



HOFSTRA UNIVERSITY™

Class Schedule

January Session 2006

Spring Semester 2006

HOFSTRA UNIVERSITY™

HEMPSTEAD, NEW YORK 11549 • WWW.HOFSTRA.EDU

Many thanks to the Student Administrative Complex team members and all those who contributed.

Directory

<u>DEPARTMENT</u>	<u>BUILDING/ROOM</u>	<u>EXTENSION</u>
Accounting, Taxation and Legal Studies in Business	WELLR 205	3-5684
Africana Studies	DAVSN 205	3-5640
Anthropology and Middle Eastern and Central Asian Studies	DAVSN 205	3-5650
Asian Studies	CALK 312	3-5434
Audio, Video, Film	DEMST 322	3-5424
Biology	GTLSN 130	3-5516
Business Computer Information Systems and Quantitative Methods	WELLR 211	3-5716
Chemistry, Biochemistry, Natural Science	CHPHB 100	3-5534
Comparative Literature and Languages (Arabic, Chinese, Classics, Comparative Literature, German, Hebrew, Japanese, Jewish Studies, Latin, Linguistics, Literature in Translation, Modern Greek, Russian, Swahili)	CALK 322	3-5434
Computer Science	ADAMS 210	3-5554
Counseling, Research, Special Education, Rehabilitation	HAGDN 163	3-5752
Curriculum and Teaching: Early Childhood, Elementary and Secondary Education	HAGDN 128	3-5768
Drama and Dance	PLYHS 104	3-5444
Economics, Geography, Labor Studies	BARND 200	3-5592
Engineering, Technology and Public Policy	WEED 104	3-5544
English, Freshman Composition, American Studies, Creative Writing and Disability Studies	MASON 203	3-5454
English Language Program	CALK 316	3-5650
Finance	WELLR 221	3-5698
Fine Arts, Art History, Humanities	CALK 206	3-5474
Foundations, Leadership and Policy Studies	HAGDN 277	3-5758
Geology, Environmental Resources	GTLSN 156	3-5564
Health Professions and Family Studies	HDB 101	3-5883
History	HEGER 104	3-5604
Honors College	AXINN LIBRY 037B	3-4842
Journalism, Media Studies, and Public Relations	DEMST 322	3-4873
Literacy Studies	HAGDN 291	3-5807
Management, Entrepreneurship and General Business	WELLR 228	3-5726
Marketing and International Business	WELLR 222	3-5706
Mathematics	ADAMS 108	3-5570
Military Science	PFC	3-5648
Music	LOWE 101B	3-5490
New College	RSVLT 205	3-5824
NOAH Program (Developmental Courses)	GALWG 132	3-6976
Philosophy	HEGER 104	3-5612
Physical Education and Sport Sciences	HDB 102	3-5808
Physician Assistant Studies Program	MONR 113	3-4074
Physics, Astronomy and Meteorology	CHPHB 102	3-5582
Political Science	BARND 205	3-5616
Psychology	HAUSER 222	3-5624
Religion	HEGER 104	3-5612
Romance Languages and Literatures (French, French Literature in Translation, Ibero American Studies, Italian, Italian Literature in Translation, Italian Studies, Latin American and Caribbean Studies, Portuguese, Romance Literature and Languages in Translation, Spanish and Spanish Literature in Translation)	CALK 338	3-5140
School for University Studies	RSVLT 202B	3-5840
Sociology	DAVSN 205	3-5640
Speech Communication, Rhetoric, and Performance Studies	DEMST 322	3-4871
Speech-Language-Hearing Sciences	DAVSN 104	3-5509
Women's Studies	DAVSN 205	3-5640

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Building Directory

ADAMS.....Adams Hall	LAW-S.....Law School
BARNDBarnard Hall	LIBRYAxinn Library
BDC.....Business Development Center	MARGTMargiotta Hall
BRESL.....Breslin Hall	MASONMason Hall
BROWR.....Brower Hall	McEWN.....McEwen Hall
CALK.....Calkins Hall	MONR.....Monroe Hall
CHPHBChemistry/Physics Building	NETHThe Netherlands
CMCTR.....Community Services Center	PFC.....Physical Fitness Center
DAVSNDavison Hall	PLYHSAdams Playhouse
DEMST.....Dempster Hall	RECTRRecreation Center
GALWG.....Gallon Wing	RSVLT.....Roosevelt Hall
GTLSNGittleson Hall	SCStudent Center
HAGDNHagedorn Hall	SPIEGSpiegel Theater
HAUSR.....Hauser Hall	STARRC.V. Starr Hall
HDOME.....Hofstra Dome	SW-CSwim Center
HEGER.....Heger Hall	WEEDWeed Hall
LOWE.....Emily Lowe Hall	WELLR.....Weller Hall

Administration Listing

Academic Areas

Hofstra College of Liberal Arts and Sciences

Bernard J. Firestone, Ph.D., Dean

New College

Barry N. Nass, Ph.D., Vice Dean

Saturday College

Kenneth A. Henwood, Ph.D., Associate Dean

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Ralph S. Polimeni, Ph.D., Dean

School of Education and Allied Human Services

Maureen O. Murphy, Ph.D., Acting Dean

School of Law

Aaron D. Twerski, J.D., LL.M., Dean

School of Communication

Sybil DelGaudio, Ph.D., Dean

School for University Studies

Vacant at time of publication

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University College for Continuing Education

Rosann Kelly, M.B.A., Executive Director

Honors College

J. Stephen Russell, Ph.D., Dean

Joan and Arnold Saltzman Community Services Center

Marriage and Family Therapy Clinic

Joan D. Atwood, Ph.D., Director

Psychological Evaluation, Research and Counseling Clinic

Joseph R. Scardapane, Ph.D., Director

Student Counseling Services

John C. Guthman, Ph.D., Director

Reading/Writing Learning Clinic

Andrea Garcia-Obregon, Ph.D., Director

Speech-Language-Hearing Clinic

Wendy C. Silverman, M.S., CCC-SLP, Director

Diane Lindner-Goldberg Child Care Institute

Donna Tudda, M.S., ECE, Director

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Vacant at time of publication.

Director of the NOAH Program

Sybil Mimy, M.S.

Executive Director of the Office of the Registrar and Student Accounts

Scott Singhel, M.A.

Academic Calendars - 2006

For additional information call (516) 463-6600.

January Session 2006

Date(s)	Day(s)	Event
January 1	Sunday	New Year's Holiday
January 2	Monday	No Classes
January 3	Tuesday	All classes begin
January 16	Monday	Martin Luther King, Jr. Holiday; Classes not in session
January 24	Tuesday	Classes end
January 25-26	Wednesday & Thursday	Snow/study/reading days, if needed

Spring Semester 2006

Date(s)	Day(s)	Hofstra College of Liberal Arts and Sciences, Zarb School of Business, School of Communication, School of Education and Allied Human Services	New College (Classes do not meet on Wednesdays unless otherwise specified.)	School for University Studies
January 26-27	Thursday & Friday	Final Enrollment Services Days		
January 30	Monday	All classes begin	Session III and spring semester classes begin	
February 20-21	Monday & Tuesday	President's Day Holiday/Spring Break: classes not in session		
February 22	Wednesday		Classes meet	
March 22	Wednesday		Classes meet	
March 23	Thursday		Finals and evaluations of Session III	
March 24	Friday		Classes not in session	
March 27	Monday		Session IV classes begin	
April 10-17	Monday-Monday	Spring Recess: classes not in session		
April 19	Wednesday		Classes meet	
April 19	Wednesday	Conversion Day: all classes follow a Monday schedule		
May 3	Wednesday		Classes meet	
May 11-13	Thursday-Saturday	Snow/study/reading days for undergraduate classes only. Graduate classes meet as scheduled.		
May 15-20	Monday-Saturday	Final examinations		
May 17	Wednesday		Classes meet	
May 19	Friday		Last class day of Session IV and spring semester classes	
May 20	Saturday		Finals and evaluations of Session IV and spring semester classes	
May 20	Saturday	Semester ends		
May 21	Sunday	Commencement: James M. Shuart Stadium		

January Session 2006

As you can see by the course offerings during the January Session (pages 39-47) Hofstra offers a full range of courses with many departments participating. The emphasis of this mini-session is on diversity, as there are beginning, advanced and graduate courses to choose from. *Please note: Students may earn a maximum of three credits during the January Session or four credits if a course is offered on that basis.*

Continuing Student Advance Registration Procedures

Students may preregister for the 2006 January Session by mail *with payment* through Thursday, December 15, 2005. Online registration continues through January 3, 2006. In-person registration continues through January 4, 2006. **Payment for January courses must be made at the time of registration, whether in person, online or by mail.**

Visiting Student Advance Registration Procedures

Students enrolled at an accredited college or university wishing to attend Hofstra during any session are required to submit written approval by the appropriate officials from their home institution certifying their good academic standing. Materials are to be submitted to the Student Administrative Complex, Memorial Hall, second floor, either prior to or at the end of registration. Students visiting Hofstra accept full responsibility for University tuition, fees and other applicable charges in effect at Hofstra for the session or semester of attendance. Visiting students should use the registration form provided in the January Session glossy brochure or visit the Student Administrative Complex, 206 Memorial Hall, for a registration form. *Visiting undergraduate students are not permitted to enroll in graduate courses at Hofstra.*

Tuition, Fees and Deposits

FEE	EXPLANATION	DATE	AMOUNT
<i>Tuition</i>	Undergraduate and graduate students taking 100-level courses	Due Upon Registration	\$670
	Per semester hour, for 200-level and above courses	Due Upon Registration	\$690
	Zarb School of Business – Per semester hour, for 200-level and above courses	Due Upon Registration	\$720
<i>University fee</i>	All students	Due Upon Registration	\$39
<i>Activity fee</i>	All students	Due Upon Registration	\$10
<i>Late registration fee</i>	For students who attend classes with the intention of registering late in the session. No registrations will be honored after January 6, 2006.	Last day to register with no fee: January 4.	\$100
<i>Program change fee</i>	For students who register after the first week of classes. <i>New College students should consult the New College calendar for deadline dates.</i>	Last day to complete a program change with no fee: January 4.	\$25
<i>Transcript fee</i>	No fee for official transcripts sent to a third party or all requests made via the Hofstra Online Information System.		\$5
<i>Residence Hall fees</i>	Contact the Office of Residential Life, 244 Student Center, 463-6930, for rates.		TBA

Checks and money orders are to be made payable to Hofstra University for the exact amount of tuition and fees. The privileges of the University are not available to the student until he or she has completed the registration and paid all fees and tuition due.

January Session 2006 Refund of Tuition

Refunds will be calculated on the basis of the date of application for withdrawal or reduction in total session hours due to program changes. The University will remit tuition charges as follows:

Date of application for withdrawal or program change received by the Student Administrative Complex	Percentage of Tuition Refunded
First or second day of January Session (January 3 or 4)	100%
Third day of January Session (January 5)	75%
Fourth day of January Session (January 6)	50%
Fifth day of January Session (January 9)	25%
Sixth day of January Session (January 10)	0%

This refund policy is in effect for courses lasting *the entire three weeks* of the January session. For one- or two-week courses, there will be a 100-percent refund for withdrawal/program change applications received on the first or second day of the course. **No refunds will be given after that time.**

Program Change and Withdrawal Procedures

Program changes may be made during the first three days of the January session for classes lasting three weeks. For courses lasting two weeks, program changes must be completed no later than the second day of the course; for one-week courses, program changes are accepted on the first day of class only. Students may withdraw from a course by the last day of classes prior to the final exam date. See additional information on withdrawal on page 49 in the *2005-2006 Hofstra University Undergraduate Bulletin*, or page 25 of the *2005-2006 Hofstra University Graduate Studies Bulletin*. Students who withdraw officially or unofficially from one or more courses after the first week of the semester, or equivalent for courses shorter than 15 weeks, will be liable for all or part of the tuition and fees associated with these courses. The amount of tuition refund is dependent on the date of withdrawal. Please see January Session 2006 Refund of Tuition Schedule above. Also, nonattendance does not constitute as a withdrawal.

Pass/D+/D/Fail Option - Undergraduate

A student may elect the Pass/D+/D/Fail option for the first one-third of the course. The last day to file a Pass/D+/D/Fail form in the Student Administrative Complex is January 9. For an explanation of the Pass/D+/D/Fail option, see page 9. *For information on the Pass/Fail option in New College, please consult the New College Dean's Office by the midpoint of the course. For graduate Pass/Fail information, see page 9.*

Deadlines

Function	Deadline (Last Day)
When is my payment due for my January registration?	At the time of registration
Up until what date can I make a change of program or register with no fee?	Wednesday, January 4
When does the \$25 change of program and \$100 late registration fee begin?	Thursday, January 5
What is the last day to DROP a course? Note: The amount of tuition refund is dependent on the date of withdrawal. Please see January Session 2006 Refund of Tuition Schedule above. Also, nonattendance does not constitute as a withdrawal.	Friday, January 6
When is the <i>absolute</i> last day to register or add a class? Note: Unregistered students who remain in courses will not be allowed to register after this deadline and will forfeit any "credits/grades" that they feel they are entitled to by virtue of attending the courses in question.	Friday, January 6
When will I receive a 'W' for withdrawing from a course (NCR for New College students)? Note: Students who withdraw officially or unofficially from one or more courses after the first week of the semester, or equivalent for courses shorter than 15 weeks, will be liable for all or part of the tuition and fees associated with these courses. The amount of tuition refund is dependent on the date of withdrawal. Please see January Session 2006 Refund of Tuition Schedule above. Also, nonattendance does not constitute as a withdrawal.	Monday, January 9
When is the last day to file a Pass/D+/D/Fail form with the Student Administrative Complex?	Monday, January 9
When is the last day to file the Repeat Course option?	Tuesday, January 17

