
2 hrs, 2 cr

QSTB 403 Social Foundations of Urban Education

Contemporary issues and themes in the social foundations of childhood education viewed from an interdisciplinary perspective. Special emphasis on the role of family and community in the educational process.

prereqs: QSTA 401, QSTB 202, QSTAB 300
3 hrs, 3 cr.

QSTB 413 Psychology of Teaching and Learning

The critical application of psychological theories and principles to classroom instruction, including: learning styles; instructional models; effective teaching; motivation; student diversity; students with special needs; classroom management; and formal and informal assessment.

prereqs: QSTA 410, 412, QSTAB 301
coreqs: QSTA 406, QSTAB 302
2 hrs, 2 cr.

SEDC 210 Building the Foundations of Literacy in Grades 7-12

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

3 hrs, 3 cr.

SEDC 211 Young Adult Literature in Our Diverse Society

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English language arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

pre- or coreqs: SEDF 203, 204
3 hrs, 3 cr.

SEDC 212 Methods I: Foundations of Literacy, Language and Learning in the Foreign/Heritage Language Classroom, Grades 7-12

The nature of language, and language acquisition/learning, and the inherent implications for teaching a foreign/heritage language at the secondary level. The foreign language standards and the English language arts standards are reviewed as they impact on curriculum design for foreign/heritage language learners.

pre- or coreqs: SEDF 203, 204
3 hrs, 3 cr.

SEDC 213 Methods I: Classroom Organization, Management and Instruction in Mathematics and Science, Grades 7-12

Candidates will identify the impact of various classroom organization patterns, rules and routines. Candidates will be able to design, implement and evaluate lessons in the context of state and city standards for learning in grades 7-12.

pre- or coreqs: SEDF 203, 204
3 hrs, 3 cr.

SEDC 215 Methods I: Classroom Organization, Management, and Instruction in Social Studies, Grades 7-12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

pre- or coreqs: SEDF 203, 204
3 hrs, 3 cr.

SEDC 220 Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

prereqs: SEDF 203, 204
1 hr, 1 cr.

SEDC 321 Teaching English Methods to a Diverse Population in Grades 7-12

Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. State and city teaching standards will be applied throughout the course.

prereqs: SEDC 211
pre- or coreqs: SEDF 205, SEDC 210
2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 322 Methods II: Instructional Planning for Literacy, Language, and Learning in the Foreign/Heritage Language Classroom, Grades 7-12

Standards that impact on the teaching of foreign/heritage languages at the secondary level. Emphasis is placed on the strategies, methods and materials used in planning instruction around the standards. Classroom observations will serve as a catalyst for discussion.

prereqs: SEDC 212
pre- or coreq: SEDF 205, SEDC 210
2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 323 Methods II: Teaching Diverse Learners in Mathematics, Grades 7-12

Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereqs: SEDC 213
pre- or coreqs: SEDF 205, SEDC 210
2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 324 Methods II: Teaching Diverse Learners Science, Grades 7-12

Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereqs: SEDC 213
pre- or coreqs: SEDF 205, SEDC 210
2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 325 Methods II: Teaching Diverse Learners in Social Studies, Grades 7-12

Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 215

pre- or coreq: SEDF 205, SEDC 210

2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 451 Student Teaching in English, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified English teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 321

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.10 Student Teaching in Chinese, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Chinese teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.20 Student Teaching in French, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified French teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.30 Student Teaching in German, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified German teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.50 Student Teaching in Hebrew, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Hebrew teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.60 Student Teaching in Italian, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Italian teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.70 Student Teaching in Russian, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Russian teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.80 Student Teaching in Spanish, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Spanish teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 453 Student Teaching in Mathematics, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified math teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 323

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 454.10 Student Teaching in Biology, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 324

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 454.20 Student Teaching in Chemistry, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 324

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 454.30 Student Teaching in Physics, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified physics teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 324

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 455 Student Teaching in Social Studies, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified social studies teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 325

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 456 Student Teaching in Dance, Grades Pre-K-12

Two 30-day supervised placements (one in grades pre-K-6 and one in grades 7-12) in New York City public schools selected by Hunter College. Special Conditions: Students must apply for student teaching the fall semester before enrolling in this course. Scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination must have been received by the coordinator of adolescence education prior to enrollment in student teaching.

pre- or coreqs: SEDF 206, SEDC 220

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDF 203 Social Foundations of Education, Grades 7-12

Students explore different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Emphasis on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

3 hrs, 3 cr.

SEDF 204 Adolescent Development

The process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDF 205 Educational Psychology: Applications in Grades 7-12

Basic educational psychology covering the characteristics of the learner, applications of learning theories and the instruction process as applied to the secondary setting, grades 7-12.

prereqs: SEDF 203, 204

2 hrs per week plus 36 hrs of fieldwork, 2 cr.

SEDF 206 Assessment of the Teaching and Learning Process in Grades 7-12

The principles and practices for the assessment of learning and teaching in the classroom, grades 7-12. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 205, SEDC 210

2 hrs per week plus lab, 2 cr.

SEEK Department (Search for Education, Elevation and Knowledge)

Office 1013 Hunter East; (212) 772-5725

Acting Chair/Director: William Wimberly

Tutoring Coordinator:
Denise Waters-Simmons

Associate Professor: Rodriguez

Assistant Professors:
Fuentes, Martin, Wimberly

Lecturers:
Liggins, Tsang

The SEEK Department and Program is located administratively in the School of Education. Students may be admitted to the program if they meet eligibility requirements specific to financial need guidelines and to academic preparation from high school. The supportive services offered include counseling (personal and academic), tutoring (individual and group), seminars on career planning and academic skills workshops/courses in writing, chemistry and anatomy and physiology. See the Admissions and Financial Aid sections of this catalog for additional information about SEEK admission and financial eligibility.

COURSE LISTINGS

MATH/SCIENCES

ACSK 003 Pre-Anatomy and Physiology I

Overview of physical and biological sciences. Topic include body as a whole, Locomotion and support, body maintenance, distribution of energy sources and nutrients. Medical terminology and comprehension are stressed.

prereq: perm dept.

4 hrs, 0 cr.

ACSK 019 Basic Skills for Chemistry

Math tools applied to problem solving in measurements, heat calculations, gases, and stoichiometry; chemistry of elements; nomenclature; bonding; properties of solutions.

prereq: perm dept.

4 hr, 0 cr.

ORIENTATION

ACSK 065 Orientation for Success

Required of all SEEK freshmen. Emphasis on adjustment to college, personal growth, and development of academic skills.

2 hr, 0 cr.

ENGLISH COMPOSITION WORKSHOPS

Writing Precept

Focus on grammar, sentence structure, and essay organization.

prereq: perm dept

hrs TBA



Hunter College Schools of the Health Professions

Administrative Offices: 6th Floor, Brookdale Campus West

Dean: Dr. Laurie Sherwen; (212) 481-4314

Student Adviser: 628 Brookdale Campus West; (212) 481-4773

**Helene Fuld Media/Learning Resource Center;
Mezzanine, Brookdale Campus West; (212) 481-5129**

**Brookdale Health Science Center:
425 East 25th Street New York, NY 10010**

Web Site: <http://www.hunter.cuny.edu/schoolhp/>

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Hunter College's Schools of the Health Professions comprise two prestigious units of the college: The School of Health Sciences and the Hunter-Bellevue School of Nursing. 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 at 25th Street. 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.



School of Health Sciences

Main Office: 1010 Brookdale Campus West; (212) 481-4324

Student Information: (212) 481-4320

Brookdale Health Science Center

425 East 25th Street

New York, NY 10010

School Director: Marilyn Iris Auerbach

Web Site: <http://www.hunter.cuny.edu/schoolhp/shs/index.htm>

Distinguished Professor: Freudenberg

Professors:

Fahs, Gravel, Linder, Preece, Silverman

Associate Professors:

Alcabas, Auerbach, Edelman, Goldberg, Johnston, Klitzman, Kotelchuck, Krasilovsky, Lipovac, Navder, Orlikoff, Rolland, Rosen, Spark

Assistant Professors:

Blocker, Caravanos, Holland, Richmond-Bryant, Roberts, Ross, Babyar-Rothbart, Waltzman

Instructors: MacRoy, Marshall

Lecturer: Sliwinski

The Hunter College School of Health Sciences offers undergraduate and graduate programs in 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.

Hunter's School of Health Sciences prepares liberal-arts educated professionals to enter and advance in health-related careers. These profession-

als 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 working health professionals:

- BS in Medical Laboratory Sciences
- BS in Community Health Education/Urban Public Health
- BS in Nutrition and Food Sciences/Urban Public Health

Additionally, the following graduate programs are offered at the School of Health Sciences:

- MS in Communication Sciences (Speech-Language Pathology and Audiology)
- MPH in Urban Public Health with Specializations:
 - Community Health Education
 - Environmental and Occupational Health
 - Public Health Nutrition
- MS/MPH in Community Health Nursing/Urban Public Health
- MS in Environmental and Occupational Health Sciences
- MPT in Physical Therapy

Note: The Physical Therapy program transitioned to a solely post-baccalaureate 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/pt/>.

Course Offerings for Undergraduate Students in Communication Sciences, and Environmental and Occupational Health Sciences

Degrees in Communication Sciences and Environmental and 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 at (212) 481-5111.

Admission to Health Sciences Programs

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 Hunter North, (212) 947-4490; at CUNY's Office of Admission Service, 101 West 31st Street, New York, NY 10001, (212) 947-4800, at all CUNY campuses, and online at <http://www.cuny.edu>.

The transfer application and required supporting academic records must be mailed to the University Application Processing Center, PO Box 359023, Brooklyn, NY 11235-9023 between January 1 and March 1 for the fall semester, and between September 1 and November 1 for those programs with spring admissions. Applications received after the deadline 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 processes detailed above.

Students seeking admission to one of the undergraduate programs offered at the School of Health Sciences should contact their program of choice directly 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.

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



Community Health Education Completion of 60 credits; combined grade point average of all postsecondary institutions attended of 2.5; one semester of biology with lab; one semester of statistics.

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. Hunter College students applying to Medical Laboratory Sciences should contact the program, preferably in the semester before they wish to enter, or earlier if they have questions. Qualified students will receive the Major/Minor form, usually at their first academic advisement session.

Nutrition and Food Science Completion of 60 credits, including the following 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 microbiology with lab; one semester of introductory food science; one semester of introductory nutrition. The introductory food science and nutrition courses may be completed in the summer session preceding entrance to the program. 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 the application will be given priority in the selection process. Students can attend on a full- or part-time basis during the day.

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 General Education Requirement that is explained in detail in the General Education section of this catalog. We recommend that students complete most General Education 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 advisers during the preregistration and registration periods.

MEDICAL LABORATORY SCIENCES—BS

Program Director: Regina Linder, Brookdale Campus
West 700A; (212) 481-4442, 5114
E-mail: rlinder@hunter.cuny.edu

Web Site: <http://www.hunter.cuny.edu/schoolhp/mls/index.htm>

Professor: Linder

Associate Professor: Johnston

Assistant Professors:
Einheber, Raffaniello

Adviser: Dean Johnston, Brookdale Center 730 W; (212) 481-4356
E-mail: djohnsto@hunter.cuny.edu

HEGIS Code: 1223

Curriculum for the Bachelor of Science Degree

Medical Laboratory Sciences (MLS) is a pre-professional 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 fall into the following categories:

1. fundamental lab skills
2. clinical subspecialties
3. advanced biomedical courses
4. pre-professional practice

Emphasis is placed on problem solving and development of laboratory strategies, in addition to theoretical knowledge and practical skills in each of the disciplines in the curriculum.

Professional Outcomes

Entry-Level positions Students completing the MLS degree are prepared for positions in a variety of settings:

Hospitals, private diagnostic and reference labs (as clinical lab technologists)

Academic and public health labs (as research assistants)

Pharmaceutical, biotechnology companies (as bench scientists, technical sales force)

Personnel shortages are currently severe in several of these areas, and growth in opportunities is predicted to continue.

