

School for University Studies

Students should consult the *Class Schedule* for specific offerings before registering for their programs.

Office: 202 Roosevelt Hall, Telephone: (516) 463-5840
David C. Christman, *Dean*
Elaine V. Bosch, *Assistant to the Dean*
Heidi Contreras, *Senior Administrative Associate*
Ignacio L. Götz, *Director, Freshman Division and
Program for Academic Learning Skills (PALS)*
Linda De Motta, *Assistant to the Director,
Program for Academic Learning Skills (PALS)*
Douglas R. Friedlander, *Coordinator of the Writing
Program*

Hofstra University has traditionally sought to serve students with different academic needs. In a world increasingly aware of differences in culture, language and learning style, the School for University Studies extends this tradition to students with particular academic challenges and to those who need different arrangements to complete their undergraduate studies. Currently the School for University Studies has one major program, the Freshman Division, which also encompasses the Program for Academic Learning Skills (PALS).

Liberal Arts Courses, Non-Liberal Arts Courses and Nondegree Courses

All courses, workshops and Independent Projects sponsored by any of the divisions of the School for University Studies carry college credit. In some instances, this credit does not count towards the total required for a degree from Hofstra University. Courses, workshops and projects without degree credit are identified in the addendum to the Hofstra University *General Bulletin* issued by the divisions of the School for University Studies.

Courses, workshops and projects with degree credit are of two types: those within the liberal arts and those outside the liberal arts. These two types of courses are identified in the addendum to the Hofstra University *General Bulletin* issued by the divisions of the School for University Studies.

Liberal arts courses, workshops and projects are those which emphasize theory, history, methods of inquiry, concepts and underlying assumptions of the traditional and emerging liberal arts disciplines. These traditional and emerging disciplines often are grouped under the general designations of the humanities, natural sciences and mathematics, the social sciences, the performing arts and interdisciplinary studies (when multiple disciplinary perspectives are brought to the study of natural and/or human phenomena). Hence these liberal arts offerings “liberate” their participants from immediate constraints of time and place through an emphasis on intuiting, imagining and analyzing the consequences and accomplish-

ments of human perceptions of the natural and social worlds.

Non-liberal arts courses, workshops and projects take a more pragmatic approach, emphasizing, instead, skills and information of an immediately practical nature.

THE FRESHMAN DIVISION

The Freshman Division aims to minimize the risk of poor academic performance by applicants during their initial semesters in college and to prepare these students for full participation in one of the degree-granting undergraduate programs at the University.

Applicants are admitted to the Division after careful individual screening and evaluation by the Hofstra University Admissions Office and the faculty of the Division. After acceptance, an agreement is signed by both the student and the University specifying their respective commitments. The number of students accepted is limited and normally students remain in the Division for a minimum of one academic year (two semesters).

The Division seeks to accomplish its goals through a broad assignment of instructional resources designed especially for its students. Full-time members of the regular University faculty are normally responsible for the academic core and for student advisement. Additional members of the University’s faculty also offer courses for the Division as needed and/or invited. In their work with Division students, the faculty is assisted by a team of selected advanced students cooperating as “peer-teachers.” Special tutoring is available on a voluntary basis to Division students requesting and needing it. Students can also make full use of all the resources of the University outside the program, including the Library, Physical Fitness Center, health services, professional counseling services and various art, drama and communication workshops. The academic program includes a “Core Course,” a writing course, seminars, and the possibility, under advisement, of auditing and enrolling in courses in other units of the University for credit as well as in individual study projects under the guidance and supervision of faculty.

Requirements and Evaluation

Core Courses, Writing Workshops and other courses reserved for Division students have no set number of credits a student must complete in order to pass the course. For the student’s official academic record, work is recorded as “satisfactorily completed” (Pass) only if its quality is at a normal, acceptable collegiate level (“C” or better). Other Division and School courses carry a more traditional grading system. Course work taken at other academic units of the University outside the Division is graded according to the grading system used by the

academic unit offering the course, and the grades are recorded on the student's official academic record.

At the end of each of the two regular semesters, the student prepares a self-evaluation which is reviewed by the student's adviser and the Division's faculty. This self-evaluation is coupled with the evaluations the student has received from faculty for that semester and used as a basis for advisement.

At mid-year (January for students entering in the Fall, June for students entering in the Spring), the student's adviser and the Division's faculty prepare an academic progress report, a copy of which is automatically forwarded to the student. This mid-year progress report is based on the student's academic work, self-evaluations and faculty evaluations; appended to the report is a statement from the Director of the Division and the faculty assessing the student's chances of gaining continuance in a degree-granting undergraduate program at the University by the sophomore year.

At the end of the year (June for students entering in the Fall, January for students entering in the Spring), the Division faculty reviews each student's work, again based on course performances, self-evaluations and faculty evaluations. Individual recommendations for continuance in a degree-granting program at the start of the next academic year (or of the Spring semester for students having entered in the previous Spring) are made to the School's Dean and the Academic Records Committee of the University. In some cases, a student may be obliged to remain in the Division beyond this first year. In such cases, a further final evaluation of the student's work is also submitted.

Minimum performance necessary to be *considered* for continuance in a degree-granting undergraduate program at Hofstra is:

- 1) satisfactory completion of most work attempted in the Division, including at least 4 semester hours in the Core Course. These must include at least some credit from examinations;
- 2) satisfactory completion ("C" or better, or the equivalent in Pass/Fail courses) of at least two courses (minimum six credits) in a baccalaureate program at Hofstra during the student's stay in the Division;
- 3) reasonable progress toward the satisfaction of the Writing Requirement (see next section);
- 4) a grade point average (GPA) and completion ratio compatible with minimum University standards;
- 5) finally, the faculty of the Freshman Division must be satisfied with the student's academic progress.

Writing Requirement

Students in the Freshman Division of the School for University Studies are expected to enroll in a fall Writing Workshop concurrent with the Core Course and to earn a minimum of 1 out of 2 credits. They are then expected to enroll in a spring Thematic Writing Course and earn a grade of "C" or better.

Students from the Freshman Division who have successfully completed the Division's program and transfer to New College follow the requirements for transfer students to that unit.

Students from the Freshman Division who have successfully completed the Division's program and transfer to another school or college within the University must fulfill the following requirements to earn the equivalent of English 1:

- 1) earn at least 4 out of the 6 credits (or the equivalent) in the Core Course;
- 2) earn at least 1 credit in the fall Writing Workshop taken concurrently with the Core Course;
- 3) earn a grade of "C" or better in a spring Thematic Writing Course and a positive recommendation from the instructor.

These students must still take the English Department's Writing Proficiency Examination and English 2. Students who do not complete the Division's writing requirements listed above must take English 1, the Writing Proficiency Examination, and English 2.

Program for Academic Learning Skills (PALS)

Over the years Hofstra University has been proud of its commitment to serve highly qualified students who need a unique environment to realize their potential. The professional staff of the Program for Academic Learning Skills (PALS) extends this commitment and provides this environment to a specific group of potential college students who have been traditionally identified as learning disabled. Course grades and test results have not always reflected the true potential of many learning disabled students.

For certified learning disabled individuals accepted to Hofstra University other than through the School for University Studies, the Program provides auxiliary aids and academic adjustments free of charge.

In addition, among applicants whose acceptance may be initially limited to the School for University Studies, the Program for Academic Learning Skills (PALS) seeks candidates with substantially higher than average intellectual ability, with emotional stability, who are willing to work very hard and who are socially mature, but who have experienced a variety of learning disabilities. PALS believes that these difficulties do not always stand in the way of academic success, nor should they stand in the way of entrance to a university community. The Program, therefore, concentrates on selecting the best applicants and on enhancing the skills that help them achieve academic success at Hofstra University.

Operation of the Program

Normally candidates are accepted into PALS for a period of one academic year. They are full-time, matriculated students of the University. Students in the Program enroll for a minimum of 12 credits per semester. Their academic

work allows the same options as students in the Freshman Division of the School of University Studies.

In addition, students normally meet with an academic learning specialist at least once a week; they also participate in specialized small group workshops during the year. These workshops are designed to enhance the student's strengths and to help them develop the requisite skills depending on their special area of need. These workshops receive academic credit but not in the liberal arts.

During the student's stay in the Program, the PALS faculty and staff establish contact with the student's instructors in University courses. If needed and/or desirable, PALS students are permitted to take their course examinations without the pressure of time and under the supervision of the staff in the Program. Books-on-tape, note-takers, word processors, and tutors are available as needed.

Aside from the skills workshops and other services designed to meet each student's needs, PALS students are able to participate in all activities open to qualified undergraduate students at the University. At the end of their year in the Program, students are able to continue at the University if their academic performance is judged to be satisfactory by the standards applicable to all Freshman Division students. These standards include completion of most work in the Program (including a minimum of four credits in a Core Course), satisfactory performance in at least two courses at the University (outside the Division),

distinct progress in the acquisition of skills necessary for academic success at the University, and a grade point average (GPA) and completion ratio compatible with minimum University standards.

Staff

The Program is part of the Freshman Division of the School for University Studies, which is responsible for its administration. Within the Division, PALS has its own professional staff of teachers qualified in the area of learning disabilities.

Admission to the Program

The Freshman Division, which administers PALS, has always conducted a highly individualized admissions process. Candidates are offered the opportunity of applying to PALS if their admissions credentials suggest their need for the resources and environment of the School for University Studies. Besides the materials submitted with the original application to the University, candidates are asked to submit any and all materials describing the specific learning disabilities. These must include the result of the Weschler Adult Intelligence Scale (WAIS) administered within one year of the application.

Once all these materials are on file, the applicant may be invited for an interview. At that time, applicants may be expected to demonstrate their writing ability. Shortly after this interview, an admissions decision is made. Acceptable candidates are notified by the Admissions Office.

Academic Projects, Special (SPCL)

Special Academic Projects 11A, 11B, 11C, 11D, 11E, 11F

1-3 s.h. each

Periodically

This course designation allows undergraduates at the University to pursue academic work for credit not usually related to published courses. Projects may include off campus or fieldwork, work study or other academic programs or studies related to a student's general undergraduate career.

This course may be taken again in different semesters, under different subtitles (B-F). Students may not receive more than 6 s.h. toward their degree for work in Special Academic Projects, and only one Special Academic Project may be taken per semester. Grades will be on a Pass/D+/D/Fail basis.

All projects must be contracted for in advance of the semester with a Hofstra faculty member (project adviser), receive the approval of the student's adviser, chairperson and the dean of the school. The number of credits and the subtitle of the project are included in the student's contract with the Hofstra faculty project adviser.

For information, inquire in the appropriate dean's office.

Accounting and Business Law

ACCOUNTING courses are listed below.

BUSINESS LAW courses are listed alphabetically.

Associate Professor Warner, *Chairperson*

Assistant Professor Marsicovetere, *Assistant to the Chairperson*

Professors Fonfeder, Katz, Lehman, Sirefman; Associate Professors Bass, Maccarrone, Martin, Slavin, Weisel; Assistant Professor Schain; Instructors Adair, Basile, Burke.

THE CHAYKIN DISTINGUISHED TEACHING PROFESSORSHIP IN ACCOUNTING is held by Professor Katz. See page 388.

THE CHAYKIN ENDOWED CHAIR IN ACCOUNTING is held by Dean Polimeni. See page 388.

Accounting (ACCT)

Administered by the Department of Accounting and Business Law. Associate Professor Warner, *Chairperson*

MISSION STATEMENT

Consonant with the mission of the Frank G. Zarb School of Business at Hofstra University, the Department of Accounting and Business Law utilizes its strong reputation for excellence in business education, combined with a dedicated and highly motivated accounting faculty and programmatic initiatives which support the accounting profession, to prepare individuals for careers as accounting and taxation professionals in a variety of settings, including private industry, public accounting, government, and not-for-profit organizations.

Several degree programs are offered through the department: Bachelor of Business Administration degree in accounting and Master of Business Administration degrees in accounting and taxation. While each program possesses characteristics unique unto itself, the commonality shared by the programs is the commitment which the department holds to outstanding teaching, intellectual contributions appropriate to advancing both instruction and scholarship in the field of accounting, and activities which provide opportunities to both faculty and students for service to the School and the community. Professional interaction among faculty, practitioners, and students is an

important feature of the department, and it is facilitated through involvement with local, regional, and national professional organizations and student groups.

At the undergraduate level, individuals participate in a course of study leading to professional certification eligibility which is inclusive of a strong foundation in the liberal arts, exposure to the functional areas of business and how they relate to each other, and a concentration in accounting courses which emphasizes the integration of accounting across functional lines.

At the graduate level, the M.B.A. programs in accounting and taxation provide strong foundations in business while enabling students to establish a strong base of specialized knowledge. The M.S. programs in accounting, accounting and taxation, accounting information systems, and taxation proposed by the department will provide a curriculum highly focused on courses for individuals who want to concentrate their efforts more closely on discipline content and/or who require additional course hours to be eligible for the Uniform Certified Public Accounting Examination.

Throughout each level of instruction, the department recognizes the importance of communications skills and high ethical standards in the practice of accounting, as well as the importance of information technology and the increasingly complex and significant role which the profession has acquired in modern global organizations and emerging market economies.

A participative and supportive environment is provided in the department whereby stakeholders (students, faculty, administrators, business principals, and others) are involved in the evolution of the curriculum. Input is sought from constituencies which regularly recruit and hire graduates from the accounting programs, and evaluations are conducted of the teaching efficacy of faculty by both students and peers at the graduate and undergraduate levels. The environment is further enhanced by the support of both students and faculty which is afforded to the student, professional, and social organizations sponsored by the department.

B.B.A. SPECIALIZATION IN ACCOUNTING: this program qualifies students for admission to the New York State Certified Public Accountant (CPA) examination and to those of many other states. Majors in accounting must have an overall grade-point average of 2.0 in accounting course work at Hofstra and C- or better in ACCT 1, 2, 123 and 124. The requirements are: ACCT 123 & 124, 125, 131, 133, 143 & 144; BLAW 24 and electives chosen under advisement.

Recommended sequence:

Freshman year	ACCT 1 and 2
Sophomore year-1st semester	ACCT 123
-2nd semester	ACCT 124
Junior year-1st or 2nd semester	ACCT 125, 131
Senior year-1st semester	ACCT 143
-2nd semester	ACCT 144
-1st or 2nd semester	ACCT 133

See complete B.B.A. requirements, page 96.

MINORS IN BUSINESS, see page 98.

The Accounting Department sponsors an internship program available to above-average public accounting majors. Students are eligible for the program in their senior year. Qualifying seniors are placed in accounting positions with leading public accounting firms during the January Session. Summer internships are also available.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see page 98.

BUSINESS HONOR SOCIETIES, see pages 63, 69.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions.

Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Fundamentals of Accounting* 3 s.h.
Fall, Spring

Introductory course in the principles and theory of accounting. Topics include the financial model in the form of the accounting equation, the accounting cycle including principles of double entry bookkeeping, design and preparation of books of accounts, construction of financial statements, inventory costing, accounting for receivables and payables, fixed assets, payrolls, payroll taxes and ethical issues in accounting. No credit for both this course and ACCT 201.

2. *Fundamentals of Accounting* 3 s.h.
Fall, Spring

Accounting for partnership and corporate forms of business organizations. Topics include introduction to cost accounting, budgeting and managerial concepts, analysis and interpretation of financial statements, ethics in the accounting profession, accounting for international foreign currency transactions and analysis of cash flows for decision making. Prerequisite: ACCT 1. No credit for both this course and ACCT 201.

123 & 124. *Financial Accounting Theory and Practice* 3 s.h. each

Fall, Spring
Study of accounting theory and procedures and the special problems that arise in the application of underlying accounting concepts to financial accounting. Focus on the application of accounting information as a basis for decisions by management, stockholders, creditors, and other users of financial statements and accounting reports. Conflicts and shortcomings that exist within the traditional structure of accounting theory, including ethical aspects, are discussed in conjunction with *Opinions* of the Accounting Principles Board, and *Statements* of the Financial Accounting Standards Board. International accounting differences are also considered. Prerequisites: ACCT 2, sophomore class standing or above.

125. *Accounting Entities* (Advanced) 3 s.h.
Fall, Spring

Discussion of advanced theory and problem-solving for partnership formation, operation and termination; an analytical overview of the accounting problems associated with mergers, acquisitions, and the preparation and interpretation of financial reports with respect to the resultant combined corporate entities; translation of foreign financial statements, and governmental fund accounting and not-for-profit accounting. International perspectives and ethical issues are integrated throughout. Recent statements and pronouncements by the American Institute of Certified Public Accountants, the American Accounting Association, and the Securities and Exchange Commission are used throughout the course. Prerequisites: ACCT 124, BCIS 10, junior class standing or above.

127. *Computer-based Accounting and Tax Systems* 3 s.h.
Periodically

Provides students with an understanding of the impact of computer-based accounting systems on the practice of accounting, the functioning of transaction cycles, control and security concepts, and auditing. Students have hands-on exposure to accounting and tax programs providing them with an in-depth understanding of how these systems can be used to assist clients. Prerequisites: ACCT 124, BCIS 10, junior class standing or above.

128. *Accounting in a Global Environment* 3 s.h.
Periodically

Discussion of contemporary debates regarding harmonization of accounting standards. Analysis of the differences among countries regarding their economic and social practices and corresponding accounting systems. Specific countries are discussed, and specific auditing and taxation accounting practices and

theories are covered. Prerequisites: ACCT 125, junior class standing or above.

131. *Cost Accounting Systems* 3 s.h.
Fall, Spring

Various cost accounting concepts and information systems are studied, e.g., production cost systems and computerized management information systems. Topics include job-order costing, process costing, standard costs, direct costing, by-products and joint products, differential and comparative costs. Ethical, environmental and international considerations relating to the production process are discussed. Prerequisites: ACCT 2, BCIS 10, junior class standing or above.

133. *Auditing Theory and Practice* 3 s.h.
Fall, Spring

The role and function of the independent auditor in the profit-directed sector of the economy is emphasized. The ethical, social, economic and political forces that have influenced the philosophy and conceptual foundations of auditing are covered in depth. Pronouncements by the American Institute of Certified Public Accountants, rulings by regulatory agencies and court decisions are analyzed. Standards that guide the auditor and the methodology used in conducting an audit are covered and illustrated, including audit considerations regarding computerized management information systems. Prerequisites: ACCT 123 & 124, BCIS 10, QM 1, junior class standing or above.

143 & 144. *Income Tax Accounting* 3 s.h. each
Fall, Spring

Analysis of the Federal and New York State Income Tax laws, their meaning, application, ethical and international considerations relating to individuals, partnerships, corporations and fiduciaries. Prerequisites: ACCT 123, junior class standing or above, senior class standing recommended.

155, 156. *Readings* 1-3 s.h. each
Periodically

Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: ACCT 2 and permission of department chairperson.

157. A-Z. *Seminar: Special Topics in Accounting* 3 s.h.
Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: ACCT 125 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation. These courses may *only* be taken in addition to the required courses. These courses do *not* qualify for CPA examination credit.

185. *Internship* 3 s.h.
Fall, Spring

A work-study program open to senior accounting majors. Students work a minimum of 120 hours in a structured accounting training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade-point average of 3.0 in accounting courses and 3.0 overall, ACCT 124. Corequisite: related course in the area of the internship.

190. *Honors Essay* 3 s.h.
Fall, Spring

Research for and the writing of a substantial essay in the field of accounting. Open only to senior accounting majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade-point average of 3.5 in accounting and 3.4 overall.

201. *Financial Accounting and Reporting** 3 s.h.
Fall, Spring
Overview of financial accounting which includes the analysis and preparation of financial statements, ethical considerations, cash flow analysis, partnerships, corporate accounting, investment in stocks, and international transactions. (Formerly *Survey of Accounting*.)
216. *Tax Accounting** 3 s.h.
Fall, Spring
Introduction to basic business and personal federal income tax. Study and discussion of specific aspects of business transactions including executive compensation, fringe benefits, and the creation, purchase, reorganization and disposal of businesses. Course emphasizes the impact of taxation on business decisions. Prerequisite: successful completion of ACCT 201 or approved equivalent. Not open to students who have taken an income tax course.
220. *Research and Procedures in Federal Income Taxation** 3 s.h.
Periodically
Administrative machinery of IRS, research materials in federal taxation, rights of taxpayers, appeals procedures, litigation and compromise. Prerequisite: ACCT 143 or 216 or approved equivalent.
221. *Income Tax Problems of Partnerships, Estates and Trusts** 3 s.h.
Periodically
Study of Federal and New York State income tax provisions relative to partnerships, estates and trusts with emphasis on problems that may arise and the extent to which these entries are adapted to the objectives of taxpayers. Prerequisite: ACCT 143 or 216 or approved equivalent.
222. *Federal Income Taxation of the Corporation and Its Shareholders** 3 s.h.
Periodically
Advanced coverage of income taxation of corporations, Subchapter S election and effect of distributions and redemptions on the corporation and its stockholders. Prerequisite: ACCT 143 or 216 or approved equivalent.
223. *Federal Income Tax Aspects of Liquidations, Mergers and Reorganizations** 3 s.h.
Periodically
Intensive study of Federal Income Tax treatment of corporate liquidations, reorganizations and divisions. Problems relating to collapsible corporations, affiliated groups, foreign corporations and foreign-sourced income are covered. Prerequisite: ACCT 216 or 222 or approved equivalent.
224. *Estate and Gift Tax** 3 s.h.
Periodically
Provisions of the Internal Revenue Code relative to estate and gift taxations are analyzed and interpreted in terms of the regulations and rulings of the Internal Revenue Service and court decisions. The New York State provisions relative to estate and gift tax are covered. Prerequisite: ACCT 143 or 216 or approved equivalent.
225. *Deferred Compensation and Pension Plans** 3 s.h.
Periodically
Law and regulations relating to employee pension, annuity, profit-sharing, stock bonus and bond purchase plans, including plans for self-employed individuals. The Pension and Reform Act of 1974 will receive special attention. In addition, the Federal Income Tax law with regard to deferred compensation procedures and plans including stock options, both statutory and nonstatutory, and restricted stock payments are analyzed. Prerequisite: ACCT 143 or 216 or approved equivalent.
226. *General Business Taxation** 3 s.h.
Periodically
A comprehensive analysis of local, state and federal excise taxes affecting business. Emphasis on the New York State sales and general business taxes, rent taxes and the New York State franchise tax. Includes a study of state and local personal income taxes with emphasis on modifications of the federal income tax base, as well as an analysis of taxes levied on business payrolls. Prerequisite: ACCT 143 or 216 or approved equivalent.
227. *Taxation of International Transactions** 3 s.h.
Periodically
Course explores issues in international taxation such as jurisdiction to tax, source rules for income and expense, foreign tax credit, controlled foreign corporations, foreign earnings exclusion, tax treaties, and other related international tax issues pertaining to ethical considerations. International taxation of individuals also addressed. Prerequisite: ACCT 143 or 216 or approved equivalent.
230. *Managerial Accounting and Reporting** 3 s.h.
Fall, Spring
Development and presentation of accounting information for managerial decision making in a global economy. Topics include budgeting, forecasting, profit analysis and planning, performance evaluation, transfer pricing, capital budgeting, goal congruence and measurement of organizational performance, and cost control. Environmental factors and ethical implications are integrated throughout the course. Prerequisite: ACCT 2 or 201 or approved equivalent. (Formerly *Advanced Managerial Accounting*.)
232. *Accounting in a Global Environment** 3 s.h.
Periodically
Discussion of contemporary debates regarding harmonization of accounting standards and analysis of the differences among countries regarding their economic and social practices and corresponding accounting systems. Specific countries and specific auditing, accounting, and taxation practices and theories are discussed. Prerequisite: ACCT 2 or 201 or approved equivalent.
234. *Advanced Auditing** 3 s.h.
Spring
Philosophy, postulates and concepts of auditing theory and their relationship to recent developments in auditing practice such as the expansion of management advisory services, greater use of electronic data processing and computerized management information systems are analyzed. The impact on the profession of the American Institute of Certified Public Accountants' pronouncements on accounting principles. Prerequisite: ACCT 133 or approved equivalent. No credit for both this course and 235.
250. *Seminar in Contemporary Accounting** 3 s.h.
Periodically
Critical examination of current thought in accounting; relationships between accounting and other business areas including economics, law, manufacturing, etc. Ethical, social and political influences on accounting theory and practice are discussed. Required of all M.B.A. candidates in public accounting. Prerequisite: completion of all prerequisite and preliminary accounting courses.
257. A-Z. *Seminar: Special Topics in Accounting** 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: ACCT 230 and permission of department chairperson.
As individual subjects are selected, each is assigned a letter

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

(A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation. These courses do *not* qualify for CPA examination credit.

304. *Advanced Research Seminar in Accounting** 3 s.h.
Fall, Spring

(NOTE: ACCT 306-308 may be offered in place of 304.) Students write an integrative paper on an assigned topic based on secondary research and then formulate a written primary data research design to investigate a specific key issue. They must formulate research questions and hypotheses, construct survey instruments and experimental designs, draft sample plans, outline data handling procedures, and prepare a comprehensive research proposal, furnishing justifications for its theoretical as well as practical significance. An oral presentation of each project is required at the conclusion of the semester. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the department chairperson.

305. *M.B.A. Honors Research Thesis in Accounting** 3-6 s.h.
Periodically

Student selects and designs an integrative research project with the approval and guidance of a faculty member in the area of specialization. Student is required to justify the project's significance within a decision-making framework and define the management applications of the research findings. An oral report of the research findings is presented to a faculty committee. With joint permission of the department chairperson and thesis adviser, a student may expand the M.B.A. Honors Research Thesis from 3 to 6 s.h.; the additional 3 s.h. may be counted toward elective requirements in the area of concentration. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

306. *Case Focused Research Seminar in Accounting** 3 s.h.
Periodically

Emphasis on multiple functional areas that are taught in the Zarb School of Business. A case study approach is utilized in this course, and students are challenged to understand how decisions and policies from different functional areas are integrated within an organization. Students present detailed recommendations toward resolution of complex business problems within an industry or company which must be supported by appropriate documentation of research and analysis. Written and oral reports are required. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as BCIS 306, FIN 306, IB 306, MGT 306, MKT 306.

307. *Consulting Research Project in Accounting** 3 s.h.
Periodically

Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client for one semester. The students and the business or not-for-profit entity to which they are assigned will identify specific problems and objectives of the organization. Students design and complete one or more integrative consulting projects involving various business principles and conduct research. A written consulting report and an oral presentation are made to a faculty committee and the senior management of the organization. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the senior assistant dean and director of graduate programs and the department chairperson. Same as BCIS 307, FIN 307, IB 307, MGT 307, MKT 307.

308. *Computer Simulation (Management Game) in Accounting** 3 s.h.
Periodically

Course utilizes a comprehensive computer simulation to create a variety of complex multifunctional business problems to which students must respond under varying conditions of uncertainty. A team-based approach to decision making is used in resolving problems created by the computer model. Students are required to provide detailed reports on decisions made and to provide quantitative and qualitative justifications for their decisions. These justifications must be supported through the use of research and must be presented orally and in writing. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as BCIS 308, FIN 308, IB 308, MGT 308, MKT 308.

330. *Graduate Internship** 3 s.h.
Fall, Spring

A work-study program open to graduate students who are specializing in accounting or taxation.

Students work a minimum of 100 hours in the semester for selected business organizations in their area of specialization. A written evaluation of a complex relevant managerial decision is prepared by the student at the completion of the course. Most internship opportunities involve some form of monetary remuneration. Prerequisites: all core competency courses or approved equivalents, 24 graduate-level credits with a 3.3 average and permission of the department chairperson. (Formerly GBUS 330).

Administration and Policy Studies (APS)

Professor Shakeshaft, *Chairperson*

Areas of specialization are Educational Administration, Foundations of Education, Reading, and Writing. These areas are listed alphabetically.

COURSES

In addition to semester notations next to each course, several courses are offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

244. *Aging, Public Policy and the Law* 3 s.h.
Once a year

Legal and policy issues arising out of the "graying" of America are examined. Current government programs and legal developments affecting the elderly are analyzed. Emphasis on areas where changes in policy is required to meet evolving social needs of the aging population. Topics include income maintenance through government benefits and private pensions; the health care system; long-term care in nursing homes and other settings, and control over decision-making by and for the frail elderly.

245. *Legal Aspects of Managing Healthcare Programs for the Aging* 3 s.h.
Periodically

Examination of legal issues commonly encountered by administrators of health care facilities and programs serving older people. Among topics discussed are the legal aspects of government regulation and corporate governance of the program, contractual reimbursement, tax and staffing issues, liability, quality assurance, risk management matters, and patient care policies and procedures.

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

†Full-time students may take IB 219 as a corequisite.

251. *Readings in Administration* 3 s.h.
Fall, Spring, Summer
Research and readings on topics of interest to the student and agreed upon by the instructor. Prerequisite: permission of instructor.

294, 295. *Administrative Internship* 3 s.h. each
Fall, Spring, Summer
A cooperative administrative experience at a community agency, college or university where students observe, study and report on agency policies, procedures and services. Monthly seminars for considering problems confronted in the field are held. Prerequisite: department approval.

370. *Introduction to Higher Education in the United States* 3 s.h.
Fall
Reviews the historical development and current status of higher education in the United States and provides an overview of some important issues in higher education in our society: finance, government relationships, accountability; equity, administrative complexity; collective bargaining, professionalism.

371. *Economics and Finance of Higher Education* 3 s.h.
Spring
Provides prospective administrators with a conceptual and practical understanding of fiscal and economic concerns which directly and indirectly influence institutions of higher education. Examination of the role of postsecondary institutions in the economic growth and development of society, the influence of socioeconomic and political conditions and changes on the maintenance and growth of postsecondary institutions; major contemporary fiscal issues; and basic principles and processes of fiscal management.

372. *Governance in Higher Education* 3 s.h.
Fall
Examination of the structure and processes surrounding decision-making in American colleges and universities and review theories and methods for evaluating and improving the effectiveness and efficiency of various governance mechanisms. Particular attention given to the role and influence of governing boards, administrators, faculty, students, governmental agencies and community.

373. *The Student in American Higher Education* 3 s.h.
Spring
Examination of student enrollment patterns in higher education in the United States; explores the relationship between demographic, economic and social characteristics such as age, academic aptitude, gender, race, religion, ethnology, social attitudes, socioeconomic background and career expectations on student behavior, attitude, and motivation; and assesses the impact of these changes on educational policies, programs and services.

374. *Teaching and Learning in Higher Education* 3 s.h.
Fall
Focus on the relationship between student characteristics and the instructional process, examines the impact of organizational structure and processes on teaching and learning, and explores alternative ways to enhance student learning. Prerequisite: APS 373.

Africana Studies (AF ST)

Hofstra College Associate Dean for Student Academic Affairs,
Acting Director

The Africana Studies major will introduce the student to an interdisciplinary program that coordinates and develops courses in African and Afro-American life and culture.

B.A. SPECIALIZATION IN AFRICANA STUDIES: a minimum of 30

semester hours of advanced courses (100 level or above) in Africana Studies including AF ST 155, 156, 157; HIST 116; PSC 111 and CLIT 193.

No more than 6 semester hours may be taken from any one of the following groups of optional courses in order to fulfill either major or minor requirements except under advisement. Only faculty members teaching in this area, or the Associate Dean for Student Academic Affairs in Hofstra College of Liberal Arts and Sciences, will advise students studying for this major or minor.

- 1) AF ST 51, 52. *Readings in African Thought*, 1 s.h. each
154. *African Humanism*, 3 s.h.
- 2) ANTH 102. *Peoples & Cultures of Africa*, 3 s.h.
108. *Afro-American Culture*, 3 s.h.
- SOC 134. *Race Relations in the United States*, 3 s.h.
- 3) HIST 115. *The Afro-American in American History, 1619-1865*, 3 s.h.
117A. *History of Africa to 1800*, 3 s.h.
- 4) ECO 111. *Economic Development in Sub-Saharan Africa*, 3 s.h.
143. *Economic Development*, 3 s.h.
- 5) PSC 110. *African Politics*, 3 s.h.
115. *State & Metropolitan Politics & Governments*, 3 s.h.
- 6) ENGL 140, 141. *African American Literature I, II*, 3 s.h. each

See complete B.A. requirements, page 75.

A MINOR IN AFRICANA STUDIES consists of the successful completion of 18 semester hours in Africana Studies courses, with at least 6 hours in residence.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

51, 52. *Readings in African Thought* 1 s.h. each
Fall, Spring
Each student, in consultation with the instructor, selects a key topic or a prominent figure in the world with African experience and explores the ideas generated by and around the topic or personality.

154. *African Humanism* 3 s.h.
Fall, Spring
African philosophical and religious systems, attitudes and the ways in which those attitudes are reflected in intellectual ideas and national cultures.

155. *African Humanism* 3 s.h.
Periodically
Pan-African protest, revolt and rebellion from the Haitian Revolution to the present.

156. *Economic and Social History of the Caribbean from Slavery to National Independence* 3 s.h.
Periodically
The plantation economy and the evolution of social classes in selected countries.

157. *African National Liberation Movements* 3 s.h.
Fall, Spring
Theory and practice. Ideologies, politics and programs of movements in Namibia and South Africa.

American Literature

SEE ENGLISH

American Studies (AM ST)

Professor of Political Science Landis and Professor of English Couser, *Co-Chairpersons*, American Studies Advisory Committee

Educationally distinctive, American Studies is both intensive, in having America as its unvarying concern, and extensive, in relying upon different disciplines. For the students and teachers involved, American Studies means joining in a shared effort with persons whose concerns are partly, or even largely, at variance with one's own. Such an approach offers a special opportunity to integrate knowledge of American literature, history, politics, economics, art and philosophy into a complex but meaningful whole.

Taking a minor or a major in American Studies permits the student to see a single subject, America, in different ways with the help of various academic departments and disciplines. Such minor and major programs are readily adapted, with advisement, to the needs, abilities and preferences of the individual student.

American Studies is an interdisciplinary alternative for undergraduates looking forward to graduate work and careers in public service, law, higher education, and other fields associated with the social sciences and humanities.

B.A. SPECIALIZATION IN AMERICAN STUDIES: 36 semester hours distributed as follows:

- 1) 3 hours chosen from each of the following categories of primary courses (a-e):
 - a) AM ST 1
 - b) ENGL 51, 52, 143, 144
 - c) HIST 13, 14
 - d) PHIL 145
 - e) PSC 1, 105, 141
- 2) AM ST 145 and 146
- 3) Electives, 15 hours of courses that concentrate upon particular aspects of American Studies (e.g., The Arts in America, American Business and Technology, Immigration and Race in America, The American Political Process, American Social Problems), chosen with the approval of a member of the American Studies Advisory Committee, from the following:

ANTH	101, 108
AH	7, 8, 145
AVF	11
DRAM	140
ECO	131, 140, 141, 171
ENGL	51, 52, 124A, 126, 137, 138, 140, 141, 142, 143, 144, 145A, 146A, 148, 149, 171, 176
FDED	110, 111, 112, 114, 130
GEOG	110
HIST	13, 14, 29, 30, 115, 116, 124, 143, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 157, 160, 162, 163, 165, 167, 169, 184, 185, 186, 187
JRNL	70
MASS	104
MUS	122, 123, 134
PHIL	145
PSC	1, 105, 111, 114, 115, 120, 121, 122, 126, 127, 128, 129, 134, 151
SCO	2
SOC	34, 134, 141, 170, 172
SPAN	125, 127

See complete B.A. requirements, page 75.

A MINOR IN AMERICAN STUDIES consists of the successful completion of 18 semester hours as follows: 6 hours of primary courses (see 1 above); 9 hours of electives (see 3 above), approved by a member of the American Studies Advisory Committee; and AM ST 145 or 146. No more than two of the above listed electives offered by any one department participating in the American

Studies program may be applied toward the minor. At least six hours must be taken in residence.