Spring 2006 Registration/Program Change Information

<p><i>I'm a graduate student/ senior/sophomore/junior. When do I register?</i></p>	<p>Graduate students, seniors, juniors and sophomores may register beginning on the date indicated in the adjacent column.</p>	<p>Graduate students: Beginning October 24</p> <p>Seniors: Beginning October 24</p> <p>Juniors: Beginning October 31</p> <p>Sophomores: Beginning November 7</p>										
<p><i>I'm a freshman. When do I register?</i></p>	<p>Freshmen may register beginning on the date indicated according to the first letter of your last name. See adjacent column for registration dates.</p>	<p>Freshmen:</p> <table style="margin-left: 40px;"> <tr><td>Nov. 14</td><td>E-J</td></tr> <tr><td>Nov. 15</td><td>K-N</td></tr> <tr><td>Nov. 16</td><td>O-S</td></tr> <tr><td>Nov. 17</td><td>T-Z</td></tr> <tr><td>Nov. 18</td><td>A-D</td></tr> </table>	Nov. 14	E-J	Nov. 15	K-N	Nov. 16	O-S	Nov. 17	T-Z	Nov. 18	A-D
Nov. 14	E-J											
Nov. 15	K-N											
Nov. 16	O-S											
Nov. 17	T-Z											
Nov. 18	A-D											
<p><i>How do I make a change of program?</i></p>	<p>If the course is closed, approval to add/register for courses must be obtained from the appropriate academic department on a course entrance form. Students must also complete a program change form.</p>	<p>Program change forms: Student Admin. Complex, second floor, Memorial Hall; Academic Advisement, 101 Memorial Hall; Center for New Student Support Services, 242 Student Center</p>										
<p><i>How do I completely withdraw from the University?</i></p>	<p>A student may completely withdraw through the last day of classes prior to the designated final exam period. No student may withdraw during the final exam period. All students taking leaves of absence must officially withdraw through the Office of Academic Advisement. Information regarding financial aid, housing and withdrawals will be provided. Students will be informed of other contacts to make before leaving the University. Students who do not complete an exit interview jeopardize their ability to continue at Hofstra or at other colleges or universities. Complete withdrawals must be completed on the Web no later than May 10, 2006. Note: The amount of tuition refund is dependent on the date of withdrawal. Please see Spring 2006 Refund of Tuition Schedule on pg. 13.</p>											
<p><i>What if I'm registering for a course that doesn't run the entire semester?</i></p>	<p>Students should register for their total semester credits during the normal registration/program change period. During the semester, students may add a minicourse with approval from the appropriate department chairperson. Students adding a minicourse after the first three weeks of a semester are not allowed to drop courses on the same form used to add the minicourse. The semester bill will be adjusted, if necessary, as dictated by the addition of the minicourse(s). If a student drops a late-starting minicourse during the first week of class, the semester bill will be adjusted. The absolute last day to register or add a class is Monday, February 20, 2006.</p>											

Hofstra Online Information System

my.hofstra.edu

The Hofstra Online Information System allows students to register for open classes, complete a change of program by dropping or adding courses, as well as review a semester schedule via the Internet. After logging onto the Hofstra Portal, select the Hofstra Online tab to reach the Online Information System.

Spring 2006 Registration Information

Advance registration materials were mailed to all continuing students prior to **October 14**. If you are currently enrolled and have not received your registration material, please notify the Office of Student Accounts at once at (516) 463-6680. New students will receive registration information from the Office of Admissions.

Undergraduate Student Information

All currently advised, matriculated, continuing undergraduate students may register using the Hofstra Online Information System. Students enrolled in NOAH, School for University Studies and New College are unable to register via the Hofstra Online Information System at this time.

****Prior to registering, all first-year students must meet with their academic adviser.****

Online Registration Timetable for Undergraduate Students

Class Rank	Last name begins with	Date online registration becomes available
Senior	A-Z	Monday, October 24
Junior	A-Z	Monday, October 31
Sophomore	A-Z	Monday, November 7

Class Rank	Last name begins with	Date online registration becomes available
Freshman	E-J	Monday, November 14
	K-N	Tuesday, November 15
	O-S	Wednesday, November 16
	T-Z	Thursday, November 17
	A-D	Friday, November 18

Graduate Student Information

Pre-advised, matriculated, continuing graduate students in the School of Education and Allied Human Services, Hofstra College of Liberal Arts and Sciences, School of Communication and Zarb School of Business may use the Online Information System. Graduate students enrolled in the following programs are **unable** to register at this time: speech-language pathology, audiology and applied linguistics (TESL) and MAP in New College.

****Prior to registering, graduate students who are not “pre-advised” must meet with their academic adviser. Advisers are required to clear the student to use the Hofstra Online Information System.****

Graduate students may register using the online system beginning Monday, October 24.

Spring 2006

Pass/D+/D/Fail Information

Deadline to file a Pass/D+/D/Fail form with the Student Administrative Complex for GRADUATE AND UNDERGRADUATE students: Wednesday, March 8.

<p><i>When can I file to take a course Pass/D+/D/Fail?</i></p>	<ul style="list-style-type: none"> • Deadline to file a Pass/D+/D/Fail form (for spring semester courses) with the Student Administrative Complex: Wednesday, March 8. • A student may elect courses on a Pass/D+/D/Fail basis during the first five weeks of the semester under the conditions outlined below. • For courses less than 15 weeks, the student has the sole discretion to elect the Pass/D+/D/Fail option for the first one-third of the course. • New College students should check with the New College Dean's Office for P/F deadlines.
<p><i>Are there any limitations in taking a course on a Pass/D+/D/Fail basis?</i></p>	<p>UNDERGRADUATE: The Pass/D+/D/Fail option cannot be used for English 1 or 2, any course in your major or minor, or any course required by title and course number for the major or minor. The Pass/D+/D/Fail option is not available for distribution courses, except for courses offered only on that basis. Distribution courses are listed on page</p> <ul style="list-style-type: none"> • No Zarb School of Business undergraduate course may be taken Pass/D+/D/Fail. • In HCLAS and the School of Communication, Pass/D+/D/Fail is restricted to 15 semester hours. • In no case may the total number of Pass/D+/D/Fail semester hours exceed 30. • Students on academic probation may not elect an optional Pass/D+/D/Fail grade. • At New College, a "Pass" is C or better; there is no D+/D grade. • No language courses can be taken Pass/D+/D/Fail, for catalog year 2001-2002 or later. • Courses taken on an optional pass/fail basis cannot be used to satisfy distribution requirements. <p>GRADUATE: The Pass/Fail option is available only to students taking courses outside their degree, certificate, diploma or major requirements. The Pass/Fail option must be exercised within the first five weeks of the course. For all graduate programs requiring up to 40 semester hours, the option may be exercised only once, for a maximum of three semester hours. For those programs requiring more than 40 semester hours, the option may be exercised no more than twice, for a maximum of six semester hours. These limits are exclusive of any courses taught only on a Pass/Fail basis. Except for the Law School, a grade of P is equivalent to a B- or better.</p>
<p><i>Does my grade get calculated into my GPA?</i></p>	<p>D+, D and F grades assigned to a student who has elected the Pass/D+/D/Fail option are included in determining the student's cumulative grade point average.</p>
<p><i>As a transfer student, is there any information that I need to know regarding the Pass/D+/D/Fail option?</i></p>	<p>Students transferring to Hofstra University with more than 30 semester hours graded on a Pass/Fail basis must have the approval of the University Academic Affairs Committee. For these students, courses graded on this basis shall not exceed 50 percent of the total semester hours required for the degree.</p>

Deadlines: Spring 2006

Please note: The program change form, withdrawal form, Pass/D+/D/Fail form, graduation application and registration card can be found in the Student Administrative Complex, second floor, Memorial Hall. *New College students should check the New College calendar for information regarding program change deadlines.*

Question	<i>Deadline (Last Day)</i>
I am a continuing undergraduate student. What is the last date that I can register to avoid the \$100 late registration fee?	January 4
When is my spring bill due?	January 4
When does the \$100 late fee for continuing undergraduate students begin?	January 5
What is the last date that I can make a change of program or register with no fee?	February 6
I am a new student registering for the first time. What is the last date that I can register to avoid the \$250 late registration fee?	February 6
When do the \$25 change of program fee and \$250 late registration fee begin?	February 7
What is the last day to DROP a course? Note: The amount of tuition refund is dependent on the date of withdrawal. Please see Spring 2006 Refund of Tuition Schedule on page 13. Also, nonattendance does not constitute as a withdrawal.	Undergraduate: February 20 Graduate: February 24
When will I receive a 'W' for withdrawing from a course? Note: Students who withdraw officially or unofficially from one or more courses after the first week of the semester, or equivalent for courses shorter than 15 weeks, will be liable for all or part of the tuition and fees associated with these courses. The amount of tuition refund is dependent on the date of withdrawal. Please see Spring 2006 Refund of Tuition Schedule on page 13. Also, nonattendance does not constitute as a withdrawal.	Undergraduate: February 21 Graduate: February 27
When is the absolute last day to register or add a class? Note: Unregistered students who remain in courses will not be allowed to register after this deadline and will forfeit any "credits/grades" that they feel they are entitled to by virtue of attending the courses in question.	Monday, February 20
When is the deadline to file a diploma application as a May candidate for graduation?	Without a late fee = Mon., October 3 Additional late fee = After March 1 Failure to file by this date may result in your name being omitted from the Commencement Program.
When does the late graduation filing fee begin for May graduation?	Graduates filing after March 1 = \$25 Undergraduates filing after October 3 = \$25 Undergraduates filing after March 1 = \$50
When is the last day to file a Pass/D+/D/Fail form with the Student Administrative Complex?	March 8
When is the last day to file for the Repeat Course Option?	April 17
When is the last day I can withdraw from a course (not a complete withdrawal)? Note: Students who withdraw officially or unofficially from one or more courses after the first week of the semester, or equivalent for courses shorter than 15 weeks, will be liable for all or part of the tuition and fees associated with these courses. The amount of tuition refund is dependent on the date of withdrawal. Please see Spring 2006 Refund of Tuition Schedule on page 13. Also, nonattendance does not constitute as a withdrawal.	Undergraduate: April 17 Graduate: Through the last day of classes prior to the start of final exams.

Visiting Student Advance Registration Procedures

Students enrolled at an accredited college or university wishing to attend Hofstra during any session are required to submit written approval by the appropriate officials from their home institution certifying their good academic standing. Materials are to be submitted to the Office of Academic Records either prior to or at the end of registration. Students visiting Hofstra accept full responsibility for University tuition, fees and other applicable charges in effect at Hofstra for the session or semester of attendance. Visiting students should visit the Student Administrative Complex, 206 Memorial Hall, for a registration form. *Visiting undergraduate students are not permitted to enroll in graduate courses at Hofstra.*

Repeat Course Policy

A form requesting this exception, signed by the academic adviser, must be submitted no later than the end of the 10th week of the semester (April 17), or the equivalent for courses that do not follow a regular semester schedule. You are limited to a maximum of two (2) such requests, which may be used to repeat two (2) different courses or to repeat the same course twice. Course(s) must have been taken in residence at Hofstra.

Spring 2006 Financial Information *(continued)*

FEE	EXPLANATION	DATE	AMOUNT
<i>Late Payment fee</i>	Continuing students not satisfying financial obligations	Date charged: Jan. 5	\$50
	Students with outstanding balances (not cleared account)	Date charged: Feb. 6	\$100
	Students with outstanding balances (not cleared account)	Date charged: March 15	\$100
	In addition, a 1% per month charge will be assessed on all outstanding balances after the term ends. This applies to all students.		
<i>Deferred Payment fee</i>	2% of deferred amount with a minimum fee of \$50. Maximum deferral is 50% of total current term charges less pending approved aid, up to a maximum of \$2,500 for undergraduate and graduate students. Deferral due date is Wednesday, March 15.	At time of deferment	\$50 minimum
<i>Uncollected check fee</i>	On checks returned from bank; one percent of amount of returned check (minimum fee)		\$25
<i>Program change fee</i>	For students who change their schedule after February 6.	Begins February 7	\$25
<i>Transcript fee, per student copy</i>	No fee for official transcripts sent to third party or all requests made via the Hofstra Online Information System.		\$5
<i>Graduation late filing fee</i>	For students filing for May graduation after the deadline	Graduates filing after March 1	\$25
		Undergraduates filing after October 3	\$25
		Undergraduates filing after March 1	\$50
<i>HofstraCard replacement fee</i>	For lost or stolen HofstraCards		\$10

Spring 2006 Payment Information

All questions regarding payment should be directed to the Office of Students Accounts. You may call the office at (516) 463-6680 (option #3). You must clear your account with the Office of Student Accounts, even if your total tuition and fees are covered at no cost to you.

If you decide not to attend classes for the term, you must contact the Office of Student Accounts (preferably in writing); otherwise you will be responsible for the term charges. In addition, you must contact the Office of Residential Life of your decision not to maintain your residence at the University.

Monthly Payment Plan, administered by TuitionPay

Students preferring to pay annual tuition and fees on a monthly basis may do so through a service provided by Hofstra University through an outside organization, currently TuitionPay. The plan provides for monthly installments for the academic year. Information is available by contacting the Office of Student Accounts. Students may also contact TuitionPay directly through its Web site, www.tuitionpay.com.

Bills Mailed:	Monday, December 5, 2005
Bills Due:	Wednesday, January 4, 2006

Spring 2006 Refund of Tuition

Law School students should consult their Dean's Office for the Law School policy on refunds.

Upon receipt of withdrawal applications received (complete withdrawals must be processed through the Office of Academic Advisement), through February 6, 2006, the University will refund all tuition and fees in excess of the amounts listed in the following table:

Student Category	Monies refunded in excess of:
Full-time students	\$501 (undergraduate)
	\$460 (graduate students registered for 12 or more credits)
Students enrolled in more than 7 but fewer than 12 credits	\$270
Students enrolled in 7 or fewer credits	\$155

Date	Tuition	University Fee	Full-Time Activity Fee	Health and Wellness Center Fee	Technology Fee
Feb. 7-13	75%	0%	0%	0%	0%
Feb. 14-20	50%	0%	0%	0%	0%
Feb. 21-27	25%	0%	0%	0%	0%

All University fees are nonrefundable throughout the semester.

Federal Title IV Refund Information

Students receiving Federal Title IV funds who withdraw completely from the University will have their Federal Title IV awards and loans refunded to the federal programs based upon the number of days in attendance. For any student who attends more than 60% of the semester, no Title IV funds will be refunded.

***** No Federal Title IV Refund will occur for students who withdraw on or after Monday, April 10, 2006. *****

Students will still be liable for the cost of their Tuition and Fees based on Hofstra University's refund schedule, regardless on the amount of Federal Title IV funds that have to be refunded to the federal programs.