Further Education

All MLS students are encouraged to plan for post-baccalaureate education, and guided to complete prerequisites. MLS alumni have been successful in medical and dental school, graduate programs in biomedical science (Master's and PhD), management and clinical specialties (PA, forensic science, etc.) and advanced laboratory diagnostics such as Cytotechnology.

Opportunities for Pre-Professional Experience

Professional Practice Students planning for careers in the diagnostic lab are urged to enroll in MLS 410, to begin accumulating the practical experience necessary for state certification as clinical technologists. Students are assigned to hospital, reference or public health labs for summer or semester-long internship experience in an area of interest.

Biotechnology BS/MA

Qualified seniors may apply to the BS/MA collaboration between MLS and the department of biological sciences. An intensive techniques workshop (BIOL 410) is taken prior to graduation and upon successful completion, students may continue with professional internship and the MA program, allowing MLS graduates to complete the degree at an accelerated pace.

Student Research

Qualified students are encouraged to participate in faculty research projects in such areas as cancer vaccine development, bacterial pathogenesis, gastric secretion and myelination of the central nervous system, through Independent Study and Honors courses. Several honors and awards are available to recognize excellent projects.

Academic Advising

MLS majors meet each semester with a faculty adviser to review progress and plan the next semester's program. The adviser helps students pace their studies appropriately. Counseling for graduate school, employment and reference support is ongoing for our alumni, and a strong professional network exists among MLS alumni.

Admission Requirements

Completion of 60 credits before enrolling in MLS, 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. The director welcomes e-mail inquiries anytime. Transfer students must file a transfer application as described under Admissions to Health Science Programs (p. 210). Hunter College students may apply any time of the year by contacting the program, preferably in the semester before they wish to enter. Students who qualify (bring a student copy of transcript) will be accepted by our signing the major/minor form.

Students are encouraged to have completed most of their General Education Requirement (GER) before entering the program, but liberal arts classes can be interspersed with major courses. (See General Education Requirement section of this catalog.)

REQUIREMENTS FOR GRADUATION IN MEDICAL LABORATORY SCIENCES:

(120 cr.)

Core Requirements

(59 credits, including MLS prerequisites):

Stage 1. Academic Requirements:

| | |
|--------------------------------|--------|
| A..... | 3 cr |
| B (STAT 113 or MATH 150) | 3-4 cr |
| C | 3 cr |

Stage 2. Broad Exposure:

| | |
|---------|-------|
| A | 3 cr |
| B | 6 cr |
| C | 3 cr |
| D | 3 cr |
| E | 28 cr |

(including pre- and co-requisite science courses, BIOL 100/102, CHEM 102,103,104,105, 222, 223, PHYS 110 or equivalents)

Stage 3. Focused Exposure:

| | |
|---------|------|
| A | 3 cr |
| B | 3 cr |

Pluralism and Diversity: Up to 12 credits

Students must complete groups A-D as described in the catalog. It is recommended that courses chosen simultaneously meet requirements of the Core.

Writing

Students must complete up to three courses in significant writing (W) designated courses.

Health Core (3 cr.)

One of the following: COMHE 330, PHILO 254, SOC 301, or MLS 400: Topics offerings specified to meet this requirement.

Specialization

(35 cr.)

MLS 300, 312, 347, 349, 351, 352, 354, 355, 361, 450, 457, 460

Electives(11-12 cr)

Recommended: MLS 400, 410, 480, 490; BIOL 410; CHEM 224, 225; MATH 155; STAT 113

Medical Laboratory Sciences

| General Education Requirement | Courses | Pre-reqs | Credits |
|---|---|---|-------------------------------|
| Stage 1 Group A | ENGL 120 | | 3 |
| Stage 1 Group B | STAT 113 or MATH 150 | MATH 101 or appropriate score on COMPASS | 3 |
| Stage 1 Group C | (Hist 151, 152, or POLSC 110) | | 3 |
| Stage 2 Group A Survey of Literature Written in English | ENGL 220 | | 3 |
| Stage 2 Group B Social Sciences | See adviser | | 6 |
| Stage 2 Group C Humanities | See adviser | | 3 |
| Stage 2 Group D Visual and Performing Arts | See adviser | | 3 |
| Stage 2 Group E Natural Science | BIOL 100/102 CHEM 102, 103 CHEM 104, 105 CHEM 222, 223 PHYS 110 | MATH 125/126 (5 crs.) CHEM 102/103 CHEM 104 MATH 125 | 9 4.5 4.5 4.5 4.5 |
| Stage 3 Group A Humanities or Visual and Performing Arts | See adviser | | 3 |
| Group B Social Science or Natural Science/Mathematics | See adviser | | 3 |
| Pluralism and Diversity | See adviser | | 12 |
| Writing - up to 3 courses in significant writing - "W" designated courses | | | (9) |
| Total | | | 70 |

Curriculum

| Courses | Prerequisites | Credits |
|--|--|--------------|
| MLS 300 | BIOL 100, 102, CHEM 102, 103, 104, 105 | 3 |
| MLS 312 | BIOL 100, 102, CHEM 104, 105 or equivalent | 3 |
| MLS 347 | MLS 312 (coreq) | 3 |
| MLS 349 | MLS 300 or (coreq) | 3 |
| MLS 351 | MLS 300 or (coreq) | 3 |
| MLS 352 | MLS 300, 351 | 3 |
| MLS 354 | CHEM 222 | 3 |
| MLS 355 | MLS 354 | 3 |
| MLS 361 | MATH 150 or STAT 113 | 3 |
| MLS 450 | MLS 351; (coreq 347, 352) | 3 |
| MLS 457 | Instructor's permission | 2 |
| MLS 460 | MLS 349, 351 (coreq.352, 354) | 3 |
| COMHE 330 or PHIL 254, or SOC 301, or MLS 400 | Department permission | 3 |
| Electives (recommended courses: MLS 400, 410, 480, 490, BIOL 410, CHEM 224, 225) | | 11-12 |
| Total | | 49-50 |



COURSE LISTINGS

MLS 300 Fundamental Concepts and Techniques in the Medical Laboratory

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment.

prereq: BIOL 100, 102, CHEM 102, 103, 104, 105 *or equiv.*
3 hrs (2 lec, 1 lab), 3 cr.

MLS 312 Human Physiology: Integration and Control

Study of function at the cellular and systemic level, with emphasis on the integrated organism and associated control systems. Electronic resources are used extensively in this course.

prereq: BIOL 100 and 102, CHEM 104, 105 *or equiv.*
3 hrs, 3 cr.

MLS 347 Human Histology

Structure and function of normal human tissues and cells, including systematic study of microscopic morphology.

coreq: MLS 312
5 hrs (2 lec, 3 lab), 3 cr.

MLS 349 Hematology

Study of normal and pathological conditions of blood. Use of current diagnostic techniques to analyze peripheral blood and bone marrow, differential counting and blood banking.

pre- or coreq: MLS 300
5 hrs (2 lec, 3 lab), 3 cr.

MLS 351 Clinical Microbiology I

Properties and mechanisms of pathogenesis of microorganisms associated with disease and the antimicrobial agents used to control them.

pre- or coreq: MLS 300
5 hrs (2 lec, 3 lab), 3 cr.

MLS 352 Clinical Microbiology II

Continuation of MLS 351 with particular emphasis on anaerobic bacteria, fungi, and viruses.

prereqs: MLS 300, 351 *or equiv.*
5 hrs (2 lec, 3 lab), 3 cr.

MLS 354 Clinical Biochemistry I

Normal and pathological human chemical processes. Clinical chemistry methodologies applied to biological specimens.

prereq: CHEM 222
5 hrs (2 lec, 3 lab), 3 cr.

MLS 355 Clinical Biochemistry II

Continuation of MLS 354, including molecular analysis and applications.

prereq: MLS 354
5 hrs (2 lec, 3 lab), 3 cr.

MLS 361 Computers and Data Processing in the Medical Laboratory

Study of computer integration in the medical and research lab, data compilation and medical information systems. Approximately 3 additional informal lab hours are required weekly.

prereq: MATH 150 *or* STAT 113
3 hrs (1 lec, 2 lab), 3 cr.

MLS 400 Topics in Biomedical Sciences

Topics vary from semester to semester and are announced before registration.

1-3 hrs, 1-3 cr.

MLS 410 Professional Practice

Directed full-time experience in clinical, research, public health or other biomedical laboratories. Arranged on an individual basis.

prereq: perm director
8 wks, 3 cr.

MLS 450 Cell and Tissue Culture

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.

prereq: MLS 351
coreqs: MLS 347, 352
5 hrs (2 lec, 3 lab), 3 cr.

MLS 454 Parasitology

Ecology, life cycle, physiology, and identification of intestinal, blood, tissue, and ectoparasites of humans.

prereq: MLS 351
5 hrs (2 lec, 3 lab), 3 cr.

MLS 457 Senior Seminar

Oral presentations and a written research proposal introduce students to the use of the biomedical literature, research design, and effective scientific communication.

prereq: perm instr.
2 hrs, 2 cr.

MLS 459 Viral Mechanisms in Human Disease

Structure and replication of viruses, viruses as models in molecular biology, and the mechanism of interferon action in relation to human disease.

prereqs: MLS 351 and 352 *or equiv.*
2 hrs, 2 cr.

MLS 460 Immunology

Cellular reactions in immunology, structure of antibodies and antigens, and laboratory determination of immune functions.

prereqs: MLS 349, 351
coreqs: MLS 352, 354
5 hrs (2 lec, 3 lab), 3 cr.

MLS 480.1-3 Independent Study

prereq: perm director
hrs TBA, 1-3 cr. respectively

MLS 490 Honors

prereq: perm director
hrs TBA, 3 cr.

PROGRAM IN URBAN PUBLIC HEALTH

Community Health Education: page 214
Nutrition and Food Science: page 216

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. (Please see the Graduate Catalog.)

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, under-nutrition, 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.

Students may apply during the semester that they are completing prerequisites for the program. Students enter the community health education program in the fall semester. All applicants, including current Hunter College students, must file a transfer application as described under Admission to Health Sciences Programs. Please note that COMHE majors may use BIO 100 and BIO 120 or 122 in order to receive credit for the two-semester sequence in Biological Science.

REQUIREMENTS FOR GRADUATION IN COMMUNITY HEALTH EDUCATION

(120 cr)

General Education Requirement

As students fulfill their GER, they should include among their GER coursework the following:

Stage I: Academic Requirements

- A - ENGL 120
- B - STAT 113

Stage II: Broad Exposure

- B - PSYCH 100, PSYCH 150
- E - BIO 100 or 102

Graduation requirements

Foreign language not required
Writing: up to three courses in significant writing - "W" designated courses
Pluralism and Diversity

Note: An additional 12 credits in social science courses of 200 level or above are required for this major. See below. Selected Pluralism and Diversity courses may partially fulfill the social science requirement.

Specialization

- Required (49-49.5 cr) COMHE 301, 302, 303, 325, 330, 401, 402, 403, 405, 420, NFS 141, BIOL 120 or 122, PSYCH 150 and 3 of the following: COMHE 321, 322, 323, 324, 326, or COMHE 400 special topics courses
- Required social science electives (12 cr at least, 200-level or above, in consultation with adviser) from urban studies, sociology, psychology, media, anthropology, women's studies, education, and 200-level COMHE courses. Note: required in addition to Stage 3, Group B.
- Free electives (up to 21 credits in consultation with an adviser) as need to complete 120 credits.
- No minor required.

Summary:

| | |
|------------------------------|------------|
| Category | Credits |
| GER | 39-51 |
| P&D | 12 |
| BIOL..... | 8-9 |
| COMHE..... | 64.5 |
| Free electives (COMHE) | 21 |
| TOTAL | 120 |

Community Health Education

Program Coordinator:

Kathryn Rolland,
1004 Brookdale Campus West;
(212) 481-5111

E-mail: krolland@hunter.cuny.edu

Web Site:

http://www.hunter.cuny.edu/schoolhp/shs/programs/uph/bs/che_bs/index.htm

Distinguished Professor: Freudenberg

Professor: Krauss

Associate Professors:

Alcables, Auerbach, Rolland

Assistant Professors:

Berney, Roberts, Viladrich

Community Health Education Bachelor of Science Degree

Community health educators use educational skills and a sound knowledge of public health to encourage, maintain and improve the health of people in diverse communities. They develop, implement and coordinate health education programs, educate the public about health and disease and what can be done to maintain good health, prevent disease or secure treatment.