COURSES

- | | |
|--|----------|
| 1. <i>Creating America's Culture #</i> | 3 s.h. |
| See course description, page 367. | |
| 100. <i>Honors Essay</i> | 3 s.h. |
| See course description, page 367. | |
| 145. <i>Readings in American Studies</i> | 3 s.h. |
| Every other semester | |
| An exploratory course analyzing American culture through the works of American writers. Each semester centers upon particular themes, ideas or topics broad enough to permit the student to become acquainted with the diversity of America's past and present. Prerequisite: two of the following: ENGL 51, 52, 143, 144; HIST 13, 14, or permission of instructor. | |
| 146. <i>Seminar in American Studies</i> | 3 s.h. |
| Every other semester | |
| Each semester some aspect of American culture is chosen as the organizing theme of the seminar. In addition, students will work on individual research problems. | |
| 151A. <i>Individual Readings in American Studies</i> | 1-3 s.h. |
| Every other semester | |
| Students will read selections assigned by the instructor and prepare written or oral reports. Prerequisite: permission of instructor. | |
- MEMBERS OF THE AMERICAN STUDIES ADVISORY COMMITTEE are:
- Mark Landis, *Professor of Political Science*
and G. Thomas Couser, *Professor of English* (Co-Chairpersons)
Michael D'Innocenzo, *Professor of History*
Louis Kern, *Professor of History*
Joann Krieg, *Associate Professor of English*
Rosanna Perotti, *Assistant Professor of Political Science*
Marc Silver, *Associate Professor of Sociology*
Kathleen A. Wallace, *Associate Professor of Philosophy*

Anthropology (ANTH)

Administered by the Department of Sociology and Anthropology. Associate Professor Silver, *Chairperson*

Associate Professor Mwarua; Assistant Professors Fessler, Kasmir, Varisco.

LAMBDA ALPHA: a national anthropology honor society, see page 64.

B.A. SPECIALIZATION IN ANTHROPOLOGY: 30 semester hours in anthropology courses including ANTH 1, 3, 4, 137, 145 and either 185 or 186. Of the remaining 12 credits, majors are urged to elect at least two area courses.

LING 101 or 151 and AH 114 are recommended electives.

See complete B.A. requirements, page 75.

A MINOR IN ANTHROPOLOGY consists of the successful completion of 18 semester hours, chosen in consultation with an adviser in the department, with at least 9 hours in residence and including at least two of the following courses: ANTH 1, 3 and 4.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions.

#Core course

Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Human Evolution in Philosophical Perspective* # 3 s.h.
Fall, Spring

Human origins are reviewed in light of evolutionary theory and recent research on living primates. Concepts of both human nature and culture are defined in evolutionary terms and critiqued with an eye to unravelling the distinctively human capacities for conjugal and extended family life, for symbolic communication and for social contracts that establish the minimal conditions of political order. (Formerly *General Anthropology*.)

3. *The Primitive World and Its Transformations* # 3 s.h.
Fall, Spring

The concept of culture is subjected to an intensive critical overview, as the organizing idea of anthropology and as a fundamental component of the modern worldview. Themes to be addressed include: evolution of man's capacity for culture; major humanistic and scientific approaches to understanding culture and the great and ongoing transformation from so-called "primitive" to civilized ways of life. Institutional structure, symbolic texture and the feel of other cultures are conveyed through careful analysis of ethnographic classics and films. Credit given for this course or ANTH 2, not both.

4. *The Human Condition in Ethnographic Perspective* # 3 s.h.
Fall, Spring

Introduces the student to ethnography as the distinctive mode of inquiry in cultural anthropology and illustrates the utility of an ethnographic perspective in the analysis of social processes. The potential of an ethnographic approach to further a truly cross-cultural understanding of economic, political, psychological, religious and aesthetic problems is evaluated through intensive discussion of ethnographic case studies around the world.

12. *Social Organization of Non-Western Societies* 3 s.h.
Every other year

Advanced study emphasizing detailed analysis of social and community structures and political, economic and religious institutions. Materials are selected from a wide range of primitive and other nonwestern societies. Prerequisite: ANTH 1. (Formerly *Social Anthropology*.)

32. *Women and Development* # 3 s.h.
Periodically

Examination of the historical transformation of the roles of Asian and African women in relation to the different modes of socio-economic organization of their respective societies. Critical assessment of the impact of social, religious, economic and political systems in defining the status of women in these societies. Credit given for this course or SOC 32, not both.

99A, 99B, 99C. *Significant Contributors to Anthropological Theory and Practice* 1 s.h. each

Periodically

A study of the contribution of one important anthropologist such as Franz Boaz, Margaret Mead, Ruth Benedict, Alfred Kroeber, Julian Steward, etc., for a total of 15 hours.

100. *Honors Essay* 3 s.h.
Fall, Spring

The research and the writing of a substantial essay in the field of anthropology. Open only to senior anthropology majors who are eligible for and desire to graduate with departmental honors. Interested students must secure, before registration, written permission of the instructor who will supervise the essay.

101. *The Native Americans* 3 s.h.
Every other year

Peoples and cultures of aboriginal North America. Indians and Indian affairs under U.S. administration. Contemporary problems of the American Indian minority. (Formerly *The American Indian*.)

102. *Peoples and Cultures of Africa* 3 s.h.
Every other year

Peoples and cultures of Africa, south of the Sahara. The social, economic and political organization of representative African societies in their historical setting. The input of colonialism.

103. *Peoples and Cultures of Asia* 3 s.h.
Periodically

This survey course will focus in any year on selected anthropological studies for two or three of the following areas: China, Japan, India, mainland Southeast Asia and Indonesia.

105. *Peoples and Cultures of Latin America* 3 s.h.
Every other year

Survey of American Indian, Iberian and African origins of the cultures and societies of Mexico and Central America, South America and the Caribbean. Race relations and class relations in Latin America. Intensive treatment of selected modern community studies in Latin-American societies.

106. *Peoples and Cultures of the Middle East and North Africa* # 3 s.h.
Periodically

Survey of the region's cultural diversity in historical context. Focus on the impact of Islam, traditional lifestyles and the reaction to colonialization by the West. Emphasis placed on case studies from Egypt, Yemen, the Gulf States, Iraq, Iran and Israel. Critical discussion of the role of anthropology in studying the Middle East. Attention also given to the social context of contemporary issues, such as Islamic fundamentalism, gender roles and recent armed conflicts. (Formerly *Peoples and Cultures of the Middle East*.)

107. *Development, Conservation, and Indigenous Peoples in Applied Anthropology* # 3 s.h.
Every other year

Development of the field of applied anthropology in socio-economic analysis of third-world development, preservation of cultures of indigenous peoples, and conservation of biodiversity in underdeveloped regions. Focus on problems of planned or directed socio-economic change, transfer of technology, causes of famine and emerging ecological problems in Latin America, Middle East, Africa and Asia. Application of anthropological methods in international development agencies (including World Bank, USAID, UNDP) and environmental conservation organizations. (Formerly *Applied Anthropology*.)

108. *Afro-American Culture* 3 s.h.
Every other year

Consideration and analysis of the culture of black Americans and black communities; emphasis is on enculturation processes and social forms resulting from antecedents of African culture and pressures from the dominant American culture. Emphasis is on the legacy of slavery.

110. *Prehistory* 3 s.h.
Once a year

Discussion of prehistoric hunting and gathering sites, early agricultural societies, major royal burials and ancient urban settings. Examination of archaeological data, research methods, dating techniques, artifact analysis, problems of interpretation.

111. *Anthropology and Music* 3 s.h.
Periodically

World music in relation to culture: includes the musical instruments of preliterate peoples and nonwestern societies. Emphasis is on musical styles in appropriate social and cultural context.

112. *Anthropology of the Global Economy* 3 s.h.
Periodically

How do other cultures organize their economic lives? Are there aspects of human economic behavior that are universal, or are

#Core course

our economic motives culturally determined? As capitalism becomes more global, what kinds of native economies and economic principles will it bump up against? In this course, we apply the theory and methods of economic anthropology to look at the full range of economic behavior and organization in world cultures. (Formerly *Economic Anthropology*.)

113. *Archaeology of Civilizations of the New World* # 3 s.h.
See course description, page 367.

114. *Rise of Civilization* 3 s.h.
Every other year
A study of the nuclear civilizations of the Americas (Peru, Mexico, Guatemala), the Middle East (Mesopotamia, Egypt and periphery) and other areas such as China and India in historical and evolutionary perspective. (Formerly *Nuclear Civilization*.)

115. *Culture and Class: Transcultural Studies in Poverty* 3 s.h.
Once a year
The dimensions of poverty seen in cross-cultural perspective. The examination of subcultural differences in poverty among groups within the same society. Emphasis is on understanding the relationship between the individual and his/her culture, the meaning of ethnicity, and the role of anthropology in clarifying the effect of disadvantage and exclusion of individuals and groups. Prerequisite: ANTH 3 or equivalent.

116. *Religion in Cross-Cultural Perspective* # 3 s.h.
Once a year
An examination of various approaches to the interpretation of religious beliefs and practices. Emphasis on nonwestern belief systems, theories of the function of religion in society, uses of magic and divination within religious traditions, and religion as a mechanism of both social control and social change. Topics include symbolism, myths and rituals in selected societies and the role of the religious practitioner.

117. *Medical Anthropology* 3 s.h.
Once a year
Cross-cultural study of the physical and cultural adaptations of humans to problems of disease: resistance to disease, treatment of disease, treatment of disease and immunity resulting from natural selection.

120. *Cross-Cultural Studies in Conflict* 3 s.h.
Periodically
The study of aggression, socialization and integration in human society. An examination of the archaeological and contemporary evidence of conflict as a cultural phenomenon including the mechanics of conflict resolution in different cultures. Prerequisite: ANTH 3 or equivalent.

121. *Political Anthropology* 3 s.h.
Periodically
Selected survey and analysis of political systems of stateless and preindustrial state societies. Prerequisite: ANTH 3.

125. *The Media in Anthropological Perspective* 3 s.h.
Once a year
Modes of information flow, storage, retrieval and manipulation are examined in cross-cultural perspective. Language and myth, sacred and secular texts, and contemporary electronic (radio and T.V.) media expressions are analyzed in terms of their evolutionary and cultural significance. Critical discussion of major theories of language, mythology and mass communications.

131. *Anthropology and Education* 3 s.h.
Every other year
Social and cultural factors influencing the educational process, includes the application of anthropological methods and con-

cepts in understanding cultural transmission. Emphasis is on comparison of educational systems and the examination of educational procedures in cross-cultural perspective. Same as FDED 131.

132. *Contemporary Italy, an Anthropological View* 3 s.h.
Every other year
The traditional regional cultures of contemporary Italy are analyzed with reference to the fast-growing ethnographic literature dealing with Italy in particular and Mediterranean culture patterns in general. Traditional patterns of land tenure, community organization, family, ritual and folklore are explored as they were affected by the post-Risorgimento and post-war transformations and convulsions of Italian society.

137. *Race and Ethnicity: an Anthropological Perspective* # 3 s.h.
Every other year
Examination of the scientific study of the origin and nature of human physical and ethnic variation and culture contact from an anthropological perspective. Cross-cultural data are used to explore the concept of race, the impact of race thinking, and patterns of culture contact and ethnic relations. (Formerly *Race and Culture Contacts*.)

145. *Women and Men in Anthropological Perspective* 3 s.h.
Once a year
Comparison of the attitudes, roles and statuses of men and women in various societies ranging from hunter-gatherers to modern industrial.

148. *Society, Culture and Personality* 3 s.h.
Every other year
Relationship between the individual personality, society and culture. Recent theories and studies of character and social structure. Prerequisite: ANTH 1. Credit given for this course or SOC 148, not both.

151, 152. *Readings in Anthropology* 1-3 s.h. each
Fall, Spring
Readings assigned by the instructor, oral and written reports. Open to students who have completed 12 s.h. of work in anthropology, with permission of department chairperson.

185. *Methods in Anthropology* 3 s.h.
Periodically
A study of methods of fieldwork and analysis in anthropology. Students are asked to do limited work outside the classroom, investigating a problem or problems chosen by the class.

186. *Theory in Anthropology* 3 s.h.
Every other year
The historical development of and present trends in anthropological theory in relation to culture and society. Prerequisite: ANTH 1.

SPECIAL TOPICS: courses numbered 187 and 188 are open to students who have completed at least 6 semester hours in anthropology and/or related social sciences. These courses deal with innovative or advanced topics and may include field projects. Students prepare individual projects on a research theme. May be repeated when topics vary.

Special Topics: major themes in anthropology
Fall, Spring
187, 188, 3 s.h. each
187a, 188a, 2 s.h. each
187b, 188b, 1 s.h. each

191. *Senior Paper* 3 s.h.
Periodically
Individual study and preparation of a paper, under departmental guidance, of an empirical or theoretical problem of the student's own choosing. Individual and group conferences.

#Core course

200. *Fundamentals of Anthropology* 3 s.h.
Once a year
Scope and aims of modern anthropology. Human origins, race, prehistory, language, culture and the diversity of human societies. General principles and theory.

214. *Aging in Cross-Cultural Perspective* 3 s.h.
Periodically
A comparative overview of the origins and development of institutions and customs pertaining to aging in a variety of cultural settings, both western and nonwestern, traditional and modern. (Formerly HIST 214.)

215. *Introduction to Gerontology: Aging in American Life* 3 s.h.
Periodically
Explanation of the social and cultural dimensions of aging in America. Included are societal assumptions about age, family contexts, work environments, aging through popular literature and culture, and social policy issues. (Formerly HIST 215.)

218. *People and Cultures of Latin America* 3 s.h.
Periodically
An integrated study of the institutions, culture groups and literary traditions of Spanish America. Social and economic functions of the "hacienda," Church, politics, university and others in combination with literary works that exemplify these topics. Specific regions or countries are examined individually. Same as SPAN 218.

250. *Readings in Anthropology* 1-3 s.h.
Periodically
Independent study on special topics in anthropology. Prerequisite: permission of chairperson.

288. *Advanced Seminar in Anthropology* 3 s.h.
Periodically
Course deals with innovative or advanced topics and may include field projects. Students prepare individual projects on a research theme. May be repeated for credit when topics vary.

Applied Economics

SEE PAGE 169.

Applied Physics

SEE PAGE 296.

Applied Science, Associate in

SEE PAGE 178.

Arabic (ARAB)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

1, 2. *Elementary Arabic* 3 s.h. each
Every other year
Fundamental elements of modern standard Arabic. Basic sentence patterns and grammar are taught through intensive classroom drills and graded reading. Exposure to Palestinian dialect of Arabic.

Art History and Humanities

HUMANITIES PROGRAM AND COURSES are listed independently.

Administered by the Department of Fine Arts, Art History and Humanities. Professor Infield, *Chairperson*

Professors Cohen, Masheck, Myron; Associate Professor Lindgren.

Art History (AH)

B.A. Specialization in Art History: AH 3 or 5, 4 or 6, 74, 101, 102, 106, 119, 120, 164, and 12 additional hours in 100-level art history courses, plus FA 8, 9.

See complete B.A. requirements, page 75.

TEACHING OF ART, see page 329.

A **MINOR IN ART HISTORY** consists of the successful completion of 18 semester hours in art history courses, under advisement, with at least 6 hours in residence.

M.A. PROGRAM IN HUMANITIES, see page 254.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

3. *Gods and Kings* # 3 s.h.
Fall

Study of Classical and European art from its prehistoric antecedents to the Gothic Age, with an emphasis on how powerful kings and religious beliefs influenced the forms and styles of architecture, sculpture and painting. Credit given for this course or New College HAH 13, not both. (Formerly AH 3,4, *Introduction to Art History*.)

4. *Religion, Rulers and Rebellion* # 3 s.h.
Spring

Study of European art from the Renaissance to modern times with a focus on how painting, sculpture and architecture were influenced by kings, courts, Christianity and the rebellious spirit of outstanding artists. Credit given for this course or New College HAH 14, not both. (Formerly AH 3,4, *Introduction to Art History*.)

5, 6. *Form in the Art-Work I #, II #* 3 s.h. each
See course description, page 367.

7. *American Art I* # 3 s.h.
See course description, page 367.

8. *American Art II* # 3 s.h.
See course description, page 367.

74. *Contemporary Art* # 3 s.h.
Fall, Spring

A topical and analytical study of contemporary art including first-hand observation in the galleries and museums of New York City. Students may expect field trips to New York City during the semester. (Formerly FA 74.)

100. *Honors Essay* 3 s.h.
Fall, Spring

The research for and the writing of a substantial essay in the field of art history. Open only to senior art history majors who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the project.

101. *Ancient Art* # 3 s.h.
Fall

Architecture, sculpture and painting of Ancient Greece and the Roman Empire with emphasis on the contributions of the earlier

#Core course

cultures of Egypt, the Near East and Ancient Celtic Europe. (Formerly *Art of Ancient Mediterranean Civilizations*.)

102. *Medieval Art* 3 s.h.
Spring

Architecture, sculpture and painting of Europe from c. 300 A.D. to 1400 A.D., with emphasis on the contributions of earlier European and non-European cultures. Style periods such as late Antique, Byzantine, Romanesque and Gothic are covered.

103. *Images: West and East* 3 s.h.
Periodically

Analysis of the intercultural relationships between Europe and Asia as exemplified in the visual arts from Alexander the Great through the 20th century.

106. *Italian Renaissance Art* 3 s.h.
Every other year

Architecture, sculpture and painting in Florence, Rome, Venice, and other cities of Italy from the 14th through the 16th century.

107. *Renaissance Art in Northern Europe* 3 s.h.
Every other year

Architecture, sculpture and painting in Flanders, France, Germany, Spain and England during the 15th and 16th centuries.

109. *Art from the Baroque to Romantic Age* 3 s.h.
Every other year

Analysis of painting during the post-Renaissance, Baroque, Rococo, Neoclassic and Romanticist periods emphasizing old masters such as Caravaggio, El Greco, Velasquez, Rembrandt, Ingres, Delacroix and Turner.

110. *Modern Architecture, Modern Sculpture* 3 s.h.
Every other year

Development of architecture from the Crystal Palace to the present in Europe and America. Sculpture from 1880 to the present.

114. *Tribal Arts* 3 s.h.
Periodically

A survey of tribal art forms in pre-Columbian America, Africa (West Africa and the Congo) and Oceania (Melanesia and Polynesia) with reference to religious, social and geographical influences. The art of each region is studied within the cultural context. Credit given for this course or New College HAH 6, not both.

118. *Pre-Islamic and Islamic Art* 3 s.h.
Periodically

Origins and development of Islamic art in the Near and Middle East, from the prehistoric age through the 18th century. Emphasis is on the study of Islamic art in Iran and its spread throughout the world in architecture, sculpture, pottery and textile design.

119. *19th-Century Painting in Europe* 3 s.h.
Every other year

Development of modern art during the 19th century, emphasis on the major movements, concepts and artists.

120. *20th-Century Painting in Europe* 3 s.h.
Every other year

Analyze the major movements, concepts and styles of 20th century painting in France, England, Belgium, Italy and Spain.

145. *American Art* 3 s.h.
Every other year

Art in America from 1620 to the present. Emphasis on architecture, sculpture and painting, and the visual forms are analyzed within the context of American culture.

151. *Readings in Art History* 3 s.h.
Fall, Spring

Specifically designed for concentration in a single area. Open to highly qualified students, normally seniors, who are capable of

working independently. Before registering, the student must consult with the faculty member who will act as the tutor. This course is not a substitute for AH 164, *Senior Seminar*.

161. *Art of Personal Adornment* 3 s.h.
See course description, page 367.

164. *Senior Seminar* 3 s.h.
Spring

Open only to seniors specializing in art history or by permission of department chairperson. An intensive study of selected problems in historical research.

165. *Asian Art* 3 s.h.
Periodically

Art forms of India, China and Japan with reference to philosophical, religious and social influences from the prehistoric through the 19th century. Architecture, sculpture, painting and ceramics are analyzed; themes, styles and techniques distinctive of the art tradition of each country are stressed.

168. *Internship* 6 s.h.
See course description, page 367.

170. *Museum Studies* 3 s.h.
Periodically

Under the supervision of the Director of the Emily Lowe Gallery, students gain theoretical and practical experience in the functions and operation of galleries: cataloging, authentication, insurance and methods of displaying works of art. Visits to museums, guest lecturers and informal seminars. Pass/D+/D/Fail grade only.

187. *Landscape in Art* 3 s.h.
See course description, page 367.

188. *Age of Rembrandt* 3 s.h.
See course description, page 367.

192. *Workshop in Art History* 3 s.h.
See course description, page 367.

Asian Studies (AS ST)

Assistant Professor of Chinese Chiu, *Chairperson, Asian Studies Advisory Committee*

The Asian Studies major is designed to provide the student with a broad interdisciplinary understanding of the traditional and modern civilizations of India, China and Japan. To assure that the student will receive training in a specific discipline, besides studying Asian courses for the major, students are further required to complete a minor (18 hours) in the discipline of their choice.

Each student will choose a core of four courses, concentrating on either traditional or contemporary Asia, and also take a seminar as part of the major. Study of an Asian language is strongly recommended. Chinese and Japanese courses are offered at Hofstra. Courses in these languages beyond level 4 may be counted toward the major requirements.

B.A. SPECIALIZATION IN ASIAN STUDIES: 30 credits in Asian studies and a minor consisting of 18 credits in an academic discipline, distributed as follows:

A. 12 credits taken in one of the following options:

1. Traditional Civilizations

AH	165. <i>Asian Art</i> , 3 s.h.
CLIT	150. <i>Asian Literature</i> , 3 s.h.
HIST	71. <i>China & Japan to 1800</i> , 3 s.h.
PHIL	60. <i>Introduction to Eastern Religious Traditions</i> , 3 s.h.

2. Modern Civilizations
 HIST 72. *China & Japan Since 1800*, 3 s.h.
 LIT 80. *Chinese Literature in Translation*, 3 s.h.
 GEOG 113. *Economic Geography of East & Southeast Asia*, 3 s.h.
 PSC 144. *Asian Politics & Governments*, 3 s.h.
- B. 15 additional credits in Asian courses chosen from the following:
 AH 165. *Asian Art*, 3 s.h.
 ANTH 103. *Peoples & Cultures of Asia*, 3 s.h.
 CLIT 149. *Asian Literature: India*, 3 s.h.
 150. *Asian Literature: China & Japan*, 3 s.h.
 ECO 112. *Economic Development of China*, 3 s.h.
 114. *Japan's Modern Economy*, 3 s.h.
 GEOG 113. *Economic Geography of East & Southeast Asia*, 3 s.h.
 131. *Japan*, 3 s.h.
 HIST 71. *China & Japan to 1800*, 3 s.h.
 72. *China & Japan Since 1800*, 3 s.h.
 173. *Modern China*, 3 s.h.
 174. *Modern Japan*, 3 s.h.
 175. *Confucian China: Origins to the 18th Century*, 3 s.h.
 LING 7. *History of Chinese Calligraphy & Language*, 3 s.h.
 PSC 144. *Asian Politics & Government*, 3 s.h.
 146. *China: Government & Politics*, 3 s.h.
 154. *Seminar: Comparative Politics*, 3 s.h.*
 PHIL 60. *Introduction to Eastern Religious Traditions*, 3 s.h.
- C. 3-credit Seminar:
 AS ST 195. *Asian Studies Seminar*, 3 s.h.
- D. A minor, consisting of 18 credits, taken in an academic discipline. Courses taken in the major may not be applied toward the minor.

See complete B.A. requirements, page 75.

COURSES

These courses are sometimes offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

100. *Honors Essay* 3 s.h.
 Once a year
 Research for and writing of a substantial essay on Asia. Open only to senior Asian Studies majors who are eligible for departmental honors and who secure written permission of the instructor who will supervise the essay.
195. *Asian Studies Seminar* 3 s.h.
 Once a year
 Examination of selected topics from the perspectives of the several disciplines represented by student and faculty members by means of special lectures and student papers. Open only to Asian Studies Program students in the senior year.
- 209A. *Summer Asian Affairs Institute* 3 s.h.
 Once a year
 A four-week interdisciplinary course for secondary social studies teachers designed to facilitate teaching cultural universals with the visual arts. Selected Asian and African areas are linked by selected religious, political, economic and social universals with appropriate traditional and modern illustrations. For further information, contact the Coordinator, Hofstra Social Science Associum, Prof. D'Innocenzo, History Department. Pass/Fail grade only.

ASIAN STUDIES COMMITTEE

David J. Chiu, *Assistant Professor*, Chinese
 Wah Cheng, *Assistant Professor*, History
 Paul Harper, *Professor Emeritus*, Political Science
 Robert Myron, *Professor*, Art History and Humanities
 Yoshie Takahashi, *Adjunct Instructor*, Japanese

Astronomy (ASTR)

Administered by the Department of Physics. Associate Professor Edwards, *Chairperson*

Staff

COURSES

These courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

- 5, 6. *Fundamentals of Astronomy* 3 s.h. each
 Periodically
 Elementary treatment of solar system and stellar astronomy. Prerequisites: 1 unit high school algebra; 1 unit plane geometry.
10. *The Universe* 3 s.h.
 Periodically
 This course is designed for nonscience students. It is intended to present a coherent picture of the universe from the nuclear structure of matter through the solar system and ultimately to stars and galaxies. Credit given for this course or ASTR 11 or ASTR 12 or New College NPG 2.
11. *The Solar System #* 3 s.h.
 See course description, page 367.
12. *Stars and Galaxies #* 3 s.h.
 See course description, page 367.
31. *Frontiers of Astronomy: Black Holes, Pulsars, Supernovae and Quasars* 3 s.h.
 Periodically
 Recently discovered astronomical objects are presented from the point of view of the nonphysics major. Cosmological theories such as the Big Bang theory are considered in terms of present day observational effects. Prerequisites: ASTR 11, 12.

Athletic Training

SEE HEALTH STUDIES, SPORT SCIENCES, AND PHYSICAL EDUCATION

Audio/Video/Film (AVF)

Associate Professor DelGaudio, *Chairperson*
 Professor Delamater; Assistant Professors Abod, Biella, Gershon, Kaplan, Miller.

BACHELOR OF ARTS PROGRAMS

The Department of Audio/Video/Film offers programs in each of three areas leading to a Bachelor of Arts degree.

Candidates for graduation from the School of Communication with the degree of Bachelor of Arts must fulfill the B.A. requirements as listed under the School of Communication on page 104. In addition, students majoring in Audio/Video/Film must complete the program requirements listed below plus a liberal arts minor from one of the following: any minor in the College of Liberal Arts and Sciences, or the Department of Speech Communication and Rhetorical Studies. The minor must consist of 18 semester hours as defined by that discipline, of which at least 6 hours must be taken in residence.

(NOTE: Major and minor fields will be listed on the student's record. Only courses acceptable for the major may be applied toward the minor, and only with grades of C- or better. Pass/D+/D/Fail credit will be given toward an academic major and minor for courses offered only on this basis.)

*Depending on course content.

#Core course

B.A. MAJOR IN AUDIO/RADIO: 36 s.h.

- 12 s.h.—SCO 1, 2, 3, 4
- 12 s.h.—AVF 11, 21, 111, 161
- 6 s.h.—JRNL 11, 15
- 3 s.h.—Chosen from AVF 91 or JRNL 17
- 3 s.h.—Chosen from any MASS course or AVF 24

B.A. MAJOR IN VIDEO/TELEVISION: 37 s.h.

- 12 s.h.—SCO 1, 2, 3, 4
- 19 s.h.—AVF 24, 26, 44, 64 or 84, 164 & 165
- 3 s.h.—Chosen from any MASS course
- 3 s.h.—Any AVF course chosen under advisement

B.A. MAJOR IN FILM STUDIES AND PRODUCTION:

- 36–37 s.h.
- 12 s.h.—SCO 1, 2, 3, 4
- 9 s.h.—AVF 10, 27, 47
- 6 s.h.—Chosen from AVF 137A, 137B, 157, 158, or 177
- 6 s.h.—Chosen from AVF 60, 80, or any 100-level AVF course, chosen under advisement
- 3–4 s.h.—Chosen from AVF 21, 24, 26, JRNL 11, 20, or any MASS course, chosen under advisement

NOTE: For students interested in majoring in combined disciplines, inquiry should be made in the School of Communication Dean's Office, Room 318, Dempster Hall.

BACHELOR OF SCIENCE PROGRAMS

To qualify for a B.S. major:

- a) Student must be at least of sophomore standing,
- b) Student must have obtained a minimum grade of B– in AVF 24 and any subsequent production courses, and
- c) Student must get permission of adviser and the B.S. programs coordinator.

Candidates for graduation from the School of Communication with the degree of Bachelor of Science must meet the following qualifications:

- a) Student must complete at least 124 semester hours (130 semester hours in the Video/Television and Business specialization),
- b) Student must work closely with adviser to ensure fulfillment of all B.S. requirements as listed on page 105,
- c) Student must fulfill 42 s.h. in accordance with the B.S. requirements as listed under the School of Communication on page 105, and
- d) Student must complete the program requirements listed under one of the B.S. majors listed below.

B.S. MAJOR IN VIDEO/TELEVISION: 82 s.h.

- 12 s.h.—SCO 1, 2, 3, 4 (see page 106)
- 15 s.h.—ENGL 102 or LING 101, DRAM 3, 9, 190 and a literature course, chosen under advisement
- 6 s.h.—PHYS 6, CSC 5
- 19 s.h.—AVF 14 (6 s.h.), 21, 24, 26, 44
- 3 s.h.—AVF 64 or 84
- 15 s.h.—AVF 106, 134, 144, 164 & 165
- 12 s.h.—Chosen from any liberal arts courses, not in the AVF department, chosen under advisement.

B.S. MAJOR IN VIDEO/TELEVISION AND FILM: 82 s.h.

- 12 s.h.—SCO 1, 2, 3, 4 (see page 106)
- 15 s.h.—ENGL 102 or LING 101, DRAM 3, 9, 190, and a literature course, chosen under advisement
- 6 s.h.—PHYS 6, CSC 5
- 22 s.h.—AVF 10, 14 (6 s.h.), 24, 27, 44, 47
- 6 s.h.—AVF 60 or 80, 64 or 84
- 15 s.h.—AVF 110, 144 or 168, 164 & 165, 167
- 6 s.h.—Chosen from AVF 84, 134, 137A, 137B, 144, 157 or 158

B.S. MAJOR IN VIDEO/TELEVISION AND BUSINESS: 88 s.h.

- 12 s.h.—SCO 1, 2, 3, 4 (see page 106)

- 6 s.h.—ENGL 30; ENGL 102 or LING 101, chosen under advisement
- 9 s.h.—ECO 1, 2, and one other ECO course, chosen under advisement
- 3 s.h.—Chosen from SPCM 1 or 7.
- 6 s.h.—Chosen from any literature courses, chosen under advisement
- 19 s.h.—AVF 14 (6 s.h.), 24, 26, 44, 64 or 84
- 9 s.h.—AVF 134, 164 & 165
- 3 s.h.—Chosen from AVF courses, chosen under advisement
- 21 s.h.—Chosen from Zarb School of Business courses, chosen under advisement.

A Minor in Audio/Video/Film consists of the successful completion of 18 semester hours of courses, chosen under advisement. At least 6 hours must be taken in residence.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

10. *Introduction to Film and Television Study* # 3 s.h.
Fall, Spring
The basic language of filmic expression and the methodologies of film study, including their influence on television and video, are introduced through analysis of films and television programs. Emphasis is on ways of looking at films and television, the major concepts of theory, the various forms of film and television, and the techniques that determine visual styles. Cannot fulfill core requirement for AVF majors. (Formerly COMM 60, *Introduction to Film Study*.)
11. *History and Theory of Audio and Radio* 3 s.h.
Fall, Spring
Introduction to the development of the radio industry, from 1919 to the present, focusing on managerial structure and philosophies, technological changes, programming formats, licensing, and national and international policies. Prerequisite: SCO 4. (Formerly COMM 13, *Survey of Radio*.)
14. *Video Production: Practical Experience* 1-2 s.h.
Fall, Spring
Practice in all phases of video production in addition to special projects assigned on an individual basis. Up to 6 s.h. to be applied to the B.S. degree. Open only to B.S. majors. Pass/D+/D/Fail grade only. No liberal arts credit. (Formerly COMM 125, *Television Production Practical Experience*.)
21. *Fundamentals of Audio Production* 3 s.h.
Fall, Spring
Theories and practices of basic audio production. Course focuses on audio board operations, production formats, microphones, analog and digital recording and playback equipment, and other studio standards. Students are required to be available for production and laboratory time beyond scheduled class time. Admission to class by permission of department. Prerequisite: SCO 4. No liberal arts credit. (Formerly COMM 21, *Fundamentals of Radio Production*.)
24. *Fundamentals of Video: Studio Production* 4 s.h.
Fall, Spring
Introduction to the creative process of video production emphasizing the theory, language and techniques of production as applied in the studio/control room environment. Topics include the moving image, audio, lighting, editing and the integration of the various positions for the multicamera production. Admission to class by permission of department. Students are required to be available for production work beyond scheduled class time.

#Core course

Prerequisite: SCO 4. No liberal arts credit. (Formerly COMM 11, *Basic Television Production*.)

26. *Fundamentals of Video: Field Production and Editing* 3 s.h.
Fall, Spring

Introduction to field video production emphasizing the theories and concepts of production applicable to shooting on location. Studies include applied video techniques and basic post-production editing methods used in electronic news gathering (ENG), satellite news gathering (SNG), and electronic field production (EFP) for various purposes, including news events, documentaries, industrials, educational programming, training and sales promotion. Students are required to be available for production work beyond scheduled class time. Admission to class by permission of department. Prerequisite: SCO 4. No liberal arts credit. (Formerly COMM 124, *Workshop: Electronic Field Production Techniques*.)

27. *Introductory Film Production* 3 s.h.
Fall, Spring

Introduction to film production emphasizing the development of short narrative films and the use of principles of continuity filmmaking. Basic processes of how cameras work and how films are constructed from scripting through editing. Equipment is provided but students will have expenses for film and processing. Admission to class by permission of department. Prerequisites: SCO 4 and AVF 10. (Formerly COMM 61, *Film Theory and Technique I*.)

40. *Television Production* 3 s.h.
Periodically

Practice and theory of the use of video and sound for cognitive and affective communication, stressing the development of creative, original concepts and ingenuity in execution in production and direction. Students are required to be available for production work beyond scheduled class time. Open to nonmajors only. Prerequisite: SCO 4. No liberal arts credit. (Formerly COMM 12A, *Intermediate Television Production*.)

44. *Advanced Facilities Training* 3 s.h.
Fall, Spring

Training and practice with broadcast-quality equipment. Basic engineering theory is studied and the core technical areas of high-level equipment are investigated and practiced. Technical preparation for intermediate and advanced production work. Students are required to be available for production work beyond scheduled class time. Admission to class by permission of department. Prerequisite: AVF 24. No liberal arts credit. (Formerly COMM 119A, 119.)

47. *Intermediate Film Production* 3 s.h.
Fall, Spring

Advanced concepts of film production and the creation of alternatives to continuity filmmaking are practiced through production of short films. Equipment is provided but students will have expenses for film and processing. Admission to class by permission of department. Prerequisite: AVF 27. (Formerly COMM 62, *Film Theory and Technique II*.)

60. *Documentary Film and Video Production* 3 s.h.
Every other year

Students produce and direct individual or group projects that explore issues of documentary. Emphasis is on confronting social and political problems through the media. Equipment is provided but students will have expenses for videotape and film and processing. Admission to class by permission of department. Prerequisite: AVF 26 or 47. (Formerly COMM 171A, *Advanced Film Production*.)