Refund Distribution (prescribed by federal law and regulation). There is a specifically mandated order in which Title IV refunds must be distributed. The list below outlines the order in which federal programs are refunded.

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Plus Loan
5. Federal Pell
6. FSEOG
7. Other Title IV Aid Programs
8. The Student

Example (dollar amounts are for illustrative purposes only):

- Facts:
1. The student is a continuing undergraduate in his third academic year.
 2. The student withdraws February 27, 2006.
 3. The student was charged \$6,000 for tuition and fees for Spring 2006. Federal loans and grants awarded and applied to the student's account for the semester totaled \$5,000 (Loan \$2,000, Pell \$2,000, SEOG \$1,000). The student paid the balance of \$1,000.

Refund

Result: 29 days (attendance) divided by 101 days (total days in term) = 28.71%
 28.71% of \$5,000 would be retained onto the student's account = \$1,435.50.
 71.29% of \$5,000 will be returned to the federal loan and grant program. This \$3,564.50 must be returned to the federal programs broken down as follows:

Federal Loan	\$2,000
Pell Grant	\$1,564.50

The remaining Pell Grant of \$435.50 and SEOG of \$1,000 can be retained on the student's account.

Student

February 27, 2006, carries a student refund of 25%.
 25% of \$6,000 is applied as a credit to the student's account = \$1,500
 The student is responsible for a bill of \$4,500.
 The student paid \$1,000 and was allowed to retain \$1,435.50 of his Title IV aid.
 The student now has an outstanding charge of \$2,064.50 on his student account.

Spring 2006 Refund of Housing

If you decide that you cannot live on campus, the Office of Residential Life will consider your written request for a refund according to the schedule below. Please be aware that any student who continues to use his/her room past the sixth week of the semester is liable for the entire cost of the room.

<u>REFUND SCHEDULE</u>				
Official Check-out	Room Refund	Deposit	Residence Hall/ Insurance Fee	RSA Fees
January 29 – 1st week	100%	- 0 -	- 0 -	- 0 -
February 5 – 2nd week	75%	- 0 -	- 0 -	- 0 -
February 12 – 3rd week	50%	- 0 -	- 0 -	- 0 -
February 19 – 4th week	50%	- 0 -	- 0 -	- 0 -
February 26 – 5th week	25%	- 0 -	- 0 -	- 0 -
March 5 – 6th week	25%	- 0 -	- 0 -	- 0 -
Week 7 and beyond	0%	- 0 -	- 0 -	- 0 -

Spring 2006 Final Examinations

Students taking New College or School for University Studies courses must follow the class and exam schedule listed on the New College or School for University Studies calendar.

All classes meet at the scheduled time listed below, whether or not a final examination is to be given at that time.

*Thursday-Saturday, May 11-13 are the snow/study/reading days for undergraduate day classes only.
Graduate classes meet as scheduled.*

Day Classes

Exam Date	Exam Period 6-8 a.m.	Exam Period 8-10 a.m.	Exam Period 10:30 a.m.-12:30 p.m.	Exam Period 1:30-3:30 p.m.
Monday, 5/15 All Classes	MWF 7-7:55 a.m.	MWF 8-8:55 a.m.	Special Exams	MWF classes 1:55-2:50 p.m.
Tuesday, 5/16 All Classes	TR classes 6:30-7:55 a.m.	TR classes 8-9:25 a.m.	TR classes 9:35-11 a.m.	TR classes 12:45-2:10 p.m.
Wednesday, 5/17 All Classes	Special Exams	MWF classes 9:05-10 a.m.	MF classes 11:15 a.m.-12:40 p.m.	MW classes 2:55-4:20 p.m.
Thursday, 5/18 All Classes	Special Exams	Special Exams	TR classes 11:10 a.m.-12:35 p.m.	TR classes 2:20-3:45 p.m.
Friday, 5/19 All Classes	Special Exams	MWF 10:10-11:05 a.m.	MWF 12:50-1:45 p.m.	Special Exams
Saturday, 5/20	Regular class time is to be used as either a class meeting or final exam period.			

1. The instructor is obligated to cooperate with students when an alternate exam time must be scheduled.
2. Students must inform instructors of exam conflicts at least three weeks prior to the start of final exams.
 - a. When two courses conflict, the course in the student's major takes precedence. If no courses in the major are involved, the higher-numbered course takes precedence. When two courses in the same department conflict, the higher-numbered course takes precedence.
 - b. Students are not required to take more than two exams in one day. Priority of exams is as follows: the course in the student's major followed by the higher-numbered course. Students who fail to notify faculty at least three weeks prior to exams must take all exams as scheduled.
 - c. Faculty who create an exam conflict or a third exam on the same day by scheduling an exam during a Special Exam period must schedule an alternate exam period for the student(s) involved, upon request.

Spring 2006 Final Examinations

Students taking New College or School for University Studies courses must follow the class and exam schedule listed on the New College or School for University Studies calendar.

All classes meet at the scheduled time listed below, whether or not a final examination is to be given at that time.

*Thursday-Saturday, May 11-13 are the snow/study/reading days for undergraduate day classes only.
Graduate classes meet as scheduled.*

Evening Classes

Exam Date	Exam Period 4-6 p.m.	Exam Period 6:15-8:15 p.m.	Exam Period 8:30-10:30 p.m.
Monday, 5/15 All classes	MW 4:30-5:55 p.m. <u>or</u> M 4:30-6:20 p.m. <u>or</u> M 3:30-5:50 p.m. (ZSOB)	M 6:30-8:20 p.m. <u>or</u> M 6-8:20 p.m. (ZSOB)	MW 8:05-9:30 p.m. <u>or</u> M 8:15-10:05 p.m. <u>or</u> M 8:30-10:50 p.m. (ZSOB)
Tuesday, 5/16 All classes	TR 4:30-5:55 p.m. <u>or</u> T 4:30-6:20 p.m. <u>or</u> T 3:30-5:50 p.m. (ZSOB)	T 6:30-8:20 p.m. <u>or</u> T 6-8:20 p.m. (ZSOB)	TR 8:05-9:30 p.m. <u>or</u> T 8:15-10:05 p.m. <u>or</u> T 8:30-10:50 p.m. (ZSOB)
Wednesday, 5/17 All classes	W 4:30-6:20 p.m. <u>or</u> W 3:30-5:50 p.m. (ZSOB)	MW 6:30-7:55 p.m. <u>or</u> W 6:30-8:20 p.m. <u>or</u> W 6-8:20 p.m. (ZSOB)	MW 9:35-11 p.m. <u>or</u> W 8:15-10:05 p.m. <u>or</u> W 8:30-10:50 p.m. (ZSOB)
Thursday, 5/18 All classes	R 4:30-6:20 p.m. <u>or</u> R 3:30-5:50 p.m. (ZSOB)	TR 6:30-7:55 p.m. <u>or</u> R 6:30-8:20 p.m. <u>or</u> R 6-8:20 p.m. (ZSOB)	TR 9:35-11 p.m. <u>or</u> R 8:15-10:05 p.m. <u>or</u> R 8:30-10:50 p.m. (ZSOB)
Friday, 5/19 All Classes	Special Exams		

1. The instructor is obligated to cooperate with students when an alternate exam time must be scheduled.
2. Students must inform instructors of exam conflicts at least three weeks prior to the start of final exams.
 - a. When two courses conflict, the course in the student's major takes precedence. If no courses in the major are involved, the higher-numbered course takes precedence. When two courses in the same department conflict, the higher-numbered course takes precedence.
 - b. Students are not required to take more than two exams in one day. Priority of exams is as follows: the course in the student's major followed by the higher-numbered course. Students who fail to notify faculty at least three weeks prior to exams must take all exams as scheduled.
 - c. Faculty who create an exam conflict or a third exam on the same day by scheduling an exam during a Special Exam period must schedule an alternate exam period for the student(s) involved, upon request.

HCLAS Distribution Courses

As of fall 2004 a number of Hofstra University bachelor's degree programs include distribution requirements among their general degree requirements. The distribution requirements are designed to afford the student some familiarity with the subject matter and intellectual methods used in the various liberal arts and sciences. In addition, this program seeks to expose students to a broad range of cultural traditions, and encourages students to partake in interdisciplinary studies that draw on the general resources of the liberal arts and sciences.

Note: Core Course Information

Students who entered Hofstra prior to fall 2004 must complete all requirements as stipulated in the *Bulletin* of first registration. Students who entered Hofstra prior to fall 2004 and who must satisfy core requirements may, beginning in fall 2004, fulfill these requirements by taking distribution courses in the corresponding distribution categories.

FAQs for Students Fulfilling Core Course Requirements

I need a core Appreciation and Analysis course in literature. What do I do?

Take a literature (LT) distribution course.

I need a core Appreciation and Analysis course and it doesn't have to be in literature. What course should I take?

Take any distribution course labeled LT (literature) or AA (appreciation and analysis).

I need a core Creative Participation course. What course should I take?

Take a distribution course in the CP (creative participation) category.

FAQ for Distribution Courses

I would like to take an Interdisciplinary Studies course, but the classes are full or are offered at times I'm already scheduled for another course.

Interdisciplinary Studies comprises a new category of courses for which additional courses will continue to be developed. A student may choose to take an available course from the Interdisciplinary Studies category or fulfill this requirement by taking additional courses in any other required distribution categories.

Distribution Courses

HUMANITIES DIVISION

NOTE: Courses taken on an optional Pass/D+/D/Fail basis may not be used to satisfy distribution requirements. Note, however, that some distribution courses are given only on a Pass/D+/D/Fail basis and may be used to fulfill distribution requirements.

Literature (LT)

(Core category: **Appreciation and Analysis Literature**)

<u>African Studies - AFST</u>	043	Decolonizing the Mind: Contemporary Literature from Africa to Southeast Asia
	119	Blacks and Jews: Interrelations in the Diaspora
	139	The African Novel
	141	African American Literature II
	193	The Color of Literature
<u>Asian Studies - ASST</u>	+ 014	Vietnam in Literature
<u>Comparative Literature - CLL</u>	+ 039	Mythologies and Literature of the Ancient World
	040	Literature of the Emerging Europe
	053	Faust Theme
	054	The Oedipus Theme
	+ 075	Women Writers in the Romantic Tradition
	131	Comparative Mythology
	149	Asian Literature
	150	Asian Literature
	+ 151	Studies in Literature
	+ 152	Studies in Literature
	155	Medieval Literature
	161	Renaissance
	172	European Literature of the 17th & 18th Cen.
	173	Sentiment to Sadism in the Early European Novel
	182	Robot Dreams
	+ 190	World Literature and the Anatomy of Cultural Difference
	191	Romanticism
	193	The Color of Literature
	+ 195	Realism, Naturalism, Symbolism
	198	Advanced Seminar
	199	Contemporary European Literature
<u>Disability Studies - DSST</u>	+ 002	Disability in Literature and Culture
<u>English - ENGL</u>	+ 040	Source Studies
	+ 041	English Literature I
	+ 042	English Literature II
	+ 043	Western Literature I
	+ 044	Western Literature II
	+ 051	The American Literary Identity
	+ 052	The American Experience in Context
	+ 107	Canterbury Tales
	+ 115	Shakespeare: The Earlier Plays and Sonnets
	121	Studies in Novel I
	+ 129	The 18th Century
	+ 139	The African Novel
	141	African American Literature II
	+ 143	American Literature I
	+ 145A	American Fiction, 1900-1950
	+ 146A	American Fiction, 1950-Present
	+ 153	The Romantic Age
	+ 157	The Age of Dickens
	167	Post-Colonial Literature of South Asia
	196D	Disability in Literature and Culture
<u>French - FREN</u>	125	East Asia through the French and Francophone Perspectives
	142	Readings in French
	151	Satire in Various Genres
	155	Love Literature through the Ages
	162	Workshop in French Theater
	172	The Theater of Corneille, Racine, and Moliere
	+ 180, A-Z	Special Topics in French & Francophone Literature
	183	Society Under Attack

+Course offered this semester.

	191	From Romanticism to Symbolism
	192	19th-Century French Novel and Short Story
	195	Modern French Theater
	196	Modern French Poetry
	197	20th-Century French Novel and Short Story
	198	Literature of Quebec
<u>French Literature in Translation - FRLT</u>	041	Me, Myself, and I: Autobiographical Expressions from the French
	042	Heroines Exotic and Erotic: Romantic Women in 19th Cen French Narrative Prose
	043	Decolonizing the Mind: Contemporary Literature from Africa to Southeast Asia
	044	Major Works of French Literature to 1800
	045	Major Works of French Literature Since 1800
	+ 046	Sex, Gender, and Love in 20th-Century French Prose
	047	French Literature and the World of Music
	048	The Knightly Heritage in French Literature
	049	Irony in Modern French Literature
	050	Reconstructing French Caribbean Identities
	052	Sovereignty and Quebec: A Literary and Cultural Perspective
	060	Modern French Feminist Thought
	120	Special Topics in French Lit and Civilization
	121	Special Topics in French Lit and Civilization
<u>German - GERM</u>	+ 151	Masterpieces of German Literature
	152	Masterpieces of German Literature
	153	Masterpieces of German Literature
	154	Masterpieces of German Literature
	+ 155	Masterpieces of German Literature
	156	Masterpieces of German Literature
<u>Greek - GRK</u>	120	Plato
	121	Homer
	122	Tragedy
	123	Comedy
	124	Historiography
	125	Oratory
<u>Hebrew Modern - HEBR</u>	199	Seminar: Problems of Jewish Studies
<u>Honors College - HUHC</u>	013	C & E Fall Humanities
	+ 014	C & E Spring Humanities
<u>Italian - ITAL</u>	151	Masterpieces of Italian Literature
	152	Experiments in Italian Theatre: From Renaissance to Postmodernism
	153	Italian Poetry: Civilization and Aesthetics
	154	Masterpieces of Italian Literature
	155	Masterpieces of Italian Literature
	156	Masterpieces of Italian Literature
	157	Contemporary Italian Women's Fiction
<u>Italian Literature in Translation - ITLT</u>	+ 040	Nature, Gender, and Sin in Pre-Modern Italy
	+ 041	Dante and Medieval Culture
	042	Sex, Lies, and Writing: Boccaccio
	050	Writing Women in Early Modern Italy
	068	Highlights of Italian Literature
	069	Highlights of Italian Dramatic Literature
	090	Lifelines: Italian Women's 20th-Century Prose Fiction
<u>Jewish Studies - JWST</u>	+ 010	The Bible: Ancient and Modern Perspectives
	+ 011	Judaic Perspectives on the Hebrew Bible