Community health educators are employed in community organizations, family planning clinics, mental health centers, homeless shelters, and work sites. The BS degree at Hunter provides the background for positions in the field and the academic background to pursue graduate education in public health, social work and related fields.

Field placements provide students with an opportunity to practice skills prior to graduation.

Admission Requirements

Completion of 60 credits and most of the General Education Requirements before entrance; combined GPA of all postsecondary institutions attended of 2.5; one semester of college-level biology with lab and one semester of statistics.



Community Health Education

| General Education Requirement | Courses | Pre-reqs | Credits |
|--|---|--|-----------|
| Stage 1 Group A | ENGL 120 | | 3 |
| Stage 1 Group B | STAT 113 | MATH 101 or appropriate score on COMPASS (3) | 3 |
| Stage 1 Group C | HIST151, 152, or POLSC 110 | | 3 |
| Stage 2 Group A Survey of Literature written in English | See adviser | | 3 |
| Stage 2 Group B | PSYCH 100, *150 | | 6 |
| Stage 2 Group C Humanities | See adviser | | 3 |
| Stage 2 Group D Visual and Performing Arts | See adviser | | 3 |
| Stage 2 Group E | *BIOL 120 or 122 | CHEM 100/101 (4.5) | 4.5 |
| | BIOL 100 or 102 | MATH 101 or equivalent | 4.5 |
| Stage 3 Group A Humanities or Visual and Performing Arts | See adviser | | 3 |
| Group B Social Science or Natural Science/Mathematics | See adviser | | 3 |
| Pluralism and Diversity | See adviser | | 12 |
| Writing | up to 3 courses in significant writing "W" designated courses | | (9) |
| Total | | | 51 |

Curriculum in Community Health Education — Upper Division

| Courses | Pre-reqs | Co-reqs | Credits |
|--|----------------------------|--------------------|-------------|
| COMHE 301 | | COMHE 302 (co-req) | 3 |
| COMHE 302 | | COMHE 301 (co-req) | 3 |
| COMHE 303 | COMHE 301, 302 | | 3 |
| COMHE 325 | | | 3 |
| COMHE 330 | | | 3 |
| NFS 141 | | | 3 |
| COMHE 401 | COMHE 301, 302, 303 | | 3 |
| COMHE 402 | COMHE 401 | | 2 |
| COMHE 403 | COMHE 401, 402 | | 3 |
| COMHE 405 | | | 3 |
| COMHE 420 | BIOL 120 or 122 (4.5 crs.) | | 3 |
| *Required health electives: choose three COMHE Core (321, 322, 323, 324 326, or 400) | | | 9 |
| *Social Science Electives | | 200-level or above | 12 |
| *BIOL 120 & PSYCH 150 | | | 7.5 |
| Total | | | 60.5 |

*These are required courses for the COMHE curriculum but may be taken at any time

COURSE LISTINGS
COMHE 150 Introduction to the Health Care System

A survey of the organization of the United States health care system, the perspectives of consumers, providers and organizers. Various health professions will be examined as well as the major health concerns that exist today.

3 hr, 3 cr.

COMHE 200 Controversial Issues in Health

A contemporary health controversy examined through the disciplines of public health and community health education.

3 hr, 3 cr.

COMHE 204 AIDS and Society

The HIV/AIDS pandemic examined from a variety of perspectives: epidemiology, sociology, and ethics.

3 hr, 3 cr.

COMHE 301 Introduction to Community Health Education: Social and Psychological Bases

Bases of health education; models for changing health behavior; community organization; evaluation and research.

3 hr, 3 cr.

COMHE 302 Principles of Health Education Practice I

Introduction to health education methods; teaching-learning transaction in health care setting; presentation skills, learning theories.

coreq: COMHE 301

3 hrs, 3 cr.

COMHE 303 Principles of Health Education Practice II

Leadership skills related to work with health consumers, interviewing techniques, group dynamics, and public speaking.

prereq: COMHE 302

3 hrs, 3 cr.

COMHE 321 Addictions and Dependencies

Recent research on alcohol, narcotics and other chemical dependencies. Strategies for intervention, prevention, and treatment, with emphasis on role of health education.

3 hrs, 3 cr.

COMHE 322 Maternal and Child Health

Social, behavioral, and medical factors involved in contraception counseling, abortion and sterilization, prenatal care, childbirth, child health, parenting, and prevention of family violence. Effect of public, social welfare, and public health policy on women and children.

3 hrs, 3 cr.

COMHE 323 Health Aspects of Aging

Demography and epidemiology of the aging population. Public health policy and recent legislation affecting the aged. Economic, social, and cultural factors that affect agencies, services, and health education programs serving the aged.

3 hrs, 3 cr.

COMHE 324 Human Sexuality

Study of interaction of cognitive, affective, and behavioral dimensions of sexuality.

3 hrs, 3 cr.

COMHE 325 Environmental Public Health Problems

Impact of environmental problems associated with urbanization — e.g., water quality, air and noise pollution, waste disposal and radiation hazards.

3 hrs, 3 cr.

COMHE 326 HIV/AIDS: An Interdisciplinary Perspective for Health Care Providers

Interdisciplinary perspective on the impact of the HIV epidemic on the biological, psychological and social dimensions of people affected by HIV/AIDS.

3 hrs, 3 cr.

COMHE 330 Principles of Epidemiology

Methods of study of disease; risk factors; distribution, causes, prevention, and control of selected diseases.

3 hrs, 3 cr.

COMHE 400 Topics in Community Health Education and Public Health

Content varies from semester to semester to address changing needs of profession.

3 hrs, 3 cr.

COMHE 401 Directed Fieldwork I

Assignment in health care agency to provide experience of requirements of profession.

prereqs: COMHE 301, 302, 303

6 wks, 3 cr.

COMHE 402 Directed Fieldwork II

prereq: COMHE 401

1 full day per wk, 2 cr.

COMHE 403 Directed Fieldwork III

prereq: COMHE 401, 402

1.5 days per wk, 3 cr.

COMHE 405 Principles of Administration of Health Care Agencies and Institutions

Overview of U.S. health care system, official and voluntary agencies; introduction to administrative skills.

3 hrs, 3 cr.

COMHE 420 Introduction to Clinical Medicine

Role of health professionals in treatment, management and control of disease.

prereq: BIOL 120 or 122 or equiv.

3 hr, 3 cr.

***COMHE 480.1, .2, .3 Independent Study**

prereq: perm director

hrs TBA, 1-3 cr. respectively

***COMHE 490 Honors**

prereq: perm director

hrs TBA, 3 cr.

*Total credits in independent study courses and honors may not exceed 6.

Nutrition and Food Science

Program Coordinator: Arlene Spark

Brookdale Campus 1000A West;
(212)481-7590

E-mail: aspark@hunter.cuny.edu

Web Site:

<http://www.hunter.cuny.edu/schoolhp/nfs/index.htm>

Associate Professors:

Navder, Spark

Assistant Professors:

Blocker, Yeh

Instructor: Marshall

Director, Didactic Program in Dietetics:

Khurshed P. Navder

Brookdale Campus 1002 West;

(212)481-5118

E-mail: knavder@hunter.cuny.edu

Nutrition plays an important role in the development and maintenance of optimal health in individuals of all ages. Current research focuses on nutrition and diet as critical factors in the prevention and treatment of the major diseases that cause death and disability in the U.S. Over the past decade, this awareness has led to an increase in the diversity of opportunities available to the person trained in nutrition and food science.

Dietitians address food and nutrition needs of individuals through health promotion guidance and medical nutrition therapy. Nutrition professionals may provide nutrition counseling in clinical settings and nutrition education in groups, manage food programs, communicate nutrition information to the public, and conduct nutrition research. Food science professionals examine the physical and chemical properties of foods and apply these principles in the area of food technology to improved flavor, desirable texture and enhanced nutritional value of foods. Food scientists are employed in food companies, test kitchens and research facilities.

Academic preparation in nutrition and food science combines the study of the basic, behavioral, food and nutrition sciences. The curriculum offers a wide range of courses on the nutritional aspects of human diseases, a broad perspective on human biology that takes cultural as well as organic factors into account, and a strong clinical orientation.

Students who graduate with a BS in Nutrition and Food Science are prepared for entry-level positions in community health agencies. Career opportunities include positions in local health agencies and the Special Supplemental Food Program for Women, Infants and Children (WIC), opportunities at industry wellness programs, cardiac rehabilitation programs, exercise fitness programs and health maintenance organizations, and in test kitchens. NFS graduates with a grade of C or better in all required 300- and 400-level NFS courses are also qualified to apply for accredited dietetic internship programs and for graduate study in nutrition and public health. Many of our graduates continue on for the Hunter College graduate-level Dietetic Internship Program — Web Site: [<http://www.hunter.cuny.edu/schoolhp/phn/index.htm>\) and the MPH in Public Health Nutrition \(<http://www.hunter.cuny.edu/schoolhp/phn/index.htm>\). These programs are described online and in the graduate catalog.](http://www.hunter.cuny.edu/schoolhp/phn/dietet-</p>
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The Nutrition and Food Science curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the accrediting agency of the American Dietetic Association (ADA) and qualifies students to continue their professional preparation for the Registered Dietitian (RD) credential. To become an RD, students must: a) complete a minimum of a bachelor's degree at a US regionally accredited university or college; b) complete all required courses for the DPD, which is the NFS major; c) complete an accredited dietetic internship (DI); and d) pass a national examination administered by the Commission on Dietetics Registration, the credentialing agency of the ADA.

Admission Requirements

Students planning to apply for admission to the School of Health Sciences Nutrition and Food Science track should attend a group orientation session for prospective students held every October and February. Individual appointments with a faculty adviser may also be requested by calling 481-5111.

After completion of 45 credits and most of the General Education Requirements (GER), Hunter students may see an NFS adviser 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 GER should be met before entrance into the NFS major. The requirements

Nutrition and Food Science

| General Education Requirement | Courses | Pre-reqs | Credits |
|--|----------------------------|---|--------------|
| Stage 1: Group A | ENGL 120 | | 3 |
| Stage 1: Group B | STAT 113 | MATH 101 or appropriate score on COMPASS | 3 |
| Stage 1: Group C | HIST 151, 152 or POLSC 110 | | 3 |
| Stage 2: Group A Survey of Literature written in English | ENGL 220 | | 3 |
| Stage 2: Group B | ECO 100, PSYCH 100 | | 6 |
| Stage 2: Group C Humanities | See GER list | | 3 |
| Stage 2: Group D Visual and Performing Arts | See GER list | | 3 |
| Stage 2: Group E Natural Science | CHEM 100, 101 | CHEM 100, 101 | 4.5 |
| | CHEM 120, 121 | CHEM 100, 101 | 4.5 |
| | BIOL 120 | BIOL 120 | 4.5 |
| | BIOL 122 | BIOL 120 | 4.5 |
| | BIOL 230 | BIOL 120, CHEM 100, 101, CHEM 120, 121 | 3 |
| | BIOL 280 | BIOL 100, 102, or 120, 122; CHEM 100, 120 | 3 |
| Stage 3: Group A Humanities or Visual and Performing Arts | See GER list | | 3 |
| Group B Social Science or Natural Science/Mathematics | See GER list | | 3 |
| Pluralism and Diversity (courses used to satisfy P&D may simultaneously meet other GER) | See GER list | | 0-12 |
| Writing: up to 3 courses in significant writing — "W" designated courses (courses used to satisfy "W" simultaneously meet other GER) | | | 0-9 |
| NFS 131 and 141 | | | 6 |
| Total | | | 60-72 |

Curriculum = 38 (Only open to majors)

| Course | Prerequisites | Corequisites | Credits |
|-------------------------|------------------------|--------------|------------|
| NFS 330 | NFS 131, BIOL 230 | NFS 331 | 1 |
| NFS 331 | NFS 131, BIOL 230 | NFS 330 | 3 |
| NFS 333 | NFS 131, 141 | | 3 |
| NFS 335 | NFS 131, 141, ECO 100 | | 3 |
| NFS 341 | NFS 141, BIOL 230, 280 | | 3 |
| NFS 342 | NFS 341 | | 3 |
| NFS 343 | NFS 141 | | 3 |
| NFS 402 | NFS 343 | | 3 |
| NFS 435 | NFS 335 | | 3 |
| NFS 441 | NFS 333, 342 | | 3 |
| NFS 442 | NFS 343 | | 3 |
| NFS 443 | NFS 442 | | 3 |
| NFS 444 | NFS 341 | NFS 445 | 3 |
| NFS 445 | NFS 341 | NFS 444 | 1 |
| Total | | | 38 |
| Electives 10-22 credits | | | 10-22 |
| Total for degree | | | 120 |

for admission into the NFS major are completion of 60 credits, including the following courses: 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 science prerequisites, and a grade of B or better in the two nutrition and food science courses.