64. *Intermediate Video: Studio Production* 3 s.h.
Fall, Spring

Intensive practice and theory of intermediate video techniques. Methods of communicating various messages through images and sound. Studies of the effects that can be achieved through

the use of the camera and the creative development in both narrative and nonnarrative productions. Students are required to be available for production work beyond scheduled class time. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 17, *Intermediate Production Workshop: Television*.)

65. A-Z. *Video Production Workshop* 1-2 s.h.
Periodically

Intensive examination and practice in specific production duties and responsibilities. Possible topics include directing, associate directing, stage managing, and talent makeup.

As individual topics are selected, each is assigned a letter (A-Z) and added to the course number. Course may be taken a number of times as long as there is a different letter designation each time it is taken. Admission to class by permission of department. No liberal arts credit. (Formerly COMM 15, *Production Workshop—Broadcasting: Television*; COMM 22, *Television Production Workshop: Associate Directing*.)

66. *Video Lighting* 1 s.h.
Once a year

Aesthetic, technical, and theoretical considerations of the art of lighting for video. Study, analysis, and practice of fundamental and intermediate lighting methods for both the studio and field production. Students are required to be available for lighting sessions beyond scheduled class meetings. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 19, *Television Lighting Workshop*.)

80. *Experimental Film and Video Production* 3 s.h.
Every other year

Students produce and direct individual or group projects that explore issues of nonnarrative and other experimental, self-expressive forms. Emphasis is on experimental combinations of image and sound and alternatives to classic Hollywood style. Equipment is provided but students will have expenses for videotape and film processing. Admission to class by permission of department. Prerequisite: AVF 26 or 47. (Formerly COMM 182A, *Workshop: Experimental Film Production*.)

84. *Alternative Video Production Techniques* 3 s.h.
January

Various theories and demonstrations of the alternatives to live-on-tape production techniques. Evaluations are made of the different methods and their best use. Written analyses of current broadcast and nonbroadcast methods are required. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 123, *Workshop: Video Production Techniques*.)

90. *Acting for Television and Film* 3 s.h.
Periodically

Techniques used in acting for the camera. Processes that differ from those used in stage acting. Extending the range of the student actor to include the electronic and film media. Scene study, appropriate projects assigned and substantive written critical evaluations are required. Students are subject to rehearsal and production calls beyond class hours. Prerequisites: DRAM 59 & 60 or permission of instructor. Individual audition required before registration. Same as DRAM 169. (Formerly COMM 169.)

91. *Audio Announcing* 3 s.h.
Spring

Theories and practices of multiple audio announcing formats. Course includes analyzing, scripting and performing the following: dramatic productions, various DJ formats, news, commercial and noncommercial spot reads, and more. Students are required to be available for production work beyond scheduled class time. Audition required for admission. Admission to class by permission of department. No liberal arts credit. Prerequisites: SPCM 11, AVF 21. (Formerly COMM 132.)

94. *Television Performing* 3 s.h.
Spring
Effective presentation of newscasts, sportscasts, interviews, panel discussions and other video forms. Emphasis is on development of the student's own personality and rhetorical talents. Exercises are videotaped, analyzed and criticized by instructors and peers. No liberal arts credit. (Formerly COMM 18.)
100. *Principles of Nonlinear Digital Editing* 3 s.h.
Periodically
A post-production film and video course introducing students to the theories and concepts of nonlinear digital editing using the Avid Media Composer and/or other computer-based systems. Through screenings, lectures, discussions and demonstrations, students learn basic editing concepts and styles and methods of accomplishing various editing tasks. Admission to class by permission of department. Prerequisite: AVF 26 or 47. No liberal arts credit. (Formerly COMM 129.)
104. *Video Graphics* 1 s.h.
Once a year
This course focuses on the artistic elements, design factors, and impact of video graphics. Study of intermediate and advanced operation and production techniques involved in creating computerized graphics for video use. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 20, *Television Production Workshop: Audio and SEG*.)
106. *Advanced Video Editing* 3 s.h.
Fall, Spring
Emphasis on the use of computerized equipment to facilitate the creative decision-making processes of video editing. Study of how editing choices influence the way viewers perceive programming. Methods of editing drama or comedy, news footage, documentaries, and music are learned. Students are required to be available for editing sessions beyond scheduled class meetings. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 128.)
110. *Film and Television Writing: Theory and Application* 3 s.h.
Once a year
The basic principles of narrative emphasizing plot and character development, film and television screenplay formats, and the process of screenwriting from synopsis through treatments to scripts. Admission to class by permission of department. Prerequisite: AVF 10. (Formerly COMM 103, *Cinema-TV Writing: Theory and Application*.)
111. *Writing for Audio* 3 s.h.
Fall
Applied writing for audio. Formats covered include news, dramatic, commentary, and commercial and noncommercial spot writing. Admission to class by permission of department. Prerequisites: ENGL 1-2 and AVF 21. (Formerly COMM 131, *Writing for Radio*.)
134. *Producing and Television Programming* 3 s.h.
Fall, Spring
The study of research and development methodologies as applied to producing, programming, and distribution. Emphasis is on the producer's need to combine creative abilities and originality with vision, drive, and good business acumen. Course highlights ethics, responsible decision-making, critical thinking, organizational skills, and resourcefulness. Open to juniors and seniors only. No liberal arts credit. Prerequisite: AVF 24 or 26. (Formerly COMM 120, *Producing Reality Programming*.)
- 137A, 137B. *Film History* 3 s.h. each
Every other year
The development of the motion picture from its origins in the 1890s to the present. The courses confront the issues of world cinema and the historiography of film as seen in the aesthetic, social, economic, and technological forces that influence the development of movies. 137A deals with approximately the first half of film history, 137B with the second. Prerequisite: AVF 10. (Formerly COMM 173, 174, *History of the Motion Picture*.)
138. *Film Adaptation* 3 s.h.
Periodically
Study of the aesthetic and technical aspects and social implications of adapting plays and novels for the screen and remaking movies in different eras. Analysis of how narrative structure is affected by the medium of its presentation as seen through selected stories, novels, and films. Prerequisite: AVF 10. (Formerly COMM 111, *Cinema Adaptation of Plays and Novels*.)
139. *Film Theory* 3 s.h.
Periodically
Study of the various theoretical approaches of how cinema relates to society and the individual. In addition to the classic film theories of Arnheim and Eisenstein, among others, and Bazin's and Kracauer's concepts of film realism, the course confronts issues such as Marxism, feminism, and structuralism and introduces new theoretical concepts as they develop. Prerequisite: AVF 10. (Formerly COMM 176, *Theories of Cinema*.)
144. *Television Directing* 3 s.h.
Fall
The art and style of the television director and the processes involved in producing a television program, from basic concept to final production. Emphasis on creativity and leadership essential to the making of any television project. Students are required to be available beyond scheduled class time. Admission to class by permission of department. No liberal arts credit. Prerequisites: AVF 64 or 84. (Formerly COMM 121, *Television Directing and Producing*.)
145. *Non-Broadcast Video Production* 3 s.h.
Periodically
Development of communication systems for nonbroadcast purposes. Focuses on writing, researching, planning and producing videotape programs for users with specific needs and audiences. Students work with clients through all phases of production from initial contact to completion and presentation of program. Admission to class by permission of department. Prerequisites: AVF 24, 26, 134. No liberal arts credit. (Formerly COMM 197.)
- 150, 151. *Independent Studies/Readings* 1-3 s.h. each
Fall, Spring, Summer
Individualized courses designed to fill gaps in the student's knowledge of audio, video, or film. Ordinarily open to seniors in the Department of Audio/Video/Film who are exceptionally capable of independent work. Before registering for this course, the prospective student must find a member of the department who will agree, in writing, to serve as instructor. Prerequisite: permission of department chairperson. (Formerly COMM 110, *Readings in Communications*.)
157. *Film Genres* 3 s.h.
Periodically
Studies of genre cinema emphasizing critical and aesthetic analyses of significant types of motion pictures. Possible topics include film comedy, the Western, melodrama, the musical, science-fiction, and animated film. Prerequisite: AVF 10. May be repeated for credit when subject matter varies. (Formerly COMM 112.)
158. *Film Authorship* 3 s.h.
Periodically
Studies of the concepts of film authorship and the auteur theory as applied to the work of particular directors and other filmmaking personnel. Possible topics include the films of Hitchcock, Truffaut, Bergman, or Kubrick, among others; the star as auteur; and the producer or studio as auteur. Prerequisite: AVF 10. May be repeated for credit when subject matter varies. (Formerly COMM 178, *Auteur-Director Series*.)

161. *Advanced Audio Production* 3 s.h.
Spring
Theories and practices of advanced audio production techniques. Course includes conceptualizing, producing, directing, recording, editing and mixing multi-track audio projects. Students are required to be available for production and laboratory time beyond scheduled class time. Admission to class by permission of department. No liberal arts credit. Prerequisite: AVF 21. (Formerly COMM 130.)

164 & 165. *Advanced Television Production* 3 s.h. each
Fall, Spring
Advanced practicums dealing with creative production in aesthetic and technical phases. Emphasis in 164 is on the production of commercials, promotions, and public service announcements. Open to juniors and seniors only. Emphasis in 165 is on the production of long-form television. Open to seniors only. Admission to class by permission of department. Prerequisites: AVF 64 or 84. No liberal arts credit. (Formerly COMM 122A, 122B, *Advanced Television Production I, II*.)

167. *Advanced Film Production Workshop* 3 s.h.
Fall, Spring
A study of three major areas of 16mm film production: cinematography (including lighting), sound, and editing. The semester is divided into three segments, one devoted to each area, to allow participants to gain proficiency in the technical aspects of shooting film, recording sound (sync and dubbed), and editing multiple tracks. Equipment is provided but students will have expenses for film and processing. Admission to class by permission of department. No liberal arts credit. Prerequisites: AVF 47; 60 or 80. (Formerly COMM 177, *Workshop: Film Production*.)

168. *Senior Film Projects* 3 s.h.
Spring
Approaching film as a unique means of aesthetic expression, each student participates in a group production of an original student-scripted film. The group participates in every step from story conference through final-edited print. Emphasis is on making aesthetic decisions to create a short narrative film as each student learns all functions but masters one during production and post-production. Equipment is provided but students will have significant expenses for all other aspects of production. Admission to class by permission of department. Prerequisite: AVF 167. (Formerly COMM 172A, *Film Directing*.)

170, 171. *Internships* 1-3 s.h. each
Fall, Spring, Summer
An internship program that affords students an opportunity to apply their classroom experience in an appropriate professional work setting. Students, with permission of departmental adviser, must work a requisite number of hours and complete a paper relevant to their work experience. Periodic meetings with supervising faculty are required. Prerequisites: junior class standing and successful completion of 21 credits in major. (Formerly COMM 189A, *Communication Internship*.)

177. *Documentary Film* 3 s.h.
Every other year
A survey of the history of documentary film combined with a study of problems facing documentary film and video makers. Theoretical issues of objectivity, narrativity, social responsibility, and film technique are underlying concerns of documentaries viewed in class. Prerequisite: AVF 10. (Formerly COMM 175.)

180-189. *A-Z. Special Topics* 1-3 s.h. each
Periodically
Designed to meet the needs of individual and specific groups of students interested in special topics not covered by other course offerings.
As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times as long as there is a different letter designation each time it is taken.

199. *Departmental Honors* 3 s.h.
Fall, Spring
Individual research project in student's major area, under tutorial supervision. Open only to majors in the Department of Audio/Video/Film who are eligible according to the criteria listed on page 61, and who desire to graduate with departmental honors. Students should normally start work with their faculty adviser in the semester preceding their registration for this course. Permission of chairperson, prior to registration, is required.

Baccalaureate Programs

SEE PAGE 54.

Banking and Finance

SEE FINANCE, page 205.

Bilingualism

The graduate bilingualism programs are:

- I. Master of Arts Program
A bilingual and bicultural understanding of the Hispanic and American ways of life. This specialization is designed for persons holding a baccalaureate degree and for Spanish speaking professionals who have the necessary linguistic skills to perform their course work in Spanish and in English.
The candidate will take a placement examination, which will be used for purposes of advisement only, and must complete 36 hours of interdisciplinary courses as follows: SPAN 212, 213, 214, 215, 216; one 200-level course in each of the following areas: literature, linguistics, history, cross-cultural materials and pedagogical orientation. A master's comprehensive examination is required.
Professor McNair, *Coordinator*
- II. Master of Science in Education Programs
 - A. Bilingual Elementary Education, see page 181.
 - B. Bilingual Secondary Education, see page 334.

See complete graduate information, page 66.

- III. Doctoral Programs
Programs with bilingual/bicultural concentrations leading to the Ed.D. or Ph.D. in Reading, Language, and Cognition.
See page 317.

See complete doctoral information, page 72.

Biochemistry (BCHM)

Administered by the Department of Chemistry. Associate Professor Finzel, *Chairperson*

The Chemistry Department's program for the B.S. Specialization in Biochemistry is accredited by the American Chemical Society. A student completing this course of study will be awarded a certificate from the Society.

B.S. SPECIALIZATION IN BIOCHEMISTRY: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science 1A, 1B, and 2A, 2B may not be counted toward this total semester hour requirement.
2. At least 62 semester hours must be completed in liberal arts courses outside the Chemistry Department.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major

- field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
- The following general requirements:
ENGL 1-2 or placement examination*
German, French or Russian preferred, completion of level 4 if studied in high school or to level 2 if studied as a new language;
Computer science, 3 semester hours;
Social science and humanities, 15 semester hours of core courses; (social science: 3 hours in the contemporary and 3 hours in the perspective categories; humanities: 3 hours in the appreciation and analysis category (literature) and 3 hours in the creative participation category; and 3 hours from any core category).
For listing of core courses, see page 78.
 - The fulfillment of the following major requirements:
BCHM 162, 163, 173, 176; CHEM 3A & 4A, 3B & 4B, 80, 105, 109, 124, 125, 131A & 132A, 131B & 132B, 141-142, and 3 hours of chemistry courses at the 100-level; PHYS 11A-12A, 11B, 12B; MATH 19, 20; BIO 1, 2, 135.

A MINOR IN BIOCHEMISTRY consists of the successful completion of 18 hours in chemistry and biochemistry courses including BCHM 162, and 163 or 173, taken under advisement. Courses listed for the minor may not simultaneously be used to satisfy a chemistry minor. Chemistry majors may offer BIO 2, 135, 137, or 143 as part of the 18 hours for the minor. At least 6 hours must be taken in residence.

COURSES

These courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

162. *Molecular Biochemistry I* 3 s.h.
Fall

Mechanisms of enzyme action (the active site); physical-organic interpretation of biochemical reaction mechanisms; enzyme kinetics; biochemical energetics; chemistry of proteins, nucleic acids, polysaccharides and lipids; interactions of large molecules; the genetic code; protein synthesis; molecular biology. (3 hours lecture.) Prerequisites: CHEM 131A & 132A, 131B & 132B. Same as CHEM 162, BIO 162.

163. *Molecular Biochemistry II* 3 s.h.
Every other Spring

Selected topics in biochemistry; focus on the control of biochemical processes. Topics may include control of replication, transcription and translation; ribosomes; chromosomes; biochemistry of cancer; allosteric control; membrane structure and function in metabolic and hormonal control mechanisms. (3 hours lecture.) Prerequisite: BCHM 162. Same as CHEM 163.

173. *Experimental Biochemistry* 3 s.h.
Spring

A laboratory course in biochemical methodology. Experiments which illustrate biochemical concepts are emphasized. As time permits, the student will carry out experiments in the following areas: biochemical assays; enzymes (isolation, kinetics); chromatography and electrophoresis; clinical chemistry; physical chemistry of nucleic acids and proteins; radioisotope methodology. (1 hour lecture, 6 hours laboratory.) Prerequisites: BCHM 162 and CHEM 105 and 109. Same as CHEM 173. No liberal arts credit.

176. *Seminar in Biochemistry* 1 s.h.
Every other Spring

Students report on recent journal articles and classical papers in biophysical chemistry. Their impact on current research is considered. (1 hour seminar.) Prerequisite: permission of instructor. Same as CHEM 176.

182 & 183. *Biochemical Research* 1-3 s.h. each
Fall, Spring

The student conducts research under the direction of a faculty member on some topic of mutual interest. The problem will

involve both laboratory and library work. (1 hour conference, 3 hours laboratory per credit.) The number of credits will be decided on before registration. Prerequisite: permission of faculty member and chairperson. Same as CHEM 182 & 183. No liberal arts credit.

Biology (BIO)

Professor Pumo, *Chairperson*

Associate Professor Anderson, *Director of Graduate Programs*

Professors Grimes, Kaplan; Associate Professors Anderson, Erb, Seagull; Assistant Professors Burke, Clendening, Daniel, Morrissey, Sanford, Willey.

THE DONALD E. AXINN DISTINGUISHED PROFESSORSHIP IN ECOLOGY AND CONSERVATION AT HOFSTRA UNIVERSITY. See page 388.

B.A. SPECIALIZATION IN BIOLOGY: students should apply to the department as soon as possible after making the decision to major in biology. Applications are available in the chairperson's office. Advisers are assigned when the student applies for acceptance as a major. The department encourages interested students to speak with a biology adviser about this specialization before declaring a major. Grades in biology lower than a C- do not count toward the total number of semester hours required for the biology specialization.

The following courses are required for the degree:

36 credits in biology including: BIO 1, 2, 135, 136, 137.

One course must be selected from *each* of the following biology categories:

- I. BIO 23, 24, 147
- II. BIO 143, 147, 150, 151A
- III. BIO 114, 119, 181
- IV. BIO 144, 149A

Additional electives may be taken from the above categories or from other biology courses with these exceptions: BIO 3, 4, 50, 103, 105, 106, 162.

The following are also required: CHEM 3A & 4A, 3B & 4B, 131A & 132A, 131B & 132B; PHYS 1A-2A, 1B-2B or 11A-12A, 11B, 12B; a core course in mathematics (students planning to pursue advanced degrees in life and health sciences are urged to take MATH 19) and either a second mathematics course or *Biostatistics* (BIO 100), under advisement.

See complete B.A. requirements, page 75.

TEACHING OF HIGH SCHOOL BIOLOGY AND GENERAL SCIENCE, see page 332.

B.S. SPECIALIZATION IN BIOLOGY: students should apply to the department as soon as possible after making the decision to major in biology. Applications are available in the chairperson's office. Advisers are assigned when the student applies for acceptance as a major. The department encourages interested students to speak with a biology adviser about this specialization before declaring a major. Grades in biology lower than a C- do not count toward the total number of semester hours required for this specialization.

Candidates for graduation must successfully complete the following requirements.

- The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science 1A, 1B, and 2A, 2B may not be counted toward this total semester hour requirement.
- At least 60 semester hours must be completed in liberal arts courses outside the Biology Department.

*See University Degree Requirements, page 59.

3. There are two requirements that must ordinarily be completed in residence at Hofstra: 20 semester hours in the major field of specialization and the last 30 semester hours. The 20 semester hours need not be included within the last 30 hours.
4. The following general requirements: ENGL 1-2 or placement examination*
Foreign language (same as B.A. requirement, page 75) Core course requirement: (for listing of core courses, see page 78) 6 semester hours in humanities: 3 hours in appreciation and analysis (literature), 3 hours in creative participation; 6 semester hours in social science: 3 hours in contemporary, 3 hours in perspective.
NOTE: Students who matriculate at Hofstra with advanced standing, must complete at least 3 semester hours in humanities core courses and 3 semester hours in social science core courses in residence. In *no case* may core course requirements be taken elsewhere after matriculation at Hofstra.
5. The fulfillment of the following major and additional requirements:

45 credits in biology including: BIO 1, 2, 135, 136, 137.

One course must be selected from *each* of the following biology categories:

- I. BIO 23, 24, 147, 148A
- II. BIO 143, 147, 150, 151A
- III. BIO 114, 119, 181
- IV. BIO 144, 149A

Additional electives may be taken from the above categories or from other biology courses with these exceptions: BIO 3, 4, 50, 103, 105, 106, 162.

The following are also required: CHEM 3A & 4A, 3B & 4B, 131A & 132A, 131B & 132B; PHYS 1A-2A, 1B-2B or 11A-12A, 11B, 12B; a core course in mathematics (students planning to pursue advanced degrees in life and health sciences are urged to take MATH 19) and either a second mathematics course or *Biostatistics* (BIO 100), under advisement.

B.S. SPECIALIZATION IN BIOLOGY with a concentration in AQUACULTURE/MARICULTURE: this program trains students in the design, care and operation of aquaculture/mariculture facilities. Numbers 1-4 of the five general requirements listed above for the B.S. Specialization in Biology must be met.

The following courses in biology are required: BIO 1, 2, 100, 114, 135, 136, 143, 144, 147, 150, either 181 and 182 or 109A; 183, 184, 185 & 186, 187.

The following are also required: CHEM 3A & 4A, 3B & 4B, 131A & 132A, 131B & 132B; PHYS 1A-2A, 1B-2B; a core course in mathematics.

Recommended electives: MGT 101, 110; MKT 101; CHEM 105, 109 and 185.

A MINOR IN BIOLOGY consists of the successful completion of 18 semester hours of biology courses with a grade of C- or better with the following exceptions: BIO 3, 4, 50, 103, 105, 106, 162. At least 6 hours must be taken in residence.

BETA BETA BETA: a national biology honor society, see page 63.

BIOCHEMISTRY PROGRAM AND COURSES, see page 134.

MARINE LABORATORY: the Biology Department operates a marine laboratory in Jamaica, West Indies. All students are eligible to enroll in courses. See page 18.

MASTER OF ARTS IN BIOLOGY: the applicant must have a bachelor's degree (or equivalent) in biology. Any undergraduate deficiencies (including physics, mathematics and organic chemistry)

must be made up before the completion of 15 semester hours of graduate work. Graduate students are expected to receive a grade of B or better in their biology courses. All students should meet with the Director of Graduate Programs at least once each semester.

Candidates must complete 30 semester hours of graduate work if thesis course (301-302) is taken. Otherwise, 33 semester hours of course work must be taken.

	Plan A	Plan B
Biology courses numbered 200 or higher (includes BIO 301-302 in Plan A and BIO 303 in Plan B)	24	27
Electives (chosen under advisement)	6	6
	<u>30</u>	<u>33</u>

In addition to a general course of study, concentrations are available in molecular biology, electron microscopy, and oral biology.

MOLECULAR BIOLOGY: this program allows the student to focus on aspects of biology that are especially pertinent to biotechnology. Emphasis is on cell biology, genetics, cell culture, laboratory use of microcomputers and general laboratory techniques. Experience with DNA methodologies is available on an individual basis.

Professor Pumo, *Adviser*

ELECTRON MICROSCOPY: this program is designed to provide a comprehensive two-year training experience in postgraduate biology and electron microscopy. Graduates of this program will be prepared to undertake routine maintenance of transmission and scanning electron microscopes, carry out a wide range of sophisticated investigative techniques and assist at all levels with biological research and analysis of research data.

Students should have an adequate background in histology, cell biology and anatomy. In addition to the requirements listed below, a semester of internship (equivalent to 3 semester hours) is required to complete this program.

Professor Grimes, *Adviser*

ORAL BIOLOGY: this program is designed as the first stage of research training for those students who intend to pursue careers in oral biology or dentistry, or for those who intend to enter clinical dentistry, but who seek a broader background and research experience.

The courses include seminars in mammalian dentition, dental evolution, structure and function of salivary glands, and nutrition and regular courses in oral biology, electron microscopy, immunology, microbiology, cell biology, endocrinology and molecular pharmacology.

MASTER OF SCIENCE IN HUMAN CYTOGENETICS: this program is designed for students who wish to pursue careers in human cytogenetics. It provides a strong biology and cell biology base with special courses in cytogenetics and an internship period in a clinical cytogenetics laboratory. Graduates of the program will be prepared for laboratory careers in cytogenetic technology or further education in a related field.

Applicants must have a bachelor's degree (or equivalent) in biology or a related field (cell biology, biochemistry, genetics, etc.). It is recommended that students have had one semester of biochemistry, genetics, cell biology, statistics, one year of calculus and physics and two years of chemistry including organic laboratory. Deficiencies must be made up before the student accrues more than 15 credits towards the master's degree. All students should meet with the Director of Graduate Programs at least once each semester.

*See University Degree Requirements, page 59.

Program Requirements: 38 s.h.

Required courses: 25 s.h.

BIO 212, 214, 215, 238, 241, 244, 255, 305, 306

Recommended electives: at least seven hours chosen from BIO 220, 221, 222, 224, 239, 240, 246, 251A, 252A, 253A, 259, 260, 263, 264A

Recommended for the degree: BIO 210

All students are required to complete and successfully defend either an essay (BIO 303) or a thesis (BIO 301-302).

Students who wish to be eligible for the certification examination for Clinical Laboratory Specialist in Cytogenetics upon completion of the program, must enroll in BIO 306 for two semesters (6 s.h. total). The second semester of 306 can be used as one of the electives.

See complete graduate information, page 66.

COURSES

In addition to semester notations next to each course, several courses are offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1, 2. *General Biology* # 4 s.h. each
Fall, Spring

1: Topics emphasized include biochemistry, cell biology, genetics, microbiology and botany. 2: Topics emphasized include ecology, evolution and animal biology. (3 hours lecture, 3 hours laboratory.) Credit given for BIO 2 or New College NBB 1, not both.

3. *Biology in Society* # 3 s.h.
Fall, Spring, Summer

Laboratory and lecture course designed to introduce the student to tenets of modern biology and provide scientific background for current issues involving biology in society. Consideration of the basic principles of ecology, evolution by natural selection, Mendelian and human genetics, and basic gene expression form a foundation for understanding ozone depletion, global warming, loss of habitat, pesticide and antibiotic resistance, and genetic engineering. Laboratory time is used to demonstrate the scientific method, isolate DNA, and provide a hands-on opportunity to survey the Five Kingdoms of living organisms. (2 hours lecture, 2 hours laboratory.)

4. *Human Biology* # 3 s.h.
Fall, Spring

Introduces the student to the diversity of life and to basic principles upon which the life process works (cells, tissues, metabolism, reproduction). Emphasis on our own species in a biological context. Where did we come from? How do we compare to other organisms? Human anatomy and physiology are studied in lectures and laboratory sessions. Addresses the realities of being human—diseases, aging, birth and death, and behavior. Laboratory sessions provide an opportunity to learn about biological instrumentation and to study anatomy through dissection and models. (2 hours lecture, 2 hours laboratory.)

10. *Genetics and Society* 3 s.h.
See course description, page 367.

23. *Embryology* 4 s.h.
Spring
Comparative embryology of chordates, illustrating details in development from zygote to germ layers to organ derivatives. (2 hours lecture, 6 hours laboratory.) Prerequisite: BIO 2.

24. *Comparative Anatomy* 4 s.h.
Fall
Phylogenetic survey of the anatomy and evolution of organ systems of vertebrate animals. (2 hours lecture, 6 hours laboratory.) Prerequisite: BIO 2.

50. *Biology of Human Nutrition* 3 s.h.
Spring

Introduction to the biological, chemical and cultural basics of human nutrition: nutrients, metabolism, energy balance, and human diets. Analysis of dietary trends and fashions in terms of human physiology and culture. (3 hours lecture.) Recommended for nonmajors. No credit toward major in biology. (Formerly *Human Nutrition*.)

80. *Biology Seminar* 1 s.h.
Periodically

Students attend weekly seminars or write a term paper on current topics in biology. Prerequisites: BIO 1, 2, and permission of adviser from the Department of Biology. May be taken only once for credit. (Formerly BIO 80, 81.)

90. *Undergraduate Research I* 2-4 s.h.
Fall, Spring

Students begin an independent research project in biology. Students may choose between a laboratory (BIO 90 and 91) or a library research project (BIO 90 and 92). Students register for BIO 90 with permission of the instructor no later than the first semester of their senior year. During the first semester, students develop their projects, learn necessary techniques and begin their research. Grade is based on a progress report. Highest honors are only given to students enrolled in BIO 90 and 91. Prerequisites: BIO 1, 2 and permission of instructor. (Formerly *Undergraduate Research*.)

91, 92. *Undergraduate Research II* 2-4 s.h. each
See course description, page 367.

100. *Biostatistics* 3 s.h.
Periodically

Fundamentals of descriptive and predictive statistics in biology. Elements of experimental design and analysis of biological data. Topics include measures of central tendency and variability, tests of significance, analysis of variance and correlation. (2 hours lecture, 1 hour recitation.) Prerequisite: intermediate algebra. Credit given for this course or MATH 8, QM 1, SOC 139 or PSY 140 or New College S 91 or QT B 2.

103. *Human Anatomy and Physiology I* 3 s.h.
Fall

Basic histology, anatomy (gross and microscopic) and physiology of the skeletal, muscular and nervous system. Human anatomy is studied using charts and models. Superficial anatomy is studied on the human body. Dissection of analogous structures on the cat. (2 hours lecture, 3 hours laboratory.) Prerequisite: BIO 2 or 4. Credit not awarded toward major in biology.

105. *Human Anatomy and Physiology II* 3 s.h.
Spring

Histological, anatomical and physiological aspects of the circulatory, lymphatic, respiratory, endocrine, urinary, digestive and reproductive systems. Human anatomy is studied using human models and charts. Dissection of these systems in the cat. (2 hours lecture, 3 hours laboratory.) Prerequisite: BIO 103. Credit not awarded toward major in biology.

106. *Physiology of Exercise* 3 s.h.
Fall

Integration of the body systems and their physiological adjustments as a result of exercise and physical activity. (2 hours lecture, 3 hours laboratory.) Prerequisite: BIO 105. Not open to biology majors.

108. *Ornithology* 3 s.h.
Every other year

Basic biology of birds emphasizing their unique characteristics and the selective forces responsible for their evolution. Labora-

#Core course

tory work is almost entirely in the field and will emphasize the behavior, ecology, migration and identification of birds. Prerequisites: BIO 2 or 3 and 4.

109A. *Tropical Marine Biology* 3 s.h.
Summer Sessions I & II

A field course covering the ecology of the coral reef and tropical shores. Lectures and field work on the taxonomy, physiology, behavior of Caribbean fishes, invertebrates and algae. Twelve day program held at Hofstra's own laboratory in Jamaica. Students participate in sediment and water quality surveys, snorkel on coral reefs, and explore a cave and tropical terrestrial habitats including rocky shores and mangrove swamps. (Equivalent to 2 hours lecture/recitation and 3 hours laboratory.) Prerequisites: BIO 2 and permission of instructor.

110A. *Field Ecology* 1-3 s.h.
Spring

Lectures on species and ecology of selected geographic regions. Techniques of specimen collection, preservation, field identification, and ecological evaluation of study sites are stressed on field trips and in the laboratory. Prerequisites: BIO 1, 2 or permission of instructor. (Formerly 110.)

114. *General Ecology* 3 s.h.
Fall, Spring

Relationship of individuals, population, and communities of plants and animals to the living and nonliving components of their environment. Credit given for this course or New College NBG 1, not both. Prerequisites: BIO 1, 2, or permission of instructor.

115. *Conservation of Natural Resources* 2 s.h.
Periodically

Analysis of conservation problems including erosion, pollution, floods, fires and limitations on biological productivity. Prerequisites: BIO 1, 2.

119. *Organic Evolution* 3 s.h.
Fall, Spring

Detailed consideration and evaluation of the modern synthesis of evidence for the theory of evolution. Prerequisites: BIO 1, 2.

124. *Mammalian Biology* 3 s.h.
Periodically

An introduction to the study of mammals with special consideration of human beings in the context of mammalian origins and evolution. Focuses on adaptive radiation in morphology, reproduction, ecology, and behavior. Prerequisites: BIO 1, 2, 24, or permission of instructor. (Formerly *Mammalian Anatomy*.)

133. *Histology* 4 s.h.
Periodically

Microscopic anatomy of mammalian tissues with emphasis on structure-function relationships. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO, 1, 2, and 137.

135. *Genetics* 3 s.h.
Fall, Spring

Fundamental laws concerning the transmission and interaction of genes. (3 hours lecture.) Biology majors must take 136. Prerequisites: BIO 1, 2, or permission of instructor.

136. *Genetics Laboratory* 1 s.h.
Fall, Spring

Preparation and study of material to demonstrate normal and abnormal cell division, segregation in animals, plants and other genetic techniques. (3 hours laboratory.) Prerequisite or corequisite: BIO 135.

137. *Cell Biology* 3 s.h.
Fall, Spring

Ultrastructure, composition and function of cells and their organelles, DNA replication transcription and translation are covered in depth. Includes a discussion of the major research

techniques in cell biology. Prerequisites: BIO 1, 2, CHEM 3A, 3B, 4A, 4B, 131A. Junior or senior standing or permission of instructor.

139. *Techniques in Molecular Biology and Cytochemistry* 3 s.h.
Periodically

Laboratory work designed to illustrate basic techniques in cell biology including tissue culture, cell fractionation, density gradient procedures, spectrophotometry and various cytochemical techniques. Theoretical discussion of the instruments. Strongly recommended for students interested in research. Prerequisite or corequisite: BIO 137 and permission of instructor. No liberal arts credit.

143. *Bacteriology* 4 s.h.
Fall, Spring

Systematics including laboratory techniques for bacterial identification, prokaryotic cell structure and physiology of bacteria. Consideration is given to bacterial interaction with their environment and to aspects of pathogenicity and host resistance. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1, 2, CHEM 3A & 4A, 3B & 4B.

144. *Animal Physiology* 4 s.h.
Fall, Spring

Vertebrates are organisms that have come to terms with their environment, internal and external, via natural selection. The lecture emphasizes the classical concept of homeostasis and the modern concept of feedback mechanisms. The laboratory emphasizes the use of instruments in measuring and analyzing physiological parameters. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1, 2, 137; CHEM 3A & 4A, 3B & 4B; PHYS 1A-2A, 1B-2B or 11A-12A, 11B, 12B; or senior status.

147. *Invertebrate Zoology* 4 s.h.
Fall

Development, physiology, life histories and gross anatomy of representative invertebrate phyla. (3 hours lecture, 3 hours laboratory.) Prerequisite: BIO 2.

148A. *Plant Morphology and Development* 4 s.h.
Periodically

Dynamic aspects of embryology, morphogenesis and development in the higher plants. (3 hours lecture, 3 hours laboratory.) Prerequisite: BIO 1.

149A. *Plant Physiology* 4 s.h.
Periodically

Plant functions including water relations, transpiration, photosynthesis, respiration, mineral nutrition, translocation, photoperiodism and plant hormones. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1, CHEM 132A, 132B or permission of instructor.

150. *Parasitology* 4 s.h.
Spring

The study of parasitism, parasite-host interactions and disease. Life cycles of parasites in humans and animals and principles of transmission, diagnosis, treatment and prevention. Each student participates in several investigations including tracing the course of malaria in living mice. (3 hours lecture, 3 hours laboratory.) Prerequisite: BIO 2. Recommended for premedical, predentistry and preveterinary students.

151A. *Protozoology* 4 s.h.
Periodically

The biological importance of protozoa. A study of their taxonomy, ecology, morphology, reproduction and physiology. Special emphasis on pathogenic protozoa. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1, 2.