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CREATIVE PARTICIPATION (CP)
(Core Category: Creative Participation)

<u>Creative Writing - CRWR</u>	+ 133	General Creative Writing Workshop	<u>Drama - DRAM</u>	+ 059A	Acting Workshop
<u>Dance - DNCE</u>	011A	Modern Dance IA		+ 078	Theater Design Fundamentals: Methods and Materials
	011M	Modern Dance I		+ 157	Choreography for the Theater
	+ 012A	Modern Dance IIA	<u>Fine Arts - FA</u>	+ 005	Visual Arts: Beginning Drawing
	+ 012M	Modern Dance II		006	Introduction to Printmaking
	013A	Modern Dance IIIA		+ 008	Art Concepts and Experiences
	013	Modern Dance III		+ 009	Art Studio: Sculpture
	+ 014A	Modern Dance IVA	<u>Music - MUS</u>	+ 001	Introduction to Music
	+ 014	Modern Dance IV		+ 020	Ensemble
	015A	Ballet IA		+ 021	University Band
	015M	Ballet I		+ 022	University Symphony Orchestra
	+ 016A	Ballet IIA		+ 023	University Mixed Chorus
	+ 016M	Ballet II		+ 024	University Wind Ensemble
	017	Ballet III		+ 025	University Chorale
	+ 017A	Ballet IIIA		+ 001P-022P	Private Instruction
	040	Tap Dance	<u>Speech Communication - SPCM</u>	+ 001	Oral Communication
	048	Jazz Dance I		+ 007	Public Speaking
	049	Jazz Dance II			
	050	Jazz Dance III			

NATURAL SCIENCES, MATHEMATICS/COMPUTER SCIENCE DIVISION

NATURAL SCIENCES (NS) (Core category: Natural Science)					
<u>Astronomy - ASTR</u>	+ 011	The Solar System		+ 005	Light
	+ 012	Stars and Galaxies		+ 006	Acoustics, Music, and Speech
<u>Biology - BIO</u>	+ 003	Biology in Society		+ 011A*	General Physics
	+ 004	Human Biology		+ 011B	General Physics Laboratory
	+ 011	Introduction to Cell Biology and Genetics	<u>Technology and Public Policy - TPP</u>	+ 012A*	General Physics
	+ 012	Animal Form and Function		+ 012B	General Physics Laboratory
<u>Chemistry - CHEM</u>	001	Atoms, Molecules, and Genes		+ 001	Introduction to Environmental Systems
	+ 003A*	General and Inorganic Chemistry		+ 004	Introduction to Forensic Science
	+ 003B*	General and Inorganic Chemistry Laboratory			*Students must also take the corresponding laboratory to receive distribution credit.
	+ 004A	General and Inorganic Chemistry	MATHEMATICS & COMPUTER SCIENCE (MC) (Core category: Mathematics & Computer Science)		
	+ 004B	General and Inorganic Chemistry Laboratory	<u>Computer Science - CSC</u>	+ 005	Overview of Computer Science
<u>Geology - GEOL</u>	+ 001	Physical Geological Science		+ 014	Discrete Structures
	+ 002	Historical Geological Science		+ 015	Fundamentals of Computer Science I
	003	Astrogeology - Planetary Science		+ 016	Fundamentals of Computer Science II
	+ 004	Introduction to Gemology and Gemstones	<u>Mathematics - MATH</u>	+ 009	Linear Mathematics and Matrices
	005	Environmental Geology and Natural Hazards		010	Basic Calculus
	006	Introduction to Dinosaurs and the Mesozoic World		+ 010E	Basic Calculus and Applications
	007	Earth Science I		+ 011	Precalculus
	008	Earth Science II		+ 012	Mathematical Excursion
<u>Natural Science - NSC</u>	+ 011	The Physical Sciences		+ 013C	Elementary Mathematical Models Through Computers
	+ 012	Energy and Atoms		+ 015	Elementary Set Theory, Logic, and Probability
<u>Physics - PHYS</u>	001A*	Elementary Physics		+ 016	Explorations in Mathematics
	001B	Elementary Physics Laboratory		+ 019	Analytic Geometry and Calculus I
	+ 002A*	Elementary Physics		+ 020	Analytic Geometry and Calculus II
	+ 002B	Elementary Physics Laboratory		+ 029	Analytic Geometry and Calculus III
	+ 004	Conceptual Physics			

SOCIAL SCIENCES DIVISION

BEHAVIORAL SOCIAL SCIENCES (BH) (Core category: Behavioral Social Sciences)					
<u>African Studies - AFST</u>	032	Women and Development		+ 102	African Cultures
	102	African Cultures		103	People and the Cultures of Asia
	108	Afro-American Culture		+ 105	Latin American Cultures
	110	African Politics		107	Development, Conservation, and Indigenous Peoples
	120	African Labor Economics		108	Afro-American Culture
	134	Race Relations in the United States		111	Anthropology and Music
<u>Anthropology - ANTH</u>	+ 001	Human Evolution in Philosophical Perspective		+ 112	Anthropology of the Global Economy
	+ 003	Culture, Tradition, and Transformation		114	Rise of Civilization
	+ 004	Cultural Diversity		137	Race and Ethnicity: an Anthropological Perspective
	+ 005	Archaeology: Living in the Material World	<u>Economics - ECO</u>	+ 007	Explorations of Current Economic Issues
	+ 101	The Native Americans		010	Economics, Environment, and Community
				116	Economics of the Middle East

+Course offered this semester.

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	120	African Labor Economics
	121	Economics of Discrimination
	+ 133	Health Economics
	+ 141C	Labor Economics
<u>Geography - GEOG</u>	+ 184	Introductory Research & Report Writing
	+ 002	Human Geography
	+ 003	Geographic Systems: An Introduction to Topical Geography
	080	Transport Geography
	+ 102	Population, Resources, and Environment
	103	Urban Geography
	+ 106	Urbanization in the Developing World
	+ 110	Geography of the United States and Canada
	122	Western Europe
	123	Eastern Europe and the Republics of the Former Soviet Union
	135	Economic Geography
	+ 140	Geography of Latin American
	141	Geography of the Caribbean
	143	Geography of South America
	145	Geography of Africa
	148	Geography of Australia & South Pacific
<u>Honors College - HUHC</u>	+ 012	C & E Spring Social Sciences
<u>Labor Studies - LABR</u>	001	Introduction to Labor Studies
	120	African Labor Economics
	+ 141C	Labor Economics
<u>Political Science - PSC</u>	+ 001	American Politics
	+ 002	Comparative Politics
	+ 108	Politics of the Middle East
	110	African Politics
	+ 120	Law and Politics: Judicial Process
	126	Politics of Public Administration
	+ 129	The Administration of Justice in America
	+ 130	Latin American and Caribbean Politics
	+ 144	Asian Politics and Government
<u>Psychology - PSY</u>	+ 007	Fundamental Perspectives in Psychology
	025	Psychology of Prejudice
	061	Comparative Psychology
<u>Sociology - SOC</u>	+ 004	Contemporary Society
	+ 007	Crime and Delinquency
	008	Sociology of Substance Abuse
	+ 009	Youth, Crisis, and American Culture
	010	Sociology of Sport
	+018	Social Theory and Social Issues
	+ 032	Women and Development
	+ 034	Ethnicity and Minority Group Relations
	+ 036	Marriage and the Family
	+ 037	Parenting, Poverty, and Social Policy
	101	Sociology of Education
	102	Social Institutions
	+ 103	Social Problems
	104	Sociology of Health and Medicine
	105	Religion and Society
	+ 106	Work, Alienation, and Power in Social Life
	+ 107	Organizational Structures and Process
	111	Sociology of Literature and Art
	112	Sociology of Film

	117	Sociology of Terrorism
	+ 134	Race Relations in the United States
	+ 135	Political Sociology
	+ 140	Social Inequality
	141	Urban and Community Studies
	142	Global Cities: Politics and Social Change in Comparative Perspective
	+ 145	Building Strong Communities
	147	World Population
	148	Society and Personality
	149	Society and Culture in Developing Nations
	150	Social Change and Social Evolution
	156	Sociology of Communication
	160	Sociology of Gender
	170	Sociology of Law
	171	Intimate Human Behavior
	172	Sociology of Corrections

Speech-Language-
Hearing Sciences - SPCH

	+ 005	Phonetics
	009	Exploring the Communication Sciences
	+ 010	Multicultural Aspects of Communication and Communication Disorders
	+ 101	Experimental Psycholinguistics
	+ 102	Normal Language Development

**History, Philosophy,
Religion (HP)**

(Core category: History, Philosophy, Religion)

History - HIST

	+ 011	Western Civilization I
	+ 012	Western Civilization II
	+ 013	American Civilization I
	+ 014C	American Civilization II
	020	The Present in Historical Perspective
	+ 029	American Lives in Historical Perspective
	+ 030	Contemporary American Lives
	105	Ancient Egyptians, Hebrews, and Greeks
	108	Renaissance Europe
	162C	Protest and Reform in American History

Honors College - HUHC

Philosophy - PHI

	+ 010	Introduction to Philosophy
	+ 014	Introduction to Ethics I
	+ 015	Law, Philosophy and Public Life: An Introduction
	+ 020	Social and Political Philosophy
	025	Theories of Human Nature
	120	Philosophy of Law
	161	Philosophy of Science
	163	Philosophy of Religion

Religion - RELI

	+ 012	Introduction to Western Religious Traditions
	+ 013	Introduction to the New Testament
	016	Religions of India
	017	Lost Christianities
	100	Modern Religious Thought
	101	Jesus in Myth, Tradition and History
	102	Birth of Christianity
	105	Islam in North America
	152	Women in Early Christianity

CROSS-CULTURAL DIVISION

Cross-Cultural (CC)

(Core category: Cross-Cultural)

African Studies - AFST

	032	Women and Development
	043	Decolonizing the Mind: Contemporary Literature from Africa to Southeast Asia
	110	African Politics
	117A	History of Africa to 1800
	120	African Labor Economics
	139	The African Novel
	168	Caribbean Experience in Literature
<u>Anthropology - ANTH</u>	+ 004	Cultural Diversity
	032	Women and Development
	106	Peoples and Cultures of the Middle East and North Africa
	107	Development, Conservation, and Indigenous Peoples

	+ 113	Archaeology of Civilizations of the New World
	+ 116	Religion in Cross-Cultural Perspective
<u>Asian Studies - ASST</u>	+ 011	Introduction to Chinese Culture
	+ 014	Vietnam in Literature
<u>Economics - ECO</u>	117	Women and Development in the Middle East
	120	African Labor Economics
<u>English - ENGL</u>	+ 139	The African Novel
	+ 150	Native American Literature
	167	Post-Colonial Literature of South Asia
	168	Caribbean Experience in Literature
<u>French - FREN</u>	125	East Asia through the French and Francophone Perspectives

January 2006

Special Topics – Course Descriptions

(See department for day, time, building and room.)

Anthropology – ANTH

ANTH 188 (01) CRN#10154 – WHO OWNS CULTURE?

This course will explore the inner workings of museums and their efforts to preserve aspects of material cultures as well as issues relevant in a changing market for those goods. Traditionally museums have been the custodians of archaeological remains of past cultures. Now struggles between antiquities dealers, auction houses, and countries seeking the return of national treasures threaten to change where many of these objects reside. Antiquities drive a poorly understood multi-million dollar market which involves museums as well as private collectors and whose costs often include human lives. The course includes a museum visit exploring what goes on behind the scenes and a project based on materials in the museum's collection.

Art History – AH

AH 152 (01) CRN#10057 – VENETIAN ART AND ARCHITECTURE

Study of Venetian art and architecture from the 13th to the 18th centuries as a link between the eastern and western worlds. Course includes daily visits to museums, churches, and various schools of art in and around Venice. Course is given in Venice, Italy through the Hofstra Venice Program.

Comparative Literature – CLL

CLL 152 (01) CRN#10327 – GREEK LITERATURE IN A COMPARATIVE CONTEXT

This course takes place in downtown Athens within walking distance from the Acropolis and other related sites, such as the ancient cemetery, archeological museum, Athens University, the Plaka, Kolonaki with its museums and galleries. The course examines representations of Greece as these influence world literature, art, and architecture, and as these influences, in turn, influence modern Greek artists and writers. Among the authors and artists examined: Homer, Sappho, Sophocles, Euripides, Plato, Byron, H.D., Miller, Picasso, De Chirico, Moreau, Seferis, Elytis, Anghelaki-Rooke, Tsarouhis.

Counseling – COUN

COUN 283B (A) CRN#10121 – COUNSELING AT-RISK YOUTH

This course is designed to provide students with an understanding of the problematic behaviors often associated with at-risk youth in relation to counseling this population. Topics covered will include teen pregnancy, academic drop-out, substance abuse, delinquency and violence, gangs and other relevant issues. Students will learn the intervention strategies and resources that can be used in the counseling of at-risk youth. Prerequisite: COUN 223 or permission of Counseling Program Director. Dates: MW – Jan. 3-24 – 5:30-8:30pm; Sat.– Jan. 15th and 22nd – 9-2pm.

COUN 285A (A) CRN#10152 – SCHOOL COUNSELING IN SUPPORT OF SPECIAL NEEDS STUDENTS

This course is designed to help prepare school counselors who will be working with special education students in their professional caseload. An understanding of the regulations, support services and procedures that guide this area of practice for school counselors will be gained. Strategies for providing developmental support to special needs students including working parents and teachers will be discussed.

Creative Arts Therapy – CAT

CAT 281N (A) CRN#10315 – EXPRESSIONS AND THEORY

This course combines Gestalt Therapy techniques using music, art, drama, poetry and dance. Experientials and readings form the instructional model.

CAT 283Z (A) CRN#10120 – MULTIMEDIA STUDIO

In this course we focus our attention on the process of carving a path, or deepening an already existing way of keeping visual expression an integral part of our practice as art therapists. Students will have the opportunity to reflect on what role visual expression has in their daily life, and its influence on the practice of art therapy. The course is presented as a multimedia studio with periods of group discussion, exercises and independent art making.