The prerequisite courses must be completed by the end of the summer session preceding entrance into the NFS major. 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, the admission process may favor applicants with an overall GPA greater than 2.8. 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) 772-4490, online at <http://admissions.hunter.cuny.edu>, at CUNY's Office of Admission Services, 1114 Avenue of the Americas, New York NY 10036, (212) 997-2869

and at all CUNY campuses.

The transfer application and required supporting academic records must be mailed to the University Application Processing Center, PO Box 359023, Brooklyn, New York, 11235-9023 by 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 NFS major 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.

CUNY students with an earned AA or AS degree in fall 2003 and after are exempt from the Core requirements of the GER but must fulfill the graduation requirements of significant writing, and pluralism and diversity. Students must have successfully completed the other prerequisites before applying as a NFS major. Transfer students who have not earned a degree, or who have earned an associate degree from a non-CUNY institution are required to complete the Hunter GER requirements in order to graduate.

REQUIREMENTS FOR GRADUATION WITH A BS IN NUTRITION AND FOOD SCIENCE (120 CREDITS)

General Education Requirements (39-51 cr) As students complete their GER, they should include the pre-requisites for NFS, which may also be applied to the college's graduation requirements. See GER table in the front of the catalog.

Stage 1: Academic Foundations.....9 cr
 Group A3 cr
 ENGL 120
 Group B3 cr
 STAT 113
 Group C3 cr
 see current list of approved courses

Stage 2: Broad Exposure24 cr
 Group A3 cr
 see current list of approved courses
 Group B6 cr
 ECO 100, PSYCH 100
 Group C3 cr
 see current list of approved courses
 Group D3 cr
 see current list of approved courses
 Group E9 cr
 CHE 100-101, CHE 120-121 (although the college requires only 7 cr, these two CHE courses = 9 cr)

Stage 3: Focused Exposure.....6 cr
 Group A3 cr
 see current list of approved courses
 Group B3 cr
 see current list of approved courses

Pluralism and Diversity0-12 cr,
 (because all courses used to satisfy P&D requirements may simultaneously meet other GER)
 Group A3 cr
 see current list of approved courses
 Group B3 cr
 see current list of approved courses
 Group C3 cr
 see current list of approved courses
 Group D3 cr
 see current list of approved courses

Writing — up to 3 courses in significant writing “W” designated courses

Required DPD Courses
 BIOL (15 cr): 120, 122, 230, 280;
 NFS (44 cr): NFS 131, 141, 330-331, 333, 335, 341, 342, 343, 402, 435, 441, 442, 443, 444-445

Elective Courses10 to 22 cr

Summary(120 cr)
 CategoryCredits
 GER39-51
 BIOL15
 NFS44
 Electives10-22
TOTAL120

COURSE LISTINGS

Only 100 level courses are open to all students; 200, 300, and 400 level courses are open to NFS majors only and need department permission.

NFS 131 Food Science I

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.
3 hrs, 3 cr.

NFS 141 Nutrition

Fundamentals of the science of nutrition as they apply to individuals and society.
3 hrs, 3 cr.

NFS 330 Food Science II Laboratory

Laboratory experience with the chemical and physical properties of food components.
prereqs: NFS 131, BIOL 230
coreq: NFS 331
3 hrs, 1 cr

NFS 331 Food Science II

Application of the principles of chemical and physical changes that occur during food preparation and preservation; product evaluation and meal management; laboratory preparation.
prereqs: NFS 131, BIOL 230
coreq: NFS 330
3 hrs, 3 cr.

NFS 332 Cultural Aspects of Food and Nutrition

Study of the way in which cultural, social and technological factors influence food behavior and dietary patterns.
prereqs: NFS 131, 141, ANTHP 101, SOC 101
3 hrs, 3 cr.

NFS 333 Nutrition Education

Introduction to the theories and principles of the teaching-learning process in the field of nutrition.
prereqs: NFS 131, 141
3 hrs, 3 cr.

NFS 335 Institutional Management

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.
prereqs: NFS 131, 141, ECO 100
3 hrs, 3 cr.

NFS 341 Advanced Nutrition I

Biochemical and metabolic functions of the nutrients. Critical review of the literature.
prereqs: NFS 141, BIOL 230, 280
3 hrs, 3 cr.

NFS 342 Nutrition and Human Development

Nutritional needs throughout the life cycle: pregnancy, infancy, childhood, adolescence, adulthood and later years.
prereq: NFS 341
3 hrs, 3 cr.

NFS 343 Medical Nutrition Therapy I

Nutrition assessment, quality care assurance, program evaluation, and professional responsibilities of dietitians in the clinical setting.
prereq: NFS 141
3 hrs, 3 cr.

NFS 361 Food and the Consumer

Food issues; food services available to the consumer; responsibilities of the private and public sectors.
prereqs: NFS 131, 141, 331, ECO 100
3 hrs, 3 cr.

NFS 401 Techniques of Communication in Nutrition

Theory/practice of communications skills for nutritionists/food scientists. Includes food demonstrations, public relations, and advertising.
prereq: NFS 333
3 hrs, 3 cr.

NFS 402 Seminar in Nutrition and Food Science

Research in nutrition and food science; examination of professional goals.
prereq: NFS 343
3 hrs, 3 cr.

NFS 431 Experimental Foods

Scientific approach to food testing; use of instruments and techniques in food and nutrition laboratories.
prereqs: NFS 331, 341
5 hrs. (2 lec, 3 lab), 3 cr.

NFS 434 Nutrition and the Elderly

Psychological, psychosocial, and economic problems of the elderly; how needs are met by government and private agencies. Application of nutrition to these problems.
pre- or coreqs: NFS 342, PSYCH 100, SOC 101
3 hrs, 3 cr.

NFS 435 Food Service Systems

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.
prereq: NFS 335
3 hrs, 3 cr.

NFS 441 Community Nutrition

Analysis of nutrition services, legislation and policy; role and function of community nutritionists; nutrition education in a community setting.
prereqs: NFS 333, 342
3 hrs, 3 cr.

NFS 442 Medical Nutrition Therapy II

The adaptation of the diet in the therapeutic treatment of disease.
prereq: NFS 343
3 hrs, 3 cr.

NFS 443.51, 443.52, 443.54, 443.55, 443.56 Practicum in Nutrition and Food Science

Practicum in institutions, agencies, business and research firms; projects.
prereq: NFS 442
7 hrs (1 lec, 6 lab), 3 cr.

NFS 444 Advanced Nutrition II

A study of the biochemical conditions leading to disease and the interrelationship between nutrition and abnormal metabolism.
prereq: NFS 341
coreq: NFS 445
3 hrs, 3 cr.

NFS 445 Advanced Nutrition Laboratory II

Laboratory experience with basic methods of biochemical analysis and interpretation of biochemical data.
prereq: NFS 341
coreq: NFS 444
3 hrs, 1 cr.

NFS 480.31, 480.32 Independent Study in Nutrition and Food Science

prereqs: NFS 442, perm dept. chair
hrs TBA, 1-3 cr. respectively
may be taken 1 or 2 sem.

NFS 490 Honors in Nutrition and Food Science

Supervised independent research project. A written report or suitable presentation is required. Proposal must be presented the semester before work is done.
prereqs: NFS 442, perm NFS coordinator
hrs TBA, 3 cr.

NURSING

The Hunter-Bellevue School of Nursing

425 East 25th St., New York, NY 10010

Web Site: <http://www.hunter.cuny.edu>

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Associate Professors:

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Nickitas, Rendon, St. Hill, Shaw

Assistant Professors:

Bernstein, Hofmann, Lee, Sharoff, Smith, Todaro-Franceschi

Instructors:

Egues, McGibbon, Press, Simon

HEGIS Codes: 1203 (Generic); 1203.10 (RN Pathway)

The Hunter-Bellevue School of Nursing is one of the largest and most prestigious nursing schools in the country. The 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 students 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 by calling (212) 997-CUNY or on the web at <http://www.cuny.edu>.

An accelerated BS/MS in nursing for highly qualified RN Pathway applicants will be available in fall 2005. Please check the nursing web site, <http://www.hunter.cuny.edu/schoolhp/nursing/index.htm>, or the current fact sheet (available from the pre-nursing adviser or Student Services) for further information.

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 both fall and spring. An overall college GPA of 2.75 (pending Senate approval) in addition to other requirements is the minimum requirement for consideration of an application. Admission to the School of Nursing is competitive. A minimum grade of "C" must be attained for all required science, mathematics, and nursing courses. Generic Pathway students must attend during the day on a full-time basis. Only matriculated Hunter College students can apply to the Generic Pathway Program. RN Pathway students may attend during the day or evening (depending on scheduling of courses) on a full- or a part-time basis. All undergraduate nursing students are assigned a faculty member who is their academic adviser and mentor throughout the program.

Application Eligibility and Admission Criteria: Generic Pathway

The 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 the evening. 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. The Generic Pathway is a fulltime, daytime program.

In order to be considered for admission into the Generic Pathway Program, applicants must meet eligibility requirements and admission criteria. All students applying to the upper division Generic Nursing Pathway must have a college GPA of 2.5 or above by the end of the fall semester preceding spring application. Students who do not meet this GPA requirement are not eligible to take the National League for Nursing Pre-admission-RN Examination (administered two times in February of the spring application semester-current fee \$40) and are not eligible to apply for admission to the nursing major.

Students must complete 60 credits by the start of the semester of admission. All applicants must complete all but two prerequisite courses (ENGL 120, CHEM 100-101 including lab, CHEM 120-121 including lab, BIOL 120-122 including lab, BIOL 230 including lab, PSYCH 100 and 150, STAT 113) with a grade of "C" or better by the end of the fall semester preceding the March 1 application deadline. Students applying may take the last two prerequisite courses during the spring semester of the admis-

sion process. Prerequisite courses cannot be taken on a credit/no credit (CR/NC) basis. Proof of successful completion of courses taken in the spring must be received by the School of Nursing by July 1; otherwise the student will be ineligible to register as a nursing major at Hunter College. Since decisions are made before the spring term is completed, applicants with grades pending will be conditionally accepted until receipt of final grades.