162. *Molecular Biochemistry* 3 s.h.
Fall
Same as BCHM 162 and CHEM 162. Prerequisites: CHEM 132A, 132B.
172. *Algae and Fungi and Their Relation to the Environment* 3 s.h.
Periodically
Designed to acquaint students with the major groups of algae and fungi, with emphasis on study of representatives from Long Island and adjacent areas. Students are involved in the collection of specimens for study through class and individual field trips. Included are the study of aspects of algal and fungal ecology, algae toxic to animals and man, and fungi as agents of plant and human disease. Prerequisite: BIO 1.
175. *Field Botany* 4 s.h.
Periodically
Designed to acquaint students with the higher plants (mosses, ferns, gymnosperms and angiosperms) found in various habitats. Class consists primarily of field and laboratory work involving observation, collection and identification of higher plants, with some emphasis on distribution of plants among various specific ecosystems. Prerequisite: BIO 1.
176. *Plant Ecology* 4 s.h.
Periodically
Study of plant autoecology (relationship of the individual plant to its environment) and plant synecology (study of plant communities). Prerequisite: BIO 1.
177. *Plant Systematics* 4 s.h.
Periodically
Study of current systems of plant classification with consideration given to their historical development and validity based on current knowledge of plant phylogeny. Study of technique of plant systematics and representative plant taxa. Prerequisite: BIO 1.
179. *Introduction to Bioengineering* 3 s.h.
Periodically
A survey of applications of quantitative methods of engineering and physical science to problems in biology and medicine. Topics include biomechanics, including solids and fluids; biotransport in the lung and circulatory system; heat transfer in human and animal systems; biomaterials of surgical implants; biocontrol; and bioinstrumentation. Oral presentation in class and a written report are required. Open to bioengineering and biology majors. (3 hours lecture.) Prerequisite: junior class standing or permission of instructor. May not be taken on Pass/D+/D/Fail basis. Same as ENGG 181.
181. *Marine Biology* 3 s.h.
Spring
The study of marine organisms and their adaptation to various habitats including intertidal, pelagic, deep sea and coral reefs. Prerequisites: BIO 1, 2, or 4 or permission of instructor.
182. *Marine Biology Laboratory* 1 s.h.
Spring
The study and identification of marine fish, invertebrates, plankton and algae. Dissections, microscopic analysis and field work will be included. Prerequisite or corequisite: BIO 181.
183. *Fundamentals of Aquaculture/Mariculture* 4 s.h.
See course description, page 368.
184. *Advanced Aquaculture/Mariculture* 3 s.h.
See course description, page 368.
- 185 & 186. *Internship: Aquaculture/Mariculture* 5 s.h. each
See course description, page 368.
187. *Analysis of Aquaculture/Mariculture Internship* 2 s.h.
See course description, page 368.
190. *Special Topics in Biological Sciences* 2 s.h.
Periodically
Advanced topics that are not covered in other biology courses are discussed. The topics vary yearly. May be taken for more than one semester.
191. *Oral Biology* 3 s.h.
Periodically
A survey of the subject including lectures on dental evolution, development, dental tissues, gross and microanatomy of the oral cavity, mastication and an introduction to basics on pathology. Prerequisite: junior or senior standing in biology; BIO 24, 133 recommended. Credit given for this course or *Oral Biology* taken as BIO 190, not both.
200. *Computer Utilization in Biological Research* 3 s.h.
Periodically
Application of computers in biological research; computer types (mainframe, mini and micro); elements of basic programming; overview and use of database management systems, spreadsheets, statistics, graphics, word processing, etc.; modification of commercial programs; special application programs; individual student projects.
201. *Statistical Analysis of Biological Data* 3 s.h.
Periodically
Practical application of statistical techniques to the analysis of data typically encountered by researchers in the life and health sciences. Students learn practical and intuitive approaches to choosing statistical techniques appropriate for particular experimental designs. Parametric statistical tests covered include single and two-way ANOVA, regression and correlation. Tests of "messy" or nonparametric data are considered as well, including analysis of frequencies and substitutions for ANOVA. (2 hours lecture, 1 hour recitation.)
204. *Tropical Marine Biology for Teachers* 3 s.h.
See course description, page 368.
205. *Marine Microbiology* 3 s.h.
Spring
Morphology, physiology, ecology and distribution of marine and estuarine bacteria, algae, fungi, protozoa and other planktonic organisms. Biological corrosion, pollution, pathogenicity and economic significance of marine microorganisms will also be considered. Prerequisite, one of the following: BIO 143, 151A or 172.
- 207A. *Marine Ichthyology* 3 s.h.
Every other year
Evolution, morphology, physiology, ecology and behavior of marine fish. Topics include venomous and poisonous fish, electric fish, schooling, symbiotic relationships and adaptation to specific habitats, e.g., intertidal, pelagic, coral reef and deep sea. Prerequisites: BIO 24, 181 or permission of instructor.
208. *Biology of Marine Mammals* 3 s.h.
Every other Fall
This course covers the anatomy and physiology of sea otters, seals, sea lions, manatees, dolphins and whales. Topics of discussion include their systematics, anatomy, thermoregulation, osmoregulation, diving physiology, sensory biology, feeding, life history and captive husbandry. Topics are discussed from an evolutionary perspective by comparing a terrestrial archetype (such as a human or dog) with these highly derived marine mammals.
210. *Advanced Genetics* 3 s.h.
Once a year
Problems of modern genetics based upon the most recent research. Prerequisite: BIO 135.
212. *Cytogenetics* 3 s.h.
Once a year
Structure, function and behavior of chromosomes in eukaryotes, prokaryotes and viruses. Also considered are lampbrush and

polytene chromosomes in differentiation, the mitotic apparatus, and the synaptonemal complex. Prerequisite: BIO 135.

214. *Human Cytogenetics* 3 s.h.
Once a year

Topics covered include karyotype analysis, chromosomal anomalies including structural rearrangements and numerical disorders, various banding methods, chromosomes, cancer, and gene mapping by *in situ* hybridization. Prerequisite: BIO 212 or 210 or equivalent. May not be taken on a Pass/Fail basis.

215. *Clinical Genetics* 3 s.h.
Periodically

Clinical aspects of human genetic disorders including autosomal dominant and recessive and X-linked disorders, polygenic inheritance. Chromosomal disorders and prenatal diagnosis. Prerequisites: BIO 212, 214. May not be taken on a Pass/Fail basis.

220. *Endocrinology* 3 s.h.
Periodically

A consideration of the role of the major endocrine glands in the body economy, with emphasis upon the phylogeny and comparative physiology of these structures and upon the pertinent methodology. Prerequisites: BIO 144, CHEM 132A, 132B.

221. *Molecular Pharmacology* 3 s.h.
Periodically

Interaction of drug molecules with cells, tissues and organ systems with emphasis on the basic mechanisms involved in the absorption, distribution, action, metabolism and excretion of pharmacologically active agents. Current concepts in receptor theory and structure activity relationships. Prerequisites: BIO 144, 162, 137.

222. *Comparative Vertebrate Hematology* 3 s.h.
Periodically

Morphology, physiology and evolutionary development of the blood and hematopoietic organs of vertebrates with emphasis on their application to experimental methods in hematology. Phylogenetic relationships of blood cells and hemopoietic organisms in the five classes of vertebrates. Prerequisite: BIO 144.

223. *General Mammalian Hematology* 3 s.h.
Periodically

Embryogenesis, morphology and function of the blood cells. Dynamics and kinetics of hemopoiesis. Proliferation, maturation, differentiation and destruction of blood cells. Neurohumoral regulation and maintenance of homeostasis in blood. Phyletic theories of stem cell derivatives. Prerequisite: BIO 144.

224. *Immunology and Serology* 3 s.h.
Periodically

Antigens and antibodies are considered both as components of immunologic systems and as a means of solving biological problems. Prerequisites: BIO 144, CHEM 132A.

229. *Limnology* 3 s.h.
Periodically

Physical, chemical and biological interrelationships in fresh water habitats. (2 hours lecture plus Saturday field trips by arrangement.) Prerequisites: BIO 1, 2, CHEM 3A & 4A, 3B & 4B.

230. *Algae of Long Island and Adjacent Areas* 4 s.h.
Periodically

Taught in the field and in the lab, dealing primarily with organisms collected on the field trips. Emphasis on field observation, laboratory study, identification and maintenance of collected specimens. Prerequisite: BIO 1.

231. *Fungi of Long Island and Adjacent Areas* 4 s.h.
Periodically

Fieldwork is expected as emphasis is on study of fungi from collected samples. Isolation, culture and identification are an integral part of course work. Prerequisite: BIO 1.

238. *Animal Cell Culture* 4 s.h.
Fall

Study and utilization of techniques involved in the establishment and maintenance of animal cell lines including preparation of media and aseptic methods, types of cell culture, experimental design employing cultured cells, cloning, cell cycle analysis, karyotyping, preparation of monoclonal antibodies, etc. Theory of techniques learned in the laboratory are discussed in lecture. Prerequisites: BIO 137 and permission of instructor. Recommended for students interested in cell biology and biochemistry research.

239. *Microscopic Techniques* 4 s.h.
Periodically

Practice and theory involved in various techniques for preparing and staining tissues and cells, and also unicellular organisms for microscopic and cytochemical studies. (2 hour lecture, 4 hours laboratory.) Prerequisites: BIO 1, 2.

240. *Virology* 3 s.h.
Spring

Molecular and clinical aspects of viruses that infect humans. Includes replication, gene expression, changes in host cells, pathogenesis, and transmission. Particular attention is paid to Human Immunodeficiency Virus—the cause of AIDS. Prerequisites: BIO 1, 2, 135, 137.

241. *Mechanisms in Cellular Aging* 3 s.h.
Fall

Possible mechanisms involved in cellular aging including mutagenesis, free radicals, thermal damage, DNA repair and chemical cross-linkage; the role of development and protein aging. Prerequisite: BIO 135. BIO 137 recommended.

243. *Experimental Developmental Biology* 4 s.h.
Periodically

A survey of experimental approaches and techniques employed in the analysis of animal development emphasizing microsurgical manipulations, *in vitro* cultivation, autoradiographic detections, electrophoretic separations, biochemical isolations and an independent research project. Prerequisites: BIO 23 or 24 and permission of instructor.

244. *Biology of the Cancer Cell* 3 s.h.
Spring

Various aspects of cancer cell biology on the histological, cellular and molecular level. Emphasis is on basic research problems including cancer as a misprogramming of normal development, alterations in cell-cell recognition, changes in nuclear events, the oncogene theory and the mechanisms of action of chemical carcinogens. Prerequisite: BIO 137. CHEM 162 recommended.

245. *Morphology and Physiology of Bones and Teeth* 3 s.h.
Periodically

The anatomy and development of bone and teeth. Discussion of experimental tooth embryogenesis, the calcification process and pulp and periodontal histopathology. Recent advances in replantation and transplantation of teeth will be considered. Prerequisite: BIO 191 or 190 or permission of instructor.

246. *Comparative Microscopic Anatomy* 4 s.h.
Periodically

Microscopic study of human tissues and organs, and a histological comparison between the human and those of other vertebrate organisms. Students submit a paper which deals in detail with the comparative histology of an organ or system of their choice. Prerequisite: BIO 137 or equivalent.

251A, 252A. *Special Topics in Biology* 2-4 s.h. each
Fall, Spring

Selected readings on the development of the great areas and philosophies and current literature in selected fields of biology. Oral and written reports at seminar sessions or consultation

periods. May be repeated for credit when topics vary. (Formerly 251, 252, *Special Topics Seminar*.)

253A. *Special Topics in Biology* 2-4 s.h.
Fall, Spring

Lectures and seminars on special advanced topics in biology. Emphasis is on subjects of current investigation, the scientific literature, and theoretical and philosophical aspects of research. May be repeated for credit when topics vary. (Formerly 253, *Special Topics Seminar*.)

255. *Seminar: Current Topics in Cytogenetics* 2 s.h.
Spring

Course covers recent research in cytogenetics. Students are required to read, understand and discuss primary research articles in cytogenetics and are evaluated on the basis of preparation, participation and understanding of the material. Prerequisite: BIO 212. Pass/Fail grade only.

259. *Electron Microscopy for the Biologist* 4 s.h.
Spring

Principles and practice of basic techniques used in transmission electron microscopy. Lectures discuss theory of the techniques learned in lab. Laboratory consists of instruction in the techniques of fixation and embedding, ultramicrotomy, use of the electron microscope and photography. Prerequisite: permission of instructor.

260. *Electron Microscopic Analysis I* 2 s.h.
Fall

Ultrastructural histology. A detailed analysis of the ultrastructure of the major tissue types in mammalian organisms. Prerequisite: BIO 133 or 246.

261. *Electron Microscopic Analysis II* 2 s.h.
Spring

Ultrastructural pathology and interpretation of micrographs. Guest speakers illustrate and discuss tissue pathology at the ultrastructural level. Problems of interpretation of micrographs are analyzed using published materials as examples. Prerequisites: BIO 259, 260.

262. *Servicing the Electron Microscope* 2 s.h.
Periodically

Lectures by qualified electron microscope servicemen on common service problems. Instruction on dismantling and reassembly procedures associated with routine maintenance. Prerequisites: BIO 259 and permission of instructor.

263. *Advanced Techniques and Theory of Electron Microscopy* 2 s.h.
Periodically

Discussion and illustration of advanced electron microscopic techniques such as autoradiography, shadow-casting, negative staining and freeze-etching. Discussion includes problems of data interpretation. Prerequisites: BIO 259 and permission of instructor.

264A. *Scanning Electron Microscopy* 3 s.h.
Periodically

Discussion and instruction in tissue preparation including critical point drying, use and maintenance of the scanning electron microscope. Each student undertakes his or her own project as a requirement of the course. Prerequisites: BIO 259 and permission of instructor. (Formerly 264.)

270. *Physiological Ecology and Functional Morphology of Aquatic Vertebrates* 3 s.h.

Every other Spring
This course covers how fish, aquatic amphibians, reptiles, and birds interact with the environment. The primary focus of the course is fish. It uses an interdisciplinary approach encompassing

the areas of anatomy, function, physiology and ecology. Particular attention is given to the way these vertebrate groups overcome problems associated with aquatic life. Prerequisites: BIO 24, 144, 207A, or equivalents, or permission of instructor. May not be taken on a Pass/Fail basis.

301-302. *Master's Thesis* 3 s.h. each
Fall, Spring

Laboratory and library research. Course includes a public oral presentation and examination. Binding fee payable upon registration in 302. Prerequisite: permission of instructor. Recommend taking BIO 100 prior to or at the same time.

303. *Master's Essay* 3 s.h.
Fall, Spring

Library-based research paper comprising a critical review of scientific literature on a selected topic. The thesis portion is the student's own evaluation of the topic. Course includes a public oral presentation and examination. Binding fee payable upon registration. Prerequisite: permission of instructor. Recommend taking BIO 100 prior to or at the same time.

304. *Internship in Electron Microscopy* 3 s.h.
Periodically

Intensive full-time work in an electron microscope laboratory (at Hofstra or a neighboring institution) to demonstrate the student's ability to function as a professional microscopist. Prerequisite: admission to the program.

305. *Graduate Seminar* 1 s.h.
Fall, Spring

A broad range of research topics in the biological sciences are discussed in weekly seminars. Presentations are made by guest speakers and graduate students. May be repeated for credit when topics vary.

306. *Internship in Cytogenetics* 3 s.h.
Fall, Spring, Summer

Intensive work (four days/week) in a cytogenetics laboratory at a neighboring institution, to gain expertise in the technical aspects of laboratory cytogenetics including karyotyping, banding, photography and analysis of karyotypes. Students must attend bi-weekly meetings with faculty adviser at Hofstra in addition to their time at the laboratory site. Students wishing to apply for certification must enroll in 306 for two semesters. Student evaluation is based on meeting participation and evaluation by laboratory supervisor. Prerequisites: BIO 212, 214, 238, and admission to the program. May not be taken on a Pass/Fail basis.

Broadcasting

See School of Communication

Business Computer Information Systems and Quantitative Methods

Associate Professor Nasri, *Chairperson*

Professors Affisco, Silver, Stern; Associate Professors Binbasioglu, Chandra, Dickman, Guiahi, Lally, Paknejad, Sessions, Stevens, Tafti; Assistant Professor Shirani; Special Assistant Professor Hardiman.

THE BRODLIEB DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Stern. See page 388.

BUSINESS COMPUTER INFORMATION SYSTEMS courses are listed below.

QUANTITATIVE METHODS courses are listed alphabetically.

Business Computer Information Systems (BCIS)

Administered by the Department of Business Computer Information Systems and Quantitative Methods. Associate Professor Nasri, *Chairperson*

B.B.A. SPECIALIZATION IN BUSINESS COMPUTER INFORMATION SYSTEMS: (all specializations must have prior approval of adviser). BCIS 30, 40, 50, 116, 117, 120 and two of the following: BCIS 90, 115 and/or any BCIS undergraduate course beyond BCIS 120.

See complete B.B.A. requirements, page 96.

MINORS IN BUSINESS, see page 98.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see page 98.

BUSINESS HONOR SOCIETIES, see pages 63, 69.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

9. *Introduction to Microcomputer Tools* 1 s.h.
Fall, Spring

Introduction to microcomputers and microcomputer software tools and their applications and ethical use. Focus on DOS, Windows, document management, E-mail, and Internet access. NOTE: open to business and nonbusiness majors. Business majors must complete this course during the first 30 credits at Hofstra.

10. *Introduction to Computers in Business* 3 s.h.
Fall, Spring

Focus on hardware and software technology and innovations, and the ways in which they are integrated in management information systems. Use of productivity tools and the Internet are emphasized along with business application areas that make use of computing resources and technology. Political, legal and ethical issues relating to security, privacy and copyright protection as they apply to computing are explored. Global communications technologies relating to the Internet and other networks are discussed. No credit for both this course and BCIS 201. Prerequisite or corequisite: BCIS 9.

30. *Power Tools for End-User Support* 3 s.h.
Fall, Spring

An in-depth study of the software tools used by managers and other end-users to improve their productivity, their decision-making effectiveness and their computer enhanced communication skills. Focus on microcomputer hardware and software. Topics such as presentation graphics, desktop publishing, operating systems, multimedia and creating and using Internet pages are covered. Students become proficient power users and learn to evaluate software and hardware for accounting, finance, management and marketing problems. Introduces student to Visual Basic. Prerequisite: BCIS 10 or CSC 5.

40. *Software Development in Business* 3 s.h.
Fall, Spring

A comprehensive programming course focusing on business applications. Students learn how to develop elementary and intermediate programs in Structured COBOL. Topics include basic syntax, structured design concepts and file processing in

accounting, finance, management and marketing. The COBOL language is compared and contrasted with other languages. Prerequisite: BCIS 10 or CSC 5.

50. *Object-Oriented Programming* 3 s.h.
Fall, Spring

The design, testing, implementation and documentation of accounting, finance, marketing and management applications using C++ as an object-oriented programming language. Program testing and evaluation, object-oriented concepts and documentation are emphasized. Prerequisite: BCIS 30 or 40. (Formerly *Advanced Business Application Programming; Advanced Programming Concepts in COBOL; Intermediate and Advanced Business Application Programming.*)

90. *Interface Design and Programming in Visual Basic* 3 s.h.
Fall

A focus on Visual Basic as a tool for development, testing, implementation, and documentation of Windows-based business applications. Topics include event-driven programming, string and arrays handling, graphics, and linking of applications. Prerequisite: BCIS 30 or 40. (Formerly *Survey of Business Programming Languages.*)

115. *Introduction to Simulation* 3 s.h.
Periodically

Introduction to modeling. Classifications and properties of elementary simulation models and simulation languages. Computer-based simulation models using a general programming language and a specialized simulation language (GPSS). Application areas in production management, marketing, capital investment devaluation, information systems, mechanized equipment and computer systems. Prerequisites: QM 1 and knowledge of a programming language.

116. *Structured Systems Analysis and Design* 3 s.h.
Fall, Spring

Advanced course in structured analysis and design of computerized information systems in accounting, finance, management, marketing, and other application areas. Topics include Systems Life Cycle methodologies, Data Flow Diagrams using CASE tools and rapid prototyping techniques. Ethical and global issues are considered. Emphasizes design issues such as user involvement and the selection of appropriate methodologies. Course requirements include designing a system using a CASE tool for implementation on either a mainframe or microcomputer. Prerequisites: BCIS 40; junior class standing or above. (Formerly *Data Systems and Management.*)

117. *Database Management Systems* 3 s.h.
Fall, Spring

Advanced course on database management systems (DBMS) concentrating on the relational data model and the SQL language. Covers theory of the relational data model contrasting it with earlier models. Database design is developed in the context of the overall design of an information system in accounting, finance, management, marketing, and other application areas. Topics include conceptual, logical, and physical database design, including data normalization and integrity constraints. Distributed database systems in a global business environment and issues related to data accuracy, security, privacy, and threat to individual rights are explored. Course requires designing and implementing databases using a mainframe and/or micro DBMS. Prerequisites: BCIS 40 or CSC 120; junior class standing or above. (Formerly *Design and Management of Information Systems.*)

120. *Connectivity in the Business Environment* 3 s.h.
Fall, Spring

Explores the various ways information is shared among networked computer systems. Integrates MIS and telecommunications concepts to enable business managers to select, implement, manage and evaluate computer networks. Topics also include

data communication needs of organizations in a global environment. Legal and ethical issues related to planning, design, implementation, and use of networks, including that of the Internet are discussed. Course project involves use of LAN management software. Prerequisites: BCIS 30; junior class standing or above. (Formerly *Equipment Selection; Selection and Evaluation of Hardware and Software; Business Computer Data Communication.*)

125. *Managing the Systems and Information Processing Function* 3 s.h.
Periodically

Study of the systems and information processing function from a strategic planning perspective. The methods appropriate for information resources planning discussed within the framework of overall corporate strategy. Topics include information systems, strategic planning, capacity planning, facilities management, evaluation and control, data processing staff planning, and hardware and software evaluation and selection. Prerequisite: BCIS 116.

151, 152. *Readings* 1-3 s.h. each
Fall, Spring

Assigned readings, individual research and projects on selected topics such as systems or software design and development, and computer applications. Taught on a tutorial basis. Prerequisites: BCIS 116, 117, or 120; and permission of department chairperson.

157, A-Z. *Seminar: Special Topics in Business Computer Information Systems* 3 s.h.
Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: BCIS 10 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

179. *Business Computer Project* 3 s.h.
Once a year

A capstone course using concepts learned in earlier courses. Students develop a complete business information system in accounting, finance, management, or marketing, or a management information system integrating their computer expertise with their business background. Students must choose a project, identify and document the user's needs, develop the specifications, write the programs and implement the project with supporting documentation. Course applies systems and database design, telecommunications and programming concepts to business problems. Prerequisites: BCIS 116, 117, 120; senior class standing and permission of department chairperson.

182. *Decision Support and Expert Systems* 3 s.h.
Once a year

Techniques for problem solving and decision making. Focuses on areas in which computers can be used to support selection of decision alternatives. Students are provided with software tools for implementing decision support and expert systems which go beyond traditional file and information manipulation programs. Prerequisites: BCIS 30 or 40; junior class standing or above. (Formerly *Computer Data Management and Statistical Analysis for Research.*)

185. *Internship* 3 s.h.
Fall, Spring

A work-study program open to senior business computer information systems majors. Students work a minimum of 120 hours in a structured business computer information systems training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a mini-

mum grade-point average of 3.0 in business computer information systems courses and 3.0 overall, BCIS 116 and 117.

190. *Honors Essay* 3 s.h.
Fall, Spring

Research for and the writing of a substantial essay in the field of business computer information systems. Open only to senior business computer information systems majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade-point average of 3.5 in business computer information systems and 3.4 overall.

201. *Information Technology** 3 s.h.
Fall, Spring

Introduction to the use of computer hardware, software, and connectivity in a business environment. Students gain an understanding of computer capabilities and limitations, ethical issues, and systems analysis and design concepts with the aim of understanding appropriate use of information system technology in domestic and global environments. Software including basic and intermediate spreadsheet modeling, database management, groupware, and Internet tools are covered. (Formerly *Survey of Business Computer Information Systems.*)

201A. *Structured COBOL Programming** 3 s.h.
Fall, Spring

A course in COBOL programming with emphasis on payroll billing, inventory and general ledger applications. Focus on systems concepts related to COBOL programming such as sequential file processing, index sequential file processing, summary reporting, audit and control procedures. Prerequisite or corequisite: BCIS 201 or approved equivalent. Note: BCIS 201A may not be taken in lieu of BCIS 201. (Formerly 250.)

204. *Simulation in Business** 3 s.h.
Periodically

Application of computer simulation techniques to business problems, development of basic methodology for analyzing complex systems by the use of simulation techniques. Classification and properties of simulation models and simulation languages. Prerequisite: knowledge of a programming language.

205. *Management Information Systems** 3 s.h.
Fall, Spring

The use of information systems to support work processes and decision making at all levels of an organization and across all functional departments such as accounting, finance, management, and marketing. Topics include centralized versus decentralized information systems, client-server computing, information systems and decision making, database design issues, the strategic use of information technology, work process redesign (reengineering) with information technology, information systems security, issues regarding the social and ethical impacts of information technology, information privacy and global telecommunications issues. Software systems, including advanced spreadsheet models, expert systems, groupware and database management supporting managerial decisions are covered. Prerequisite: BCIS 201 or approved equivalent. (Formerly *Information Systems for Management.*)

206. *Systems Analysis and Design** 3 s.h.
Once a year

The analysis and design of information processing systems for business applications. Focus on structured analysis and design techniques. Topics include the System Development Life Cycle,

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

prototyping, feasibility studies, participatory design, enterprise modeling, system documentation using CASE tools including Data Flow Diagrams and structure chart representations, system implementation and installation, data requirements and user interface design. Ethical, social and global issues in the design and use of information systems are discussed. Course requirements include designing a system using a CASE tool for implementation on either a mainframe or microcomputer. Prerequisites: BCIS 201A, 205. (Formerly 203, *Information Processing Systems*.)

207. *Interactive Information Systems** 3 s.h.
Once a year

A project-oriented course which examines interactive computer-based systems and focus on the problems associated with the human machine interface in a business environment. Applications such as decision-support systems, word processing, computer-aided design, computer-aided manufacturing and computer-aided instruction are considered. Focus is on dialogue design techniques, hardware, computer graphics, cost-benefit considerations and advanced file and database organization. Prerequisites: BCIS 205, QM 210.

209. *Decision Support Systems** 3 s.h.
Periodically

Decision support systems (DSS) require a cooperative interdependence between decision makers and computing systems. Critical evaluation of the conceptual frameworks for DSS, the building process and technology components. A review of current DSS research and technology forecasts. Prerequisite: BCIS 205.

212. *International Information Technology** 3 s.h.
Once a year

Course addresses information technology (IT) issues that arise on an international scale at three levels of analysis: the individual firm, the industry, and the nation. Students learn to design and manage an international IT infrastructure for a given firm, to understand the industry level impacts of international IT, to develop an appropriate strategy for an organization in anticipation of these impacts, to compare potential host countries in terms of their IT policy and strategy, and to gain an appreciation of the ethical and political implications of these systems. Prerequisite: BCIS 205.

215. *Database Management Systems** 3 s.h.
Once a year

A course in database design, implementation, and management. Topics include strategic database planning, entity-relationship modeling, theory of the relational model, data normalization, distributed database processing, and the SQL language. Emphasizes database support for global business operations and explores ethical issues and concerns relating to modern database and data warehousing techniques. Prerequisites: BCIS 201A, 205. (Formerly *Applied Data Structures*.)

220. *Business Data Communications** 3 s.h.
Periodically

Integrated course in data communications technology and its application in a business environment. Students are presented with a comparison of data transmission media, data communication techniques, and network configurations currently available. Additional topics include telecommunications standards, the evolution of the telecommunications industry, differences in availability and regulation of telecommunications between countries, and the social and ethical impacts of alternative telecommunication technologies. Students learn network applications as a tool for supporting a global business. Prerequisite: BCIS 205.

225. *Knowledge-Based Decision Support Systems** 3 s.h.
Once a year

Concepts in artificial intelligence, knowledge-based systems with specific applications in business. Entails hands-on experience with building a prototype expert system, using an expert shell. Introduction to the concepts of knowledge representation which entail the formalization of the rules of thumb and application of the rules in a set of procedures (Heuristics) to solve complex decision-making problems. Prerequisite: BCIS 205.

240. *Management of Information Technology** 3 s.h.
Periodically

A case-oriented course dealing with the management of information systems and technology in organizations. Topics include strategic use of technology; development of information systems architecture, communications, highway systems; managing of information resources, end user computing, information centers and the human side of systems. Prerequisites: BCIS 206, 215.

251, 252. *Advanced Readings and Projects** 3 s.h. each
Fall, Spring

Assigned readings, individual research and projects on selected topics such as systems or software design and development and computer applications. Taught on a tutorial or seminar basis. Prerequisite: permission of department chairperson.

257. A-Z. *Seminar: Special Topics in Business Computer Information Systems** 3 s.h.
Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: BCIS 205 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

304. *Advanced Research Seminar in Business Computer Information Systems** 3 s.h.
Fall, Spring

(NOTE: BCIS 306-308 may be offered in place of 304.) Students write an integrative paper on an assigned topic based on secondary research and then formulate a written primary data research design to investigate a specific key issue. They must formulate research questions and hypotheses, construct survey instruments and experimental designs, draft sample plans, outline data handling procedures, and prepare a comprehensive research proposal, furnishing justifications for its theoretical as well as practical significance. An oral presentation of each project is required at the conclusion of the semester. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the department chairperson.

305. *M.B.A. Honors Research Thesis in Business Computer Information Systems** 3-6 s.h.
Periodically

Student selects and designs an integrative research project with the approval and guidance of a faculty member in the area of specialization. Student is required to justify the project's significance within a decision-making framework and define the management applications of the research findings. An oral report of the research findings is presented to a faculty committee. With joint permission of the department chairperson and thesis ad-

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

viser, a student may expand the M.B.A. Honors Research Thesis from 3 to 6 s.h.; the additional 3 s.h. may be counted toward elective requirements in the area of concentration. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

306. *Case Focused Research Seminar in Business
Computer Information Systems** 3 s.h.
Periodically

Emphasis on multiple functional areas that are taught in the Zarb School of Business. A case study approach is utilized in this course, and students are challenged to understand how decisions and policies from different functional areas are integrated within an organization. Students present detailed recommendations toward resolution of complex business problems within an industry or company which must be supported by appropriate documentation of research and analysis. Written and oral reports are required. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 306, FIN 306, IB 306, MGT 306, MKT 306.

307. *Consulting Research Project in Business
Computer Information Systems** 3 s.h.
Periodically

Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client for one semester. The students and the business or not-for-profit entity to which they are assigned will identify specific problems and objectives of the organization. Students design and complete one or more integrative consulting projects involving various business principles and conduct research. A written consulting report and an oral presentation are made to a faculty committee and the senior management of the organization is required. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the senior assistant dean and director of graduate programs and the department chairperson. Same as ACCT 307, FIN 307, IB 307, MGT 307, MKT 307.

308. *Computer Simulation (Management Game) in Business
Computer Information Systems** 3 s.h.
Periodically

Course utilizes a comprehensive computer simulation to create a variety of complex multifunctional business problems to which students must respond under varying conditions of uncertainty. A team-based approach to decision making is used in resolving problems created by the computer model. Students are required to provide detailed reports on decisions made and to provide quantitative and qualitative justifications for their decisions. These justifications must be supported through the use of research and must be presented orally and in writing. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 308, FIN 308, IB 308, MGT 308, MKT 308.

330. *Graduate Internship** 3 s.h.
Fall, Spring

A work-study program open to graduate students who are specializing in business computer information systems.

Students work a minimum of 100 hours in the semester for selected business organizations in information systems. A written evaluation of the use of information systems to support organi-

zational operations is prepared by the student at the end of the course. Most internship opportunities involve some form of monetary remuneration. Prerequisites: all core competency courses or approved equivalents, 24 graduate-level credits with a 3.3 average and permission of the department chairperson. (Formerly GBUS 330.)

Business Law (BLAW)

Administered by the Department of Accounting and Business Law. Associate Professor Warner, *Chairperson*

A MINOR IN BUSINESS LAW consists of the successful completion of a minimum of 18 semester hours of course work with grades of C– or better, *under faculty advisement in the Department of Accounting and Business Law*, with at least 9 semester hours in residence. The requirements are: BLAW 20 and five additional three-credit courses chosen from the following: BLAW 23, 24, 25, 114, 115, 116, 117, 118, 119, 157, A-Z. A completed minor in business law will be listed on the student's transcript.

No School of Business courses may be taken on a Pass/D+ /D/Fail basis.

Nonbusiness majors may choose a business law minor.

No student pursuing a bachelor's degree other than a Bachelor of Business Administration degree may complete more than 30 semester hours of School of Business coursework without permission of the School of Business Dean's Office. The student must have the appropriate form approved by and filed with the major and minor departments.

All minors must be declared at the Office of Financial and Academic Records.

COURSES

These courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

20. *Introduction to Legal Systems, Environment
and Contracts* 3 s.h.

Fall, Spring

Introductory course explaining the nature and ethics of law on a domestic and international scale, its sources, its relation to profit and not-for-profit organizations, and to society and government; law as an instrument of social change with reference to regulatory agencies, labor relations, antitrust, consumerism, environmental issues and contracts. (Formerly *Introduction to Legal Systems and Environment*.)

23. *Contract Law* 3 s.h.
Periodically

A study of the fundamental elements of contracts as defined by the common law and how these elements are reflected and applied in modern statutory law, contemporary business and professional situations. The role of contract law in relation to other areas of the legal environment, particularly regulatory laws and ethics, is also explored. Fundamentals of contract negotiations, drafting and evidentiary formalities are covered as are damage theory and dispute resolution, including alternatives to litigation. Actual contracts and cases are studied.

24. *Legal Aspects of Business Organizations and Activities* 3 s.h.
Fall, Spring

The law as it pertains to profit and not-for-profit organizations. Topics include negotiable instruments, personal property, bail-

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

†Full-time students may take IB 219 as a corequisite.

ments, secured transactions, surety, agency, partnerships, corporations, insurance, real property, wills and estates. Required for accounting majors. No credit for both this course and BLAW 12. (Formerly *Business Law for Accountants*.)

25. *Legal Research and Writing* 3 s.h.
Periodically
Provides the non-lawyer with the basic skills of law library research and legal writing. Covers methods of defining and researching legal issues; use of law library reference tools, such as codes, administrative regulations, digests, case law and computer information services; writing exercises stressing clear, concise legal expression, citation and terminology. Research in a selected area of business law is undertaken. Prerequisite: BLAW 20.

114. *Labor and Employment Law* 3 s.h.
Periodically
Interplay of governmental regulation, legislation, and judicial interpretation in the context of labor and employment law. Topics include labor-management relationships and the role of the federal regulatory agency, National Labor Relations Board (NLRB), in this area. Other topics include worker protection, both physical and economic protection of employees and employment discrimination. The federal regulatory agencies, Occupational Safety and Health Administration (OSHA) and Equal Employment Opportunity Commission (EEOC) are highlighted. Prerequisite: BLAW 20.

115. *Wills, Trusts and Estates* 3 s.h.
Periodically
Provides students and those considering a planning career an awareness and overview of the legal concepts in financial and estate planning. An examination and analysis of the need for planning and family wealth conservation, the laws of gifts, intestacy, wills, nature and objectives of trusts and their implications on estate planning, incidents affecting distribution of property, analysis of funding plans, business planning as it relates to the estate and an examination of the fiduciary and ethical considerations of probate and estates. Prerequisite: BLAW 20.

116. *Legal Aspects of Computers and Computer Use* 3 s.h.
Periodically
Legal principles applicable to the computer industry. Contracts in the computer industry including UCC and warranties; intellectual property considerations including patents, copyrights, trademarks and trade secrets; antitrust and other anticompetitive concerns; strict liability and negligence; security problems; computer related crime. Prerequisites: BLAW 20 and BCIS 10 or CSC 5.

117. *Law in the Global Economy* 3 s.h.
Periodically
Examination of the legal implications of various forms of international business; trade, licensing, trademarks and franchising, foreign investments, mergers, acquisition and joint ventures. Legal issues in the global marketplace and their impact on international organizations; international and regional cooperation. Examination of activities by American companies overseas, legal disputes with foreign states, international trade, United States trade laws, extraterritorial application of United States laws. Prerequisite: BLAW 20.