CAT 285A (A) CRN#10191 – MUSIC THERAPY TOOLS FOR ART THERAPISTS

This course, specially designed for art therapy students, offers an overview of the theory and practice of music therapy with a variety of clinical populations. Students will learn how to choose pre-recorded music to facilitate therapeutic change, conduct guided imagery and music sessions, and engage in clinical improvisation. Special focus is given to the integration of music therapy concepts and techniques within the art therapy context.

Curriculum and Teaching – CT

CT 282S (A) CRN#10246 – HANDS-ON APPROACHES TO TEACHING SCIENCE IN MIDDLE AND SECONDARY SCHOOL

This course focuses on the basic content, principles and guidelines for teaching using hands-on approaches middle school science and involves the applications of technology. Teachers of high school science will find this course of great benefit as well because it includes elementary principles of physics and chemistry and in-depth exploration of instructional approaches in life sciences and earth science, applications of mathematical concepts and skills in the study of science; applications of scientific learning and achievement in the sciences; as well as critical approaches to the benefits and hazards of technology.

January 2006

Special Topics – Course Descriptions (See department for day, time, building and room.)

Elementary and Early Childhood Education – ELED

ELED 282S (A) CRN#10247 – HANDS-ON APPROACHES TO TEACHING SCIENCE IN MIDDLE AND SECONDARY SCHOOL

This course focuses on the basic content, principles and guidelines for teaching using hands-on approaches middle school science and involves the applications of technology. Teachers of high school science will find this course of great benefit as well because it includes elementary principles of physics and chemistry and in-depth exploration of instructional approaches in life sciences and earth science, applications of mathematical concepts and skills in the study of science; applications of scientific learning and achievement in the sciences; as well as critical approaches to the benefits and hazards of technology.

English – ENGL

ENGL 182M (A) CRN#10293 – WALT WHITMAN: LONG ISLAND POET

Walt Whitman: turbulent, fleshy, radical, Long Islander. He was a printer and poet, a gay man who claimed he had fathered several children, a government clerk who nursed thousands of dying Civil War soldiers. During his long life he witnessed and wrote about the nineteenth century's most profound changes—the rise of Manhattan and its working classes, war and westward expansion, market opportunity and corporate greed. This course will examine Whitman's major works as well as works by contemporaries like Ralph Waldo Emerson, Herman Melville, Frederick Douglass, and Marion Harland.

ENGL 182P (01) CRN#10189 – THIRTIES CULTURE: LITERATURE, MUSIC, FILM

This course examines cultural production of the 1930s: Literature, film, and music in the U.S. and Britain. It places these productions in a historical and economic context. An important part of the course will be an examination of the effects the 1930's has had on American-Anglo history and culture as well, sometimes as negation.

ENGL 184G (01) CRN#10046 – ISS CNTMPRY BRITISH THEATRE: LONDON

ENGL 250H (01) CRN#10187 – CNTMPRY BRITISH THEATRE: LONDON

Students in this course read, study, discuss and write about contemporary British theater - that is British drama since World War II. Among the playwrights to be studied are Samuel Beckett, John Osborne, Tom Stoppard, Harold Pinter, David Hare, Alan Ayckbourn, Peter Shaffer, Michael Frayn and Christopher Hampton. Since the course will be taught in London, classwork will be supplemented with performances of contemporary plays, along with the classics of world theater (depending on what is being staged in London at the time). Classwork will be augmented with performances at the Royal National Theatre, the Royal Shakespeare Company, the West End and/or fringe performances and a backstage tour of the Royal National Theatre. The course will include four theater performances. Optional theater performances are available as well. The course will introduce students to the city of London as the literary and dramatic capital of the English speaking world. The British Library will be used as a major resource for literary research.

ENGL 184Y (01) CRN#10294 – SHAKESPEARE'S COMEDY

Comedy does not mean "funny"! It's the structure of drama in which the reversal of fortune goes from bad to good, and the resolution of social conflicts through recognition, union and reunion. For Shakespeare, this means the formation of a new society out of a flawed one, through the institutions of class and marriage. This class will trace that idea through several of Shakespeare's so-called "Comedies" including *A Comedy of Errors*, *As You Like It*, *A Midsummer Night's Dream* and *Twelfth Night*....Oh, and they're really funny!

ENGL 188W (01) CRN#10245 – KING ARTHUR THE TALES

King Arthur's realm was very much a realm of the imagination, but its originators would have denied that they were simply creating out of nothing. Over time, Arthur has retained the readers' fascination, which makes one wonder about his fictive charisma and his story's impact. What is it about this pseudo-historic leader that continues to captivate? Why does his story continue to be transplanted and graft related stories? What can a study of medieval Arthurian legends demonstrate about the way stories are told and spread? What can this sort of investigation reveal about the changes between oral (in which stories are *not* written down but performed aloud from memory) and literate societies? This course traces Arthur's origin in Britain as recorded in a variety of medieval texts by Geoffrey of Monmouth, Marie de France, the Gawain-poet, Chaucer, and Malory.

ENGL 190Y (01) CRN#10158 – VENETIAN SHAKESPEARE

Like so many of his contemporaries, William Shakespeare was both fascinated and disturbed by the existence of Venice. The city's diverse population, its cosmopolitan economy and its status as a republic offered not only a challenge to the more homogeneous world of late 16th- and early 17th-century England but also provided an alternative to rule by kings, queens and princes. In this course we will explore Shakespeare's two plays dealing with marginal, if tolerated members of Venetian society: the Jew in *The Merchant of Venice* (a comedy, and yes it is a comedy, although a bitter and bleak one) and the Moor or African in *Othello* (a tragedy). In our examination of these texts we will try to uncover exactly what it is about Venice that so haunts Shakespeare's imagination. In addition, we will visit those sites dramatized in the plays such as the Ghetto and the Doge's Palace to see what they help us to understand about the city's power.

January 2006

Special Topics – Course Descriptions

(See department for day, time, building and room.)

ENGL 192C (01) CRN#10117 –

HOW THE SIMPSONS SAVED AMERICAN LITERATURE

“I’ve seen plays, honest to God, actual plays less boring than this.”

– Homer Simpson

“If you’ve read a few books, you’ll get most of the jokes.”

– Matt Groening, creator of *The Simpsons*

The Simpsons are a cultural phenomenon that have explored, adapted and parodied many works of American Literature. Many have been overt uses, easily recognizable, but most often the allusions have been subtle. All this points to one thing – if the references are important enough to be lampooned by The Simpsons, these works must be important cultural milestones. The following titles examine themes in American Literature important to the American self-image as well as considering the observed image to which Americans are subjected. Some of the works that this class will use to gauge this phenomenon include:

Readings from the Simpsons and Philosophy: The D’oh! Of Homer

A Streetcar named Desire

The Devil and Daniel Webster

The Scarlet Letter

The Natural

The Music Man

The Old Man and the Sea

“Howl”

“The Telltale Heart”

“The Raven”

“The Fall of the House of Usher”

“Citizen Kane”

ENGL 196G (01) CRN#10317 – BALLAD OF JOHN AND YOKO

From the Robin Hood ballads to the “Ballad of John and Yoko” the story song had been a mainstay of literary and popular poetic tradition. In this course we will read, listen to, and examine the ballads of minstrel poets and oral tradition, their American counterparts, and the romantic and modern versions of this strange and venerable genre. Two exams and one paper are required.

ENGL 196W (01) CRN#10178 –

LITERARY LONDON: HOFSTRA LONDON PROGRAM

ENGL 250I (01) CRN#10188 –

LITERARY LONDON: HOFSTRA LONDON PROGRAM

This course will examine both the works and the sites of English literature. In conjunction with our study of the city’s literary heritage, we will read a wide array of authors, from John Donne to Samuel Johnson to Virginia Woolf. The readings will focus in particular on Romantic and Victorian London, with selective works by such writers as William Blake, John Keats, Oscar Wilde, and Charles Dickens. We will also have the opportunity to take advantage of literary walking tours, visits to historic literary homes, and dramatic readings of literary works, among other organized activities. Since many of the readings are closely linked to the visual arts, we will tour a variety of museums, including the National and the Tate Galleries, the British Museum, and the Victoria and Albert Museum.

Fine Arts – FA

FA 106 (01) CRN#10328 –

SPECIAL PROJECTS: DESIGN - LONDON

Discover design while exploring London. Visit, observe, research, gather, reflect, write, draw, photograph. Includes bus and walking tours of London, Stonehenge and Bath, visits to the V&A, The British Library, City of London Museum and invited lecturers. Various design-oriented projects will culminate in a book project composed of individual and group work. Open to all students.

History – HIST

HIST 177 (01) CRN#10004 –

WAR AND PEACE IN THE NUCLEAR AGE

This course looks at the history of the cold war up to the present moment through a combination of readings, discussion, and video. Topics covered include Atomic Diplomacy, Nuclear Proliferation, The Economics of Military Spending, The Global Arms Trade, Regional Conflicts in the 1990’s and Collective Security and Disarmament.

HIST 177 (02) CRN#10093 – HOFSTRA IN GREECE

The purpose of this course is to look at modern Greece since its Independence (1832) and ascertain its national identity, the evolution of its democratic institutions, and its role as a major power in the Balkans.

HIST 178 (01) CRN#10089 – THE PRESENT IN PERSPECTIVE: THE IMPACT OF DELIBERATIVE DEMOCRACY AND LEADERSHIP IN AMERICAN SOCIETY

Examining current issues in historical perspective (e.g. race, ethnic tensions, America’s role in the world, alcohol abuse, drugs, censorship, civil liberties, aging, health care, and terrorism). This course will focus on the roles of citizens and leaders in reaching deliberative judgments regarding public policy (past and present). Students who take this course will have an opportunity, if they wish to choose it, to be part of a leadership project at Hofstra during the Spring term.

Philosophy – PHI

PHI 181 (01) CRN#10170 – PHILOSOPHIC THEMES IN FILM

In this course, students will explore some significant philosophical problems of the self, using contemporary movies. By considering the themes and content of films like: *The Matrix*, *I Robot*, *Total Recall*, *Memento*, and *Blade Runner*, students will be introduced to such philosophical issues as: personal identity, free will and determinism, the mind/body problem, our knowledge of the world and our place in it. Students will be taught skills in critical thinking and philosophical method and analysis. In addition, students will be encouraged to consider their own perspectives on some basic philosophical questions. This course has no prerequisites.

January 2006

Special Topics – Course Descriptions

(See department for day, time, building and room.)

Political Science – PSC

PSC 192 (01) CRN#10054 – FIELD STUDY AT THE UNITED NATIONS

This course allows students to take advantage of the opportunity offered by Hofstra's proximity to the UN. We spend the January session on-site at the UN and surrounding embassies, participating in briefings offered by UN agency staff and representatives of such key UN participants as Russia, Britain, Cuba, Israel, Palestine, Afghanistan, Mexico and others. Students have a unique, small-group, direct access to the men and women who work on some of the most important political, economic and environmental issues of our time, and who practice the art of international diplomacy. This course will hold its initial meeting on January 3, 2006, at 12 noon, in room 101 Barnard Hall. All other meetings will be held in Manhattan, at or near the United Nations complex. Students are responsible for their own transportation. Contact Professor Green at (516) 463-5617 or email: pscdmg@hofstra.edu for further information.

Religious Studies – RELI

RELI 140A (01) CRN#10330 – THE NEW TESTAMENT IN POPULAR CULTURE

It could be argued that many Americans receive more information about Christianity from popular culture than from religious establishments. The success of Dan Brown's *The Da Vinci Code* and Mel Gibson's *The Last Temptation of Christ* are only two of the most recent examples of the popular representation of Christianity in the twenty-first century. This course explores the ways that various media, film, fiction, television, and newspapers, knowingly or not, employ Christian themes. Among other things, we will explore the historical figure of Jesus, savior figures, and the apocalypse in modern culture.

Secondary Education – SED

SED 282S (A) CRN#10248 – HANDS-ON APPROACHES TO TEACHING SCIENCE IN MIDDLE AND SECONDARY SCHOOL

This course focuses on the basic content, principles and guidelines for teaching using hands-on approaches middle school science and involves the applications of technology. Teachers of high school science will find this course of great benefit as well because it includes elementary principles of physics and chemistry and in-depth exploration of instructional approaches in life sciences and earth science, applications of mathematical concepts and skills in the study of science; applications of scientific learning and achievement in the sciences; as well as critical approaches to the benefits and hazards of technology.

Sociology – SOC

SOC 187 (A) CRN#10203 – SOCIOLOGY OF DEATH AND DYING

This course examines the social, cultural, economic, and political issues associated with death, dying, and bereavement. The reality of death as a part of the human experience will be examined from a sociological perspective. The structure of the health care system in the United States will be examined with respect to its impact on these processes.

Speech – SPCH

SPCH 270 (A) CRN#10319 – AUGMENTATIVE COMMUNICATION

This course will enable students to develop an understanding of the primary issues in augmentative and alternative communication (AAC). Various techniques, devices, systems and training strategies will be introduced. Students will acquire knowledge of the population of AAC users, parameters of an AAC evaluation, and funding. Classes will meet Jan 3, 5, 10, 12, 17.

SPCH 271 (A) CRN#10320 – EARLY IDENTIFICATION

This course will explore the responsibilities of the Speech/Language Pathologist working with children enrolled in New York State's Early Intervention program. The course will cover the identification, referral, diagnostic and treatment protocols mandated by NYS. Documentation procedures will also be addressed in this course. Classes will meet Jan 18, 19, 20.

SPCH 272 (A) CRN#10321 – SEM MEDICAL SPEECH PATHOLOGY

This course will familiarize students with terminology, procedures, and protocols used in medical settings. The role of the speech-language pathologist when working with medical compromised individuals will be explored. Topics include: current health care directives, tracheotomy, medical ventilation, pharmacology, and the continuum of medical care. Classes will meet Jan 4, 6, 9, 11.

Spring 2006

Special Topics – Course Descriptions

(See department for day, time, building and room.)

Anthropology – ANTH

ANTH 188 (01) CRN #22516 – FORENSIC ANTHROPOLOGY AND ARCHAEOLOGY

This course introduces the techniques which are used by forensic anthropologists and forensic archaeologists to extract the maximum amount of information from ancient burials, historical murders, and horrific recent tragedies. Forensic anthropologists examine skeletal remains to determine if the bones are indeed human, sex, age, physical stature, illnesses, ancestry, and cause of death. Forensic archaeologists use classic archaeological methods for the systematic recovery, documentation, analysis, and preservation of skeletal remains and trace evidence. Topics include collection of environmental evidence for location and time of death, forensic illustration and reconstruction, toll and wear mark analysis, identification of fakes and forgeries, and ethical issues associated with the examination of human remains and sacred objects. Classes will include activities and a variety of ancient, historical, and recent case studies.