Acceptance of the student into the major is based on the following admission criteria: composite admission score (GPA plus score on NLN Pre-Admission-RN Examination) and completion of all admission requirements. The composite score of all students applying for admission at the same time will be rank ordered from the highest to the lowest. Students will be accepted for admission based on this ranked composite score and the completion of all other admission requirements. Failure to meet all admission criteria will require reapplication for the following year, with no guarantee of acceptance. Students must request a current Generic Pathway Fact Sheet, which details the admission process, from the School of Nursing. The schedule of the NLN exam dates, times and locations as well as the current Generic Pathway Fact Sheet may be obtained from the pre-health adviser at (212) 481-4313, Hunter College Student Services or the Hunter-Bellevue School of Nursing web page, <http://www.hunter.cuny.edu/schoolhp/nursing/index.htm>

All generic students admitted to the program are required to submit evidence of liability insurance, health insurance, medical records with specified immunizations, and CPR certification prior to entering the first semester of the nursing major. In addition to tuition and fees, other academic year expenses for independent students include medical examination, health insurance,

malpractice insurance (\$20); uniforms, equipment and other miscellaneous expenses (\$300); textbooks/supplies, transportation, housing, food and other personal expenses; NLN-Pre-Admission Exam-RN (current fee \$40); and National Student Nurses Association annual dues (\$20/year x 2yrs=\$40).

Admission Criteria: RN Pathway Program

The program is designed to meet the special needs of the experienced RN student who has already completed a two- or three-year nursing program. All RN Pathway students admitted to the program are required to submit evidence of NYS RN licensure and current registration, liability insurance, health insurance, medical records with specified immunizations and CPR certification prior to entering the first semester of the nursing major.

Students awaiting their State Board licensing examination scores who have not yet been awarded the Registered Professional Nurse License are admitted conditionally. Proof of receipt of the RN license must be submitted to the School of Nursing by December 1 for students admitted in the fall and June 1 for students admitted in the spring. Students unable to document receiving the license will not be permitted to continue in the nursing major. Applicants to the RN Pathway Program 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. CUNY transfer RN students will be granted 24 nursing credits for advanced placement. All other students admitted to the RN Pathway

Nursing: RN Pathway

Lower Division Requirements*

| Courses | Pre-reqs | Co-reqs | Credits |
|--|--|---------|-----------|
| ENGL 120 | | | 3 |
| STAT 113 | MATH 101 or appropriate score on COMPASS | | 3 |
| HIST (U.S.) | | | 3 |
| ENGL 220 or AFPRL | ENGL 120 | | 3 |
| PSYCH 100 | | | 3 |
| PSYCH 150 | PSYCH 100 | | 3 |
| CHEM 100/101 (Plus 12.5 crs. In Natural Science) | | | 4.5 |
| (GER) Stage 3 | | | 6 |
| Pluralism & Diversity | | | 12 |
| Subtotal | | | 43.5 |
| Additional courses will be required to meet the 120 credits needed for graduation. See your adviser. | | | 22.5 |
| Total lower division | | | 66 |

*Students entering Hunter with an AAS degree are required to complete Core, Pluralism and Diversity, and one writing course. Transfer students will have their transcripts evaluated upon admission by the admissions office. Courses for which equivalency is granted need not be repeated. Some courses already taken may be used to satisfy Core requirements.

Upper Division Requirements

| Courses | Pre-reqs | Co-reqs | Credits |
|--|--------------------|--|------------|
| 24 credits of nursing (by Regents College Exams or a CUNY associate degree in nursing) | | | 24 |
| NURS 379 | | | 3 |
| NURS 384** | | NURS 379 (pre- or corequisite) | 3 |
| NURS 381 | CHEM 100/101 | NURS 379 (pre- or corequisite) | 4.5 |
| NURS 380 | NURS 379, STAT 113 | | 3 |
| NURS 480 | | NURS 379, 384 (pre- or corequisites) | 4.5 |
| NURS 482 | NURS 379 | NURS 380, 381, 384, 480 (pre- or corequisites) | 3 |
| NURS Electives | | | 9 |
| Total upper division | | | 54 |
| Total for degree | | | 120 |

**Meets Pluralism and Diversity Requirement/Group B
Only open to nursing majors

Program must take the Nursing Regents College Examinations (RCE'S) in Adult Nursing, Maternal and Child Nursing and Psychiatric/Mental Health Nursing at the baccalaureate level.

A score of "C" or better is acceptable. 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. All RN Pathway students admitted to the program are required to submit evidence of NYS Professional Nurse licensure and current registration, liability insurance, health insurance, medical records with specified immunizations and CPR certification prior to entering the first semester of the nursing major.

Students must request a current RN Pathway Fact Sheet, which details the admission process, from the School of Nursing. The sheet may be obtained from the pre-health adviser at (212) 481-4313, Hunter College Student Services, or the Hunter-Bellevue School of Nursing web page.

Progression in the Nursing Major

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 (Generic Pathway: NURS 200, 310, 312, 331, 332, 380, 410, 412, 419, 421; RN Pathway: NURS 379, 380, 381, 384, 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 Nursing Generic Pathway

| GER | Courses | Pre-reqs | Co-reqs | Credits |
|-----------------------------|---|--|--|--------------------------|
| Stage 1; Group A | ENGL 120 | | | 3 |
| Stage 2; Group B | HIST 151, 152, POLSC 110 | | | 3 |
| Stage 2; Group C | ENGL 220 | | | 3 |
| Stage 2; Group D | Arts | | | 3 |
| Stage 2; Group E | Natural Science CHEM 100/101 CHEM 120/121 BIOL 120 BIOL 122 BIOL 230 | CHEM 100/101 CHEM 100/101 BIOL 120 BIOL 120 | BIOL 120 CHEM 120/121 BIOL 230 BIOL 122 | 4.5 4.5 4.5 3.0 |
| Stage 3: Focused Exposure | | | | 6.0 |
| Pluralism and Diversity | | | | 12.0 |
| Total lower division | | | | 66 |

Upper Division Curriculum

| Courses | Pre-reqs | Co-reqs | Credits |
|-----------------------------|--|----------|------------|
| NURS 200 | Comp. of lower div. | | 3 |
| NURS 310 | Comp. of lower div. | NURS 200 | 8 |
| NURS 331 | Comp. of lower div. | | 3 |
| NURS 312 | NURS 200, 310, 331 | | 8 |
| NURS 332 | NURS 200, 310 | | 3 |
| NURS 380 | NURS 200, 310 | | 3 |
| NURS 410 | NURS 200, 310, 312, 331, 332 | 8 | |
| NURS electives | | | 6 |
| NURS 412 | NURS 410 | | 8 |
| NURS 419 | NURS 200, 310, 312, 331, 332 | 2 | |
| NURS 421 | NURS 200, 310, 312, 331, 332, 410, 419 | 2 | |
| Total upper division | | | 54 |
| Total for degree | | | 120 |

GENERAL EDUCATION REQUIREMENTS/NURSING MAJOR SEQUENCES

I. Generic Pathway

Lower Division (66 credits)

General Education Requirement:

Stage 1: Academic Foundations(9 credits)

- Group A3 cr.
English Composition: ENGL 120
- Group B3 cr.
Quantitative Reasoning: STAT 113 (pre-req: MATH 101 or appropriate score on COMPASS)*
- Group C3 cr.
US HIST 151(W), 152 or POLSC 110

(*Students may register for STAT 113 if they achieve a high score on the COMPASS.)

Stage 2: Broad Exposure(39 credits)

- Group A3 cr.
Survey of English Written in English: ENGL 220 or other approved course(s)
- Group B6 cr.
Social Science: People and their Societies *
PSYCH 100, PSYCH 150
- Group C3 cr.
Humanities: Cultures and Ideas: Literature, Philosophy, Classics
- Group D3 cr.
Visual and Performing Arts: Media, Art, Dance, Film, Music, Theatre
- Group E21 cr.
Generic Pathway: CHEM 100-101, CHEM 120-121, BIO 120, 122, 230

(*Students accepted into the Nursing Program who are required to take PSYCH 100 and PSYCH 150 may use these courses to satisfy Stage 2/B of the General Education Requirement.)

Stage 3: Focused Exposure(6 credits)

- Group A3 cr.
Humanities or Visual and Performing Arts
- Group B3 cr.
Social Science or Natural Science/Mathematics

Foreign Language Requirement: Exempt

Pluralism and Diversity

Requirement(12 credits)

- Group A3 cr.
Non-European Societies
- Group B3 cr.
Non-European Groups in the USA
- Group C3 cr.
Women and/or issues of gender or sexual orientation
- Group D3 cr.
Europe

Note: Courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's core requirements or the courses necessary for a major or minor area of study. NURS 384 meets Group B, and NURS 340 and NURS/WOMST 351 meet Group C.

Writing Requirement: Up to 3 courses in significant writing ("W" designated courses)

Total GER and Open Electives.....66 Credits

Upper Division (54 Credits)**Required Nursing Courses(48 Credits)**

NURS 200, 310, 312, 331, 332, 380, 410, 412, 419, 421

Electives: 6 credits of nursing electives. These offerings vary from semester to semester. Students should consult each semester's schedule of classes.

Summary

GER and Open Electives66 credits
Nursing Major54 credits

Total for degree120 credits

II. RN Pathway**Lower- and Upper-Division Course Requirements**

Transfer students from other colleges will have their transcripts evaluated upon admission by the Office of Admissions. Courses for which equivalency is granted need not be repeated.

Lower Division 66 credits. Since most of this coursework will have been taken as part of the associate degree/RN program, the admissions office will evaluate the transcript and determine what still remains to be taken at the lower division.

Students entering Hunter with an RN/AAS degree are required to complete the core, pluralism and diversity and one writing course. Core courses required are: ENGL 120, STAT 113, US History, ENGL 220 or equivalent, PSYCH 100, PSYCH 150, CHEM 100-101, plus 12.5 credits of other courses in science and math, two courses of Stage 3. All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's core requirements or the courses necessary for a major or minor area of study. The following nursing courses meet pluralism and diversity: Group B — NURS 384; Group C — NURS 340, NURS/WOMST 351.

COURSE LISTINGS

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 major. This policy applies even though a grade appeal is in progress.

NURS 200 Introduction to Nursing

Introduction to essential theories, concepts, and values of the nursing profession. Emphasis on understanding the practice and principles of nursing. The principles of service-learning are introduced.

*prereq: completion of lower-division sequence
3 hrs, 3 cr.
offered fall*

NURS 310 Nursing I

Provides essential knowledge base for implementing the nursing process in the care of clients across the lifespan, with specific emphasis on the childbearing family. Principles of service-learning are applied.

*prereq: completion of lower-division sequence
coreq: NURS 200
18 hrs (4 lec, 14 lab), 8 cr.
offered fall*

NURS 312 Nursing II

Provides knowledge base for effective nursing care of clients from childhood through young adulthood. Community engagement learning experiences supporting the principles of service-learning are included.

*prereqs: NURS 200, 310, 331
18 hrs (4 lec, 14 lab), 8 cr.
offered spring*

NURS 331 Essentials of Pharmacology

Presents essential pharmacological information for nursing care of clients of all ages.

*prereq: completion of lower-division sequence
3 hrs, 3 cr.*

NURS 332 Normal and Therapeutic Nutrition in the Nursing Process

Presents principles of normal and therapeutic nutrition throughout the developmental life cycle.

*prereqs: lower division sequence, NURS 200, 310
3 hrs, 3 cr.*

NURS 379 Nursing and Societal Forces in the Health Care Delivery System

Open to RN Pathway students only. This is the first course in the RN Pathway curriculum and must be taken prior to or in conjunction with other required nursing courses depending on the pre/corequisites of the courses. Exploration of health care dilemmas through the integration of knowledge from nursing, social sciences and public health. Principles of service-learning are introduced.

3 hrs, 3 cr.

NURS 380 Nursing Research and Theory

Introduction to theory development and research in nursing.

*prereqs for Generic Pathway: NURS 200, 310
prereqs for RN Pathway: NURS 379, STAT 113
3 hrs, 3 cr.*

NURS 381 Health Assessment Throughout the Lifespan

Open to RN Pathway students only. Analysis of normal patterns of wellness for individual clients with emphasis on development of assessment skills.

*prereqs: CHEM 100-101
pre- or coreq: NURS 379
6 hrs (3 lec, 3 lab), 4.5 cr.*

NURS 384 Nursing Culturally Diverse Families PD/B

Open to RN Pathway students only. Explores the interrelationships between sociocultural factors and health care practices of families from diverse cultures as a basis for nursing practice. Principles of service-learning are reflected in the culturally competent interventions.