118. *Litigation and Alternate Dispute Resolution* 3 s.h.
Periodically
A consideration of domestic and international litigation, negotiation, mediation, fact-finding, arbitration, and recently developed variations of the foregoing. Emphasis on the extent to which these various methods of dispute resolution can be developed and controlled by the disputing parties themselves and/or by the courts. Historical development of ADR and emerging

ethical issues are considered. Prerequisite: BLAW 20. Same as MGT 118.

119. *Advanced Legal Aspects of Business Organizations* 3 s.h.
Periodically
An examination and analysis of the laws of agency, partnership and corporations. Discussion and analysis of various business entities. Legal issues related to organization, management, fiduciary roles, authorities and governance are addressed. Analysis of interrelationship and duties of partners, officers, directors and shareholders. Issues affecting business planning, securities regulations, mergers and acquisitions, antitrust and trade regulations, ethical issues, corporate responsibility, and international considerations are covered. Prerequisite: BLAW 20 or permission of department chairperson.

157. *A-Z. Seminar: Special Topics in Business Law* 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods such as lectures, projects and case studies. Prerequisites: BLAW 20 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number.

Students pursuing a business law minor may take only one of these courses to fulfill their minor requirements.

201. *Legal, Political, Regulatory and Ethical Environment of Business** 3 s.h.
Fall, Spring
Overview of the United States legal and political systems and governmental regulation as they relate to modern business practice. Case analyses are actively used for discussions of business contracts, partnerships, ethics, the Uniform Commercial Code, negotiable instruments, property and banking transactions, and compliance with local, state, federal, and emerging international regulations. (Formerly 201B, *Legal and Social Environment of Business*.)

210. *Accountants' Liability and Ethics** 3 s.h.
Periodically
Focus on various types of legal liability to which accountants may be exposed including common law liability and statutory liability under federal statutory law and blue sky laws. Various ethical issues that accountants face in their practices are also discussed.

Business, Zarb School of

SEE PAGE 95.

Chemistry (CHEM)

Associate Professor Finzel, *Chairperson*

Professor Cassidy; Associate Professors Ryan, Strothkamp, Wagner; Assistant Professors Brack, Lloyd, McBride, Novick, Wachter-Jurcsak.

B.A. SPECIALIZATION IN CHEMISTRY: CHEM 3A & 4A, 3B & 4B, 80, 105, 109, 124, 125, 131A & 132A, 131B & 132B and 134B, 141-142, 147, 191; MATH 19, 20, 29; PHYS 11A-12A, 11B, 12B; CSC, 3 semester hours under advisement. The language requirement for the B.A. should preferably be fulfilled in German or French. Students who plan a professional career in chemistry and who intend to go on to graduate work will elect CHEM 180. MATH 131, 143 & 144 are strongly recommended.

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

See complete B.A. requirements, page 75.

The Chemistry Department's program for the B.S. Specialization in Chemistry is accredited by the American Chemical Society. A student completing this course of study will be awarded a certificate from the Society.

B.S. SPECIALIZATION IN CHEMISTRY: this program is designed to provide students with a strong foundation in chemistry. It is especially recommended to those students preparing to enter industry or to pursue graduate work.

Candidates for graduation must fulfill the requirements listed below:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science 1A, 1B, 2A, 2B may not be counted toward this total semester hour requirement.
 2. At least 65 semester hours must be in liberal arts courses outside of the Department of Chemistry.
 3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
 4. The following general requirements: ENGL 1-2 or placement examination†; German, French or Russian preferred, completion of level 4 if studied in high school or to level 2 if studied as a new language; Social science and humanities, 15 semester hours of core courses; (social science: 3 hours in the contemporary and 3 hours in the perspective categories; humanities: 3 hours in the appreciation and analysis category (literature) and 3 hours in the creative participation category; and 3 hours from any core category). For listing of core courses, see page 78.
 5. The fulfillment of the following major and additional requirements:
- In addition to the course requirements listed above for the B.A. specialization, the B.S. candidate must complete CHEM 148, 171, 180 and 6 hours of research.

TEACHING OF HIGH SCHOOL CHEMISTRY AND GENERAL SCIENCE, see page 332.

A MINOR IN CHEMISTRY consists of the successful completion of 18 semester hours of chemistry courses, under advisement, excluding CHEM 1, and including at least 2 semester hours in courses other than CHEM 3A&B, 4A&B, 131A&B, and 132A&B. At least 6 hours must be taken in residence.

ALPHA EPSILON DELTA: the international honor premedical society, see page 63.

BIOCHEMISTRY PROGRAM AND COURSES, see page 134.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Atoms, Molecules and Genes* # 3 s.h.
Fall
Historically important developments which have contributed to modern understanding of the hereditary apparatus and molecular mechanisms in living systems are examined. While the inter-relationships between chemistry and biology which contributed to these developments are considered, the subject matter is principally chemical in nature. Emphasis on studying the processes by which scientific understanding evolves. Philosophical/

ethical questions raised by current advances (as in genetic engineering) are discussed. (2 hours lecture, 2 hours recitation and laboratory.) Recommended for nonscience majors.

- 3A & 4A. *General and Inorganic Chemistry* # 3 s.h. each
Fall, Spring
Fundamental principles of chemistry including states of matter, modern atomic and bonding theory, mass and energy relationships in chemical reactions, equilibria, reaction rates and electrochemistry. Properties of the elements and their compounds are discussed in terms of structure. (3 hours lecture, 1 hour recitation.) Students registering for 3A or 4A should also register for the corresponding laboratory course 3B or 4B. 3A and/or 4A apply towards the natural science core requirement only upon successful completion of the corresponding laboratory course(s) 3B and/or 4B. Engineering students are required to take only one semester of laboratory, preferably 3B. Credit given for 3A or New College NCB 1, not both; 4A or New College NCB 2, not both.

- 3B & 4B. *General and Inorganic Chemistry Laboratory* # 1 s.h. each
Fall, Spring
Laboratory taken in conjunction with 3A & 4A lectures; includes quantitative measurements and some qualitative analysis. (3 hours laboratory.) CHEM 3B may be taken by students who have previously completed 3A, and CHEM 4B may be taken by students who have previously completed 4A. Credit given for 3B or New College NCB 1 or C2; 4B or New College NCB 2 or C2.

80. *Descriptive Chemistry* 1 s.h.
See course description, page 368.

105. *Quantitative Analysis* 3 s.h.
Fall
Fundamentals of gravimetric, volumetric and potentiometric methods; separative techniques; statistical analysis of experimental results. (3 hours lecture.) Prerequisites: CHEM 3A & 4A, 3B & 4B. May not be taken on a Pass/D+/D/Fail basis. (Formerly 107.)

109. *Advanced Laboratory I, Quantitative Analysis* 1 s.h.
Fall
Laboratory work in gravimetric, volumetric, potentiometric and photometric methods; separative techniques. (4 hours laboratory.) Prerequisite or corequisite: CHEM 105.

111. *Computer Applications in Chemistry* 2 s.h.
Every other Fall
Introduction to numerical methods and their application to problems of chemical interest. Emphasis on chemical problem solving including applications in both theoretical and experimental branches of chemistry. A basic knowledge of a high level programming language and calculus is required. (2 hours lecture.) Prerequisites: CHEM 3A & 4A. No liberal arts credit.

124. *Instrumental Methods* 2 s.h.
Fall
Study of principles underlying instrumental methods. Evaluation of techniques used to apply these methods to the solution of chemical problems. Methods studied may include atomic and molecular absorption and emission spectroscopy, nuclear magnetic resonance, mass spectrometry, polarography, coulometry, chromatography, x-ray diffraction, fluorescence and fast reaction techniques; computer interfacing with instruments. (2 hours lecture.) Prerequisites: CHEM 105, 132A.

#Core course

†See University Degree Requirements, page 59.

125. *Advanced Laboratory II, Instrumental Methods* 2 s.h.
Fall
Laboratory work in the application of instrumental methods which may include spectroscopy, fluorescence, voltammetry, chromatography, stopped flow kinetics and computer interfacing of instrumentation. (4 hours laboratory.) Prerequisite: CHEM 105. Prerequisite or corequisite: CHEM 124.
- 131A & 132A. *Elements of Organic Chemistry* 3 s.h. each
131A: Fall; 132A: Spring
Basic principles of chemistry extended to organic compounds, aliphatic and aromatic, through nomenclature, methods of preparation, reactions and physical properties, and to theories of bonding, structure and mechanism of reaction. (3 hours lecture, 1 hour recitation.) Students registering for 131A or 132A should also register for the corresponding laboratory course 131B or 132B. Prerequisites: CHEM 3A & 4A, 3B & 4B.
- 131B & 132B. *Organic Chemistry Laboratory* 1 s.h. each
131B: Fall; 132B: Spring
Laboratory taken in conjunction with 131A & 132A lectures. (4 hours laboratory.) Synthesis, isolation, purification and spectroscopy of organic compounds, organic qualitative analysis. CHEM 131B may be taken by students who have previously completed 131A and CHEM 132B may be taken by students who have previously completed 132A. CHEM 131B must be completed before taking CHEM 132B.
- 134B. *Chemical Synthesis Laboratory* 1 s.h.
Every other Spring
Laboratory stressing advanced methods in synthesis, separation and identification of organic and inorganic compounds; instrumental methods include ultraviolet-visible and infrared spectroscopy; nuclear magnetic resonance and chromatographic methods. For chemistry majors only. (4 hours laboratory.) Prerequisites: CHEM 131A, 131B.
- 141-142. *Physical Chemistry* 3 s.h. each
141: Fall; 142: Spring
Thermodynamics, properties and kinetic theory of gases, elementary wave mechanics and the development of atomic structure and chemical bonding, homogeneous and heterogeneous chemical and physical equilibria, chemical kinetics; electrochemistry, elementary statistical thermodynamics. (3 hours lecture, 1 hour recitation.) Prerequisites: CHEM 3A & 4A, 3B & 4B; PHYS 11A-12A and mathematics through the calculus.
- 147 & 148. *Advanced Laboratories III and IV: Experimental Physical Chemistry* 2 s.h. each
Spring
Laboratory work designed to introduce basic physicochemical methods used to solve chemical problems. Methods include those used to determine molecular structure and physical properties; calorimetry; study of chemical and physical equilibria; examination of rate processes; photochemistry. Emphasis on the source, magnitude and propagation of errors. (1 hour lecture, 3 hours laboratory.) Prerequisites: CHEM 105, 109, 141.
- 151 & 152. *Undergraduate Research* 1-3 s.h. each
Fall, Spring
Students undertake a problem including laboratory and library work (1 hour conference, 3 hours laboratory per credit) under the direction of a faculty member. The number of credits are decided on by the student and faculty member before registration. May be taken for more than two semesters. Prerequisite: permission of department chairperson.
162. *Molecular Biochemistry I* 3 s.h.
Fall
Same as BCHM 162 and BIO 162. Prerequisites: CHEM 131A & 132A, 131B & 132B.
163. *Molecular Biochemistry II* 3 s.h.
Every other Spring
Same as BCHM 163. Prerequisite: BCHM 162.
168. *Historical and Philosophical Foundations of Chemistry* 1 s.h.
Periodically
Selected topics. A study of some important conceptual and experimental discoveries that influenced the development of chemistry; an analysis of some factors inside and outside of the sciences that had an impact on these discoveries. (1 hour seminar.) Restricted to junior and senior chemistry, biochemistry and other majors in the natural sciences.
171. *Advanced Organic Chemistry* 3 s.h.
Every other Fall
Reaction mechanisms; implications of theory as applied to organic synthesis. Selected syntheses of important natural products. Use of physical methods in organic structure determinations. (3 hours lecture.) Prerequisites: CHEM 131A & 132A, 131B & 132B, 142.
173. *Experimental Biochemistry* 3 s.h.
Spring
Same as BCHM 173. Prerequisites: BCHM 162 and CHEM 105 and 109. No liberal arts credit.
175. *Medicinal Chemistry* 3 s.h.
Every other Fall
A variety of medicinal agents—natural and synthetic—are examined for structure-activity relationships. Emphasis on chemical synthesis, analytical and structure-proof methods in medicinal chemistry. Current approaches to new drug design are compared to classical molecular modification of drugs. (3 hours lecture.) Prerequisites: CHEM 131A & 132A, 131B & 132B.
176. *Seminar in Biochemistry* 1 s.h.
Every other Spring
Same as BCHM 176. Prerequisite: permission of instructor.
180. *Advanced Inorganic Chemistry* 3 s.h.
Every other Spring
Properties of the elements interpreted systematically in terms of modern bonding theory. Emphasis on coordination compounds, group theory and modern acid-base concepts. (3 hours lecture.) Prerequisite: CHEM 141.
- 182 & 183. *Biochemical Research* 1-3 s.h. each
Fall, Spring
Same as BCHM 182 & 183. Prerequisite: permission of faculty member and chairperson. No liberal arts credit.
185. *Environmental Chemistry* 3 s.h.
Every other Spring
Chemical composition and reactions of both naturally occurring substances and anthropogenic pollutants in the atmosphere, hydrosphere, lithosphere and important cycles of the biosphere. Sources of pollutants, their effect on living organisms with reference to human health, possible ways for their control and chemical analyses. Pollution aspects of waste disposal and those of energy production are considered. (3 hours lecture.) Prerequisites: CHEM 3A & 4A, 3B & 4B; or 3A, 3B, 4A.
191. *Theories of Electrons in Atoms and Molecules* 3 s.h.
Every other Spring
Elementary wave mechanics and approximate methods for its applications to atoms and molecules; molecular orbital theory, applications of group theory to molecules, theory of magnetic resonance and electronic spectroscopy. (3 hours lecture.) Prerequisite: CHEM 141.

192. *Special Studies in Chemistry* 1 s.h.
Periodically
Various advanced topics not covered in other chemistry courses, such as surface analysis, molecular spectroscopy and N.M.R. spectroscopy are presented. May be repeated for credit when topics vary. Prerequisite: permission of instructor. No liberal arts credit.

Chinese (CHIN)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Assistant Professor Chiu, *Adviser*.

For Chinese Literature and Translation courses, see page 266.

COURSES

These courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Elementary Chinese* 3 s.h.
Fall
Fundamentals of structure (Mandarin). Oral and written drill.

2. *Elementary Chinese* 3 s.h.
Spring
Continuation of 1. Readings of simplified Pai-Hua texts. Prerequisite: CHIN 1 or equivalent.

2A. *Intensive Elementary Chinese* 6 s.h.
Periodically
For the student with a special interest in a more intensive exposure to the materials of study of Mandarin Chinese. Oral and written drill. Readings of simplified Pai-Hua texts. Culture and civilization. Same as 1, 2.

3. *Intermediate Chinese* 3 s.h.
Fall
Grammar review. Reading and translation of material of average difficulty. Prerequisite: CHIN 2 or equivalent.

4. *Intermediate Chinese* 3 s.h.
Spring
Readings in contemporary Chinese literature. Survey of Chinese culture. Introduction to Wen-Yen literary style. Prerequisite: CHIN 3 or equivalent.

4A. *Intensive Intermediate Chinese* 6 s.h.
Periodically
Intensive exposure to materials of second year of study. Prerequisite: CHIN 2 or 2A. Credit not given for both this course and 3 and/or 4.

5. *Advanced Reading* 3 s.h.
Once a year
Development of the reading skill. This course includes selections from conversational Chinese, newspaper Chinese and readings on the cultural background of China. Prerequisite: CHIN 4 or equivalent.

110. *Chinese Conversation and Oral Practice* 3 s.h.
Once a year
Analysis of pronunciation. The purpose is to achieve fluency in Chinese. Prerequisite: CHIN 4 or equivalent.

111, 112. *Chinese Readings* 1 s.h. each
Periodically
Readings in Chinese masterpieces to keep alive the student's interest in the language and literature. Prerequisite: CHIN 4 or equivalent.

Classics

SEE COMPARATIVE LITERATURE AND LANGUAGES

Communication, School of

SEE PAGE 103.

Community Health

SEE HEALTH STUDIES, SPORT SCIENCES, AND PHYSICAL EDUCATION

Comparative Literature and Languages

The following areas are administered by this department, and listed independently: Arabic, Chinese, English Language Program, German, Greek, Hebrew, Italian, Italian Studies, Japanese, Jewish Studies, Latin, Linguistics, Literature in Translation, Modern Greek and Russian. Each language or area is listed alphabetically.

The Departments of French and Spanish are listed separately.

Associate Professor Waysek, *Chairperson*

Professors D'Acerno, Leonard; Associate Professors Donahue, Giannone; Assistant Professors Chiu, Greaney, Lekatsas, Mihailovic, Palma.

B.A. SPECIALIZATION IN COMPARATIVE LITERATURE: This 42 semester hour specialization is designed to enable the student to acquire a broad background not only in the literary history of different cultures and countries, but also in their relation to one another, and their relative degrees of influence on cross-cultural movements, themes and genres in literature and the arts. A specialization in comparative literature reflects the intellectual breadth, flexibility and openness to cultural difference that the world increasingly demands. A degree in comparative literature prepares students for graduate study in the same field (or in any of the related areas of specialization), as well as provide a solid general basis for study in professional schools, such as law, education, public administration, or business.

The comparative literature major is structured differently than other majors in order to reflect the inclusive nature of the field. Required:

1. Complete 3 courses in a first foreign language such as French, German, Italian, Russian, Spanish, etc., beyond level 4; *and* complete 2 courses in a second foreign language beyond level 2. Total: 15 semester hours.
2. Complete 5 courses in comparative literature or literature in translation (including French literature in translation and Spanish literature in translation), either in the core curriculum or other. One of these courses must be in a non-Western literature, or in the cross-cultural category of the core curriculum; also, one of these courses is to be an independent study on a special topic in comparative literature, or an Honor's Essay, if eligible, to be done usually in the student's last year or semester by arrangement with a professor in the department. Total: 15 semester hours.
3. Complete 2 courses in a literature other than that of the first foreign language, or beyond the requirements of the first foreign language, *and* complete 2 courses in any *one* of the following disciplines: anthropology, art history, drama, history, music, philosophy, or sociology, or another discipline by arrangement. Total: 12 semester hours.

NOTE: this concentration outside the department is peculiar to the breadth of comparative literature as a discipline, and these courses can also fulfill other college and university requirements.

B.A. SPECIALIZATION IN THE CLASSICS, GERMAN, HEBREW, ITALIAN OR RUSSIAN: 24 semester hours in one language beyond language 4, plus 6 semester hours of comparative literature. The adviser may direct additional courses to provide an integrated program.

Credit in a language course cannot be given to a student who has already earned credit for a higher-numbered course in the same language when the course numbers in question indicate level of comprehension and ability in the introductory and intermediate study of that language.

NOTE: language laboratory work is required in all modern foreign language courses on the 1, 2, 3, 4, level.

See complete B.A. requirements, page 75.

TEACHING A FOREIGN LANGUAGE IN HIGH SCHOOL, see page 331.

A MINOR IN COMPARATIVE LITERATURE consists of the successful completion of 18 semester hours as described below, with at least 6 hours in residence.

1. 9 semester hours in the area of foreign language, with two courses in a first foreign language beyond level 4, and one course in a second foreign language beyond level 2.
2. 6 semester hours in comparative literature or literature in translation (including French literature in translation and Spanish literature in translation), with one course in the department not included in the core curriculum, and one course in a non-Western literature, in the core curriculum or other.
3. 3 semester hours as a concentration in a literature either different than the first foreign language or beyond the requirements of the first foreign language.

Totals for both the specialization and the minor can include credits that fulfill other college and university requirements.

A MINOR IN GERMAN, GREEK, HEBREW, ITALIAN, LATIN OR RUSSIAN (for Classics and Linguistics, see below) consists of the successful completion of 18 semester hours in the language beyond level 2, under advisement, and at least 6 hours in residence.

A MINOR IN CLASSICS consists of the successful completion of 18 semester hours as follows: CLIT 39, 40; HIST 105, 106; 6 semester hours of 100-level courses in Latin and/or Greek.

A MINOR IN LINGUISTICS is an interdisciplinary program consisting of the successful completion of 18 semester hours as described below, with at least 6 hours in residence.

Required

SPCH 5. *Phonetics*

LING 151. *Phonology*

152. *Syntax*

Electives

LING 125. *Natural Language vs Programming Languages*

161. *Historical Linguistics*

162. *Applied Linguistics*

171. *Sociolinguistics*

181. *Special Studies*

190. *Formal Grammars*

Recommended electives from other departments

ENGL 103. *Structures of English*

SPCH 101. *Psychology of Speech and Language*

102. *Normal Development of Language*

Other courses may be chosen, under advisement.

MASTER OF ARTS IN APPLIED LINGUISTICS (TESL), see page 264.

MASTER OF ARTS IN COMPARATIVE LITERATURE*

M.A. degree requirements in French appear on page 217; Spanish, page 344; Bilingualism, page 134.

NONLISTED LANGUAGES

1, 2, 3, 4, 110, 113. *Language* 3 s.h. each
When there is student interest or national demand, any language not appearing in the regular listings may be given for a 3-year sequence.

COMPARATIVE LITERATURE (CLIT)

NOTE: comparative literature courses on the 100-level are open to juniors and seniors. All are given in English.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

39. *Mythologies and Literature of the Ancient World* # 3 s.h.
Fall

Near Eastern mythology, the Bible and Greek literature focusing on our earliest attempts to order reality and formulate our individual identity.

40. *Literature of the Emerging Europe* # 3 s.h.
Spring

Roman and Christian writers and the medieval literature of England, Germany, Italy, France and Spain as the sources of western consciousness emerging from Judaic, classical and Christian views of reality.

53. *Faust Theme* # 3 s.h.
Once a year

Comparative treatment of the Faust theme in different centuries (the Renaissance to the twentieth century) and various countries (France, Germany, Spain, England, Russia and the United States).

54. *The Oedipus Theme* # 3 s.h.
See course description, page 368.

75. *Women Writers in the Romantic Tradition* # 3 s.h.
See course description, page 368.

131. *Comparative Mythology* 3 s.h.
Periodically

European, Asian, American and African mythology exemplified in various religious and heroic legends.

149, 150. *Asian Literature* 3 s.h. each
Every other year

Major literary works are examined as a reflection of Asian cultures and as an influence on western culture. First semester, India; second semester, China and Japan.

151, 152. *Studies in Literature* 3 s.h. each
Fall, Spring

Designed to treat special subjects or authors at the discretion of the department, but with the student's interest in view. Such subjects as existentialism, death and the literary imagination, or subjects of a like nature are presented. May be repeated when topics vary.

155. *Medieval Literature* 3 s.h.
Once a year

Medieval literature of England, Germany, France and Spain, with emphasis on the epic, lyric, romance and drama.

161. *Renaissance* 3 s.h.
Once a year

Origins and evolution in Italy. Further developments in France, Spain and England.

*Applications not accepted in 1997-98.

Interested students should consult the M.A. in Humanities, page 254.

#Core course

172. *European Literature of the 17th and 18th Centuries* 3 s.h.
Periodically
A comparative study of the main aspects of classicism and rationalism in Europe during the 17th and 18th centuries.
173. *Sentiment to Sadism in the Early European Novel* 3 s.h.
See course description, page 368.
190. *World Literature and the Anatomy of Cultural Difference #* 3 s.h.
See course description, page 368.
191. *Romanticism* 3 or 4 s.h.
Once a year
Literature and culture of Europe and America in the late 18th and early 19th centuries.
193. *Black Literature Across Cultures* 3 s.h.
Periodically
Literary texts that reflect the encounter of black consciousness with various cultures: French, Hispanic and Anglo Saxon.
195. *Realism, Naturalism, Symbolism* 3 s.h.
Once a year
Western European literature in the second part of the 19th century.
199. *Contemporary European Literature* 3 or 4 s.h.
Once a year
Modern man as he appears in representative works of contemporary European literature.
Courses 200 and above are open only to matriculated graduate students or by permission.
201. *Bibliography of Modern Literature* 2 s.h.
Periodically
- 251, 252. *Readings in Comparative Literature* 3 s.h. each
Periodically
Studies in comparative literature.
272. *Studies in European Literature of the 17th and 18th Centuries* 3 s.h.
Periodically
Critical analysis of some major works of the European literature of the 17th and 18th centuries. Prerequisite: CLIT 172 or permission.
291. *European Romanticism* 3 s.h.
Periodically
Romantic movements in England, France and Germany, literary movements related to the history and culture of the times. Prerequisite: CLIT 191 or permission.
293. *Analysis of Black Authors* 3 s.h.
Periodically
Recent imaginative works in English and French by black authors. The course deals with revising literary standards that have heretofore been applied to these works.
295. *Studies in Realism, Naturalism and Symbolism* 3 s.h.
Periodically
A critical and analytical study of a literary movement or of selected works in prose, poetry and drama. Prerequisite: CLIT 195 or permission.
299. *Studies in Contemporary Literature* 3 s.h.
Periodically
Study in depth of a phase or some aspect of contemporary literary movements (existentialism, the novel of the absurd, etc.); or an aspect of contemporary artistic expression in poetry, prose and drama; or a comparative treatment of some classical or nonclassical myths (*Electra, Antigone, Faust, Don Juan, etc.*). Prerequisite: CLIT 199 or permission.

301. *Master's Essay* 3 s.h.
Periodically
Under tutorial guidance of a chosen professor in the department, the student undertakes a master's essay, which shall exhibit thoroughness of scholarship. Length between 7,000-8,000 words.

Computer Science (CSC)

Associate Professor Nagin, *Chairperson*

Professor Impagliazzo; Associate Professors Hart, Mendelsohn; Assistant Professors Barr, Pillaipakkammatt.

Hofstra offers both B.A. and B.S. degrees in Computer Science. The B.A. combines a major in computer science with a broad program in the liberal arts. The B.S. prepares the student for a professional career in computer science and includes one of the following options: business, engineering or mathematics. Hofstra also offers a B.S. program with a dual major in computer science and mathematics.

B.A. SPECIALIZATION IN COMPUTER SCIENCE: 34 semester hours in computer science: CSC 14, 15, 16, 110, 110A, 112, 120, and 15 semester hours in computer science electives numbered higher than 100. Science requirements: 14 semester hours in natural sciences to include *either* PHYS 11A-12A (with 11B, 12B laboratories) *or* PHYS 1A-2A (with 1B-2B laboratories). Additional requirements: MATH 19, 20; SPCM 7. A grade of C- or better in all courses required for the major.

See complete B.A. requirements, page 75.

B.S. SPECIALIZATION IN COMPUTER SCIENCE: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 127 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 57 semester hours must be completed in the liberal arts excluding courses in computer science.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The following general requirements for *all* options: ENGL 1-2 or placement examination*, (see University Degree Requirements, page 59).

Core requirements (for listing of core courses, see page 78); humanities: 6 semester hours to include 3 semester hours in appreciation and analysis (literature) and SPCM 7; social science: 6 semester hours to include 3 hours in contemporary and PHIL 9.

At least three credits each in humanities and social science core courses must be taken in residence. For business and mathematics options, at least three credits of natural science core courses must be taken in residence. In no case may core courses be taken elsewhere after matriculation at Hofstra.

5. Minimum general requirements for the major: CSC 14, 15, 16, 110, 110A, 111, 112, 120, 123, 158, 161, 163, 170, 175, 185, 190. Science requirements: PHYS 11A-12A (with 11B, 12B laboratories) and two additional courses (6 semester hours) from the natural sciences, under advisement. Additional requirements: MATH 19, 20.
6. Special requirements for each option:
Business Option: BCIS 30, 40, 50, 182; CSC 187; 6 additional

*If this requirement is fulfilled by passing the placement examination, 3 hours in literature or literature in translation should be taken with adviser's approval.

#Core course

semester hours in computer science electives numbered 100 or higher.

Engineering Option: CSC 32, 102; ENGG 30, 33, 34, 36, 173; MATH 29, 131; 3 additional semester hours in a computer science elective numbered 100 or higher.

Mathematics Option: CSC 102, 132; MATH 29, 131; 6 additional semester hours in computer science electives numbered 100 or higher.

7. A grade of C- or better in all courses required for the major.

B.S. SPECIALIZATION IN COMPUTER SCIENCE AND MATHEMATICS, see page 279.

A MINOR IN COMPUTER SCIENCE consists of the successful completion of 18 semester hours of computer science courses to include: CSC 5, 14, 15, 16 and any two courses from CSC 110, 111, 112, 120, 170 or 175 with at least 6 hours in residence, with grades of C- or better.

MASTER OF ARTS IN COMPUTER SCIENCE: this program is designed to meet the needs of the technical and business-oriented markets we serve with individual programs designed by the student in consultation with an adviser. Business men and women, as well as science professionals, will find electives specifically for their specialties. Professor Impagliazzo, *Coordinator*

ADMISSION REQUIREMENTS

1. Completion of a bachelor's degree from an accredited institution, and
2. An undergraduate minimum grade-point average of 3.0 on a 4.0 scale.
3. Achievement in General (verbal, quantitative and analytical) GRE scores.

PREREQUISITE REQUIREMENTS

Students may satisfy any or all of the prerequisites listed below by having completed, or enrolling in, these courses or their equivalents at an accredited institution. With the permission of the graduate coordinator, eligible students may elect to sit for proficiency examinations.

Applicants without undergraduate computer science degrees may be admitted as provisionally matriculated students if they meet all admission criteria except for the required prerequisites. They can enroll in graduate courses if they meet individual course prerequisites and satisfy the general requirements before completing 12 semester hours of graduate study. This condition is automatically lifted as soon as the prerequisites or their equivalents are satisfactorily completed.

CSC 14, 15, 16, 110, 112, 120, 161; MATH 20.

PROGRAM REQUIREMENTS

Satisfactory completion of the following 33-semester hour program:

CSC 204, 206, 256, and 300; electives, 21 s.h.; courses taken in other departments as electives require written departmental approval; at least 27 hours in graduate computer science courses; at least 27 hours in residence at Hofstra; and a minimum 3.0 average with a grade of C or better in all courses.

MASTER OF SCIENCE IN COMPUTER SCIENCE: this program provides a balance between the theoretical and applied areas of computer science and is designed to allow flexibility within the four subject areas that follow. Professor Impagliazzo, *Coordinator*

ADMISSION REQUIREMENTS

1. Completion of a bachelor's degree from an accredited institution, and
2. An undergraduate minimum grade-point average of 3.0 on a 4.0 scale.
3. Achievement in General (verbal, quantitative and analytical) GRE scores.

PREREQUISITE REQUIREMENTS

Students may satisfy any or all of the prerequisites listed below by having completed, or enrolling in, these courses or their equivalents at an accredited institution. With the permission of the coordinator of the graduate program, eligible students may elect to sit for proficiency examinations.

Applicants without undergraduate computer science degrees may be admitted as provisionally matriculated students if they meet all admission criteria except for the required prerequisites. They can enroll in graduate courses if they meet individual course prerequisites and satisfy the general requirements before completing 12 semester hours of graduate study. This condition is automatically lifted as soon as the prerequisites or their equivalents are satisfactorily completed.

CSC 14, 15, 16, 110, 112, 120, 161; MATH 20.

PROGRAM REQUIREMENTS

Satisfactory completion of the following 33-semester hour program:

CSC 204, 256 and 301-302; 18 s.h. to satisfy the breadth requirement as listed below; electives as needed to complete 33 s.h.; up to 6 s.h. of graduate courses in areas outside of computer science may be taken with the written approval of the graduate coordinator; at least 27 hours in graduate computer science courses in residence at Hofstra with a minimum 3.0 average, and a grade of 3.0 or better in all courses.

Breadth requirements: two courses in each of three of the four following areas: Theory, Artificial Intelligence, Software, Hardware

Theory: CSC 201B, 202, 205, 206, 207, 208

Artificial Intelligence: CSC 270, 271, 274, 275, 276, 278, 279

Software: CSC 252, 253, 254, 258

Hardware: CSC 280, 282, 284, 286, 287

See complete graduate information, page 66.

UPSILON PI EPSILON: a national computer science honor society, see pages 65, 70.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

4. *Introduction to Computer Science with Applications* 3 s.h.
See course description, page 368.

5. *Overview of Computer Science #* 3 s.h.
Fall, Spring
Computers, algorithms and programming; computer hardware and software systems. Pascal programming of numerical and non-numerical algorithms. Survey of computer applications. Brief history of computer science; computers and society. Credit given for this course or New College ISGG 1, not both. May not be taken after CSC 15. (Formerly *Introduction to Computer Science*.)

12. *C for Programmers* 1 s.h.
Periodically
The essential features of C are examined for those already having knowledge of a high-level language. Prerequisites: knowledge of programming and permission of instructor. (Formerly *FORTRAN 77 Overview*; *FORTRAN 77 for PL/1 Users*.)

13. *Ada Overview* 1 s.h.
Periodically
An accelerated treatment of Ada for those having a good knowledge of at least one procedural language such as PL/1,

#Core course

FORTRAN, C, or Pascal. Special attention given to the unconventional part of Ada such as data encapsulation, exception handling, concurrency and generic subprograms. Included are conditional execution, type declarations, numeric types, arrays, records, subprograms, access types, packages and files. Prerequisite: CSC 15 or permission of department. (Formerly *Ada for PL/1 or FORTRAN Users.*)

14. *Discrete Structures* 3 s.h.
Fall, Spring

Review of propositional and predicate logic. Methods of theorem proving; strong and weak induction. Finite and infinite sets, set operations. Functions, including surjections, injections, bijections. Equivalence relations and partial orderings. Matrices and matrix operations. Combinatorics, including permutations and combinations. Graphs, including simple graphs, directed graphs, trees, Euler circuits, Hamilton circuits. Introductions to computational complexity, big-O notation, intractability. Introduction to recurrence relations. (3 hours lecture, 1 hour laboratory.) Credit given for this course or New College NM3, or MATH 14. Prerequisites: CSC 15; three years of high school mathematics or MATH 11 or permission of department. (Formerly *Discrete Mathematics.*)

15. *Fundamentals of Computer Science I #* 3 s.h.
Fall, Spring

Introduction to computer science which emphasizes problem solving, algorithms and the principles of algorithm construction. C language is used as a vehicle for implementing these principles. Topics include arrays, loops, character strings and subprograms. Programming required. Course follows the current ACM recommended curriculum for "CS1." Prerequisite: high school familiarity with programming or CSC 5.

16. *Fundamentals of Computer Science II #* 3 s.h.
Fall, Spring

Continuation of 15 using C to implement topics such as subroutines, software development, files, arrays (searching and sorting), stacks, queues, linked lists. Programming required. Course follows the current ACM recommended curriculum for "CS2." Prerequisite: CSC 15 or equivalent.

32. *Logical Design and Digital Circuits* 3 s.h.
Fall, Spring

Same as ENGG 32A. Prerequisite: sophomore standing in the department or permission of instructor.

102. *Numerical Methods* 3 s.h.
Fall, Spring

Same as ENGG 101 and MATH 147. Prerequisite: CSC 15 or ENGG 10. Corequisite: MATH 131.

110. *Introduction to Computer Architecture* 3 s.h.
Fall

Internal structure of computers. Logic design: Boolean algebra, gates and flip-flops, synthesis of combinatorial networks, registers, serial and parallel organization, control mechanisms. Number systems and arithmetic, two's-complement arithmetic. Operating cycle, data and control flow in a typical computer. Interrupts, i/o devices, programmed i/o and DMA. Prerequisites: CSC 14, 16.

110A. *Computer Architecture Laboratory* 1 s.h.
See course description, page 368.

111. *Assembly-Language Programming* 3 s.h.
Spring

Organization of a computer: memory, addressing; number systems and conversion. Assemblers, base registers, relocation. Fixed-point numeric processing, string processing, indexing and iteration. Floating-point arithmetic and Boolean operations. Subroutines, macros, i/o channel programming. Prerequisites: CSC 14, 16 or ENGG 10 or BCIS 50.