ANTH 188 (A) CRN #21491 – THE ARCHAEOLOGY OF ANCIENT GREECE

An intensive study of the development of the civilizations of ancient Greece from an archaeological perspective. Stress will be on the contrast between Minoan and Mycenaean developments and the implications of these events in warfare and state formation. An optional trip to Crete and Greece is planned for Spring Break. For additional information about the dates and price of the trip, please contact Professor Buddenhagen at 463-5230.

Audio/Video/Film – AVF

AVF 184A (01) CRN #24134 – OLYMPIC PROGRAMMING AND PRODUCTION: TORINO 2006

Every two years, Olympic broadcasting reaches a vast, cumulative worldwide television audience of over 1 billion viewers now over 20 percent of the world's population. Olympic television production now represents the 'cutting edge' of industry practice and innovation. The networks historically have used the Olympic production as a springboard to introduce the most advanced production techniques and programming practices. The NBC broadcasts from Torino will no doubt showcase a new and unprecedented range of exciting, nonlinear technologies. It will be the second time that any U.S. network provides 24/7 Olympic coverage to U.S. audiences.

This special topics course will offer students a unique opportunity to investigate "behind the scenes" television programming and producing practices at the 2006 Torino Olympic Games. During and following the Olympics, the class will meet to analyze the significance of the Torino Olympics in global terms, and to attain deeper understanding of the current state of Olympic broadcasting today. Students enrolled in the class will study the various day part broadcasts from five NBC Olympic networks: NBC, CNBC, MSNBC, Bravo, and Telemundo. Prerequisites: AVF 26 & AVF 44. Not for liberal arts credit.

AVF 187C (01) CRN #24135 – SHAKESPEARE IN/AND THE MOVIES

The course, team taught by Professors Delamater and Alter, will be an investigation into the various ways that certain Shakespeare plays have been adapted for the screen. Reading and studying the plays as written and performance texts and screening and analyzing the film versions of those plays will provide the opportunity to explore the relationships between stage and screen, language and images, sixteenth-century culture and twentieth-century depictions thereof, and "faithful" vs. "free" adaptations. The plays (and their filmed adaptations) at the center of the course may include: *Romeo and Juliet* (the 1968 Zeffirelli and 1996 Lührman films); *Henry V* (the 1945 Olivier and 1989 Branagh films); *Richard III* (the 1955 Olivier and 1995 Loncraine films and Pacino's 1996 *Looking for Richard*); and *Hamlet* (several film versions). Other films to be considered may include ones based quite loosely on other Shakespeare plays such as Van Sant's *My Own Private Idaho* (*Henry IV, Part One*) and Nelson's *O (Othello)*. Written assignments will provide students the chance to propose ways of filming Shakespeare and/or using Shakespeare in twenty-first century settings. (Same as ENGL 192Y).

Chemistry – CHEM

CHEM 192 (01) CRN #24325 – SPECIAL TOPICS IN FORENSIC SCIENCE

This survey course in Forensic Science will introduce science majors to select topics in the field. The student will be exposed to the scientific principles and procedures beginning with the effective handling and documentation of physical evidence at a crime scene to the use of both classical chemical methods and state-of-the-art instrumental analyses currently in use in forensic laboratories. Topics will include crime scene investigation, trace evidence analysis, latent fingerprint detection and recovery, questioned documentation examination, DNA analysis. A few hands-on activities including microscopic and spectroscopic methods will complement the student's understanding of the course material. Prerequisites: CHEM 4A and 4B

Comparative Literature and Languages – CLL

CLL 151 (01) CRN #21622 – PAST AND FUTURE OF THE ANCIENT NOVEL

Sex, pirates, wicked tyrants, beautiful young lovers, swashbuckling heroism, magical transformations, narrow escapes, travel and shipwreck upon the high seas, and even a proto-sci-fi journey to the moon: these are the ingredients of the ancient novels. Together the ancient novels represent a literary corpus meant to be read for pleasure. But within this context of pleasure-reading, the novels are obsessed with some serious questions that continue to inform our own modern anxieties: questions of sex, gender, identity, family, power, race, freedom, slavery, and empire. We will read a representative selection of the novels from antiquity, along with some secondary literature which will help us better understand the novels within their literary, historical, and cultural contexts.

Spring 2006

Special Topics – Course Descriptions

(See department for day, time, building and room.)

CLL 152 (A) CRN #22956 –

THE COMIC EFFECT: THE THEORY OF COMEDY

This course attempts to elaborate a definition of comedy by examining both the comic masterworks of the Western canon and various popular traditions, ranging from commedia dell'arte to TV sitcoms and other forms of mass-mediated humor. The course grapples with the following questions: What makes us laugh? May we speak of a universal culture of laughter or is comedy to be defined in terms of conventions that are culturally—and at times regionally or ethnically—specific? Do men and women respond differently to certain comic effects? Readings and screenings range from Aristophanes and Petronius to Boccaccio and Rabelais, from Cervantes and Molière to Chaplin, Tom Stoppard, and Fellini. Readings will also be drawn from the work of such modern theorists of comedy as Baudelaire, Freud, Bergson, Bakhtin, and Eco.

Computer Science – CSC

CSC 290 (9A) CRN #21589 –

DECISION MAKING UNDER UNCERTAINTY

The course is an introduction to the techniques for designing and building computer games and real time graphics-oriented simulations. It will explore the principal issues in real-time rendering. Topics include: scene management, collision detection and processing, lighting and texturing techniques, low level, physics-based, and behavior-based animation, animation of articulated objects, event driven simulations and AI methods for games. Prerequisites: CSC 171A or CSC 269

CSC 290 (A) CRN #24326 – NETWORK SECURITY

Survey of current issues, techniques, software, hardware and architectures related to network security. Examination of the protocols used for Internet services, their vulnerabilities and how they can be secured. Analysis of firewall design, cryptographic techniques, intrusion detection, port scanning, viruses, trojan horses and denial of services attacks. Basic principles of secure networking and application design will be studied and discussed.

CSC 290 (B) CRN #23605 –

CONCURRENT AND PARALLEL COMPUTING

This course will consist of two halves. The first half will introduce students to concurrency from both a theoretical and hands-on perspective. Topics include Hoare CSP, Pi-calculus, asynchronous communication and distributed synchronization. The second half of the course will focus on high-speed parallel computing. Topics include scientific applications on a Beowulf cluster. A large part of the course will be project-oriented and requires the learning of several modern APIs such as Java RMI and the Message Passing Interface. Good programming skills expected.

Creative Writing – CRWR

CRWR 190C (01) CRN #23698 –

ADVANCED POETRY WORKSHOP

This workshop emphasizes the reading and critical analysis of student work, with special attention to the process of revision and the structuring principles intrinsic to poetry. Students will be encouraged to experiment with image, voice, rhythm, rhetoric, and tone, and to explore a broad panorama of poetic forms, patterns, and strategies that spur the development of individual style. Throughout the semester we will discuss modern and contemporary poems that engage us in a dialogue concerning the shifting context of literary tradition and essential elements of the craft. In addition to working on a new poem every week and actively participating in class, each student will give a presentation on a recent volume by a poet writing in English. Prerequisite: CRWR 134 (Intermediate Poetry Workshop) or permission of instructor, which will only be granted in advance of registration.

CRWR 190E (01) CRN #24353 –

ADVANCED WORKSHOP: PERSONAL ESSAY

The personal essay is one of the oldest, noblest, and most cherished (at times) literary forms we have. At present, it is like the memoir and other “creative non-fiction”- going through a revival, as a way for writers to come to terms with past experiences and express their thoughts and uncertainties in an open-ended process. Personal essays also suggest a voice of friendship, bonding a reader through their candor and conversational qualities. This workshop/seminar introduces aspiring essayists to the essentials of writing a revealing and successful essay. It will examine the form's historical background and genre distinctions, analysis of techniques, and characteristic features. There will be an overview of the personal essay tradition, from precursors such as Seneca and Plutarch through such major figures as Montaigne, Hazlitt, Lamb, Stevenson, Orwell, Woolf and Baldwin. Students will be expected to write three essays (either personal or literary-critical in nature) over the course of the term.

CRWR 190I (01) CRN #23335 –

ADVANCED PROSE: THE ART OF REVISION

In this class we will focus on the nature of revision. From the sentence to word choice, from the paragraph to the story we will examine choices and why we make them as we learn how to grow a story. Stories are not made in one gust of inspiration, one encounter with the muse. Rather they are made through the laborious process of revision. Over the course of this semester I want to introduce you to what it means to revise. In so doing we will primarily focus on your work - one or two stories depending on the size of the class - and watch it transform from a first draft to a final draft. We will begin the semester by looking at two stories by Flannery O'Connor — “The Geranium” and “Judgment Day,” which were her first and last stories, respectively, and, as well, the second is a revision of the first — in order to examine the revision choices that O'Connor made and get us thinking about how a story is made.

Spring 2006

Special Topics – Course Descriptions

(See department for day, time, building and room.)

CRWR 190P (H1) CRN #24413 – INTRO TO PLAYWRITING (HONORS)

This is an introductory course in basic elements of play construction. Particular emphasis is placed on exploring the components of plot, character, dialogue and theme. Linear and non-linear plays will be explored as a means by which playwrights attain unity in their work. While this is primarily a writing course, each student will be asked to complete certain reading assignments during the semester. Reading requirements will include Aristotle's *Poetics*, Jeffrey Hatcher's *The Art and Craft of Playwriting*, and various selections from one-act play anthologies. There will be no examinations or term papers. There will be (script) writing assignments of at least 10 pages in length throughout the semester, followed by a final project of a one-act play. There will also be required two critical reviews of plays produced on the Hofstra campus of approximately five pages. Students will meet in conferences with the instructor three times during the semester. Assignments will consist of a rough draft and a final (graded) draft. Students will also be exposed to other contributing disciplines in the theater to gain a better understanding of this uniquely collaborative medium. Classes will be conducted on a workshop format, allowing for useful, constructive critiques, along with open discussions of general topics and specific challenges. The final project will entail the completion of a script numbering approximately 35 pages. Creative Writing majors may count this course either in category 2 or 4 of the Creative Writing requirements listed in the *Bulletin*.

CRWR 190T (01) CRN #24354 – DRAMATIC IMAGE

What makes an image necessarily dramatic? How might working from such an image support the development of a dramatic idea? In this playwriting workshop we will explore the ways in which image and metaphor contribute to our deeper appreciation of dramatic techniques. Using Aristotle's *Poetics*, among other resources, we will determine how our own set of dramatic images might coax an insistent idea into a structured, theatrical shape. Students will be responsible for brief writing assignments culminating in a one-act play, or the completion of a longer (full length) project. All work will be read and discussed during drafting stages in an informal but comprehensive workshop. Prerequisite: CRWR 198A or the permission of the instructor.

Curriculum and Teaching – CT

CT 281H (A) CRN #24475 – TEACHERS AS RESEARCHERS: PROFESSIONAL DEVELOPMENT FROM THE INSIDE OUT

Action Research, also called classroom research or teacher research, is a term used to describe professionals studying their own practice in order to improve it. Applied to teaching, it involves gathering and interpreting "data" to better understand an aspect of your teaching that interests or concerns you. This workshop is designed to facilitate a process that engages you in our own professional development, allowing you to seek answers to your own questions. This workshop may be taken for 32 hours in-service credit or 3 semester hours of Hofstra University graduate credit. This workshop is appropriate for all teachers, grades K-12. The workshop meets January 21, February 11, and April 1. Participants must attend all three sessions. Fee: \$300 (does not include cost of graduate credits).

Educational Administration – EADM

EADM 281L (A) CRN #24459 – WEB-BASED SURVEYS FOR DATA-DRIVEN SCHOOL LEADERS

This course will introduce students to web-based surveys as a tool for data collection and formative assessment. Students will learn how to develop a web-based survey using SNAP survey software, a tool available to all Hofstra University students and faculty. Additionally, we will explore the various uses of web-based surveys for school leaders, including, but not limited to, community outreach, school climate assessments, and formative learning assessments.

English – ENGL

ENGL 192L (A) CRN #23329 – GENDER AND IDENTITY

The purpose of this course is to present an overview of gay and lesbian writing prior to the event known as the Stonewall Riots (New York City, 27 June 1969), when a crowd of gays and lesbians fought back during a police raid on a gay bar in Greenwich Village. This event triggered feelings among homosexuals throughout the nation and the world that intolerance and oppression (including imprisonment, discrimination, medical and psychological pathologization, censorship, harassment, ridicule, and virtually every other form of social marginalization) could no longer be passively accepted. In terms of British society and literature, we might compare the Sexual Offenses Act of 1967, which decriminalized homosexual acts between adult males—in effect, the repeal of the law that sent Oscar Wilde to Reading Gaol in 1895—yet did not end, in truth, could not end decades of social prejudice. The works presented in this course span the period from the shadow world of Wilde's "the love that dare not speak its name" to the outrageous mock-apocalyptic vision of Gore Vidal's transsexual avenger hero/heroine Myra Breckinridge, and will probably include such authors as Virginia Woolf, James Baldwin, André Gide, Gertrude Stein, Patricia Highsmith, Christopher Isherwood and/or others. In this way, we will examine this historical growth of what we might now call "queer consciousness" in spite of ferocious persecution and repression. This course will also include an introduction to the intellectual concepts comprising Queer Theory.

The primary requirement for this class is a mature, open, and engaged mind. All else follows from this. Persons of every sex, gender, and sexuality are equally welcome in this classroom; no assumptions will be made about any individual on these bases. All are expected to treat others with civility and respect. This class is not for the homophobic; nor, as some of the texts will represent male and female homosexuality and homosexual acts in a relatively explicit manner, is it for the easily offended. As the poet Sappho of Lesbos (i.e., the original "Lesbian") wrote in the 6th century BCE, "If you are squeamish / Don't prod the beach rubble" (Fragment 142).