*pre- or coreq: NURS 379
3 hrs, 3 cr.*

NURS 410 Nursing III

Provides a knowledge base for effective nursing care of middle-aged clients. Concepts and principles of service-learning are discussed and integrated into a professional practice paradigm.

*prereqs: NURS 200, 310, 312, 331, 332
18 hrs (4 lec, 14 lab), 8 cr.
offered fall*

NURS 412 Nursing IV

Provides knowledge base for effective nursing care of elderly clients. Principles of service-learning are integrated into selected community experiences to promote civic engagement.

*prereq: NURS 410
18 hrs (4 lec, 14 lab), 8 cr.
offered spring*

NURS 419 Nursing Management and Leadership in the Health Care System

Study of principles of nursing management, leadership, and research processes in health care system.

*prereqs: NURS 200, 310, 312, 331, 332
2 hrs, 2 cr.
offered spring*

NURS 421 Nursing and Society

Analysis of issues and trends in nursing and health care from societal perspective, including opportunities for collaborative practice through service-learning.

*prereqs: NURS 200, 310, 312, 331, 332, 410, 419
2 hrs, 2 cr.
offered spring*

NURS 480 Promotion of Wellness in the Community

Open to RN Pathway students only. Examination of family and community patterns as they relate to individual clients of all ages. Principles of service-learning are used in community-based clinical experiences to promote civic engagement.

*pre- or coreqs: NURS 379, 384
7.5 hrs (3 lec, 4.5 practicum), 4.5 cr.*

NURS 482 Advancement of Roles and Relationships in Professional Nursing

Open to RN Pathway students only. Explores the roles and relationships in nursing with a focus on leadership as the key to the professionalization of nursing. Principles of service-learning are reflected in the ongoing development of the professional role. This is the last course in the RN Pathway Program.

prereq: NURS 379

pre- or coreqs: NURS 380, 381, 384, 480

3 hrs, 3 cr.

ELECTIVES

NURS 340 Women's Health

PD/C

Designed to identify and analyze those factors which impact on the health status of women: biological, sociological, psychological, environmental, political.

3 hrs, 3 cr.

NURS 342 Ethical Issues in Nursing Practice

Open to 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.

3 hrs, 3 cr.

NURS 343 Patterns of Biological Disruptions

Emphasizes biological disruptions that are pathological and their influence on levels of wellness across the life span. Strongly recommended for Generic Pathway seniors.

3 hrs, 3 cr.

NURS 345 HIV/AIDS: An Interdisciplinary Perspective for Health Care Providers

Examines the impact of the HIV epidemic on the biological, psychological and social dimensions of persons affected by HIV/AIDS.

3 hrs, 3 cr.

NURS 350 Independent Study in Nursing

An opportunity to explore a topic relevant to nursing which is of individual interest.

1-3 hrs, 1-3 cr.

NURS 351/WOMST 351 Gender, Science and Technology

PD/C

Explores the complex relationship between women and the sciences.

3 hrs, 3 cr.

NURS 384 Nursing Culturally Diverse Families

PD/B

For Generic Pathway students. Explores the interrelationships between sociocultural factors and health care practices of families from diverse cultures as a basis for nursing practice.

3 hrs, 3 cr.



NURS 399.98 Urban Disaster Response and the Health Care Team

Provides the student with an understanding of the causes, prevention, and mitigation of disasters and insight into the disaster management system nationally and locally. The course will include content relevant to all disciplines in the disaster care continuum and focus on each individual health care member's role and responsibilities within these systems.

3 hrs, 3 cr.

NURS 399.99 Death and Dying

Provides an overview of current theories, concepts, and practices associated with death, dying and end-of-life care.

3 hrs, 3 cr.

NURS 440 Stress Management for Nurses

An overview of stress and its effect upon behavior within the framework of the holistic man-wellness model.

3 hrs, 3 cr.

NURS 441 Selected Studies in Nursing Research

Honors course. Utilization of basic knowledge in nursing research to critique and interpret studies and discuss their relevance and application in nursing.

prereqs: NURS 310, 312, 331, 332, 380, 381

3 hrs, 3 cr.

NURS 442 Nursing Care of Acute and Critically Ill Clients

Examination of nursing knowledge and roles in caring for acute and critically ill clients and their families.

3 hrs, 3 cr.

NURS 445 Teaching-Learning Across the Developmental and Health Continua

Pedagogical/androgogical principles of learning and instruction to enhance client teaching in the promotion, maintenance and/or restoration of health.

3 hrs, 3 cr.

NURS 450 Computer Concepts and Application in Nursing

Study of computing concepts, principles, practices, and applications in nursing and health care.

3 hrs, 3 cr.

NURS 483 Politics of Health

An analysis of the relationships between politics and health status, health services and health care providers.

3 hrs, 3 cr.

FACULTY

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- Kamla Narraph**, Financial Officer, Campus Schools; BA, Hunter
- Sharon Neil**, Business Office Manager; BS, SUNY (Buffalo)
- Victoria Nelson**, Assistant to Chair, Biological Sciences
- Michael H. Nisbett**, User Services Technician, ICIT; BS, Hunter
- Shawn O'Riley**, Assistant Director, Continuing Education-IELI; BA, Iowa; MA, Pacific
- Anand Padmanabhan**, Assistant Vice President for ICIT; BS, Madras (India); MS, Louisiana State

- Dennis V. Paoli**, Coordinator, Writing Center; BA, Dundee; BA, Wisconsin; MA, Columbia
- Zully Colon Papa**, Director, Children's Learning Center; BA, St. Joseph's; MS, Hunter
- Edward Pearlmutter**, Space Manager, Facilities, Brookdale; BA, Brooklyn; MS, Indiana State
- Pedro Pedraza**, Program Director, CUNY Caribbean Exchange Program, and Researcher, Centro; BA, Occidental
- Nelida Perez**, Librarian, Centro; BA, Edgewood; MLS, Columbia
- Ellen Perper**, Director, OASIS; BA, Lehman
- Antonella Petruso**, Coordinator of Administrative Services, BA, St. John's University; MPA, NYU
- Carmela Piazza**, Chief of Staff and Executive Assistant to President; BA, Fordham
- Clare Pistey**, Coordinator of College Now Program; BS, University of Notre Dame
- Amanda Pitman**, Director of Special Events; BA, Trinity; MA, NYU
- David Potash**, Associate Provost; BA, Rice, MA, NYU; PhD, Cambridge
- Anne Prisco**, Acting Vice Provost; BS, Arizona; MBA, Fordham; MA, PhD, Columbia
- Gerard Quagliariello**, Assistant to Associate Director, Registrar's Office; BA, Pace
- Salvatore Quagliariello**, Assistant Director of Financial Aid; BS, Baruch
- Milton Quiah**, Executive Assistant to Chief Librarian; BS, MS, Dhaka (India)
- Jennifer J. Raab**, President; BA, Cornell; MA, Princeton; JD, Harvard
- Gloria Ramos**, Assistant to Dean, Nursing; BA, Rutgers; MPA, NYU
- Javier Remigio**, Assistant Director, Student Services, IELI; BA, Fordham; MA, NYU; MA, Hunter
- Alison Rice**, Program Director, International English Language Institute; BA, Queens; MA, Teachers College, Columbia
- Felix Rivera**, Reference Assistant, Centro Library; BA, City College
- Janet Robertson**, Assistant to the Dean of Arts and Sciences for Personnel and Budget; BA, Wellesley; MA, Teachers College, Columbia
- Jerrell Robinson**, Adviser Counselor and Coordinator, Student Activities and Leadership Programs; BA, MS, SUNY (Oswego)
- Aristalia Rodriguez**, Director of Financial Aid; BA, NYU
- Dennis G. Rodriguez**, Assistant Bursar; BA, MA, John Jay
- Luis Rosa**, Director, Budget and Financial Control; BS, Hunter; MPA, Baruch
- Terri Rosen Deutsch**, Director, External Affairs; BA, Goucher
- Marilyn W. Rothschild**, Director, Physical Sciences Learning Center, Physics and Astronomy; BS, City College; MS, PhD, Rutgers
- Yvonne C. Rubie**, Coordinator of Testing; BS, York; MPH, Hunter
- Glynn Rudich**, Director, Field Education, School of Social Work; BA, Bennington; MSW, Hunter
- Virginia M. Russell**, Director of Clinical Experiences, BA, MA, NYU; PhD, Fordham
- Deborah Sack**, Acting Vice President, Institutional Advancement; BA, Pomona
- Christine Sampson**, Degree Auditor; BS, L.I.U.; MA, Hunter
- Laura Schachter**, Dean for Diversity and Compliance/Special Assistant to President; BA, Princeton; JD, Michigan (Ann Arbor)
- Frances R. Schoenfeld**, Executive Administrator, Office of the President; BA, Rutgers
- Jonathan M. Schoenwald**, Director of the Honors Program; BA, Penn; PhD, Stanford
- Shira Seaman**, Academic Coordinator, IELI; BA, Oberlin; MA, Hunter
- Steven Serafin**, Director, Reading/Writing Center; BS, American; MA, Catholic; PhD, Utah
- Soudabeh Shayesteh-Kuhi**, Director, Office of Access and Accommodations; BA, Hunter; MS, Adv. Cert., CCNY
- Louise Sherby**, Dean, Library; BA, Hofstra; MA, Denver; DLS, Columbia
- George K. Sherry**, Assistant to Director of Campus Schools; BS, Florida Institute of Technology
- Laurie Sherwen**, Dean, Schools of the Health Professions; BA, NYU; BSN, Seton Hall; PhD, NYU
- Andrew Silver**, Campus Planning and Development Manager; BA, SUNY (Binghamton); MA, Rockefeller
- Jacqueline Smith**, Assistant Director, ICIT, BA, Seton Hall, MS, Penn
- Milena Solo**, Assistant Director of Admissions for Graduate Programs; BA, American (Bulgaria)
- Richard Steeves**, Acting Assistant to the Dean for Reports and Information, School of Education; BA, Rhode Island
- Bettye Steinberg**, Executive Assistant to Dean for Administration, School of Education; BA, Queens; MBA, Baruch; JD, Fordham
- Adam Sternglass**, Assistant to Director of Fiscal Systems; BA, SUNY (Buffalo)
- Madlyn Stokely**, Associate Dean of Student Support Services; BA, John Jay; MSW, Hunter
- Howard Tarragon**, Counselor/Adviser and Coordinator of Technology; BA, MA, Hunter; MA, Teachers College, Columbia
- Carole Taylor**, Financial Aid Counselor; BA, Lincoln; MS, Syracuse
- Devon Taylor**, Head Athletic Trainer; BA, Morehead; MS, L.I.U
- Runako Taylor**, Acting Coordinator, Office of the Hunter College Senate; BA, Hunter
- Thomas Taylor**, Assistant to Chair, English; BA, Hunter
- Mary Tepper**, Degree Auditor; BS, CUNY
- Kristina A. Testa-Buzzee**, Director of Wellness Education Programs; BA, Western Connecticut; MA, NYU
- Latesha Thrower**, Registration Coordinator; BA, Hunter
- Peggy Tirschwell**, Acting Assistant Provost; BA, Smith; MS, Baruch
- Jacqueline S. Thomas**, Assistant to Dean of Faculty and Staff Relations; BA, John Jay
- Heriberto Torres**, Budget Specialist, School of Arts and Sciences; BA, SUNY (Albany)
- Mayra Torres**, Assistant to Unit Director, Centro; BA, Hunter
- Ernest L. Tubb**, Supervisor, OASIS; BA, Hunter
- Carla Urias**, Degree Auditor; BA, Hunter
- Carlos Vargas-Ramos**, Public Policy Researcher, Centro; MA, NYU; PhD, Columbia

Appendix A

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.

CATEGORY I SCIENCE AND QUANTITATIVE REASONING (10-12 credits)

Group 1 — Laboratory Courses

A minimum of one course is required.