112. *Computer Operating Systems* 3 s.h.
Spring

A study of the internal design of operating systems. Topics include memory management, multiprogramming, virtual memory, paging and segmentation. Job and process scheduling; multiprocessor systems; device and file management; thrashing, cache memory. Prerequisites: CSC 110, 120.

120. *Algorithms and Data Structures* 3 s.h.
Fall

The study of sequential and linked representations of data structures for linear lists including stacks and queues, structures, arrays and trees. Fundamental algorithms and their implementation using a block-structured language such as C relating to sorting, searching, merging, hashing, graph theoretic models and recursive procedures. Prerequisites: CSC 14, 16. (Formerly *Data Structures.*)

123. *Programming Languages: Survey, Design and Implementation* 3 s.h.
Fall

A study of the fundamental principles that distinguish the major families of modern programming languages. Syntax and the BNF, memory allocation and semantics of static, stack-based and dynamic languages, abstract data types, advanced control structures. Some programming in a logic-based language such as PROLOG. Prerequisite: CSC 161. (Formerly *Algorithmic Languages.*)

124. *Compiler Construction* 3 s.h.
Spring

Design and implementation of compilers for C, Pascal and ALGOL type languages. Lexical scanning, parsing techniques, semantic analysis and intermediate code generation, optimization techniques, target code generation. Management of symbol table; error handling. Programming required. Prerequisite: CSC 123.

132. *Computational Modeling* 3 s.h.
Spring

Fundamental principles of modeling and simulation. Methodology including model formation, design of simulation experiments, analysis of generated data and validation of results. Survey of applications. Project chosen from area of student's interest. Prerequisites: CSC 15; CSC or ENGG 185.

143, 144. *Projects in Computer Science* 3 s.h. each
Fall, Spring

Individual or group projects on selected topics such as the design of computer software or applications programs. Prerequisites: senior standing and permission of project adviser.

145. *Special Studies* 3 s.h.
Periodically

Topics are chosen from areas of current interest that are not covered in existing course offerings. Subjects are announced annually. Prerequisites: junior standing and requirements for current topic. May be repeated for credit when topics vary.

155. *UNIX and C++* 3 s.h.
See course description, page 368.

158. *Introduction to Artificial Intelligence* 3 s.h.
Spring

Survey of concepts and problems of computers performing tasks which traditionally require human intelligence. Topics include heuristic search and robotics, pattern recognition, game playing, theorem proving, question-answer systems and natural language processing. Prerequisite: CSC 120.

#Core course

161. *Introduction to Automata Theory* 3 s.h.
Periodically
Definition and representation of various types of automata such as finite and probabilistic automata. Representation of automata by state graphs, logical nets and Turing machines. Computability theory and decision problems of automata. Prerequisite: CSC 120.
163. *Computing, Ethics, and Society* 1 s.h.
See course description, page 368.
170. *Principles of Database Management* 3 s.h.
Fall
Introduction to data modelling, databases, data management systems and query languages. Hierarchical, network and relational models. The ANSI/SPARC architecture and conceptual schemas. Entity-attribute construction. Existing systems: IMS, IDMS, DB2, FOCUS, ORACLE, Ingres, SQL; relational algebra and normalization; database design. Prerequisite: CSC 120.
- 171A. *Introduction to Computer Graphics* 3 s.h.
See course description, page 368.
175. *Principles of Data Communication* 3 s.h.
Once a year
A technical introduction to data communication. Topics include the OSI Reference Model, layer services, protocols, LANs, packet switching and X.25, ISDN, File transfer, virtual terminals, system management and distributed processing. Prerequisites: CSC 120, MATH 19 and junior standing.
185. *Methods of Random Process* 3 s.h.
Fall
Same as ENGG 185. Prerequisites: MATH 20, CSC 16.
186. *Design and Analysis of Experiments* 3 s.h.
Spring
Same as ENGG 186. Prerequisites: ENGG or CSC 185; ENGG 10 or CSC 15.
187. *Linear Programming* 3 s.h.
Fall
Elements of matrix algebra, vector spaces and convex sets pertinent to the theory and application of linear programming (LP) models. Development of the simplex method and duality theory. The nature of solutions to systems of linear equations are related to LP complications and their resolution. Applications are extended to include the generalized LP problem, transportation, assignment and network problems. Prerequisites: MATH 20, CSC 16.
190. *Software Engineering: Theory and Practice* 3 s.h.
See course description, page 368.
195. *Computer Science Internship I* 3 s.h.
See course description, page 368.
196. *Computer Science Internship II* 3 s.h.
See course description, page 368.
NOTE: Graduate courses taken toward the major may not be taken on a Pass/Fail basis.
- 200A. *Themes of Computer Science* 6 s.h.
Fall
Designed as a transition course for those students who wish to do graduate work in computer science but who need additional preparation. Covers such topics as theoretical foundations, logic, induction, scientific models and formal aspects of programming. Prerequisite: CSC 120. May not be taken on a Pass/Fail basis. No credit toward the M.A. or M.S. degree in Computer Science.
- 201A. *Mathematical Logic* 3 s.h.
Periodically
The propositional calculus: truth tables and axiomatizations. First order theories: completeness theorem, formal number theory, Gödel's incompleteness theorem. Same as MATH 202. Prerequisite: MATH 145 or CSC 161.
- 201B. *Logic Application to Software* 3 s.h.
Every other year
Application of predicate logic and nontruth functional logics to software design and use. Logic programming (PROLOG), database and telecommunications schemata, query analysis, correctness proofs for subroutines, operating system kernels, security. Finite state machines and temporal logic applied to protocol specification. Prerequisite: CSC 201A or MATH 202.
202. *Computability* 3 s.h.
Fall, Spring
Mathematical language of theoretical computer science (sets, n-tuples, relations, functions, languages, predicates, quantifiers, proof methods such as induction, diagonalization and the pigeonhole principle). The equivalence of various models of computation (Church's Thesis): Turing machines, extended Turing machines, nondeterministic Turing machines, the μ -recursive functions. Primitive recursive functions, Gödel numbering, the halting problem, other unsolvable problems as time permits. Recursive sets and recursively enumerable sets. Prerequisite: CSC 161.
204. *Algorithms I: Sorting and Searching* 3 s.h.
Fall, Spring
Basic techniques for estimating the efficiency of algorithms. Searching algorithms: sequential, binary, Fibonacci, tree search, tries, hashing (study of several hash functions). Sorting algorithms: heapsort, mergesort, quicksort, binsort. Balanced trees: AVL trees, Hoffman's algorithm. Equivalence relations and compressed balanced trees. Topological sorting. External sorting: merge sorting, multiway merge, B-trees (2-3 trees, 5-way trees). Prerequisite: CSC 120.
205. *Algorithms II: Combinatorial Algorithms* 3 s.h.
Once a year
String and pattern matching algorithms. Maximum flow. Other graph algorithms: spanning trees, shortest path, transitive closure, biconnectivity, strong connectivity, and the like. Fast median algorithm. Fast matrix multiplication. Fast matrix inversion. Prerequisite: CSC 120.
206. *Analysis of Algorithms and Complexity Theory* 3 s.h.
Periodically
Asymptotics, recurrence relations, lower bound theory including comparison trees for sorting and searching. Oracles. Lower bounds on parallel computation. Combinatorial optimization. Branch and bound: Knapsack problem, FFT and applications. Integer and polynomial arithmetic. Analysis of divide and conquer algorithms, dynamic programming, greedy algorithms, backtracking. Nondeterministic algorithms. The classes P and NP. NP completeness. Complexity hierarchy. Prerequisite: CSC 161.
207. *Advanced Data Structures* 3 s.h.
Fall, Spring
Managing multiple stacks and queues. Stack series. Permutations obtainable from stacks and queues. Concatenatable queues. Locating repeated substrings: an application of stacks. Stack and queue operation sequences. Set representation methods. The union-find algorithm. Trees: Robson traversal, Lindstrom scanning, Siklossy traversal. Generalized lists. Mergeable heaps. Files as a data structure. Storage compaction. Garbage collection. Prerequisite: CSC 120.
208. *Formal Languages, Grammars and Automata* 3 s.h.
Once a year
Languages, the grammars that generate them and the machines that accept them. Regular languages. Finite automata—deterministic and nondeterministic. Transition functions and state

diagrams. Context-free languages and pushdown automata. Context-free grammars and compiler design. Context-sensitive languages and linear-bounded automata. Closure results. Prerequisite: CSC 161.

212. *Database Design II* 3 s.h.
Periodically

Advanced aspects of the IMS data model and data sublanguage. A study of the network database design including the COADASYL DBTG system. A comparative analysis of the relational, hierarchical and network approaches to database design. Prerequisite: CSC 254.

214. *Computer Modeling* 3 s.h.
Periodically

Construction of models for computer simulation of real systems. Application of probability and distribution theory, statistical estimation techniques, Monte Carlo methods. Application of modeling to large-scale political and social systems. Implementation on computer using various simulation languages. Prerequisites: CSC 16, 185. Pass/Fail option for nonmajors only. Credit given for this course or CSC 132, not both. (Formerly *Advanced Computer Modeling*.)

216. *Quantitative Approaches to Decision Making* 3 s.h.
Periodically

The role of operations research and management science in the decision-making process integrated with the development and use of computer programs for problem solving. Topics include network analysis, decision theory, inventory models, waiting line models, dynamic programming, Markov processes, and parametric and integer programming. Prerequisite: CSC 185 or equivalent. No credit toward the M.S. degree in Computer Science.

226. *Compiler Construction II* 3 s.h.
Periodically

Formal grammars and parsing methods. Recursive descent, simple and higher order precedence, LR (k) parsers. The mathematical theory of global program optimization. Flow graphs, intervals, dataflow analysis dependency and redundancy equations. Loop optimization. Prerequisite: CSC 258. No credit toward the M.S. degree in Computer Science.

252. *Survey of Programming Languages* 3 s.h.
Once a year

Survey and comparative analysis of high-level languages such as PL/I, FORTRAN, SNOBOL, LISP, APL, Pascal, ALGOL, C, Ada, SETL, with emphasis on special features. Consideration of data types, control structures, storage allocation and other programming language constructs. Prerequisite: CSC 120. Credit given for this course or CSC 123, not both.

253. *Design of Programming Languages* 3 s.h.
Once a year

Topics include: libraries, subroutines, parameter transmission, data abstraction, exception handling, design and implementation of Ada, Simula 67, SETL. Concurrency, input-output, functional programming, dataflow programming languages, VAL, object-oriented programming languages. Prerequisites: CSC 207, 252 or 123, or both 120 and permission of instructor.

254. *Database Design* 3 s.h.
Once a year

Study current methods of information system design. Data independence, data models and sublanguages. An overview of the hierarchical, relational and network approaches to database design. An in-depth study of the relational database design. Prerequisite: CSC 120.

255. *Database Laboratory* 2 s.h.
Periodically

Engineering aspects of database systems. Students create a database system using a data definition language and manipulate it

using a data manipulation language (query language). Corequisite: CSC 254.

256. *Advanced Operating Systems Design* 3 s.h.
Once a year

Analytical models of operating systems. An examination of the major models that have been used to study operating systems and the computer systems which they manage. Petri nets, dataflow diagrams and other models of parallel behavior are studied. Introduction to the fundamentals of queuing theory. Prerequisite: CSC 112.

258. *Compiler Construction* 3 s.h.
Once a year

Design and implementation of compilers for Pascal and ALGOL-type languages. Lexical scanning, symbol tables, BNF grammars, parsing techniques. Error detection and diagnostics. Data representation, data structures, run-time storage organization and dynamic storage allocation. Semantic routines, internal forms, code generation and optimization techniques. Credit given for this course or CSC 124, not both. Prerequisites: CSC 110, 161.

259. *Compiler Construction Laboratory* 2 s.h.
Periodically

Hands-on experience writing and debugging lexical analysis and parsing phases of compilers. Memory management: stacks and heaps. Dataflow analysis, error handling and patching. High-performance compilers. Prerequisite: CSC 258.

260. *Combinatorics and Graph Theory* 3 s.h.
Once a year

Study of combinatorial and graphical techniques for complexity analysis including generating functions, recurrence relations, Polya's theory of counting, planar directed and undirected graphs, and NP-complete problems. Applications of the techniques to analysis of algorithms in graph theory, and sorting and searching. Prerequisite: CSC 205.

265. *Numerical Methods I: Analysis* 3 s.h.
Periodically

Floating-point arithmetic. Finite-difference calculus. Polynomial, inverse, spline interpolation. Approximation: least-squares, polynomial, Chebyshev, rational functions. Numerical integration and differentiation. Solution of nonlinear equations. Solution of ordinary differential equations. Same as MATH 265. Prerequisite: CSC 102 or ENGG 101 or MATH 147.

267. *Numerical Methods II: Linear Algebra* 3 s.h.
Periodically

Review of linear algebra. Direct methods for linear equations. Norms, condition numbers, error analysis. Relaxation and iterative methods. Solution of eigenvalue problems. Boundary-value problems and overdetermined systems. Prerequisite: CSC 265.

269. *Computer Graphics* 3 s.h.
Once a year

Survey of the hardware, software and techniques used in computer graphics. Three types of graphics hardware: refresh, storage and raster scan. Two-dimensional transformation, clipping, windowing, display files, input devices. Three-dimensional graphics covered as time permits. Prerequisite: CSC 120.

270. *Artificial Intelligence I* 3 s.h.
Once a year

Goals of artificial intelligence, state-space search methods, optimal search, chronological backtracking, dependency-directed backtracking, BLOCKSWORLD, and/or trees and goals, question-answering, production systems, expert system examples, minimaxing with alpha-beta pruning and game playing. Control paradigms, GPS, geometric analogies, SOUNDEX code, propagating numeric constraints, inductive inference and computer learning, introduction to mechanical theorem proving for the propositional logic. Prerequisite: CSC 120.

271. *Artificial Intelligence II* 3 s.h.
Once a year
Rigorous study of optimal search methods, decomposable and commutative production systems, mechanical theorem proving for the predicate logic, skolem functions, more on computer learning, introduction to LISP, pattern matching, introduction to natural language processing, use of logic in problem-solving and problem representation, readings from the literature. Prerequisite: CSC 270.
274. *Natural Language Processing* 3 s.h.
Periodically
Study of NLP systems such as question-answering systems, dialogue systems, paraphrasing and summarizing systems, etc. Transformational grammars, augmented transition networks, frames, semantics, logic in NLP. The computational applicability of various linguistic frameworks. Prerequisite: CSC 270.
275. *Pattern Recognition* 3 s.h.
Periodically
Feature evaluation, selection and extraction; similarity measures and classifications. Maximum likelihood, minimax procedures. Data structures for recognition. Applications to image and character recognition, chemical analysis, speech and voice recognition, automated medical diagnosis. Prerequisite: CSC 120.
276. *Robotics* 3 s.h.
Once a year
Surveys geometrical, kinematic, dynamic and software issues relating to the design and use of robot manipulators. Motion in three-dimensional space, force sensors, LED sensors, robot programming languages, (e.g., AML) and parts assembly using robots. Experimental research involving robot sensors of various kinds. Prerequisites: MATH 29, CSC 120.
278. *Expert Systems* 3 s.h.
Once a year
Survey of existing expert systems and the principles that underlie them. Production systems, problem-solving systems. Representation of knowledge, including data structures for knowledge representation. Machine learning; reasoning about problems. Programming techniques; introduction to Prolog and LISP languages; expert-system generators. Prerequisite: CSC 270.
279. *Computer Vision* 3 s.h.
Once a year
Surveys the tools used in image formation, mathematical foundations of the Canmar processing method. Segmented images, texture, pattern recognition, matching, inference, 2D and 3D structures, relaxation labelling, enhancements and deblurring. Prerequisite: CSC 270.
280. *Logic Design and Switching Theory* 3 s.h.
Once a year
Review of Boolean algebra and combinatorial circuits. Karnaugh maps. Finite-state transducers. Deterministic and non-deterministic finite-state automata. State minimization, incompletely-specified machines, testing sequences. Lattices, regular sets. Prerequisite: CSC 110.
282. *Real-Time Systems* 3 s.h.
Once a year
A comprehensive examination of real-time systems from inception to implementation, focusing on introductory hardware and software concepts, design of applications programs, function and structure of on-line operating systems, organization of files and databases. Testing of on-line systems. Basic theory of data transmission and telecommunications access methods. Prerequisites: CSC 110, 112.
284. *Computer Communication Networks and Distributed Processing* 3 s.h.
Once a year
Introduction to data communication. Standard protocols and methods. Detailed study of an existing network (e.g., AR-Panet). Problems, techniques and performance measurements. Problems and methods for distributed processing and distributed databases. Prerequisite: CSC 112.
286. *Computer Organization I* 3 s.h.
Once a year
A comparative analysis of the design and capability of microprocessors, minicomputers and large scale systems. Multiprocessor systems, distributed systems, LSI technology, emulators and microprogramming, high speed buffer storage, parallelisms, pipeline computers. A review of current and future trends in computer design. Prerequisites: CSC 110, 112.
287. *Computer Organization II* 3 s.h.
Once a year
Design and evaluation of computer system models. Modelling languages and simulation. Design automation of digital systems. Memory hierarchies and I/O processing. Highly parallel architectures; array processors. Use of pipelining in computer architectures. High-level-language machines. Prerequisite: CSC 286.
290. *Seminar: Special Topics* 3 s.h.
Fall, Spring
Topics are chosen from areas of current interest such as microprocessors, minicomputers, structured programming, computer-resource management, newly released computer systems, new programming languages, heuristic programming, automatic-deductive systems, parsing methods, compiler optimization, theory of computability, formal languages and automata. May be repeated when topics vary. Prerequisite: permission of department.
300. *Independent Projects* 3 s.h.
Fall, Spring
Prerequisite: permission of department and the completion of 21 graduate credits. Credit given for this course or CSC 301-302, not both.
- 301-302. *Thesis* 3 s.h. each
Fall, Spring
Advanced project carried out by the student, under supervision of a faculty member. An oral presentation is required as well as a written thesis. Prerequisite: permission of department and the completion of 21 graduate credits. Credit given for CSC 300 or 301-302, not both.

Counseling (COUN)

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Wong, *Chairperson*

Associate Professor Johnson, *Program Coordinator*

MASTER OF SCIENCE IN EDUCATION, CERTIFICATE OF ADVANCED STUDY AND PROFESSIONAL DIPLOMA IN COUNSELING

The counseling programs prepare qualified candidates for positions such as school counselor, employment counselor, community counselor and college student development counselor. The programs are registered with the New York State Education Department. Graduates are recommended by Hofstra University for certification as school counselors. In general, candidates completing the programs are eligible for such certification in other states as well.

The programs are at several graduate levels:

1. Master of Science in Education program with specialization in counseling;
2. Certificate of Advanced Study program for candidates with a master's degree in a noncounseling field;
3. Professional Diploma program for students holding a master's degree or certificate of advanced study (CAS) in counseling. The program requires 60 hours of graduate studies in counseling. Credits earned toward the master's/CAS may be counted toward this total. A minimum of 24 hours must be taken in residence at Hofstra.

Program elements may be modified in accordance with the background and experience of candidates and their individual goals. Prospective candidates are welcome to arrange for introductory and advisory interviews with departmental advisers. The transfer of graduate credit in counseling course work earned at another accredited institution within the previous five years can be arranged, up to a limit of 9 semester hours, upon program adviser and university approval.

ADMISSION REQUIREMENTS

Application for admission is made to the Graduate Admissions Office in the Admissions Center where directions are given for securing transcripts of previous schooling and other necessary information.

1. Bachelor's degree from an accredited institution.
2. Graduate Record Examination (GRE): minimum Verbal score of 450 and a combined Verbal and Quantitative score of 900. Applicants who hold a master's degree are not required to submit GRE scores provided their grade-point average on their previous graduate work is above a B (3.2).
3. Three letters of reference.
4. Personal essay (professional goals and objectives).
5. Personal interview with an adviser in counseling.

Because students' programs will be developed through individual advisement and will be dependent on individual students' previous pattern of studies, the total number of semester hours required for the program may vary from student to student. Those lacking sufficient study in behavioral sciences will need to meet certain prerequisites. These prerequisites may not be applied toward the professional diploma. (See the prerequisites section below.) In order to qualify for provisional school counselor certification, students must demonstrate in the internship the competencies necessary for assuming a school counselor position. In order to qualify for permanent school counselor certification, students must demonstrate expertise in a special area (e.g., family counseling, life career counseling, testing).

The Master of Science and Certificate of Advanced Study requirements are listed below. The Professional Diploma requires 60 credits of graduate courses in counseling. Individual programs are developed, under advisement, in accordance with the student's career goals. Students who are interested in the Professional Diploma in Marriage and Family Therapy would follow the program outlined on page 275.

PREREQUISITE AND COREQUISITE REQUIREMENTS

NOTE: students must complete all nine credits of the prerequisite course work listed below prior to beginning COUN 223, *Theories and Principles of Counseling*. The nine credits of corequisite course work listed below may be satisfied concurrently with the first year of program studies, but must be completed prior to enrolling in COUN 253, *Counseling Practicum*. The prerequisite and corequisite courses may be satisfied at either the undergraduate or graduate level.

Prerequisites

Required, 9 s.h.

One course from each of the following areas must be completed prior to beginning COUN 223.

- child psychology

- adolescent psychology
- personality theory

Corequisites

Required, 9 s.h.

Additional counseling-related courses in the behavioral sciences (e.g., peer counseling, human development, cross-cultural issues, human sexuality, selected sociology and psychology courses) selected under advisement and completed prior to COUN 253.

PROGRAM OF STUDY

A. Required

- COUN 223. *Theories & Principles of Counseling*, 6 s.h.
- 224. *Counseling Practice in Contemporary Society*, 6 s.h.
- 253. *Counseling Practicum*, 3 s.h.
- 277. *Group Counseling & Guidance*, 3 s.h.
- 290, 291. *Internship in School Counseling*, 6 s.h., or
- 294, 295. *Internship in Counseling*, 6 s.h.

PSY 216. *Behavior & Personality-Normal & Abnormal*, 3 s.h.

RES 240. *Measurement & Evaluation in Education*, 3 s.h.

Foundations of education 200-level or above course (for school counselor certification), 3 s.h.

B. Electives, graduate-level courses taken under advisement and after completing COUN 223, *Theories and Principles of Counseling*.

Sem. Hrs.
30-33

9-12
42

C. Comprehensive Examination

See complete graduate information, page 66.

POST-MASTER'S DEGREE STUDY

Satisfactory completion of the program will be recognized with the awarding of a certificate by Hofstra University.*

Application for admission is made to the Graduate Admissions Office. An interview by a member of the department is required.

ADVANCED CERTIFICATE IN SCHOOL COUNSELOR BILINGUAL EXTENSION

This 15 semester hour program provides students with an opportunity to complete the coursework specified by the New York State Education Department to obtain bilingual education extension to State Certification in the Pupil Personnel Service Area of bilingual guidance counseling. Eligible students are those who qualify as bilingual and who are either

- a) matriculating in the school counselor certification track within Hofstra University's Counselor Education Program or,
- b) currently hold valid New York State provisional or permanent certification in school counseling.

*Since this is not a degree program, it may not be used toward permanent certification by persons who hold provisional teaching certificates.

Students will take designated courses from three bilingual extension component areas, under advisement, as follows:

- A) Cultural Perspectives, 3 or 6 s.h.
 - ANTH 200. *Fundamentals of Anthropology*, 3 s.h., and/or
 - 218. *People & Cultures of Latin America*, 3 s.h.
- B) Theory and Practice of Multicultural Education, 3-9 s.h.
 - *FDED 248. *Multicultural Education in the Metropolitan Area*, 3 s.h., and/or
 - CT 260. *Foundations, Theory and Practice of Bilingual, Bicultural Education*, 3 s.h., and/or
 - COUN 293. *Internship: School Counseling*, 3 s.h.
- C) Methods of Providing Services, 3-9 s.h.
 - *RES 241. *Testing & Evaluation of Bilingual Students*, 3 s.h., and/or
 - CT 266. *The Learner in the School*, 3 s.h., and/or
 - COUN 270. *Multicultural Counseling*, 3 s.h.

*Of the total 15 semester hour bilingual/bicultural credits, 6 s.h. may be satisfied by standard program requirements.

In addition, students must satisfy a language proficiency requirement as follows:

The candidate will submit evidence of having achieved a satisfactory level of oral and written proficiency in English and in the target language of instruction on the New York State Teacher Examinations.

ADVANCED CERTIFICATE IN SEX COUNSELING

The certificate program in sex counseling is intended for counselors, psychologists, social workers and other mental health professionals who wish to broaden their knowledge base into the area of sex counseling. Students are required to complete 19 credits of classroom instruction which include 3 credits of supervised internship. The 19 semester-hour program is described below.

ADMISSION REQUIREMENTS:

1. Master's degree in counseling or allied field.
2. Three letters of recommendation.
3. Personal interview with a faculty member.
4. A detailed resume of professional, clinical and related experiences.
5. A statement of professional goals and objectives (all to be typed).

PROGRAM COMPLETION

This program may be completed on a part or full-time basis with courses offered during the fall, January, spring and summer sessions. The program requires 19 credits of graduate study. The certificate is awarded after successful completion of course work.

PREREQUISITE REQUIREMENTS

In addition to an evaluation of the student's general background in psychology, each student must have completed the following prerequisites or their equivalent.

NOTE: although undergraduate courses may be used to fulfill a prerequisite requirement, no graduate credit will be given for these courses toward this program.

- 1) COUN 223. *Theories & Principles of Counseling*, 6 s.h., or equivalent
- 2) two of the following courses, or their equivalent:
 - IS 241. *Values in Sexuality* (New College course), 3 s.h.
 - PSY 185. *Psychological Aspects of Human Sexual Behavior*, 3 s.h.
 - 188. *Theories & Practice of Interviewing*, 3 s.h.
 - SOC 160. *Sociology of Sex Roles*, 3 s.h.
 - 171. *Intimate Human Behavior*, 3 s.h.

PROGRAM OF STUDY

	<i>Sem. Hrs.</i>
A. Required courses	16
COUN 279. <i>Human Sexuality & Counseling</i> , 3 s.h.	
294. <i>Internship: Counseling</i> , 3 s.h.	
MHAE 290. <i>Sexual Health</i> , 3 s.h.	
MFT 238. <i>Couple Therapy</i> , 4 s.h.	
PSY 285. <i>Sexual Behavior & The Treatment of Sexual Disorders</i> , 3 s.h.	
B. Elective, one course chosen under advisement	<u>3</u>
	19

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

203. *Introduction to Counseling* 3 s.h.
 Fall, Spring, Summer
 Basic counseling skills for use by teachers and other helping professionals. Not open to counseling majors. (Formerly CPRE.)

207. *Health Counseling* 3 s.h.
 Spring
 This course will introduce the health professional to basic counseling theories and skills. Attention is given to taking health histories, imparting accurate information and instructions to patients, the hospital bound person, fears and concerns of the seriously ill and their families. Family planning, abortion and genetic counseling. (Formerly CPRE.)

223. *Theories and Principles of Counseling* 6 s.h.
 Fall, Spring
 Designed to provide students with a general orientation to the counseling profession and the therapeutic process. Counselor role and responsibilities including legal and ethical implications involved in practice are explored. Major theoretical models of counseling and their application in different settings and with culturally diverse populations are examined. Students engage in self-awareness and counseling microskills development activities as part of their training in intervention techniques and the helping process. Prerequisites: one course from each of the following areas: child psychology, adolescent psychology and personality theory. (Formerly CPRE; 223 & 224, *Core Course in Counseling*.)

224. *Counseling Practice in Contemporary Society* 6 s.h.
 Fall, Spring
 Designed to strengthen students' knowledge and skills in a wide array of topics and processes as they relate to counseling individuals in contemporary society. Areas studied include human development, decision-making models, career and life planning, special populations, multicultural competence, school guidance, human sexuality, family systems, substance abuse, crisis intervention, referral, consultation, appraisal, and research and evaluation. Through supervised classroom practice, students are assisted in integrating this knowledge base with continued counseling skills development while applying a problem-management model of counseling intervention. Prerequisite: COUN 223. (Formerly CPRE; 223 & 224, *Core Course in Counseling*.)

225. *Counseling for Death, Dying and Bereavement* 3 s.h.
 Periodically
 This course is intended for educators, counselors and mental health professionals who are concerned about helping others

*Since this is not a degree program, it may not be used toward permanent certification by persons who hold provisional teaching certificates.

and themselves cope with death, dying and bereavement. Topics are: effect of the knowledge of imminent death on the person and the family, children and death, attitudes toward death, helping person's role. Consideration of other topics depends on the interests and needs of students in the class. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

226. *Counseling for Post-High School Education* 3 s.h.
Periodically

Principles and techniques. Methods of working with college-bound students and their parents. Factors involved in college selection and college success. Prerequisites: COUN 223, 224 or permission of program adviser. (Formerly CPRE.)

227. *Career Counseling Techniques* 3 s.h.
Periodically

Information, procedures and processes of career counseling are presented. Students engage in exercises designed to build upon their existing knowledge and skills in career counseling. Techniques of working with people and their work and/or employment concerns are developed. Models of employee assistance programs and career counseling workshops are examined. Prerequisites: COUN 223, 224 or permission of program adviser. (Formerly *Career Guidance in the Schools*; CPRE.)

228. *Assertiveness Training for Counselors* 3 s.h.
Periodically

Designed to aid the helping professional and others in developing nondefensive, nonmanipulating behaviors leading to increased self-assurance in interaction with others. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

229. *Counseling the Compulsive Person* 3 s.h.
Periodically

Theories of compulsive behavior are explored. Students have direct contact with persons exhibiting compulsive behavior. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

235. *Values, Realization, Decision Making and Creative Problem Solving* 3 s.h.
Once a year

Using the process and principles of decision making and values clarification as a base, development of creative problem solving skills is the focus of this course. Application of these skills in settings such as school groups, counseling, classroom activities, career and life planning and mid-life planning are considered. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

237. *Counseling Families of the Elderly* 3 s.h.
Spring

Basic developmental processes which reflect the fundamental changes occurring during the aging process are examined initially from a sociohistorical perspective. Subsequently, the unique features of later adult development and its psychological effects on the person's family are examined. Concerned with the nonphysical development of older individuals and the effects of these life cycle growth patterns and transitions on their families. Specific counseling theories and interventions are presented for each area of transition. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

244. *Interviewing and Therapeutic Counseling with the Aging* 3 s.h.
Once a year

Provides the skills and expertise counselors need in order to serve the elderly. Attention is given to various interviewing and therapeutic techniques which are specific to the elderly and incorporate client perceptions and understandings of life events. Emphasis on the nature and art of interviewing and a range of counselor

concerns such as career counseling, retirement counseling, and counseling regarding dying and death. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

250. *Rational Emotive Therapy* 3 s.h.
Periodically

Designed to introduce the counselor to the fundamental aspects of rational emotive psychotherapy. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

253. *Counseling Practicum* 3 s.h.
Fall, Spring, Summer

Supervised counseling of individual client(s) in school and alternate settings. Prerequisite: COUN 277 or permission of program adviser. Pass/Fail grade only. (Formerly CPRE.)

255. *Organization and Conduct of the Guidance Program* 3 s.h.
Periodically

Organization, administration and operation of the complete guidance program in the several school levels. Prerequisite: COUN 224 or equivalent. (Formerly CPRE.)

256. *Effectiveness Training* 3 s.h.
Periodically

This didactic and experiential course examines the theoretical basis of effectiveness training, as well as skills suggested for the improvement of communications and relationships. Included in the program are: evaluating behavior, problem ownership, I-messages, active listening and problem solving. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

257. *Introduction to Reality Therapy* 3 s.h.
Once a year

An introduction to the principles and techniques of reality therapy as applicable in school, agency and institutional settings. Discussion of behavior control theory and its relationship to counseling interventions. Development of counseling skills by engaging in a wide variety of activities; structured exercises, demonstrations, role play; peer counseling and videotaping. Students are expected to demonstrate their understanding of the principles and techniques of reality therapy by engaging in counseling both in the classroom and other appropriate settings. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

260. *Developmental School Guidance Practice* 3 s.h.
Once a year

Designed to present the theoretical principles, practical skills and resource knowledge involved in implementing a developmental guidance program aimed at proactively meeting the emotional, career-related, and academic needs of preadolescents and adolescents in the schools (6-12). Prerequisite: COUN 224 or permission of program adviser.

270. *Multicultural Counseling* 3 s.h.
Once a year

Course is intended to prepare counselors to become more effective service providers in their work with persons from culturally diverse backgrounds. Organized around three developmental objectives: to increase counselor self-awareness and sensitivity to cultural differences; to acquire knowledge about the cultural values, behaviors, and worldviews of selected cultural groups; and to develop multicultural counseling skills and competencies. Prerequisite: COUN 223 or permission of program adviser.

271, 272. *Advanced Counseling Theory and Practice* 3 s.h. each
Periodically

Intensive analysis and discussion of research in counseling with continued supervised counseling practice. Prerequisite: COUN 253, or equivalent and permission of instructor. (Formerly CPRE.)

276. *Community Resources and Relationships* 3 s.h.
Periodically
Study of the responsibilities of guidance counselors in relation to the community. Methods of working with community agencies and organizations. Experiences in a local community, identifying community resources, interpreting guidance programs and serving as a resource to community organizations. Prerequisite: COUN 224 or equivalent. (Formerly CPRE.)
277. *Group Counseling and Guidance* 3 s.h.
Fall, Spring, Summer
Principles, techniques and uses of group counseling and of group guidance activities. Prerequisite: COUN 224 or equivalent. (Formerly CPRE.)
278. *Drug/Alcohol Abuse Counseling* 3 s.h.
Periodically
Historical, legal and psychological factors concerned with drug and alcohol abuse. Consideration of counselor's role and treatment modalities. Opportunities for observation, field trips and practical application of counseling techniques. Prerequisites: COUN 224, 253 or permission. (Formerly CPRE.)
279. *Human Sexuality and Counseling* 3 s.h.
Fall, Summer
Designed to aid the counselor in gaining greater skills and improved effectiveness in working with sexual concerns of clients. Feelings about sexuality, gaining greater awareness of attitudes and beliefs about sexual conduct, and aiding clients to explore their concerns about sexuality are emphasized. Prerequisite: COUN 223 or permission. (Formerly CPRE.)
- 280 through 289, A-Z. *Workshops* 1-4 s.h. each
Periodically
Designed to meet the needs of specific groups of students or educators.
As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.
- 290, 291, 292, 293. *Internship: School Counseling* 3 s.h. each
Fall, Spring, Summer
Cooperatively supervised experience in guidance and counseling in selected schools. Monthly seminar for consideration of problems encountered in the field. Required for school counselor certification. Prerequisites: COUN 224, 253. By permission only. (Formerly CPRE.)
- 294, 295, 296, 297. *Internship: Counseling* 3 s.h. each
Fall, Spring, Summer
Cooperatively supervised experience in guidance and counseling in selected colleges, other post-high school institutions and/or agencies. Monthly seminars for consideration of problems encountered in the field. Prerequisites: COUN 224, 253. By permission only. (Formerly CPRE.)
310. *The Person Centered Approach in Counseling and Teaching* 3 s.h.
Once a year
Participants study the person-centered (Rogerian) approach to counseling and teaching, analyze its basic hypotheses and review recent research. Essential skills are demonstrated and practiced. Prerequisite: COUN 223 or permission of program adviser. (Formerly CPRE.)

Counseling, Research, Special Education, and Rehabilitation (CRSR)

The following areas and courses are listed alphabetically: Counseling, Creative Arts Therapy, Gerontology, Marriage and Family

Counseling, Rehabilitation Counseling, Research, and Special Education.