ENGL 192M (01) CRN #24365 – FAIRYTALE & LITERATURE

In this course we will examine the many social and psychological dimensions of classic fairy tales and their modern incarnations. We will investigate the role fairy tales play in childhood development and in shaping broader cultural values. We will also consider the various formal and aesthetic qualities that help to account for the remarkable staying power of these stories. Two papers and several shorter writing assignments are required.

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ENGL 192X (01) CRN #24005 –

MILTON, WOMEN AND THE CANON

In this course, we shall study selected texts by Milton in relation to, and so juxtaposed with, 17th century female writers whose poetry and prose are fast becoming part of the canon of English literature. To begin, we shall examine Rachel Speght's and Ester Sowernam's early modern analyses of gender (which are also defenses against the misogynous use of scripture) as counterpoints to Milton's polemical treatment of divorce. We shall read, too, selected books of Paradise Lost along with sections of Lucy Hutchinson's Order and Disorder, the first epic poem written by an English woman—and whose portrait of Eve turns out to be radically different from, and perhaps more conservative than, Milton's own. In this course, we might also consider Milton's Paradise Regained, a brief epic depicting the encounter between Satan and the Son of God, with Amelia Lanyer's Salve Deus Rex Judaeorum, a long poem characterizing a crucified Jesus (some have argued) as virtuous and violated woman. And, finally, with an eye to their Anglo-Christian representations of two tragic Hebrew heroes (one male, one female), we shall (if there is time) examine Milton's Samson Agonistes alongside Elizabeth Cary's The Tragedy of Mariam, the first original play in English written by a woman—and whose preoccupation with the institution of marriage and the matter of public female voice will bring more sharply into view Milton's polemical defense of divorce and his poetic representations of “fit” and “unfit” wives. By design, then, and at every turn, this class shall invite students to consider questions about canonical status and canon formation (why, for so long, Milton; why not, until now, an Elizabeth Cary?); to explore ways in which scriptural proof-texts have been (and continue to be) so variously re-presented, adapted, and deployed; to study some of the stunning contributions of 17th century women whose voices, only now, are beginning to be heard; and to appreciate anew (and yet once more) Milton's extraordinary achievements. Ranging widely over questions about gender, scripture, and hermeneutics, alert to the demands of genre and literary form, and engaged with matters historical, political, and biographical, this class should appeal not only to English majors interested in 17th century literature, religious studies, or women's studies, but also those students *already* familiar with—and eager for deepened study of—Milton and/or early modern women.

ENGL 192Y (01) CRN #24359 –

SHAKESPEARE IN/AND THE MOVIES

This course, team taught by Professors Delamater and Alter, will be an investigation into the various ways that certain Shakespeare plays have been adapted for the screen. Reading and studying the plays as written and performance texts and screening and analyzing film versions of those plays will provide the opportunity to explore the relationships between stage and screen, language and images, sixteenth-century culture and twentieth-century depictions thereof, and “faithful” vs. “free” adaptations. The plays (and their filmed adaptations) at the center of the course may include. *Romeo and Juliet* (the 1968 Zeffirelli and 1996 Lührman films); *Henry V* (the 1945 Olivier and 1989 Branagh films); *Richard III* (1955 Olivier and 1995 Loncraine films and Pacino's 1996 *Looking for Richard*); and *Hamlet* (several film versions). Other films to be considered may include ones based quite loosely on other Shakespeare plays such as *Van Santa's My Own Private Idaho* (Henry live, Part One) and *Nelson's O* (*Othello*). Written assignments will provide students the chance to propose ways of filming Shakespeare and/or using Shakespeare in twenty-first century settings. (Same as AVF 187C)

ENGL 198K (A) CRN #24366 –

ADVANCED EXPOSITORY WRITING

Through a variety of reading and writing assignments, this course enables students to strengthen already competent prose skills, to develop voice and style, and to increase overall fluency in the language. By integrating drafting and revision into the process of composition, students learn to write with greater concision and precision, to organize material more sensibly, and to move more effectively through exposition, analysis, and argument. Class members may come from a variety of disciplines; thus, within broadly conceived topics and assignments, students are encouraged to pursue problems and questions of their own choosing. Because revision is essential to this course, final grades are determined largely by the portfolio of revised work submitted at the end of the term. The advanced level of English 198K may be said to target juniors and seniors; however, interested (and qualified) lower division students are encouraged to speak with the instructor. Prerequisites: Successful completion of English 1, 2, and the Proficiency Examination; approval of the instructor.

History – HIST

HIST 177 (A) CRN #22182 – GENDER AND SEXUALITY IN ASIAN AND ASIAN-AMERICA HISTORY

This is not simply a course about “women.” Rather, it examines major economic, social, political, and cultural issues in Asian and Asian American history through gendered perspectives. We begin with studying gender and sexuality in pre-modern East Asia. More specifically, we look at how masculinity is articulated, how gender roles are defined, and how they are subverted through reading historical documents and literary sources from this period. We move on to discuss the redefining of gender roles and recreating of gender ideology after modernity encroached Asian nations in the course of the nineteenth and early twentieth century. The topics to be discussed include gender roles in revolutions, nation building, industrialization, and war. We also examine how and why prescribed norms of gender and sexuality were modified and destabilized. I also intend to help students develop global and cross-cultural perspectives by bringing in gender issues on Asian immigrants and Asian Americans in the United States.

HIST 177 (B) CRN #21757 – HISTORY OF BASEBALL IN AMERICA

Baseball has played a key role in American culture and society over the past one-hundred fifty years. The game's most important events and characters reflect the critical issues confronted by the larger general public. This course examines how Americans have absorbed, appreciated and participated in the game of baseball. It explores how the game paralleled the growth and development of the United States from an agrarian society through industrialized capitalism to the post-industrial age. Among the periods highlighted are the game's pre-Civil War origins, the era of the Great Depression, the Second World War and post-war periods, the Civil Rights era and baseball today.

The major themes of the course include nationalism and the national pastime; baseball's moral and historical essence; democratization and social status; the place of baseball in a locale's self-definition; shifts in demographics; struggles of race, segregation and integration; gender issues; immigration; and economic problems such as labor-management antagonisms, disparity between rich and poor teams, explosion of player's salaries and the rotation of players in search of the highest bidder. Finally, the course will discuss those things that make the game, the game – such as Bobby Thompson's “shot heard around the world” and “the catch” by Willie Mays. No prior knowledge of baseball is required.

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HIST 178 (01) CRN #24119 – RACE, SPACE, & PLACE IN THE MODERN MIDDLE EAST

This is an upper-division course designed to give students a historical understanding of race, space, and place in the Middle East from the nineteenth to the twenty-first centuries. Within a thematic framework, this course will analyze the production and reception of race, religion, community, and identity in a select number of geographic contexts, most notably in Egypt, North Africa, the Levant, Iran and Turkey. The primary emphasis of this course is on the historical development of colonial and post-colonial identities and the fluid manner in which different communities in the Middle East have responded to shifting ideas of power, mobility, space and domination. Topics to be covered include: spatial transformations of the body, the home, the city, and the nation; gendered constructions of racial, colonial, and post-colonial identities; mobility in and access to spaces and places of power and citizenship; as well as the paradoxes of cosmopolitanism and transnational migrations.

HIST 178 (A) CRN #21272 – IMPERIALISM/ANTI-IMPERIALISM: INDIA & IRELAND 1905-1947

The course primarily examines the magnitude and limitations of “internationalism” in anti-imperialist nationalist struggles in Ireland and India. By relying on case studies of Irish and Indian nationalist struggles in the framework of the British Empire, and the final outcome of these struggles, this course explores a number of contested historiographies, historical categories, and key developments in a comparative imperial and trans-imperial framework, such as the “nation” v. the “nation-state,” internationalism, national “liberation,” globalization processes, and cosmopolitanism. In the process, we will also consider the question of whether the “nation-state” was the only possible and logical outcome of anti-imperialist struggles for “national” recognition.

HIST 178 (B) CRN #24421 – COMPARATIVE LABOR HISTORY

Focusing on the Age of Industry (ca. 1750 to the present), this course compares labor’s changing form, structure and organization in Western Europe and the United States. Among the sources to be studied will be several memoirs in an attempt to understand the problem of labor from the bottom up.

HIST 183 (01) CRN #22992 – EUROPEAN AGE OF EMPIRE (1875-1914)

The Age of Empire was an era of unparalleled peace in the western world which engendered an era of equally unparalleled world wars. - Eric Hobsbawm (Age of Empire), 9). In this seminar on Europe at the turn of the twentieth century, students will analyze scholarly works, eye-witness accounts, memoirs, films, novels, and other primary materials in order to complete a major research paper on a topic of their choice. Possible topics include: the European “race for Africa” and other imperial encounters, the emergence of feminism and the demand for women’s suffrage, organized labor movements and socialist and communist political parties, a revolution in the arts (including Impressionism), social Darwinism, the rise of racial anti-Semitism, the advent of the bicycle, the works and lives of George Bernard Shaw, Rosa Luxemburg, Albert Einstein, Sarah Bernhardt, Pablo Picasso, Friedrich Nietzsche, Ibsen, E. Sylvia Pankhurst and George Orwell, among others. Papers will be presented in draft form to other members of the seminar who will respond with oral and written comments and suggestions. To begin, we will read Eric Hobsbawm’s renown, *The Age of Empire*.

HIST 183 (A) CRN #22993 – FASCISM & ANTI-FASCISM IN ITALY (1922-2005)

This seminar will examine seven decades of Italian history and historiography concerning fascism and the anti-fascist Resistance (broadly conceived) through an inter-disciplinary study of history, politics, literature and film. We will begin with a survey of the historiographical literature and the diverse interpretations of fascism. Among the topics to be addressed: the rise of fascism; the ideology of the totalitarian state; the rhetoric of fascism; terror as a political instrument; the manipulation of mass media, art, literature and cinema; the control of leisure, sports and education; the aestheticization of politics; the role of women and popular culture; and the position of intellectuals. Interwoven with these concerns will be a study of the anti-fascist Resistance: How did anti-fascist women and men address the rise and evolution of fascism? What were their responses to Mussolini’s regime? How did they conceive of resistance? What was their conception of the role and function of the intellectual in modern society? How did they deal with the realities of political terror, persecution, imprisonment, exile and assassination? What was their reading of modern Italian history and how was that influenced by the rise of fascism? Finally, we will analyze the legacies left by fascism and anti-fascism in post-war Italy. A substantial research paper (20-25 pp. using primary and secondary sources) is required.

HIST 185 (A) CRN #24120 – CIVIL WAR AND RECONSTRUCTION

The two tracks of this seminar will focus on various aspects of one of the major watersheds in American history: redefining federalism and the relationship of state and national governments; issues of race, segregation and civil rights; the enormous human costs of the war (more than 600,000 Americans killed), and the psychological consequences of a major war for the entire society; new economic dimensions of “The Second American Revolution”; the roles of key leaders, such as Lincoln, Jefferson Davis, Thaddeus Stevens, Frederick Douglass and others. The first track of the course will examine common readings on these key issues. The second track will involve all students in collaborative and individual research and writing projects.

HIST 186 (A) CRN #22994 – AMERICAN POP CULTURE

HIST 292 (A) CRN #22995 – AMERICAN POP CULTURE

The course will focus on popular culture in the U.S. from 1900 to the present. Questions of definition (the relationship of vernacular or “people’s” culture to other cultural forms—folk culture, subcultures, and mainstream culture), production and dissemination (in the “culture industries”- film, television, publishing, and the electronic media), forms (popular film, television shows, comic books and graphic novels, popular music and dance, advertising, pop “fads,” etc.), academic study and interpretation, and theoretical models of understanding will comprise central concerns of the course. The fluid, ambiguous character of popular culture – its universal appeal in figures like Mickey Mouse as opposed to its strictly delimited almost arcane appeal to a self-defined audience (the case of Grunge music), its function as a vehicle for breaking down barriers of race, ethnicity, class, and gender on the one hand, and its divisive character in reinforcing received stereotypes and social antipathies; its surprising persistence and even transcendence (the iconic status of an Elvis Presley), and its apparent white hot intensity that is rapidly burnt out (pet rocks), and its role as an international form of symbolical unity that empowers a postmodern form of American cultural imperialism as American pop has come to rule the world will also be

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considered. Since popular culture is a phenomenon that is notoriously difficult to define, an important goal of the course will be for students to approach, through an in-depth study of some discrete aspect of popular culture, a broader and deeper understanding of the field of popular cultural studies as manifested in American society from the 1960s to the present.

Health Professions and Family Studies – HPFS

HPFS 179J (01) CRN #24386 – WORKSHOP IN HEALTH: OBESITY AND EATING DISORDERS

This course will cover basic concepts and issues associated with obesity, anorexia nervosa, bulimia nervosa, and binge eating disorder, including:

- How clinical psychologists, psychiatrists and physicians define and measure obesity and eating disorders
- The demographic correlates and social consequences of obesity
- The implications of obesity for physical health/disease and mental health
- Obesity treatment and weight loss
- The symptoms, course, and presumed causes of eating disorders
- The implications of eating disorders for health and psychological adjustment
- Treatment approaches to eating disorders

The study of obesity and eating disorders in this course is grounded in the psychological research literature but we will also consider case studies and autobiographical accounts of eating disorders and obesity to better appreciate the broader adjustment, relationship, and family issues that arise in these conditions.

Honors College – HUHC

HUHC 020A (HA) CRN #21998 – FUNDAMENTALS OF FORECASTING

As we go through life, we are bombarded by a myriad of choices that confront us almost daily. In this regard, our lives are shaped by the many decisions that we make concerning our personal affairs, our education, the business we go into and the investments we make. Whether we realize it or not, these decisions are based either explicitly or implicitly on forecasts. Some forecasts are made ad hoc, while others involve a more formal process.

Unique to Hofstra, this course discusses the fundamentals and practical applications of forecasting as seen through the eyes of a business economist with nearly 40 years in the field. We will explore the process and the methods of forecasting by a variety of groups, from individuals, to investors, businesses and governments. As we delve into forecasting, we will see that it provides insight into the workings of the economy, business, specific industries and the financial markets. Whether you are majoring in economics, politics, law, journalism, or even the physical sciences, you're bound to benefit from this broad examination of the principles and practices of forecasting.