ANTHROPOLOGY ANTHP 101 or 102

BIOLOGY BIOL 100, 102 (distribution credit only if both semesters are completed)

CHEMISTRY CHEM 100-101, 120-121, 102-103, 104-105, 111-112-103, 113-105 (distribution credit only if both lecture and corresponding lab are completed). CHEM 111 and 112 can only satisfy the requirement when used together and with CHEM 103 as the required lab.

GEOGRAPHY PGEOG 130, 231

GEOLOGY GEOL 101, 102

PHYSICS AND ASTRONOMY PHYS 101, 110, 111, 120, 121, 151, 152, 153, ASTRO 100-107

SCIENCE INTERDISCIPLINARY SCI 101, 102 (distribution credit only if both semesters are completed)

Group 2 — Non-Laboratory Courses

COMPUTER SCIENCE CSCI 120, 150

PHYSICS AND ASTRONOMY ASTRO 100

Group 3 — Quantitative Reasoning Courses

A minimum of one course is required.

Students may be exempt from this part (but not from the category 10-12 credit total) by placing out of MATH 120 on the CUNY Math Placement Test.

MATHEMATICS and STATISTICS MATH 100 (or 104), 110 (or 105), 111, 120, 121, 150, 155, 160, MATH 191; STAT 113 (or 213), 212

CATEGORY II ENGLISH COMPOSITION (3 credits)

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.

CATEGORY III HUMANITIES: FOREIGN LANGUAGE (0-12 credits)

The Foreign Language Requirement may be fulfilled in any of the following languages:

| | | |
|--------------------------|-----------------------|-----------------------|
| Chinese (CHIN) | Greek (GRK) | Japanese (JPN) |
| Portuguese (PORT) | Swahili (SWA) | French (FREN) |
| Hebrew (HEBR) | Latin (LAT) | Russian (RUSS) |
| Ukrainian (UKR) | German (GERMN) | Italian (ITAL) |
| Polish (POL) | Spanish (SPAN) | Yoruba (YOR) |

Course of Study In each language a required course sequence (12 credits) is offered: Elementary I and II (two 3-credit courses or one 6-credit intensive course) and Intermediate I and II (two 3-credit courses or one 6-credit intensive course). The four 3-credit courses are usually numbered 101-102 and 201-202.* The two intensive 6-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.

*The Spanish for Native Speakers sequence is numbered SPAN 105-106, 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; FREN 208; 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.

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. Students who want to be exempted from the language requirement on the basis of competency in a language not taught at Hunter College should contact the Dean of the School of Arts and Sciences.

(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:

- 1) Students have satisfied the foreign language requirement if they can certify satisfactory completion of four years of study of one language in high school, or satisfactory completion of a college course equivalent to at least the fourth level of a Hunter foreign language sequence, or competency demonstrated through a proficiency examination.
- 2) Students who have satisfactorily completed three years of study of one language in high school or have completed the college equivalent of the third level in a foreign language sequence should take the fourth course in the required sequence.
- 3) Students who have satisfactorily completed two years of study of one language in high school or have completed the college equivalent of the second level in a foreign language sequence should take the third and fourth courses in the required sequence.
- 4) Students who have satisfactorily completed one year of study of a language in high school or have completed the college equivalent of the first level in a foreign language sequence should take the second, third and fourth courses in the required sequence.
- 5) Students who begin a foreign language should take the required course sequence (12 cr).

CATEGORY IV HUMANITIES: LITERATURE (6 credits)

- 3 credits in literature written in the English language: ENGL 220 or BLPR 235, 236, 237
- 3 additional credits in literature from one or more of the following categories: (a) literature originally written in English, or (b) literature presented in English translation, or (c) literature written in a foreign language and studies in that language.

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, 158, 255, 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

SOCIOLOGY SOC 101; an additional course may be selected from SOC 217, 218, 253, 257

URBAN AFFAIRS URBS 101, 102, 201

Appendix B

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 or not responded 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, administrative or other duties and responsibilities. Upon request, the College discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.



- 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, e-mail 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 September 2000 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 responsibility 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 formation 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 OF THE NYS EDUCATION LAW

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 or she is unable, because of his or her religious beliefs, to register or 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 or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register 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 or registration 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 or her availing himself or herself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
- 6a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.
7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the university of the state of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines.
8. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States code.

Equal Opportunity Programs

Hunter College is an Equal Opportunity and Affirmative Action Institution. The college does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, marital status, disability, genetic predisposition or carrier status, alienage or citizenship, military or veteran status, or status as victim of domestic violence in its student admissions, employment, access to programs and administration of educational policies.

Rules and Regulations for the Maintenance of Public Order Pursuant to Article 129A of the NYS 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. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

"THE PRESIDENT. The president, with respect to his educational unit, shall:

"a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

"b. Be the adviser 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 points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on 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 material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the university/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used 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.
11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any university/college activities is prohibited.

II. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection and/or arrest by the civil authorities.
2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection and/or arrest by the civil authorities 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. A tenured or non-tenured faculty member or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection and/or arrest by the civil authorities.
4. Any organization which authorized the conduct prohibited under substantive Rules 1-11 shall have its permission to operate on campus rescinded. Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

Sanctions Defined:

- A. **ADMONITION** An oral statement to the offender that he/she has violated university rules.
- B. **WARNING** Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- C. **CENSURE** Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any university regulation within a period stated in the letter of reprimand.

- D. **DISCIPLINARY PROBATION** Exclusion from participation in privileges or extracurricular university activities as set forth in the notice of disciplinary probation for a specified period of time.
- E. **RESTITUTION** Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
- F. **SUSPENSION** Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
- G. **EXPULSION** Termination of student status for an indefinite period. The conditions for readmission, if any is permitted, shall be stated in the order of expulsion.
- H. **COMPLAINT TO CIVIL AUTHORITIES**
- I. **EJECTION**

A true copy of resolution adopted by the Board of Trustees of The City University of New York on June 23, 1969, as amended on October 27, 1980, May 22, 1989 and June 25, 1990.

504/ADA Grievance Procedures

Hunter College encourages the prompt and equitable settlement of all complaints and grievances of discrimination in College programs under Section 504 of the Rehabilitation

Act of 1973, as amended (29 U.S.C. Section 706) and the Americans with Disabilities Act of 1990 as amended (42 U.S.C. Section 12101-02). Toward that end, both informal and formal grievance procedures are established for the college.

These procedures are available to any student of the College who alleges any action relating to handicap which is prohibited by Section 504, the ADA, or the rules and regulations implementing those laws. No other issues may be raised in these proceedings.

The resolution of a grievance may pass through several steps. Initially, students are encouraged to discuss a complaint with the supervisor of the office involved. Often, this conversation will lead to steps that will alleviate the difficulty. If this discussion does not lead to a result that is satisfactory to the student, he or she should then begin an informal complaint process with the director of the Office for Access and Accommodations. If the informal complaint process does not yield results satisfactory to the student, a written formal complaint may be filed with the Vice President for Student Affairs. Students may obtain a written explanation of the entire grievance procedure and the accompanying form from Office for Access and Accommodations, Room 1124 Hunter East. 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 Hunter West; (212) 772-5061.



Appendix C COLLEGE REGULATIONS AND POLICIES

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.

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 Education Amendments Act of 1972 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. Retaliation against complainants is specifically prohibited. 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 termination 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 Hunter East. 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, which oversees sexual harassment prevention training, is:

Dean Laura M. Schachter
Office of Diversity and Compliance, 1706 Hunter East
Phone: 772-4242, Fax: 772-4724

Title IX

Hunter College is committed to maintaining a fair and equal environment for both its employees and student body, consistent with the requirements of Title IX of the Education Amendments Act of 1972, which state that:

No person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to, discrimination under any education program or activity receiving Federal financial assistance...

Any individual who believes he or she has been discriminated against on the basis of gender in any area outside the purview of the Sexual Harassment Panel may direct all inquiries, concerns and complaints to Dean Schachter, Hunter's Title IX Coordinator.

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

ATHLETIC PROGRAM PARTICIPATION NOTICE

The college files an annual report with the US secretary of education on intercollegiate athletics which includes information on the participation of males and females on its teams and the expenditures and revenues of those teams. Copies of the annual report on intercollegiate athletics are available at the reference desk of the library and on the college web site.

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 or 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.

Meningococcal Disease Public Health Law 2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease to all students meeting the enrollment criteria, whether they live on or off campus. Hunter College, CUNY, is required to maintain a record of the following for each student:

- * A response to receipt of meningococcal disease and vaccine information signed by the student or student's parent or guardian. This must include information on the availability and cost of meningococcal meningitis vaccine (Menomune).
- and either
 - * A record of meningococcal meningitis immunization within the past 10 years.
 - or
 - * An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student's parent or guardian.

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 Permission forms for physical education and recreational activities are obtained in the Office of Health Services, 307 Hunter North. 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.

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 Bylaws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees Bylaws and Article XIV, respectively.

Assistance is available by calling:

Hunter College Emergency Medical Services — (212) 772-4801
Employee Assistance Program — (212) 772-4051
Student Services — (212) 772-4882

The Hunter College Smoking Policy

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

Computer and Network Use Policy

The use of college computer, video and network facilities is subject to the rules and regulations of the College and the City University of New York, as set forth below. Any misuse of these facilities will be subject to the College disciplinary process, applicable Federal laws regarding computer and communications theft and other sanctions pursuant to the CUNY Computer User Responsibilities policy. Rules for acceptable use and availability of systems are posed in each computer work area of the College.

The City University of New York Computer User Responsibilities

The computer resources of the City University of New York must be used in a manner that is consistent with the University's educational purposes and environment. All users of computer resources are expected to act in a spirit of mutual respect and cooperation, and to adhere to the regulations for their use set forth in this document. As a user of CUNY computer resources:

- You must have a valid authorized account to use computer resources that require one and may use only those computer resources that are specifically authorized. You may use your account only in accordance with its authorized purposes and may not use an unauthorized account for any purpose.
- You are responsible for the safeguarding of your computer account. For a main-frame computer account, you should change your password frequently and should not disclose it to anyone. You should take all necessary precautions in protecting the account, no matter what type of computer resources you are using.
- You may not circumvent system protection facilities.
- You may not knowingly use any system to produce system failure or degraded performance.
- You may not engage in unauthorized duplication, alteration or destruction of data, programs or software. You may not transmit or disclose data, programs or software belonging to others and may not duplicate copyrighted material.
- You may not engage in abusive or improper use of computer hardware. This includes, but is not limited to, tampering with equipment, unauthorized attempts at repairing equipment and unauthorized removal of equipment components.
- You may not use computer resources for private purposes, including, but not limited to, the use of computer resources for profitmaking or illegal purposes.
- You may not use computer resources to engage in abuse of computer personnel or other users. Such abuse includes the sending of abusive, anonymous, or unsolicited messages within CUNY or beyond via network facilities.
- The use of college computer resources may be subject to college regulations and you are expected to be familiar with those regulations.

Appendix D

COLLEGE GOVERNANCE

- These regulations and college regulations are subject to revision. You are expected to be familiar with any revisions in regulations.

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

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

“Computer Resources” is an inclusive term referring to any and all computing/information technology: hardware, software and access. Hardware includes, but is not limited to, terminals, personal computers, workstations, printers, mice, monitors, cabling, peripheral devices. Software includes, but is not limited to, mainframe shared software, networked software and stand-alone software residing on personal computers. Access includes, but is not limited to, accounts on timesharing systems as well as access to stand-alone personal computing systems and other relevant technology.

Notice of Access to Campus Crime Statistics, the Campus Security Report and Information on Registered Sex Offenders

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of students organizations officially recognized by the college; (8) policies on illegal drugs, alcohol and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); and (10) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the reference desk of the library and the college web site at <http://publicsafety.hunter.cuny.edu/subpages/annualcrimereport.shtml>. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact Louis Mader, Director of Public Safety and Security at (212)772-4521 and copies will be mailed to you within 10 days. The U.S. Department of Education's web site address for campus crime statistics is <http://www.ed.gov/security/InstDetail.asp> (then input the name of the school).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's chief security officer, Louis Mader, Director of Public Safety and Security, B122 West, (212) 772-4521 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry web site at http://www.criminaljustice.state.ny.us/nsor/sor_about.htm and then click on “Search for Level 3 Sex Offenders” or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.