Associate Professor Wong, *Chairperson*

Professors Atwood, Bowe, Gellman, Gold, McKnight-Taylor, Schmelkin; Associate Professors Johnson, Lechowicz, Zalma; Assistant Professors Schwartz, Smith.

EDUCATIONAL PSYCHOLOGY

Educational psychology elective and required studies in teacher preparation programs are given at the undergraduate and graduate levels. For information about these offerings, see the course descriptions below as well as program descriptions in other educational specializations, e.g., elementary education and secondary education. These courses are also appropriate for persons teaching or training in business, industry, library systems, etc.

EDUCATION HONOR SOCIETIES, see pages 63, 69.

COURSES

In addition to semester notations next to each course, several courses are offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

113. *Educational Psychology* 3 s.h.
Fall, Spring, Summer
Study of the cognitive and affective dimensions of adolescent behavior. Emphasis is on the theoretical conceptions of learning and personality, which underlie educational methods. Prerequisite: PSY 1 or 7. (Formerly CPRE.)
115. *The Helping Relationship* 3 s.h.
Periodically
Supervised fieldwork experience integrating psychological and educational theory with field-based learning. Relevant to careers such as teaching, counseling, social work, medicine and law. Prerequisite: introductory course in psychology or educational psychology. (Formerly CPRE.)
116. *Health Counseling Issues* 3 s.h.
Spring
Designed to familiarize prospective educators and community health professionals with the myriad of health problems they may encounter in their respective settings. Emphasis on encouraging awareness of individual and group approaches to helping individuals with a variety of health concerns. Also focuses on developing a range of communication and helping skills. (Formerly *Health and Counseling for the Teacher*; CPRE.)
117. *Peer Counseling With College Students* 2 s.h.
Fall, Spring
Provides an opportunity for students to acquire the theory and techniques of a variety of skills essential for effective human relations and in working with college students in a variety of settings. (Formerly CPRE.)
- 180 through 189, A-Z. *Workshops* 1-4 s.h. each
Periodically
Designed to meet the needs of specific groups of students interested in special topics not covered by other course offerings. (Formerly CPRE.)
As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.
201. *Mental Health in the Classroom* 3 s.h.
Summer
Origins and growth of the concept of mental health and its relevance to education. Particular attention is devoted to interrelation of emotional and intellectual processes in both student and teacher. Open to those engaged in teaching or a related profession. (Formerly CPRE.)

202. <i>Social Psychology and Education</i> Periodically	3 s.h.
An examination of the relevance to education of theories of social psychology and such applications thereof as group dynamics. (Formerly CPRE.)	
230, 231. <i>Advanced Educational Psychology</i> Fall, Spring	3 s.h. each
In-depth study of different theoretical approaches to the understanding of school performance. Current affective and cognitive theories are studied with emphasis on research implications. Prerequisite: CRSR 113 or equivalent. (Formerly CPRE.)	
235. <i>Creativity</i> Spring	3 s.h.
Examination of the nature of creativity, concentrating on contemporary psychological perspectives. Students study conditions that foster creativity, current working definitions, the creative processes demonstrated by famous people and the dynamics of the creative person. The relationship between culture and creativity is also explored as are resources for use in different settings and with diverse populations. This course is suitable to students in all majors.	
248. <i>Lifelong Learning for the Aging</i> Periodically	3 s.h.
While adult learning has become a well-developed and mature discipline, less emphasis has been given to the educational and intellectual interests of the older adult. Focus on the relationship between teaching and learning, and the aging process. Emphasis on the special aspects and issues involved in lifelong learning for the more senior members of our society. Pass/Fail grade only. (Formerly CPRE.)	
251, 252. <i>Readings</i> Fall, Spring, Summer	2-3 s.h. each
Directed readings on topics of interest to the student. Prerequisite: permission of instructor. (Formerly CPRE.)	
280 through 289, A-Z. <i>Workshops</i> Periodically	1-4 s.h. each
Designed to meet the needs of specific groups of students or educators. (Formerly CPRE.)	
As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.	
301 & 302. <i>Master's Thesis Seminar I & II</i> Fall, Spring	3 s.h. each
Development and implementation of thesis project. (Formerly CPRE.)	

Creative Arts Therapy (CAT)

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Wong, *Chairperson*

MASTER OF ARTS: CREATIVE ARTS THERAPY

This 53 s.h. program of study is designed to prepare those candidates with competency in art to serve as members of therapeutic teams in hospitals, nursing homes, rehabilitation centers, schools and other therapeutic sites.

The Master's program in Creative Arts Therapy is approved by the American Art Therapy Association.

ADMISSION REQUIREMENTS

Application for admission is made to the Graduate Admissions Office in the Admissions Center. Candidates must meet the following admission requirements:

1. Hold a bachelor's degree from an accredited institution with a minimum grade-point average of 2.8;
2. have completed 12 semester hours in psychology (including developmental and abnormal);
3. have completed 15 semester hours in studio art;
4. show competency in art by presenting a portfolio (in cases of an exceptional portfolio, studio art credits may be waived at the discretion of the program coordinator);
5. personal interview with the program coordinator;
6. three letters of recommendation from recent employers or undergraduate professors.

PROGRAM REQUIREMENTS

	<i>Sem. Hrs.</i>
A. Core Curriculum	29-32
CAT 210. <i>Foundations of Art Therapy</i> , 3 s.h.	
211. <i>Art Therapy with Children</i> , 3 s.h.	
221 & 222. <i>Fieldwork: Creative Arts Therapy</i> , 1 s.h. each	
209. <i>Art Media in Art Therapy</i> , 3 s.h.	
212. <i>Group Art Therapy</i> , 3 s.h.	
214. <i>Art Therapy Methods I</i> , 3 s.h.	
215. <i>Art Therapy Methods II</i> , 3 s.h.	
218 & 219. <i>Internship: Creative Arts Therapy</i> , 3 s.h. each	
300. <i>Seminar: Creative Arts Therapy</i> , 3 s.h. or	
CRSR 301 & 302. <i>Master's Thesis Seminar I & II</i> , 3 s.h. each	
B. Psychosocial Requirements	15
COUN 223. <i>Theories & Principles of Counseling</i> , 6 s.h.	
PSY 216. <i>Behavior & Personality—Normal & Abnormal</i> , 3 s.h.	
Approved electives, 6 s.h.	
C. Fine arts studio courses	6
Approved electives	
D. Creative Arts Therapy Electives	3
Approved electives in art, dance, drama, music or poetry therapy.	
CRSR 235. <i>Creativity</i> , 3 s.h.	
Waived if CAT 301 & 302 is taken.	

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See complete graduate information, page 66.

MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION AND ART THERAPY

A dual Master of Science program in special education and art therapy leading to New York State certification in special education (K-12). For program requirements, see under Special Education, page 350.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

101. *Introduction to Art Therapy* 3 s.h.
Fall
Acquaints students with the fundamentals of art therapy as currently practiced. Emphasis on experiential activities. Brief introduction to the other creative arts therapies. Prerequisite: PSY 1 or permission of instructor.
209. *Art Media in Art Therapy* 3 s.h.
Fall
Studio course designed to help the student more fully integrate art with therapy. Emphasis on the creative use of traditional and nontraditional art materials, taking into account the nature of the materials and the needs of specific treatment populations. Prerequisites: CAT 210 or 211. There is a material fee of \$20. (Formerly CPRE.)
210. *Foundations of Art Therapy* 3 s.h.
Fall, Spring
Orientation to current practice of art therapy as a profession. Survey of contributions of major art therapy theorists, key concepts of creativity and psychological theory in relation to art therapy. Consideration of clients with special needs, variety of art therapy approaches and institutional issues. On-site visits to hospitals, clinics, community center, nursing homes and special schools. Restricted to students in the creative arts therapy program and by permission of the instructor. (Formerly CPRE; *Creative Arts Therapy Core: Introduction to Art Therapy.*)
211. *Art Therapy with Children* 3 s.h.
Fall, Spring
Art therapy as a creative treatment modality concerning children with typical development and children with handicapping conditions. Attention given to developmental concepts, diagnostic techniques, needs of the special child and art therapy treatment planning. Prerequisite: CAT 210 or permission of instructor. (Formerly CPRE; *Creative Arts Therapy Core: Art Therapy with Children.*)
212. *Group Art Therapy* 3 s.h.
Spring
Study of theory and practice of group art therapy in clinical settings. Emphasis on the influences of art media and art therapy methods on group process. Stages of development, leadership styles and integration of other creative arts modalities are examined. Prerequisite: CAT 210 or permission of instructor.
213. *Development of the Expressive Aesthetic Experience* 3 s.h.
Periodically
Study through the media of the arts, consideration of expression in four modes: self-communing, communicative, analytic and aesthetic. Application of the model in the visual arts, music, dance and writing. (Formerly CPRE.)
214. *Art Therapy Methods I* 3 s.h.
Fall, Spring
Projective techniques. Individual and group processes in art therapy. Diagnosis, goals assessment and treatment planning. Case presentations. Prerequisites: CAT 210, 212. (Formerly CPRE.)
215. *Art Therapy Methods II* 3 s.h.
Fall, Spring
Advanced methods and procedures in art therapy. Family art therapy, advanced case presentations and therapeutic program development. Prerequisite: CAT 214. (Formerly CPRE.)
- 218 & 219. *Internship: Creative Arts Therapy* 3 s.h. each
Fall, Spring
Supervised experience in selected therapeutic settings. Prerequisites: CAT 210, 211, 212. Prerequisites or corequisites: CAT 214, 215. (Formerly CPRE.)
220. *Art Therapy for Adolescents* 3 s.h.
Periodically
An approach to the treatment of adolescents with developmental, emotional and social problems through the use of art as therapy. Prerequisite: CAT 210. (Formerly CPRE.)
- 221 & 222. *Fieldwork: Creative Arts Therapy* 1 s.h. each
Fall, Spring
Supervised field observation experience in selected therapeutic settings. Corequisite for 221: CAT 210; Corequisite for 222: CAT 211. Pass/Fail grade only.
241. *Drama Therapy for the Helping Professional* 3 s.h.
Summer
An elective graduate course to acquaint students with the fundamentals of drama therapy as practiced today. Different forms of drama theater games, improvisations, role-play psychodrama and performance theater are now being used in hospitals, schools, prisons, recreation and rehabilitation centers, libraries, and nursing homes. Drama that is intentionally used for healing and personal growth is called drama therapy. Through lectures and experiential workshops, professional helpers learn how to incorporate drama therapy techniques into their work.
242. *Poetry/Bibliotherapy for the Helping Professional* 3 s.h.
January
An elective graduate course to acquaint students with the fundamentals of poetry and bibliotherapy as it is being practiced today. Every helping professional needs effective tools to encourage communication and develop honest self-expression and emotional awareness. Poetry, literature, and various forms of the written word are used as dynamic therapeutic modalities in hospitals, schools, nursing homes, recreational and rehabilitation centers and libraries. Through lectures and experiential workshops, professional helpers learn how to incorporate expressive techniques into their work, as well as their personal lives.
249. *Therapeutic Art for the Elderly* 3 s.h.
Summer
Course emphasizes and explores the role of art in the lives of the elderly both for therapeutic purposes and for personal enrichment. Art as therapy is studied as a way of fostering self-expressions, increasing sensory stimulation and awareness, facilitating socialization, and reviewing and integrating life events. Use of art media, special techniques and methods of approach is discussed as they apply to working with institutionalized elderly and the elderly living in the community. (Formerly CPRE.)
- 251, 252. *Readings* 2-3 s.h. each
Fall, Spring, Summer
Directed readings on topics of interest to the student. Prerequisite: permission of instructor.
- 280 through 289, A-Z. *Workshops* 1-4 s.h. each
Periodically
Designed to meet the needs of specific groups of students or educators.
As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.
300. *Seminar: Creative Arts Therapy* 3 s.h.
Fall, Spring
Review of research methodology. Completion of a research paper based on an original study designed and executed by the student. Prerequisites: CAT 210, RES 258 or comparable undergraduate course. (Formerly CPRE.)
- NOTE:** successful completion of CAT 300 in combination with an approved 200-level elective may be offered in place of the *Master's Thesis*, CRSR 301 & 302. (Formerly CPRE.)

301 & 302. *Master's Thesis Seminar I & II* 3 s.h. each
 Fall, Spring
 Development and implementation of thesis project.

Creative Writing

SEE ENGLISH

Curriculum and Teaching (CT)

Professor Fromberg, *Chairperson*

Areas of specialization are Elementary and Early Childhood Education, and Secondary Education. These areas are listed alphabetically.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

165. *Methods and Materials in Teaching the Bilingual Learner* 3 s.h.
 Once a year

Designed to prepare students to teach K-12 children in a mixed cultural group. Motivation and degree of acculturation are analyzed. Suitable materials and teaching strategies are included. Field placements in bilingual settings appropriate to major levels of interest are required. Students must be registered in an elementary or secondary provisional certification sequence.

200. *Introduction to Computer Technology in Education* 3 s.h.
 Periodically

A course for educators PreK-12. Focuses on methods for integrating computer technology across the school curriculum. Social, ethical, political, and philosophical implications of computers on instruction are considered. Includes familiarization with major types of software used in instruction and professional production, computer operations, problem-solving applications, and evaluations of computer-related materials.

210. *Introduction to Word Processors, Spread Sheets and Databases in Educational Settings* 3 s.h.
 Periodically

Introduction to three of the principal computer-based tools for the professional educator. Includes their operating principles, applications to schools and classrooms, and their uses as instructional materials. Prerequisite: CT 200 or permission of instructor.

211. *Introduction to Teaching Programming in the Schools* 3 s.h.
 Periodically

Introduction to BASIC and LOGO as implemented in the schools. Includes contrasting educational features of these languages and writing elementary programs adaptable to classroom use. Discussion of role of programming in the curriculum, elementary principles of instructional design and introduction to "structured programming." Prerequisite: CT 200 or permission of instructor.

213. *Applications of Computer Technology to Business Education* 3 s.h.
 Periodically

Advanced course which treats the development and application of computer technology to teaching and learning in business education. Topics include office simulation, modeling and forecasting, uses of spreadsheets, database managers, word processors and accounting packages. Prerequisite: CT 200 or permission of instructor.

214. *Applications of Computer Technology to Elementary Education* 3 s.h.
 Periodically

Advanced course which treats the application of computer technology to teaching and learning, PreK-6. Topics include computer-aided instruction, teaching of writing, use of LOGO as an instructional tool and strategies to use educational technology to enhance the differentiation of instruction. Prerequisite: CT 200 or permission of instructor.

215. *LOGO and Child Development* 3 s.h.
 Periodically

Advanced course which treats the origins and educational applications of LOGO in terms of current research on child development. Examination of LOGO both as a graphics-oriented language and as a programming language. Prerequisites: course in child development and CT 200 or permission of instructor.

216. *Applications of Computer Technology to Mathematics Education* 3 s.h.
 Periodically

Advanced course which treats the development and application of computer technology to teaching and learning in mathematics. Topics include graphing, probability and statistics, and the mathematical bases of computing. Prerequisite: CT 200 or permission of instructor.

217. *Applications of Computer Technology to Science Education* 3 s.h.
 Periodically

Advanced course which treats the development and application of computer technology to teaching and learning in science education. Topics include simulation, data collection and analysis, and scientific methodology. Prerequisite: CT 200 or permission of instructor.

230. *Methods and Materials for Teaching Pascal in the Schools* 3 s.h.
 Periodically

The features of this language are taught as they are implemented in schools. Program design and structured programming as a problem-solving tool are stressed. Prerequisites: CT 210 and 211 or permission of instructor.

231. *Methods and Materials for Teaching Computer Science in the Schools* 3 s.h.
 Periodically

Use of Pascal as an instructional tool. Course treats the mathematical and technological bases for computer education as it is implemented in the schools. Implications of the Regents' Action Plan for using local-area networks, for curriculum design, teaching methods and student evaluation is investigated. Prerequisites: CT 210 and 211 or permission of instructor.

232. *Application of Computer Technology to the Management of Educational Systems* 3 s.h.
 Periodically

Analysis, implementation, and evaluation of computer-based educational management and delivery systems. Prepares students to serve as resource persons and in-service instructors in classrooms, schools and school districts. Prerequisites: CT 210, 211, and 230 or permission of instructor.

247. *Integrated Middle School Extension into Grades 5-6* 6 s.h.
 Periodically

Integrated study of pre and early adolescents' development, alternative classroom and school organizations, cooperative strategies, and interdisciplinary curriculum development. Related field experience in grades 5-6 is required. Prerequisite: New York State Certificate of Qualification or Certified in 7-12.

248. *Integrated Middle School Extension into Grades 7-9*

6 s.h.

Periodically

Interdisciplinary curriculum work focusing on key discipline concepts is the centerpiece of this course. Instructional strategies and knowledge of the young adolescents' development as well as alternative classroom and school organizational design are stressed. Related field experience is required. Prerequisite: New York State Certificate of Qualification or Certified in PreK-6.

250. *Gender Issues in the Classroom*

3 s.h.

Summer

Addresses the educational research on gender equity in the classroom. Looking at school environments, kindergarten through grade 12, this course offers insights into gender equity in the areas of pedagogy, curriculum and routine classroom practice.

251. *Teaching: Summer Institute*

3 s.h.

Summer

The purpose of this course is to create an environment in which teachers and future teachers can engage in intensive reflection about the nature and purposes of schooling, and their own roles as teachers in creating meaningful and liberatory learning environments for their students.

252. *Portfolios and Authentic Assessment*

3 s.h.

January, Summer

This course is designed primarily for teachers K-12 teaching subjects across the curriculum, school administrators, and pre-service teachers to address the implications of authentic assessment strategies on curriculum and evaluation. Unlike standardized tests, forms of authentic assessment, including portfolios, performance-based criteria, and holistic scoring rubrics, provide opportunities to examine student work and progress without taking time away from classroom instruction. Authentic assessment strategies can validate and encourage respect for all student voices in the classroom and provide a rich source of evidence of growth and understanding not available through traditional assessment methods. Pass/Fail grade only.

260. *Foundations, Theory and Practice of Bilingual, Bicultural Education*

3 s.h.

Once a year

Consideration of the sociocultural, linguistic, and educational needs of language minority students and the programs designed to respond to their needs. Attention given to the history of bilingual education in the United States, including relevant legislation and litigation, as well as research that relates to the development of effective bilingual/bicultural education programs. Bilingual, bicultural education program models are presented and analyzed.

266. *The Learner in the School*

3 s.h.

Once a year

Implications for the educational programs of students who need to acquire English as the language of instruction: 1) the socio-cultural background of students; 2) sociocultural patterns of the school; and 3) affective and cognitive development. (Formerly SED.)

268. *Practicum: Teachers of Non-English Speaking Students*

3 s.h.

Once a year

Extended teaching practice under close clinical supervision. Admissions by application and interview. Applications obtainable at the Office of Field Placement to be returned by October 1 for the spring semester and by March 1 for the fall semester. Seminars meet weekly with supervisory personnel from the Curriculum and Teaching Department and public school districts to work intensively with specific student problems. Open only to students in the M.S. in Ed. Bilingual Secondary Education

and M.S. in Ed. TESL Programs. Prerequisite: SED 267. Pass/Fail grade only. (Formerly ELED and SED.)

269. *Internship: Teachers of Non-English Speaking Students*

6 s.h.

Once a year

Close clinical supervision of M.S. in Education TESL, Bilingual Elementary or Secondary Education candidates in appropriate level public school settings. Admission by application and interview. Applications obtainable at the Office of Field Placement to be returned by October 1 for the spring semester and by March 1 for the fall semester. Prerequisites: for M.S. in Ed. TESL: ELED 225 or SED 267; for Elementary Bilingual Education: ELED 225 and 246 or 247 or 248; for Secondary Bilingual Education: SED 267 and 265. Pass/Fail grade only. (Formerly ELED and SED.)

272. *Technology and the Teaching of Writing*

3 s.h.

Fall

Examines the use of computer-based technology as a tool for improving writing across curriculum areas. Specific prewriting, composing and revising programs for writers of different ages are evaluated. Students plan and demonstrate various computer writing environments.

275. *Selected Topics in Educational Software Development*

3 s.h.

Periodically

Advanced course in educational software development and applications. Although topics vary, the course treats the educational applications of algorithm analysis, data structures, recursion, adaptation of educational software among various microcomputers and languages. Prerequisite: CT 200 or permission of instructor.

280 through 289, A-Z. *Advanced Workshops*

1-3 s.h. each

Periodically

Specific workshops developed for joint participation of in-service teachers in elementary and secondary education.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

Dance (DNCE)

Administered by the Department of Drama and Dance. Professor Sander, *Chairperson*

Associate Professors Brandenberger, Peters, Westergard; Mr. Galian, *Accompanist*.

B.A. SPECIALIZATION IN DANCE: a performing art program with emphasis on the study of technique, composition, performance and production. The course of study is designed to complement the existing academic programs and to provide students with the opportunity for a concentrated experience in dance as an art form.

A personal interview with a member of the dance faculty is required prior to registration as a major.

DEGREE REQUIREMENTS

A minimum of 128 s.h., including:

DNCE 11M, 12M, 13, 14, 15M, 16M, 17, 18, 25, 111M, 112M, 113, 114, 115M, 116M, 121, 127, 128, 130 or 132, 133; HSPE 106; DRAM 55 (2 semesters required, one to be taken concurrently with DNCE 25); PHIL 133.

Elective: three semester hours chosen from the following recommended courses: DNCE 48, 49, 50 (*Jazz Dance I, II and III*), 122; DRAM 157; HSPE 103.

Students must participate in the Modern Dance Club each semester.

Assignment of students to the appropriate ballet and modern dance courses will be based on prior experience, study and advancement.

See complete B.A. requirements, page 75.

A **MINOR IN DANCE** consists of the successful completion of 18 semester hours, with at least 6 hours in residence, chosen from the following: DNCE 111M, 112M, 121, 128 and electives selected from ballet, jazz and independent study or courses chosen under advisement.

COURSES

11M. *Modern Dance I* # 2½ s.h.
Fall

12M. *Modern Dance II* # 2½ s.h.
Spring

13. *Modern Dance III* # 2 s.h.
Fall

14. *Modern Dance IV* # 2 s.h.
Spring

Technique classes in contemporary dance forms designed for the dance major—to continue over a four-year range of study. Emphasis on technical development, theories and discussion related to expressive potentialities and the mastery of stylistic variation in contemporary forms of movement. Assignment of students to one of the sections is based on prior experience, study and advancement. DNCE 13 and 14 each include a required 90-minute laboratory component. Open only to dance majors or by permission of instructor.

11M. (Formerly 11.)

12M. (Formerly 12.)

11A. *Modern Dance IA* # 2 s.h.

12A. *Modern Dance IIA* # 2 s.h.

13A. *Modern Dance IIIA* # 2 s.h.

14A. *Modern Dance IVA* # 2 s.h.

Once a year

Technique classes in contemporary dance forms designed for the nonmajor—to continue over a two-year range of study. Emphasis on technical development, theories and discussion related to expressive potentialities, and the mastery of stylistic variation in contemporary forms of movement. Assignment of students to one of the sections is based on prior experience, study and advancement. Open only to nondance majors.

12A. Prerequisite: DNCE 11A.

13A. Prerequisite: DNCE 12A.

14A. Prerequisite: DNCE 13A.

15M. *Ballet I* # 2½ s.h.
Fall

16M. *Ballet II* # 2½ s.h.
Spring

17. *Ballet III* # 2 s.h.
Fall

18. *Ballet IV* 2 s.h.
Spring

Technique classes designed for the dance major—to continue over a three-year range of study. Emphasis on technical development, mastery of stylistic variation, the extension of expressive potentialities and the understanding of the basic concepts of classical, neoclassical and contemporary ballet. New students are assigned to a section appropriate to their level of experience, knowledge and achievement. DNCE 17 and 18 each include a required 90-minute laboratory component. Open only to dance majors or by permission of instructor.

15M. (Formerly 15.)

15A. *Ballet IA* # 2 s.h.
Fall

16A. *Ballet IIA* # 2 s.h.
Spring

17A. *Ballet IIIA* # 2 s.h.
Fall

Technique classes designed for the nonmajor to continue over a two-year range of study. Emphasis on technical development,

mastery of stylistic variation, the extension of expressive potentialities and the understanding of the basic concepts of classical, neoclassical and contemporary ballet.

25. *The Art of Dance Production* 3 s.h.
Fall

A survey course in basic theater technology as it applies to dance. Includes lighting, costume, makeup, audio equipment and culminates in an actual production presented by the Modern Dance Club. Students are subject to rehearsal and production calls beyond regular class hours.

48. *Jazz Dance I* 2 s.h.
Fall, Spring

Instruction and practice in several styles and forms of contemporary jazz dance. Emphasis on understanding the concepts and origins of jazz dance in Broadway theater and technical progress in typical movement patterns. Designed for beginning students. (Formerly HPER 48.)

49. *Jazz Dance II* 2 s.h.
Fall

A continuation of Jazz Dance I with emphasis on the development and performance of intermediate advanced jazz dance combinations. Prerequisites: DNCE 48, 13 or permission of instructor. (Formerly HPER 49.)

50. *Jazz Dance III* 2 s.h.
Spring

Instruction and practice in several styles and forms of contemporary jazz dance. Emphasizes the development and performance of advanced jazz combinations. Primarily for dance majors and minors. Prerequisites: DNCE 49, 14 or permission of instructor. (Formerly HPER 51.)

111M. *Modern Dance V* 2½ s.h.
Fall

112M. *Modern Dance VI* 2½ s.h.
Spring

113. *Modern Dance VII* 2 s.h.
Fall

114. *Modern Dance VIII* 2 s.h.
Spring

Technique classes in contemporary dance forms designed for the dance major—to continue over a four-year range of study. Emphasis on technical development, theories and discussion related to expressive potentialities and the master of stylistic variation in contemporary forms of movement. Assignment of students to one of the sections is based on prior experience, study and advancement. DNCE 113 and 114 each include a required 90-minute laboratory component. Open only to dance majors or by permission of instructor.

111M. (Formerly 111.)

112M. (Formerly 112.)

115M. *Ballet V* 2½ s.h.
Fall

116M. *Ballet VI* 2½ s.h.
Spring

Refer to DNCE 15M. New students are assigned to a section appropriate to their level of experience, knowledge and achievement. Open only to dance majors or by permission of instructor.

115M. (Formerly 115.)

116M. (Formerly 116.)

121. *Choreography I* 3 s.h.
Spring

A consideration of the basic tools of the dancer: the body as instrument, technique as the on-going development of a vocabulary of movement to serve choreographic demands, "movement

#Core course

as substance," space, rhythm and dynamics as compositional tools. An exploration of gesture and stylization and abstraction of gesture. Open only to dance majors and minors, physical education majors, or by permission of instructor.

122. *Choreography II* 3 s.h.
Spring

Continuation of DNCE 121. More complex compositional problems, aesthetic elements and theatrical considerations explored through improvisations and the construction of structured phrases. Prerequisite: DNCE 121 or permission of instructor.

123. *Independent Study in Dance* 1-3 s.h.
See course description, page 364.

127. *Dance Appreciation #* 3 s.h.
Spring

Introduction to dance as an art form through the development of analytical viewing skills. Includes aesthetics, definitions, and the study of representative dance masterpieces and the principal genres, forms and styles of theatrical dance. Independent viewing of dance videos and attendance at on-campus concerts required. (Formerly HPER 126; *History of Dance I*.)

128. *History of Dance II* 3 s.h.
Fall

A survey of the historical development of theatrical dancing from the Renaissance to current art forms of ballet and modern dance. Aesthetics and philosophy of dance with particular reference to drama, opera, ballet and modern dance. (Formerly HPER 128.)

130. *Dance Repertory* 3 s.h.
Fall

Reconstruction of a major work or modern dance classic from the files of the Dance Notation Bureau under the direction of a certified dance notation reader. Emphasis on choreographic analysis, aesthetic interpretation and theatrical presentation. Prerequisites: DNCE 14, 18 and permission of the department.

131. *Honors Essay* 3 s.h.
See course description, page 364.

132. *Dance Styles* 3 s.h.
Spring

Concentrated practicum/seminar in various period and ethnic styles and a continuation of DNCE 128, *History of Dance II*. Study and practice of several major styles under the guidance of specialized dancer/scholars. Readings, lectures and discussions.

133. *Senior Practicum* 2 s.h.
Fall, Spring

Presentation and execution of a creative project in contemporary dance. Open only to senior dance majors or by special permission of the department chairperson.

Doctoral Programs

SEE PAGE 72.

Drama (DRAM)

Administered by the Department of Drama and Dance. Professor Sander, *Chairperson*

Professor Kolb; Assistant Professors Coppenger, George, Ravel; Costumer Ms. McGuire; Mr. Markley, Director of the West End Theatre; Technical Director Curtiss.

Normally, students electing drama as a major will enroll as such in the freshman year. A personal interview with a member of the drama faculty is recommended at the time of application.

Demonstration of proficiency in theater skills is required for satisfactory completion of all drama major specializations. All

students (both minors and majors) must work in a technical capacity a specified number of hours each semester. An additional fee for materials may be required for selected programs.

Students may elect to pursue the B.A. or B.F.A. program. Continuation in the B.F.A. program is dependent on faculty approval. B.F.A. candidates normally spend the last six semesters of full-time study in residence at Hofstra.

NOTE: B.A. and B.F.A. drama majors may not use drama courses to fulfill core course degree requirements.

B.A. SPECIALIZATION IN DRAMA: for students who elect drama concentration as the core of their liberal arts education. Not a professional degree, but offers a broad basis for continued work in graduate school or sound preparation for professional school. The requirements include DRAM 3, 5, 9; 6 semesters of 55 and either 15, 16, 17, 18, 19 or 20; 163 & 164, 173, 174, 175, 176 and 6 additional semester hours in drama (excluding DRAM 1, 2), selected with the approval of the major adviser; ENGL 115, 116.

See complete B.A. requirements, page 75.

B.F.A. SPECIALIZATION IN THEATER ARTS: for the student preparing for a career in the practice of theater as a performer, director, designer or technician. The B.F.A. degree (in performance or production) is intended to provide a small, specialized group of such students with a high level of competence.

PERFORMANCE SEQUENCE

First Year: DRAM 3, 5, 59 & 60; DRAM 55 must be taken for 6 semesters

Second Year: DRAM 9, 13 & 14, 15, 16; DNCE 11A, 12A

Third Year: DRAM 23 & 24, 131, 165 & 166, 173, 174; AH 3, 4; DNCE 13A, 14A

Fourth Year: DRAM 163 & 164, 167, 168, 175, 176, 190; ENGL 115, 116

PRODUCTION SEQUENCE

First Year: DRAM 3, 5; DRAM 55 must be taken for 6 semesters

Second Year: DRAM 9, 15, 16, 59, 78, 173, 174; AH 3, 4

Third Year: DRAM 17, 18, 19, 20, 131, 163 & 164, 178, 179

Fourth Year: DRAM 155, 156, 175, 176, 190, 192; ENGL 115, 116

See complete B.F.A. requirements on page 77.

A MINOR IN DRAMA consists of the successful completion of 18½ semester hours, at least 6 hours in residence. DRAM 3 and three semesters of DRAM 55 are required. The remaining 14 semester hours may be chosen from the following: 5, 9, 55, 59A & 60A, 131, 132, 140, 150, 151, 173, 174, 175, 176

Drama courses open to nonmajors: DRAM 1, 2, 3, 5, 9, 55, 59A & 60A, 119-120, 131, 132, 140, 150, 151, 173, 174, 175, 176.

ALPHA PSI OMEGA: a national drama honorary society, see page 63.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1 #, 2. *Theater Appreciation I #, II* 3 s.h. each
Once a year

Introduction to theatrical art for the general student, its nature as a composite creation and its contribution to western culture. First semester: analysis and appreciation of the elements which compose the art of the theater. Second semester: examination of the theater in modern culture in light of its tradition in and contribution to western civilization.

#Core course

3. *Introduction to Theater Arts* 3 s.h.
 Fall, Spring
 The relationship of individual talent to the modern theater. Students will be required to participate in class projects beyond regular class hours.
4. *Freshman Theater Laboratory* 2 s.h.
 Fall, Spring
 An intensive three-week workshop (twelve 2 ½ -hour sessions). The goal is creation of a short theater piece which is presented as an open rehearsal to the departmental community. Emphasis is on basic exercises in body movement, vocal work and improvisation, with increasing awareness of each other, culminating in a theatrical continuity based on essentially nontheatrical materials (poetry, satiric essays, etc.). Open to freshman performance majors only or by permission. Pass/D+/D/Fail grade only.
5. *Play Production* 4 s.h.
 Fall, Spring
 Introduction to backstage organization and basic practices in stagecraft, lighting and other phases of theatrical production. Required of all drama majors in freshman or sophomore year. Laboratory hours arranged by instructor. Students are subject to production call beyond regular class hours. Prerequisite: DRAM 3 or by permission of department. No liberal arts credit.
9. *Play Analysis* 3 s.h.
 Fall, Spring
 Intensive analysis of dramatic form. A tool in the literary and theatrical study of plays.
- 13 & 14. *Speech for the Actor* 3 s.h. each
 Once a year
 Basic principles of stage speech. Practice hours in addition to regular class meetings will be required. DRAM 13 for drama majors only or by permission of instructor; DRAM 14 for drama majors only. No liberal arts credit.
15. *Basic Stage Makeup* 2 s.h.
 Fall, Spring
 Fundamentals of straight and corrective makeup with emphasis on styling techniques for the thrust, arena and proscenium stage. For majors only or by permission of the instructor. No liberal arts credit.
16. *Stage Lighting (Intermediate)* 2 s.h.
 Spring
 The mechanical and technological basis of stage lighting. Study and practice of the fundamental processes which are necessary groundwork for lighting design. Prerequisite: DRAM 5. No liberal arts credit.
17. *Scene Construction and Painting Techniques* 2 s.h.
 Every other year
 Intensive concentration on the fundamental skills in planning, construction and painting of scenery, and development of the student's knowledge of methods, materials and tools specific to scenic practice. Prerequisite: DRAM 5. No liberal arts credit.
18. *Costume Construction* 2 s.h.
 Every other year
 A beginning laboratory course devoted to the techniques of draping, sizing and cutting of costumes for the theater. Emphasis on methods and materials. Prerequisite: DRAM 5. No liberal arts credit.
19. *Rigging and Scenery for the Stage* 2 s.h.
 Every other year
 Specific practices of assembling, rigging and moving scenic units. Basic traditional methodology as well as new methods and techniques (mechanical and scientific) adaptable to the theater. Prerequisite: DRAM 5. No liberal arts credit.
20. *Sound and Properties for the Stage* 2 s.h.
 Every other year
 Sources, processes and procedures used in creating and obtaining properties and sound effects for theater production. Extensive project work including the operation of sound equipment. Prerequisite: DRAM 5. No liberal arts credit.
- 23 & 24. *Speech for the Actor (Advanced)* 2 s.h. each
 Once a year
 Further development of the voice as to range, flexibility, resonance; intensive work in diction for classical drama; dialects. Application of these techniques to representative dramatic literature. One additional weekly contact hour is scheduled because of individualized demands of the course material. Prerequisite: DRAM 14. No liberal arts credit.
55. *Rehearsal and Performance—Theater* ½ s.h.
 Fall, Spring
 Required of the department major. Practice in all phases of theatrical production in connection with regular departmental presentations. Up to 3 semester hours may be applied to any degree. Pass/D+/D/Fail grade only. Open to the general student body.
- 59 & 60. *Fundamentals of Acting* 3 s.h. each
 Once a year
 Basic acting techniques arranged to provide students with continuing guidance in the development of their abilities. Prerequisite for DRAM 59: drama major or permission of instructor; for DRAM 60: DRAM 59 and drama major only.
- 59A # & 60A. *Acting Workshop* 3 s.h. each
 Once a year
 Exploration of the basic techniques of stage performance, introduction to major contemporary approaches. Nondrama majors only. Same as DRAM 59 & 60.
78. *Theater Design Fundamentals: Methods and Materials #* 3 s.h.
 Fall
 An exploration of the process of theatrical design. Dramatic script analysis and conceptualization in visual terms. Historic period research within the context of design for the theater. Practical study of basic methods and materials used to graphically depict designs for the theater. Required of all B.F.A. production majors. Specific design materials required. Limited enrollment. Prerequisite: DRAM 5 or permission of instructor.
100. *Honors Essay* 3 s.h.
 Fall, Spring
 The research and writing of a substantial honors essay, the writing of a full-length play or a performance project with a strong accompanying written component. If a directing project is chosen, DRAM 190 must have been completed and the student must have taken or be concurrently enrolled in DRAM 192. Open to qualified senior majors who desire to graduate with departmental honors. Approval of the chairperson and an adviser is required.
103. *Senior Practicum* 1-3 s.h.
 Fall, Spring
 Presentation and execution of a creative project in any aspect of theatrical art. Open only to senior theater arts majors or by special permission of the departmental chairperson. Written permission of an adviser who will supervise the project must be presented at registration.
110. *Special Topics in Drama* 1-3 s.h.
 See course description, page 369.