HUHC 020B (H1) CRN #21999 –

THE AMERICAN REVOLUTION THROUGH THE BRITISH EYES

American historians have been, quite understandably, preoccupied with the events of the American Revolution and their lasting meaning to the Republic. However, this has often come at the price of either ignoring or demonizing their British opponents. This course is designed as a corrective. We will consider what the British saw as the main issues of the conflict. Then, we will follow the course of the war from their perspective, seeing how the War of American Independence was but one part of a complex strategic puzzle involving the French, Spanish, and Dutch, all more powerful than the Americans and all determined to use the rebellion in North America to bring the British down a peg. It is from this broad context that the course will proceed.

HUHC 020C (H1) CRN #22000 – BODIES AND MACHINES: PHYSICAL CULTURE, TECHNOLOGY, BODY IMAGE, AND THE NATURE OF THE HUMAN

The course will focus on the interaction of technology and the human body in the quest for physical perfection and the fulfillment and regulation of desire (the prescriptive right of happiness) in Western culture from the industrial revolution to the information age. The role of technology in a cybernetic culture in dissolving the barriers between mind and body, the technologically constructed and the natural, and the human and the mechanical will be the primary concerns of the course. Such issues as the role of surgical and pharmaceutical intervention and the use of mechanical, electrical, and electronic devices in creating and sustaining beauty, strength, and stamina, and in shaping and sculpting the body, and the contemporary prevalence of plastic surgery as a means of creating and maintaining an ideal appearance will constitute primary areas of investigation in the course, as will also issues relating to the potential transformation and transcendence of the body in a cyborgian, post-human age.

HUHC 020D (H1) CRN #22001 – STATISTICS IN BASEBALL

Statistical analysis tools are utilized in many fields as a means for measuring and better understanding systems. The sport of baseball is perhaps the most statistical of sports. Because of the discrete nature in which the game is played, baseball can provide numerous opportunities for data collection. Consequently, this data can be analyzed statistically, providing the opportunity to better understand the complex systems, which make up the game of baseball. This course will introduce many of the statistical tools which can be used to study baseball, or any other intricate system. Moreover, this course will foster the analytical skills necessary to study complex systems. Baseball, while perhaps appearing simple, is an extremely complicated game. This course will encourage students to dig into the complexity of all aspects of the game and to make sense of the vast data it can provide.

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HUHC 020E (H1) CRN #22002 – DEBATING DARWIN: A SOCIAL HISTORY OF THE CREATION VS. EVOLUTION CONTROVERSY

With the 1859 publication of *On the Origin of Species*, Charles Darwin inaugurated the modern biological theory of evolution. Within two decades virtually every prominent European scientist had abandoned earlier creationist and catastrophist thinking in favor of an evolutionary model, regardless of whether they believed in God. Yet the debate over the scientific and religious issues has continued to the present. Some conservative Protestant organizations are still trying to force “creation” or “intelligent design” to be taught as science in public schools. This course will look at the development of the creation myth in its biblical context and later interpretation within Judaism, Christianity and Islam, the intellectual factors leading up to Darwin’s work, the reception of Darwin’s theory in mid-nineteenth-century England and the subsequent controversy over Darwin and the teaching of evolution science.

HUHC 020F (H1) CRN #23680 – DAUGHTERS OF DECADENCE

In this course we will analyze the literary depiction of women in poetry, short fiction, and novels published at or near the turn of the 20th century. We will also examine visual texts and the dissemination and manipulation of the image of women in the material culture of the period. One goal is to analyze the representation of “the woman” by both female and male American writers under the influence of a “fin de siècle” sense of “sexual anarchy” (as defined by Elaine Showalter in her book by the same title; we will begin with sections of that book to introduce the theme of the course.) Another goal is to investigate the sources for the iconographic status of women in the popular culture of the time (wife, mother, fallen woman, etc.), identified in Djykstra’s “idols of perversity” (also the title of his book) and ranging from Salome to Shakespeare’s Ophelia to Mary Magdalene. We will consider the canonical status of the significant writers of the period—Dickinson, Gilman, Wharton, Chopin, Cather, James, Dreiser, Crane, and Norris—compared to the “popular” writers of the time.

HUHC 020G (H1) CRN #24476 – CHALLENGES IN AMERICAN FOREIGN POLICY

An examination of the challenges and problems facing American foreign policy officials in the post-Cold War era. What are the appropriate uses of power in a world in which the United States is the only super power? When is unilateral action justified? When should the United States intervene overseas and for what reasons? Self interest? Human rights? To spread democracy? What are the economic constraints on policy? The domestic political constraints? The role of Congress? The Press? What role should cooperative security play? Is this the end of history? Or do we face an inevitable clash of civilizations? How to deal with China as an emerging power and Russia as a declining power? What is the appropriate role for the United States in the Persian Gulf and Mideast dispute? How to deal with the spread of weapons of mass destruction? The threat of terrorism? How do these issues interact with each other?

This course will be taught by James Klurfeld, Editorial Page Editor of *Newsday*, and Bernard J. Firestone, Professor of Political Science. The first half of the course will provide an overview of the setting in which American foreign policy is constructed, the processes which shape that

foreign policy, and the larger issues that have emerged in the aftermath of the Cold War and 9/11. During the second half of the course, 4 person student teams will be assigned a region of the world or foreign policy issue in which they will be expected to become “expert.” Each team will be scheduled for a class session in which Professors Klurfeld or Firestone will serve as chair of the President’s National Security Council. Each student team will be presented with a crisis scenario that will form the topic of class discussion and basis for an action plan. Grades will be based on a midterm exam, performance on the group project, and a ten page final paper.

Linguistics – LING

LING 181 (01) CRN #24090 – LANGUAGE AND LAW

This course applies linguistic theory to the analysis of language data in legal setting. Much legal evidence and data are linguistic in nature, yet the use of scientific techniques to help explicate them is a relatively recent phenomenon. As medical evidence is profitably commented on by medical experts, language evidence is advantageously examined by linguistic experts. Topics include confession events, disputed authorships, the nature of questions and memory, code-switching, examination and cross examination, cross-cultural aspects of jurisprudence, ordinary versus plain meeting, and the language of contracts.

Literacy Studies – LYST

LYST 280H (A) CRN #24381 – ADVANCED SEMINAR IN THE ETHNOGRAPHY OF LITERACY

This course focuses upon ethnographic literacy research and the sociolinguistic analysis of reading and writing; and examines these approaches from the perspective of critical literacy theory. Students will engage in a research project; documenting, analyzing and interpreting the language ideologies and vernacular literacy practices they observe in family, school, and community settings. Students will be encouraged to explore the theories of literacy research they are studying from the perspectives of the participants in their research studies.

LYST 281I (A) CRN #23806 – LITERACY STUDIES ABROAD IN GUATEMALA

This nine-day course meets during President’s Week in February. After an orientation session in January, students travel to Guatemala, a country of immense biological, ethnic, cultural, and linguistic diversity. In Guatemala, students will visit both rural and urban schools; attend and participate in an international literacy conference in Guatemala City, and explore, through readings and day trips throughout Guatemala, the historical, political, sociological, linguistic, cultural, and economic issues at work in this nation and how these matters impact the educational opportunities for both adults and children. The course concludes with an exploration of the ways in which educators can make use of existing human, linguistic, and natural resources as the foundation for developing situational and responsive literacy pedagogy, anywhere in the world. Prerequisite: Permission of instructor. NOTE: Travel to Guatemala requires a valid passport.

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LYST 281K (A) CRN #24382 – DOCTORAL SEMINAR: CULTURAL HISTORICAL PERSPECTIVES OF LITERACY, IDENTITY AND POWER

Historically, normative assumptions of literacy have centered on reading and writing skills independent of social, cultural and historical contexts. While newer theories of literacy have shown that there is a multifaceted, dialectical relationship among literacy, identity and power (Collins & Blot, 2003; Gee, 1996; Street, 1993), the ideas of the past continue to shape current ideologies of institutions like school and governments. This doctoral seminar is designed to illuminate and to explore the complex historical and cultural nature of literacy and language. Participants will review research of various scholars who examine how everyday practices of literacy (in schools and out) serve to construct or constrain identities, and who question the workings of power and literacy as connected to class, gender, race and ability. Ideas which exert a dominance that constrains identities, notions of literacy and cultural diversity will be contrasted with newer digital literacy practices and more symbolic uses of literacy that allow for small shifts in power to take place, and afford people more agency in their identity construction.

Mathematics – MATH

MATH 298L (01) CRN #24234 – ADVANCED TOPICS IN GEOMETRY

An in-depth approach to Euclidean space, vectors and isometries, classical theorems, spherical geometry and map making, conic sections, quadric surfaces, hyperbolic geometry, Kepler's laws.
Prerequisite: MATH 29

Marketing – MKT

MKT 257J (A) CRN #24169 – CROSS CULTURAL CONSUMER BEHAVIOR

An examination and analysis of the theories and concepts that explain the behavior of international consumers or of consumers living in a multicultural environment. Considering consumers as members of a particular culture or subculture, this course explores the impact of culture on consumer behaviors, consumer decision-making process, and consumer evaluations of a variety of marketing stimuli.
Prerequisite: MKT 203

Master of Science in Health Education – MHAЕ

MHAЕ 280A (A) CRN #23483: CAPSTONE SEMINAR

This course will enable students to synthesize and apply theoretical and pedagogical foundations to practical applications in the K-12 health education setting. The course will emphasize research to explore several prominent social issues and their relation to health education practice. It will assist in the understanding of health education and promotion advocacy leading to a demonstration of advocacy's role in the K-12 health education setting.

Mass Media Studies – MASS

MASS 181E (01) CRN #24126 – MEDIA TRADITIONS IN LATIN AMERICA

This course will critically examine media and cultural issues in the Americas. Emphasis will be on the role of the media in local, national and global cultures, perceptions and depictions of Latin American media in the North and the relationship between media, citizenship and democracy.

Philosophy – PHI

PHI 181 (01) CRN #23439 – PHILOSOPHY OF BIOLOGY

In this course we will ask and try to answer questions such as: What does it mean to "explain" something using evolutionary theory? Can morality be explained biologically? Does biology follow natural laws? Can biology be reduced to chemistry and physics? What is the status of "natural kinds" such as species, races, and ecosystems? *Biology students, along with students in the other natural sciences and philosophy, are welcome in this course.*

PHI 182 (A) CRN #24180 – PLATO

In this class, we will examine a selection of the dialogues of Plato, including the *Euthyphro*, *Meno*, *Phaedo*, *Republic*, *Theatetus* and *Symposium*. We will focus primarily on the way Plato's theory of the Forms is an attempt to solve certain metaphysical and epistemological problems. Prerequisite: PHI 10 or the permission of the instructor.

Political Science – PSC

PSC 152 (01) CRN #24099 – THE ARAB-ISRAELI CONFLICT

Few conflicts in the world generate as much attention as the Arab-Israeli conflict. This seminar will approach this topic in three parts. The first half of the course will focus on the history of the conflict over the land of Israel/land of Palestine, as the combatants of today continue to fight battles from yesterday. There is simply no other way to understand the current violence without a solid grasp of the events that led to it. In the second half of the course, we will study the primary protagonists, Israelis and Palestinians, as separate entities. Religious/secular divides influence both Israeli and Palestinian societies. Both societies have active women's movements fighting for women's rights. For Israeli society, we will look at various tensions within Israeli society, between Jews of different origins and between Jews and Palestinians within Israel. For Palestinian society, we will look at the challenge of democratization and the issue of Palestinian refugees. Finally, we will discuss recent attempts at negotiation, and attempt to look at this conflict in a comparative context with other long-standing conflicts, primarily in Northern Ireland and Kashmir. Diplomacy is an art, not a science, so we will take a closer look at the art of diplomacy and examine various prospects for a negotiated settlement. The problem will not be solved by the end of the semester, but students will leave with a strong grasp of its main features and better able to understand current events in the region.

Spring 2006

Special Topics – Course Descriptions

(See department for day, time, building and room.)

Religious Studies – RELI

RELI 140A (01) CRN #24110 – PETER, PAUL, AND MARY

This course explores the lives and traditions of three of the most significant and intriguing characters in early Christian history: Simon Peter, one of Jesus' closest disciples; Paul of Tarsus, missionary to the Gentiles; and Mary, the mysterious woman from Magdala. Each unit of the course will focus on one of these personalities, surveying the historical information we have available and the legends that arose around them.

RELI 140B (01) CRN #24111–

INTRODUCTION TO BUDDHIST TRADITIONS

This course will introduce students to the Buddhist traditions of India, Southeast Asia, Tibet, China and Japan. Attention will be given to the development of major forms of the religion, such as Theravada, Mahayana, Tantra and Chan/Zen, with an emphasis on Buddhist doctrine and cult practice. Readings will consist chiefly of primary sources (Buddhist texts) in translation, supplemented by secondary source material from a variety of academic perspectives. The course will conclude with a discussion of Buddhism in the modern world.

RELI 140C (01) CRN #24435 –

THE BIBLE AND CONTEMPORARY POLITICS

An examination of the manner in which religious groups invoke the testimony of sacred scripture in contemporary political disputation in the United States. Issues surveyed include same-sex eroticism, abortion, "Creation Science," "Intelligent Design," the limits of artistic expression, and the Israeli/Palestinian conflict.

Secondary Education – SED

SED 180R/280R (A) CRN #22607/#22608 –

DRAWING FOR K-12 TEACHERS

Students will develop their drawing expertise with a view to modeling teaching approaches that are successful in the classroom. Students will examine the use of art history and the development of curriculum and assessment as it relates to perception and drawing development. Students will produce a series of drawings appropriate for their teaching portfolio.

Sociology – SOC

SOC 191 (01) CRN #21179 – CONTEMPORARY THEORY

Critical study of recent trends in sociological theory. The emphasis is on 20th-century developments as they bear on current societal and global issues, including but not limited to such perspectives as critical theory, symbolic interaction, functionalism, neo-Marxist theory, post-structuralism, and post-modernism. Individual and group projects will be required. Students are expected to share their work with the class in a seminar setting.

SOC 191 (02) CRN #22889 –

SOCIOLOGY OF VIOLENCE AGAINST WOMEN

Violence against women occurs in many forms. This course will examine the different sociological perspectives on violence, with a special emphasis on domestic violence. We will explore the different manifestations of violence against women from historical, cultural and contemporary perspectives. Mechanisms of institutionalized control and institutional responses, particularly in the United States, will be addressed. Throughout the course we will draw upon women's individual and collective strategies to end violence in local, national and global contexts.