Hunter College has several governing assemblies, most of which provide for student participation.

The Hunter College Senate 1018 Hunter East

The Hunter College Senate, chartered in 1970, 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. There are many 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.

The Faculty Delegate Assembly 1414 Hunter East

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 semester and updates periodically a Handbook for Faculty.

The Student Governments

Undergraduate 121 Hunter North
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.

Hunter College Ombudsman

1016 Hunter East

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 (212) 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.

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.

Appendix E

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 positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1 CONDUCT STANDARD DEFINED. Each student enrolled or in attendance in any college, school, or unit under the control of the board and every student organization, association, publication, club, or chapter shall obey the laws of the City, State and Nation and the bylaws and resolutions of the board and the policies, regulations and orders of the college.

The faculty and student body at each college shall share equally the responsibility and the power to establish subject to the approval of the board more detailed rules of conduct and regulations in conformity with the general requirement of this article.

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 or 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 hearing on notice.
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. Following such hearing the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.

- 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 such 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.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.

- d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments and student body referenda.
- e. Student government elections shall be scheduled and conducted and newly elected student governments shall take office, in accordance with policies of the board and implementing regulations.

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, must 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 investigation, which shall be conducted within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:
 - (i) dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
 - (ii) refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3e of this bylaw; or
 - (iii) prefer formal disciplinary charges.

Conciliation Conference:

- c. 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 chief student affairs officer. The following procedures shall be in effect at this conference:
 1. An effort will be made to resolve the matter by mutual agreement.
 2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
**Throughout these bylaws in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.
 3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.
 4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

- d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.
- e. The notice shall contain the following:
 1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating and the possible penalties for such violation.
 2. A statement that the student has the following rights:
 - (i) to present his/her side of the story;
 - (ii) to present witnesses and evidence on his/her behalf;
 - (iii) to cross-examine witnesses presenting evidence against the student;
 - (iv) to remain silent without assumption of guilt; and
 - (v) to be represented by legal counsel or an adviser at the student's expense.
 3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures:

- f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:
1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
 2. After informing the student of the charges, the hearing procedures and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
 3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may 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.
 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 insure full student and faculty representation.
- b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance 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 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 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 explanation or theory of the matter. When a student's presence 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.

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.

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 any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof and (3) that the activity does not contravene the laws of the city, state, or nation, or the published rules, regulations and orders of the university or the duly established college authorities.

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 it finds does not 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 student members comprised of the student government president(s) 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 resubmission 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 the 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.

Appendix F

CUNY POLICY ON ACADEMIC INTEGRITY

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.

- 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.
- 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.
- 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.
- 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.

- 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.
- The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.
- 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.
- 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.
- 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.



Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion, as provided herein.

I. Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

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

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

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

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

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

Adapted with permission from *Baruch College: A Faculty Guide to Student Academic Integrity*. The Baruch College document includes excerpts from University of California's web page entitled "The Academic Dishonesty Question: A Guide to an Answer through Education, Prevention, Adjudication and Obligation" by Prof. Harry Nelson.

II. METHODS FOR PROMOTING ACADEMIC INTEGRITY

- Orientation sessions for all new faculty (full and part-time) and students should incorporate a discussion of academic integrity. Packets containing information explaining the policy, the procedures that are in place and examples of infractions should be distributed. These packets should be readily available, throughout the academic year, in the appropriate offices of the college and the locations of those offices should be widely publicized. Colleges using additional resources to detect plagiarism should publicize these resources widely.
- All college catalogs, student handbooks and college web sites should include the CUNY and college academic integrity policy and the consequences of not adhering to it. The Policy on Academic Integrity, as adopted by the Board, shall be distributed to all students. All syllabi and schedules of classes should make reference to the CUNY and college's academic integrity policy and where they are published in full.
- A "Faculty Report" form should be used throughout the University to report incidents of suspected academic dishonesty. (Sample attached) It is strongly recommended that the faculty member should report all such incidents by completing and submitting the form to the chief student affairs officer, the Academic Integrity Committee if the college has established one (see recommendation below), or other appropriate academic integrity official whom the college may designate (collectively referred to hereinafter as the "Academic Integrity Official"). A follow-up form should be submitted to the student's academic integrity file by the adjudicating person or body once the suspected incident has been resolved pursuant to one of the methods described below. Although forms need not be uniform across the University, they need to be uniform within each college. The form should provide at least minimal information such as the name of the instructor and student, course name and number, date of incident, explanation of incident and the instructor's telephone/email contact information; it should be easy to use and process. Except as otherwise provided in the The CUNY Procedures, the Academic Integrity Official of each college should retain the forms for the purposes of identifying repeat offenders, gathering data and assessing and reviewing policies.
- CUNY will develop a web site on Academic Integrity. This web site will include suggestions for faculty, students and administrators to reduce cheating or plagiarism, resources on academic integrity and links to relevant sites. Future plans also include the development of an online training program to raise awareness about academic integrity.
- The Committee recommends that this CUNY Policy on Academic Integrity, dated Spring 2004, be adopted by the Board of Trustees.
- Colleges should adopt the "PEN" (Pending) grade to facilitate the implementation of the Procedures for Imposition of Sanctions. This grade already exists in the University's Glossary of Grades.
- Colleges may wish to consider issuing a *Student Guide to Academic Integrity*. An excellent example is a document that students at Baruch College developed called "Student Guide to Academic Integrity at Baruch College". The *Guide* is in its final stages of approval.
- Each college should consider joining the Center for Academic Integrity.
- Colleges should consider subscribing to an electronic plagiarism detection service. Any college that does subscribe must notify every student each semester of the fact that such a service is available for use by the faculty.
- Colleges should consider establishing an Academic Integrity Committee, to serve in lieu of grade appeals committees in cases of academic dishonesty, which would hear and decide contested grade reductions that faculty members award because of students' violations of the Academic Integrity Policy and collect and maintain files of Faculty Report forms of suspected and adjudicated violations of the Academic Integrity Policy.
- Establish a mechanism for preventing students from dropping a class in order to avoid an investigation and/or imposition of a sanction for a violation of academic integrity.

III. PROCEDURES FOR IMPOSITION OF SANCTIONS FOR VIOLATIONS OF CUNY POLICY ON ACADEMIC INTEGRITY

A. Introduction

As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution — generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was "due" turn on the courts' judgment whether the decision on culpability was "disciplinary" (a question of fact) or "academic" (a question of the instructor's expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought.

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

B. Procedures In Cases Where The Instructor Seeks An Academic Sanction Only

1. Student Accepts Guilt and Does Not Contest the Academic Sanction

If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade only) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the college decides to seek a disciplinary sanction, see Section I above and IV below. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion.

2. Student Denies Guilt and/or Contests the Academic Sanction

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

C. Procedures In Cases Where A Disciplinary Sanction Is Sought

If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the college's Academic Integrity Official using the Faculty Report form, as described in the third Recommendation for Promoting Academic Integrity above, to be adjudicated by the college's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought. Under certain circumstances, college officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above.

For the reasons discussed in Item IV below, if a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

D. Procedures In Cases In Which Both A Disciplinary And An Academic Sanction Are Sought

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

E. Reporting Requirements

1. By the Faculty Member to the Academic Integrity Official

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

2. By the Academic Integrity Official to the Faculty Member

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

Appendix G

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 (Security) 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. Only use elevators 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 200 feet.
 - l. Wait for the all-clear signal before re-entering the building.

HUNTER COLLEGE DEPARTMENT OF PUBLIC SAFETY

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 individual or 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 Public Safety Emergency (Security) number, 772-4444, or
 3. Pull the fire alarm.
 4. Then, follow these procedures:
- 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 by any exit door near the elevators.
 2. Do not enter the stairwell. Do not use an elevator unless directed by the Fire Department.

Relocation Procedures for the Disabled

If it is necessary to evacuate the entire floor, a member of the Fire Department 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 person 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.

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 Hunter East).
- 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 the Department of Public Safety 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 Fire 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 that is experiencing a fire. Everyone in the building should not automatically be evacuated to the street. Nor should everyone be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons.

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 at (212) 772-4521.

When Public Safety Offices Will Relocate Disabled Persons

If, for any reason, a disabled person is in imminent danger due to fire, smoke or similar circumstances on campus and members of the Fire Department are not present to relocate the disabled person, Public Safety Officers and other members of the College Fire Brigade will assume the responsibility of relocating that person to a safe location.

Public Safety Officers and members of the Fire Brigade operating under the direction of the Fire Safety Director will take command and make immediate arrangements to have the appropriate disabled person(s) moved to a safe location if necessary.

Note: The Public Safety Officer in charge of the evacuation process will determine the number of carriers needed to relocate a disabled person. Factors to be considered when making these assignments will be the weight of the disabled person, the weight of the wheelchair, the width of the staircase and any other factors that are deemed necessary to successfully carry out these functions without accidents.

Procedures:

Person Who Is Visually Impaired

A disabled person who is visually impaired and has to be relocated, but is able to walk downstairs, will be personally escorted to a safe location by a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the College Fire Brigade.

Person Who Has a Hearing Impairment

A person who has a hearing impairment will be alerted to a fire alarm by a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the College Fire Brigade. Those disabled persons will be escorted to a safe location if necessary.

Special Caution on Lifting and Carrying Disabled Persons

Before lifting any disabled person, carriers will, if possible, ask the disabled person how they should be lifted. Disabled persons know better than anyone else how they should be lifted or carried in order to avoid any unnecessary injuries to the disabled person.

For Your Safety

The Hunter West Building is equipped with Fire Emergency notification devices. It is the responsibility of everyone to become familiar with their location and their use. These Fire Emergency notification devices consist of the following:

Fire Alarm

The Fire Alarm Pull Stations are small, red boxes. They are wall mounted and located next to a fire exit. Printed on these pull stations is PULL HERE IN CASE OF FIRE. To activate the Fire Alarm Pull Station, follow these steps:

1. Pull down the RED lever on the Fire Alarm Pull Station box. This will cause the fire alarm to sound on the fire door and on the floor above. In addition, it will send a signal to the Fire Command Station. The Fire Safety Director at the Fire Command Station will carry out the fire emergency procedures. Make yourself familiar with them now, so that in an emergency you will know what to do.
2. During a fire alarm, Fire Wardens, Fire Searchers and Public Safety Officers have been directed to communicate the number, the location and the status of all disabled persons via Fire Warden phones to the Fire Command Station. The Fire Safety Director will notify members of the New York City Fire Department regarding the status of all disabled persons in the building as soon as the Fire Department arrives on campus.

No person should ever use the elevator in a fire unless directed by Fire Department personnel. Using an elevator in a fire is extremely dangerous and the College has been informed by the Fire Department that the use of elevators in a fire has, in many incidents, resulted in the unfortunate and necessary deaths of many people.

The New York City Fire Department will be responsible for the relocation of disabled persons to a safe location if such relocation is necessary. If it is necessary to relocate disabled persons during an emergency, the Fire Department considers the transportation of disabled persons in an emergency to be highly risky. The relocation process may subject disabled persons and other persons to accidents and injuries. Consequently, the Fire Department wishes to handle any necessary relocation of disabled persons using safe procedures and their own experienced personnel.

If elevators can be used during a fire alarm only, the Fire Department considers this 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 the disabled person is not specifically in any danger from the fire or its smoke, the Fire Department does not automatically recommend that the person be completely removed from the building, but to a safe location within the building, if necessary.

Note: It is extremely important that the College community understand the protocol of the New York City Fire Department for evacuation of a building that is experiencing a fire. Everyone in the building should not automatically be evacuated to the outside, or, for that matter, be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons.

If you have any questions regarding the various parameters used to evaluate the necessity of evacuation, please consult with the fire safety director at Ext. 4521.

¹A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

²Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]

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