#Core course

112. *Advanced Special Topics in Drama* 1-3 s.h.
Periodically
Intended primarily for students who have had previous background in subjects under discussion. Closer study of aspects of dramatic literature, theater history or performance and production skills. Junior class standing or permission of instructor or chairperson. May be repeated for credit when topics vary.
115. *Independent Studies* 1-3 s.h.
Periodically
Research, production or performance work on subject of advanced or special interest resulting in a substantial essay, major project or public performance. Offers opportunity for experienced drama major to pursue individual research or exploration under faculty supervision. Permission of chairperson and adviser. Not open to freshmen or sophomores. May be repeated for credit when topics vary.
- 119-120. *Playwriting* 3 s.h. each
Periodically
Theory and practice in writing dramatic material for the theater. The student's writing is considered in light of fundamental techniques of dramatic construction. Prerequisite: permission of department.
- 131, 132. *History of the Theater* 3 s.h. each
Every other year
First semester: from the Greeks and Romans, through the Middle Ages and ending with the English Renaissance with emphasis upon methods of staging, theater construction and the influence of cultural changes on the theater as an art form. Second semester: from the Restoration in England to the Off-Off-Broadway movement of the 1970s, paying attention to the methods of staging and theater construction, and to the influence of cultural changes both abroad and here in America. Prerequisite: DRAM 3 or permission of instructor.
140. *Art of the Film* 3 s.h.
Fall, Spring
A survey of the art and history of motion pictures. Aesthetic and social influences upon the medium and the medium's effects upon society are examined. Representative motion pictures illustrating the significant milestones in the development of the film are studied. Field trips and/or screenings, outside of class hours, may be required.
150. *Theater Today* 3 s.h.
Periodically
Phenomena of the theater off- and off-off-Broadway. The new plays, playwrights and theater innovation will be covered. The approach is sociological, critical and evaluative. Attendance at performances in the New York area will be required. Not open to freshmen.
151. *The Audience as Artist* 3 s.h.
Periodically
A study of the contemporary audience primarily as it relates to the content, context and form of film, theater and television events. Emphases are on the necessity of audiences as co-artists in the aesthetic event and exploration of the social forces currently serving to dissipate rather than polarize them. Participation in and attendance at varied theatrical events required at the student's expense. Not open to freshmen or sophomores.
- 155, 156. *Advanced Production Workshop* 3 s.h. each
Every other year
Intended primarily for the production major. First semester: special problems in production and training for technical direc-
- tion. Second semester: advanced stage lighting, special techniques and laboratory experimentation. Students are given a variety of responsible positions in connection with regular departmental presentations. Rehearsal and production calls beyond regular class hours. Prerequisites: DRAM 5 and permission of instructor. No liberal arts credit.
157. *Choreography for the Theater*# 3 s.h.
Once a year
A continuation of work begun in movement theory and technique courses. The choreographic elements of form, content and design are taught and explored through the improvisation and structured phrases, and studies toward the eventual goal of theatrical presentation. Prerequisite: DNCE 14A or permission.
- 163 & 164. *Seminar in Theater Style* 3 s.h. each
Once a year
First semester: theoretical approaches to both dramatic genre and period as sources of theatrical styles and their relationships to the work of the actor, director, designer. Second semester: the integration of independent research in these areas with theatrical demonstration. Students may be subject to call beyond regular class hours. Prerequisites: DRAM 3, 5, 9.
- 165 & 166. *Acting: Characterization and Scene Study* 3 s.h. each
Once a year
Exploration of techniques in characterization, laboratory in analysis and developments of a major role, scene study workshop. Prerequisites: DRAM 59 & 60 and permission of instructor.
- 167, 168. *Repertory Theater* 3 s.h. each
Periodically
Advanced work in performance skills. Arranged whenever possible around the specialties of a visiting professor or artist. Prerequisite: invitation of the faculty. May be repeated for credit when topics vary.
169. *Acting for Television and Film* 3 s.h.
Spring
Techniques used in acting for the camera. Processes that differ from those used in stage acting. Extending the range of the student actor to include the electronic and film media. Scene study, appropriate projects assigned and three substantive written critical evaluations are required. Students are subject to rehearsal and production calls beyond class hours. Prerequisites: DRAM 59 & 60 and individual audition. Same as AVF 90.
- 173, 174. *History of the Drama I #, II #* 3 s.h. each
Once a year
Lines of development in the creation of the great dramatic literature of the West, intensive reading of the principal playwrights from Aeschylus to Sheridan. Prerequisites: ENGL 1-2 and passing the English Proficiency Examination.
- 175, 176. *Modern Drama I #, II #* 3 s.h. each
Once a year
Trends in contemporary drama related to social and literary forces of the 19th and 20th centuries, plays from Ibsen to Ionesco. Prerequisites: ENGL 1-2 and passing the English Proficiency Examination.
178. *Theater Design* 3 s.h.
Every other year
Emphasis on principal styles of stage design in contemporary and historical settings. Prerequisite: DRAM 78 or permission of instructor.
179. *Advanced Theater Design* 3 s.h.
Every other year
Emphasis on methods and techniques employed in modern scenic practice. Prerequisite: DRAM 178.

181. *Dramatic Theory and Criticism* 3 s.h.
Periodically

A study of the development of dramatic theory and criticism from Aristotle to the present day. Emphasis will be upon critical standards throughout the ages and their application to the drama in performance. Not open to freshmen or sophomores.

190. *Play Directing* 3 s.h.
Fall

The steps—conceiving, casting, coaching, rehearsing, etc.—whereby a theatrical representation is translated from the director's conception of the play. Students are subject to rehearsal and production calls beyond regular class hours. Prerequisites: DRAM 3, 5, 9.

192. *Directing Seminar* 3 s.h.
Spring

Advanced problems in directing plays of various types and historical periods. Students are required to direct scenes outside regular class hours. Prerequisite: DRAM 190.

250. *Independent Studies* 1-3 s.h.
Periodically

Designed to permit students to pursue an individualized plan of study under the guidance of a member of the drama faculty. Research or creative work may be undertaken with periodic conferences set up to discuss the progress of the project. Permission of instructor.

277, 278. *Theater Methods in Educational Dramatics* 3 s.h. each
January, Spring, Summer

Designed especially for practicing teachers. First semester: theories and methods of creative dramatics, emphasizing the use of drama in the classroom as a teaching and expressive medium. Major attention is devoted to the lower grades. Second semester: theories and methods of school dramatics leading toward formal presentation, emphasizing the principal phases of production. Major attention is devoted to the upper grades.

Economics (ECO)

Administered by the Department of Economics/Geography.
Associate Professor Tenenbaum, *Chairperson*

Professors Guttman, Moghadam; Associate Professors Christensen, DeFreitas, Kozlov; Assistant Professor Duffy.

Students may major or minor in economics or enroll in courses of special interest. Course levels are classified as:

Introductory: ECO 1, 2, 4

No prerequisites. Open to all students.

Intermediate: all 100-level courses not on the advanced level.

Open only to students who have completed 30 or more semester hours. Assumes at least one prior semester of economics. Under special circumstances, this may be waived for juniors or seniors by the departmental chairperson. B.A. majors must have completed ECO 1,2 before electing an intermediate course.

Advanced: ECO 100, 130, 132, 144, 150, 151A, 152A, 172, 180, 182

Courses designed primarily for majors and minors but open to other students. Prerequisites are ECO 1, 2 and other courses as indicated. ECO 4 may be used as prerequisite instead of 1, 2 but only with permission of the departmental chairperson.

B.A. SPECIALIZATION IN ECONOMICS: 33 semester hours in economics including ECO 1, 2, 130, 132, 144, 150, 184 (economics electives must be at 100 level); and, in addition 3 semester hours in statistics. Of the geography courses, only GEOG 135 may be offered as an economics elective.

Mathematics core requirements: MATH 9, 10 or 10E.

Recommended: basic courses in computer science and the social sciences other than economics.

AREAS OF INTEREST

The following list serves as a guide for a student's particular area of interest. This does not supersede the six specific courses required of all economic majors.

Economic theory: 125, 130, 132, 144, 150, 172; GEOG 135

Economic history: 139, 140, 144

Economic development and area studies: 110, 111, 112, 114, 115, 116, 143, 145 (see courses listed below under international economics)

Environmental economics: 50A, 50B, 130

Human resources: 121, 130, 141

International economics: 137, 142 (see courses listed above under economic development and area studies)

Public sector economics: 131, 136, 165, 171

Quantitative economics: 180, 182, 184

See complete B.A. requirements, page 75.

B.S. SPECIALIZATION IN APPLIED ECONOMICS: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 62 semester hours must be completed in the liberal arts. Courses offered by the Department of Economics may not count toward this requirement.
3. There are three requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization, at least three semester hours in core course work toward each divisional core course requirement, and the last 30 semester hours. The 15 semester hours in the major and the resident core course requirement need not be included within the last 30 hours.
4. The following general requirements:
ENGL 1-2 or placement examination;*
The same core course requirements as for the B.A., see page 74.
Humanities, 9 semester hours;
Natural sciences, 3 semester hours; mathematics: MATH 9, 10 or 10E, divisional total 9 semester hours;
Social sciences (other than economics), 9 semester hours; LING 101 or proficiency at level 2 in one foreign language. This proficiency can be demonstrated by satisfactory completion of a level 2 foreign language course in college or by passing the foreign language level 2 proficiency examination administered by the language departments.
5. The following major requirements:
33 semester hours in economics including ECO 1, 2, 130, 132, 144, 150, 184 (economics electives must be at 100 level); FIN 101; ACCT 1, 2; and, in addition 3 semester hours in statistics; also, 12 additional hours in the social sciences or business. Of the geography courses, only GEOG 135 may be offered as an economics elective.

Recommended: basic courses in computer science and the social sciences other than economics.

See Areas of Interest listed above under the B.A. Specialization.

TEACHING OF HIGH SCHOOL SOCIAL STUDIES, see page 332.

A MINOR IN ECONOMICS consists of the successful completion of 18 hours of economics, at least 6 hours in residence.

*See University Degree Requirements, page 59.

OMICRON DELTA EPSILON: an international economics honor society, see page 64.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1, 2 *Principles of Economics* 3 s.h. each
Fall, Spring, Summer

First semester: introduction to economic concepts and doctrines, followed by an extended analysis of the impact of the Keynesian revolution on the government's role in the economy, its effects on economic stability, on growth and on social problems such as poverty. Second semester: examination of the market economy emphasizing oligopoly, income distribution followed by an analysis of special problems arising out of international trade. Credit given for ECO 1 or 4 or New College SEB 1; Credit given for ECO 2 or New College SEB 1, not both. ECO 1 is not a prerequisite for ECO 2.

4. *Introduction to Economic Controversies* 3 s.h.
See course description, page 369.

7. *Explorations of Current Economic Issues #* 3 s.h.
See course description, page 369.

10. *Economics, Environment and Community #* 3 s.h.
See course description, page 369.

50A. *Energy Economics* 2 s.h.
January
Introduction to the energy sector of the U.S. economy, the dimension of the problem. Major current sources of energy are analyzed with reference to cost and future availability. Public policy issues are considered.

50B. *International Energy Economics* 1 s.h.
January
Designed to complement ECO 50A. Explores the energy wealth of nations, trends in energy trade and income flows, petrodollars; the distribution of fuel resource revenues across classes and nations (e.g., windfall profits, OPEC surplus); international environmental issues associated with nuclear and coal technologies; OPEC, OECD/IEA and the emergent corporate cartel in coal; energy conservation and appropriate energy technologies in a Third World context. Alternative (radical, liberal, conservative) theoretical and policy treatment of each topic. (Formerly *International Energy Economics: Critical Issues of the 1980s.*)

100. *Honors Essay* 3 s.h.
Fall, Spring
Research for and the writing of a substantial essay in the field of economics. Open only to senior economics majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the essay.

110. *Economics of Latin America* 3 s.h.
Periodically
Examination of historical roots of present day economies in Central and South America. Relationship between the structure of land holding and economic development. Causes of high rates of inflation. Role of Spain, Portugal and the Catholic Church in the development of the environment for growth or the lack thereof. Prerequisite: one introductory course in economics.

111. *Economic Development in Sub-Saharan Africa* 3 s.h.
Periodically
Development theories, practices and results evident in the region's primary industries such as agriculture, pastoral farming,

mining and manufacturing from the colonial period to the present. Precolonial socioeconomic formations in each country within the region are examined as background to transformations fostered by colonialism. Prerequisite: one introductory course in economics.

112. *Economic Development of China* 3 s.h.
Periodically
Analysis of several industrialization strategies adopted by the Chinese after 1949 and shifts in ideology and social policy that have accompanied them. Some 19th and early 20th century economic history helps to understand present problems. Prerequisite: one introductory course in economics.

114. *Japan's Modern Economy* 3 s.h.
Periodically
Historical background of the late 19th century to World War II. Structural characteristics of the contemporary economy; industrial organization, banking and finance, labor market. Role of government and macroeconomic policies. Economic, social and cultural factors in growth. Japan and the world economy. Prerequisite: one introductory course in economics.

115. *Economy of Western Europe* 3 s.h.
See course description, page 369.

116. *Economics of the Middle East* 3 s.h.
See course description, page 369.

121. *Economics of Discrimination* 3 s.h.
Periodically
An inquiry into the distribution of income and wealth, with emphasis on opportunities and returns of minority groups, the economics of discriminatory practices, alternatives in providing greater equity and welfare to victims of discrimination. Prerequisite: one introductory course in economics.

125. *Monetary Economics* 3 s.h.
See course description, page 369.

130. *Intermediate Microeconomics* 3 s.h.
Fall, Spring
Microeconomic theory; factors determining production, consumption and exchange. Theory illustrated with case materials. Prerequisites: ECO 1, 2. Prerequisite or corequisite: MATH 10 or 10E. (Formerly *Economic Analysis.*)

131. *Government and Business* 3 s.h.
Fall, Spring, Summer
Public policy toward business, government powers and private rights, the structure of industrial markets, regulation of competition and monopoly, economic aspects of the antitrust laws. Prerequisite: ECO 2.

132. *Intermediate Macroeconomics* 3 s.h.
Once a year
Theory; GNP and its limitations; components of aggregate demand; monetary and fiscal policy; analysis of inflation, unemployment and growth. Prerequisites: ECO 1, 2. Prerequisite or corequisite: MATH 9. (Formerly *Macroeconomics.*)

136. *Public Finance and Fiscal Policy* 3 s.h.
Periodically
Expenditures and revenues of federal, state and local governments; analysis of effects upon private enterprise and public welfare; fiscal policy in relation to equity, stability, growth and defense. Prerequisite: one introductory course in economics.

137. *Transnational Enterprise in World Economy* 3 s.h.
Periodically
Origins, organization, magnitude and scope of private and state-owned TNE's. Neoclassical, managerial and radical theories of the transnational firm. Evaluation of the market and nonmar-

ket including political, behavior of TNE's and their socioeconomic impact on both advanced capitalist and socialist economies, and the underdeveloped nations of the Third World. Case studies from agribusiness, minerals and fuels, manufacturing and financial sectors. Public policy. Prerequisite: one introductory course in economics.

139. *Economic History of Europe* 3 s.h.
Every other year

The changing economic framework of European institutions and cultures studied in selected pivotal periods such as the 11th-12th, 14th-15th and 17th-19th centuries. Prerequisite: one introductory course in economics or HIST 11,12. Same as HIST 139.

140. *Economic History of the United States* 3 s.h.
Every other year

Trends and patterns in the production, distribution and consumption of material wealth that mark the economic development of the United States from colonial times to the 20th century. These matters are subjected to economic analysis, but are also seen in relation to changing social and political institutions and moral values. Prerequisite: one introductory course in economics or HIST 13, 14. Same as HIST 140.

141. *Labor Economics* 3 s.h.
Periodically

Development of American work force and labor movement. Analysis of current problems with emphasis on interrelationships of wages, productivity and employment. Prerequisite: one introductory course in economics.

142. *International Economics* 3 s.h.
Fall, Spring

Examination of international trade theory: mercantilism, comparative advantage, protection, balance of payments, adjustments and the transfer problem. Selected historical and current issues including imperialism, multinational corporations, the U.S. balance of payments, and the role of trade, foreign aid and investment in developing poor countries. Prerequisite: one introductory course in economics.

143. *Economic Development* 3 s.h.
Periodically

Problems of the developing economies of the world, theories of development, requirements for and obstacles to economic development, policies to promote economic redevelopment. Prerequisite: one introductory course in economics.

144. *History of Economic Thought* 3 s.h.
Fall

Economic thought and policy in modern times and their relation to social, political and economic institutions and problems. Prerequisites: ECO 1, 2.

145. *Comparative Economic Systems* 3 s.h.
Periodically

Theory and history of markets and alternatives to markets as allocators of resources. Successes and failures of centralized economic planning (U.S.S.R., Maoist China, Cuba), reform of centrally planned economies (Russia, post-Maoist China, Eastern Europe), determination of the appropriate mix of regulation and marketization (U.S.A., Western Europe, Japan). Techniques of planning.

150. *Modern Economic Theory* 3 s.h.
Spring

Recent developments in economic theory including selected contributions of neoclassical, welfare, institutional and aggregate theorists. Prerequisites: ECO 130, 132.

151A, 152A. *Readings in Economics* 1-3 s.h. each
Periodically

Intensive reading, oral and written work in one area. Open only to students interested in advanced work in economics who have

received agreement of a faculty member who will serve as supervisor. Prerequisites: ECO 1, 2 and permission of chairperson. May be repeated twice for credit when topics vary. (Formerly 151, 152.)

165. *Urban and Regional Economics* 3 s.h.
Periodically

Explores the structure of cities and regions, the location of corporate (manufacturing, commercial, financial) activities, housing, transportation, recreational facilities within and across regions; influence of government tax, subsidy, investment, regulatory policies; emphasis on the United States. Prerequisite: ECO 2. May be used towards the 27 semester hours in geography required for geography majors.

171. *Law and Economics* 3 s.h.
Periodically

An exploration of the applications of economic analysis to legal issues: analysis of major cases in selected areas of the law encompassing economic rights, including but not limited to, property, contract, environmental and antitrust law. Prerequisite: ECO 131 or permission of instructor.

172. *Seminar: Economic Theory* 3 s.h.
Periodically

The contents of this seminar will be selected by the instructor and announced beforehand by means of a detailed syllabus. Readings and written work will be integrated with designated themes geared to exploring new developments in and applications of economic theory. Prerequisites: ECO 1, 2.

180. *Introduction to Mathematical Economics* 3 s.h.
Periodically

A systematic exposition of matrix algebra, the differential and integral calculus, and some of their applications to economic analysis, particularly the study of equilibria and comparative statics. Prerequisites or corequisites: ECO 130 or 132, and permission of instructor; MATH 9 and 10 or 10E.

182. *Introduction to Econometrics* 3 s.h.
Periodically

Fundamental concepts and methods of the branch of economics designed to give empirical content to economic reasoning. Historical development of a distinctive econometric approach and theoretical underpinnings of principal methodologies; construction of economic models embodying hypothesized relationships between key variables and use of simple and multivariate regression techniques to both describe factual relationships and to test rival economic theories about the strength and direction of such relationships; applied econometric analysis of wide array of topics such as investment, inflation, income and employment differentials. Prerequisites: QM 1, ECO 1, 2.

184. *Introductory Research and Report Writing* 3 s.h.
Once a year

Interdisciplinary course in practical methods of empirical analysis of a wide variety of social science issues. Basic techniques of data collection and verification, descriptive presentations in tables and graphs. Introduction to government, business, economic and social science computerized data banks and to the use of the most popular spreadsheet and statistical software for desktop computers to organize data, present them graphically and to test hypotheses. Emphasis on applications to a range of sociological, political, and economic questions, culminating in a term paper based on independent empirical research of one such question. Open to all social science and B.B.A. students. Should be taken by economics majors at the same time as ECO 1, 2 or as soon as possible thereafter. Prerequisite: QM 1 or BI0 100 or MATH 8 or PSY 140 or SOC 139. (Formerly *Workshop: Analysis of Socioeconomic Data*.)

201. *General Economics* 3 s.h.
Fall, Spring, Summer

An intensive survey of basic economics. Open to matriculated M.B.A. students. No degree credit for M.B.A. students.

232. *Macroeconomic Theory* 3 s.h.
 Fall, Spring, Summer
 Theory and measurement of variations in output, employment and income; causes and control of economic fluctuations; economic growth. Not open to students who have already taken an intermediate macroeconomic theory course.

Education, School of

SEE PAGE 107.

Educational Administration (EADM)

Administered by the Department of Administration and Policy Studies. Professor Shakeshaft, *Chairperson*

Professors Barnes, Browder, Kottkamp, Smith; Associate Professors Brieschke, Osterman, Siskin; Assistant Professors Duarte, Thomson.

The Department of Administration and Policy Studies offers three programs in educational administration: Master of Science in Education, Certificate of Advanced Study in Educational Administration and the Doctor of Education in Educational Administration. As part of the Doctoral Program, students also receive a Professional Diploma in Educational Administration.

These three programs in educational administration are directed toward preparation as chief school district administrator, elementary or secondary school principal, supervisor of elementary and secondary education, supervisor of special education, chairperson of a secondary school department and other preK-12 leadership positions. These programs are approved by the New York State Education Department.

The Master of Science in Education is a program designed to provide a basic introduction to preK-12 school administration and supervision for those students who work in settings such as independent schools who would like to pursue an advanced degree in educational administration, but who do not need New York State Administrative Certification.

The Certificate of Advanced Study (CAS) in Educational Administration is also a basic introduction to school leadership and supervision that prepares students for entry level leadership and supervisory positions. Prerequisites include at least two years of certified preK-12 teaching and a master's degree. Completion of this program qualifies the student for the New York State School Administrator/Supervisor Certificate and the School District Administrator Certificate.

The Doctoral Program in Educational Administration is a two-phase administrator preparation program which combines a strong research and theory component with organizational planning and policy based approaches to leadership to prepare students for advanced leadership positions.

Applications for admission are made to the Graduate Admissions Office in the Admissions Center. To be accepted into one of these programs the applicant must meet the admission requirements specified in the description of that program.

EDUCATION HONOR SOCIETIES, see page 69.

MASTER OF SCIENCE IN EDUCATION

The master's program is designed to provide study for those who already hold provisional or permanent certification as teachers and who have taught for two years. The program is also open to others of comparable educational preparation or experience.

Because it excludes the administrative internship, this program does not meet the New York State requirements for supervisory and administrative certification. Upon completion of the degree, students are advised to transfer into the Certificate of Advanced Study in Educational Administration Program (see below) which leads to New York State certification in educational administration.

This degree provides a basic introduction to school administration and supervision and permits exploration of this field of

study. Administrative theory is applied to practical application and skills.

Admission requires at least three current letters of reference from supervisors, a detailed resume of professional experiences, and a comprehensive statement of professional administrative goals and objectives (all to be typed).

Assistant Professor Siskin, *Director*

PROGRAM REQUIREMENTS

	<i>Sem. Hrs.</i>
Area 1.	18
EADM 200. <i>The School as an Organization</i> , 3 s.h.	
214. <i>Theories & Practices of Supervision</i> , 3 s.h.	
219. <i>Patterns of Building Unit Administration</i> , 3 s.h.	
Electives in Educational Administration, 9 s.h. (EADM 210, 211, 251, 252 and 300-level courses not open to master's degree candidates.)	
Area 2.	3
200-level course in foundations of education, under advisement	
Area 3.	6
200-level courses in elementary or secondary school curriculum or foundations of education	
Area 4.	9
200-level courses in liberal arts, business administration, or social science courses	
	36

A written comprehensive examination is required.

See complete graduate information, page 66.

CERTIFICATE OF ADVANCED STUDY IN EDUCATIONAL ADMINISTRATION

This (CAS) is a graduate program designed to prepare the student for entry level leadership positions such as teacher-leader, member of site-based management team, chairperson, assistant principal, principal, and supervisor. The Certificate Program qualifies the student for the New York State School Administrator/Supervisor Certificate and the School District Administrator Certificate. Upon completion of the Certificate Program, those students who seek to continue their academic preparation in educational administration may transfer to the doctoral program by meeting the doctoral requirements. The CAS Program represents the first 30 s.h. of course credit toward the doctorate for those who enter the doctoral program.

The CAS is a 30 s.h. program taken over five semesters (including summer sessions) which includes 6 s.h. of internship and 24 s.h. of courses. This completely prescribed program with no electives does not permit transfer credit, builds reflective practice into every course, and requires the internship to be taken over three semesters in conjunction with coursework.

ADMISSION CRITERIA

Applicants for the CAS must have at least two years of preK-12 certified teaching experience and possess a master's degree. Additionally, to be admitted into this program, applicants need strong analytic ability, high administrative potential, and demonstrated success in teaching. Admission requirements for the first criteria will be assessed using the applicant's resume and an Achievement Profile Report prepared by the applicant. The applicant's statement of philosophy and goals as well as written references will be examined to determine both administrative potential and demonstrated success in teaching.

In addition to filing for admission with the Graduate Admissions Office with the usual application and transcripts, applicants

will be requested to submit three current letters of reference from administrators or supervisors, a detailed resume of professional experience, a completed Achievement Profile Report, and a comprehensive statement of professional administrative goals and objectives (all to be typed).

Students will be admitted in communities and will take their entire program with the other members of their community. Deadline for application for entrance is August 1 for Fall admission. Associate Professor Brieschke, *Program/Internship Coordinator*

PROGRAM AND SEQUENCE REQUIREMENTS

This 30 s.h. program is taken over five consecutive semesters, including summers, in the sequence listed below:

<i>Semester</i>		<i>Sem. Hrs.</i>
1	EADM 260. <i>Individuals in Organizations</i>	6
2	261. <i>Schools as Social Organizations: Working with People Semester</i>	6
3	EADM 262A. <i>Understanding External Environments: Social, Political, Economic & Legal Contexts of Schools</i>	<i>Sem. Hrs.</i> 4
	263. <i>Administrative Internship I</i>	2
4	264A. <i>Framing Problems & Making Decisions</i>	4
	265. <i>Administrative Internship II</i>	2
5	266. <i>Educational Program Development, Delivery & Assessment</i>	4
	267. <i>Administrative Internship III</i>	2
		<u>30</u>

THE DOCTORAL PROGRAM

The degree of Doctor of Education in Educational Administration emphasizes preparation for advanced professional responsibilities through a program which combines a strong research and theory component with organizational planning and policy-based approaches to administration.

The central focus of this program is to bring knowledge and theoretical concepts from a number of disciplines to bear upon the problems encountered in the organization and administration of schools; the social, political and economic forces which affect organizational theory and practice; the conceptual and technical skills needed to manage an educational enterprise; and the interpersonal skills necessary for effective educational process.

The minimum course requirement for the doctorate is 90 semester hours beyond the baccalaureate and is taken in two phases. Candidates may be required, however, to complete more than 90 hours upon the recommendation of their adviser.

The two-phase doctoral program consists of six components: the Core Program in Administration; the Educational Support Strand; the Advanced Professional Strand; the Professional Specialization; the Methodological Requirement; and the Dissertation Requirement.

Phase I: PROFESSIONAL DIPLOMA IN EDUCATIONAL ADMINISTRATION

This program is the first step toward the doctorate, or it provides the student with an interim diploma program beyond the M.S. and CAS.

The professional diploma is awarded after a candidate has completed 60 semester hours in appropriate graduate courses beyond the baccalaureate, plus eight hours of work in the tool subject of statistics. This latter requirement may, however, be met by passing a competency test in the subject. Candidates for this diploma may transfer a maximum of 36 semester hours of courses on the graduate level taken at Hofstra or elsewhere if they fit into the program requirements. Requirements include a minimum of two years teaching or administrative experience, an administrative internship and passing a comprehensive examination. The six-credit hour administrative internship or equivalent

is required for students who do not have one year of acceptable administrative experience. Hofstra will make every effort to place qualified students as administrative interns. If the internship is waived by the department as a result of acceptable administrative experience, either six semester hours of transfer credit or electives, under advisement, may be applied to the professional diploma.

Admission requires scoring at the 55th percentile in *one* of the following:

- Graduate Record Examination
- Law School Admission Test
- Graduate Management Test
- Miller Analogies Test

In addition, applicants must have three current letters of reference from administrative supervisors and former professors, a detailed resume of professional and related experiences, and a comprehensive statement of professional administrative goals and objectives (all to be typed). Prior to admission, applicants must arrange for a personal interview with the doctoral directors. Professor Kottkamp, Associate Professor Osterman, *Program Co-directors*

PROGRAM REQUIREMENTS

		<i>Sem. Hrs.</i>
Area 1. Core Program in Administration		30
<i>Semester</i>		
1	EADM 260. <i>Individuals in Organizations</i>	6
2	261. <i>Schools as Social Organizations: Working with People</i>	6
3	262A. <i>Understanding External Environment: Social, Political, Economic & Legal Contexts of Schools</i>	4
	263. <i>Administrative Internship I</i>	2
4	264A. <i>Framing Problems & Making Decisions</i>	4
	265. <i>Administrative Internship II</i>	2
5	266. <i>Educational Program Development, Delivery & Assessment</i>	4
	267. <i>Administrative Internship III</i>	2
		<u>30</u>
EADM electives, 12 s.h.		
Area 2. Educational Support Strand Electives		12
Area 3. Advanced Professional Strand		12
Area 4. Methodological Requirement		6
		<u>60</u>

Additional Requirements:

Statistics and the successful completion of a six-hour written comprehensive examination is required to complete Phase I, the Professional Diploma.

Phase II: DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION

This phase is the final part of the doctoral program. After completion of Phase I, the student takes the Doctoral Oral Qualifying Examination (Doctoral Exam A), which may be waived if superior performance has been demonstrated on the written comprehensive examination for the professional diploma. For doctoral matriculants, the Professional Diploma Program is an integral part of the doctoral program, but students may earn the professional diploma (60 hours plus 8 hours in statistics) without continuing for the doctorate (another 30 semester hours with dissertation and examinations).

The minimum course requirement for the doctorate is 90 semester hours beyond the baccalaureate. Candidates may be required to complete more than 90 hours upon the recommendation of their adviser or dissertation committee.

In addition to the Doctoral Oral Qualifying Examination, doctoral students will be required to file for departmental approval a plan describing how they will satisfy the doctoral residence requirement (see page 72). During the course of study, the doctoral student is expected to propose successfully a dissertation study (Doctoral Exam B) as well as to defend its completion (Doctoral Exam C).

Professor Kottkamp, Associate Professor Osterman, *Program Co-directors*

PROGRAM REQUIREMENTS

Doctoral Oral Qualifying Exam (Doctoral Exam A, may be waived at the discretion of the department)

Doctoral Plan of Residence

Doctoral Examination B

Doctoral Examination C

PROGRAM

	<i>Sem. Hrs.</i>
Area 1. Professional Specialization	15
Graduate courses from administration, foundations of education, research methods or with advisement, from social science, business, and education	
Area 2. Dissertation Requirement	15
EADM 300. <i>Doctoral Seminar</i> , 3 s.h.	
EADM 601. <i>Dissertation Seminar</i> , 3 s.h. (Seminar series ends when a student completes a 601 seminar prospectus with department approval. A proposal committee is then formed to assist in a successful dissertation proposal, Doctoral Exam B.)	
EADM 604. <i>Dissertation Advisement</i> , 3 s.h. (Advisement ends for the doctoral candidate after successful defense of the completed dissertation, Doctoral Exam C.)	
Related educational administration electives, 6 s.h.	
	30

See complete doctoral information, page 72.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

200. <i>The School as an Organization</i> Once a year Introductory course designed for master's-level students on the school as a complex social organization. Concept, structure and functions of educational organizations, with special emphasis on elementary and secondary schools. Explores the formal structure of school systems including the roles of the Federal Government, State Departments of Education, local school boards, public interest groups and parent-teacher organizations. Analyzes the relationship between educational research, policy and practice in local schools. May not be used to fulfill requirements for the Certificate of Advanced Study or doctoral programs. (Formerly <i>Introduction to Administration</i> .)	3 s.h.
210. <i>Core Theory in Educational Administration</i> * Periodically A study of concepts, theories, research methods and findings drawn largely from the behavioral sciences which can be applied in the practice of educational administration at all levels. Emphasis is given to organizational behavior including the study of roles and relationships, scientific management, bureaucracy, social	6 s.h.

systems, human motivation, decision making, leadership, organizational change, communications, and situational influences which shape education and educational administration in the context of a multicultural society. Methods of instruction include lectures, class discussion, role-playing, student presentations, guest lecturers and use of audiovisual materials. Student achievement is evaluated on the content and quality of written papers, class participation and a final written exercise. Open only to matriculated students in CBAE educational administration programs.

211. *Core Practicum in Educational Administration** 6 s.h.
Periodically

This course moves educational administration from advanced theory into action. Using simulated materials reflecting the problems and issues of a particular school district, the course deals with administrator decision-making behavior in the context of a community which reflects a variety of multicultural characteristics and values. Political, social and economic pressures as well as educational needs are considered, and the use of group dynamics in the decision-making process is highlighted. Achievement is determined primarily through peer group and evaluations of competencies. Open only to matriculated students in CBAE educational administration programs.

214. *Theories and Practices of Supervision** 3 s.h.
Periodically

A systematic study of the theories and practices of supervision and the philosophies, rationales and assumptions upon which elementary and secondary school supervision is based. Theoretical concepts are conveyed by lectures and discussion; skills are acquired through roleplaying and case studies. Achievement is determined through papers and quality of class participation. Prerequisite: two years of teaching experience.

219. *Patterns of Building Unit Administration** 3 s.h.
Periodically

This course focuses on the administrative roles and functions of elementary and secondary school building administrators. The topics include tasks of a building administrator, school organization and staff utilization, curriculum development and improvement, leadership, supervision of individual performance, personnel management, facilities management, employee organization relations, student affairs, school public relations, basic school laws and sources of legal information. Methods of instruction include lecture and class discussion, small group exercises, student and guest presentations, written exercises and a final written exercise. Evaluation of student achievement is based on the quality of class participation and quality of written exercises.

222. *Human Relations in School Personnel Management** 3 s.h.
Periodically

The areas of motivation, group dynamics and leadership theory as well as the tasks of staff recruitment, selection, orientation and development are treated. Competencies are developed through case studies, roleplaying, lecture-discussions and substantive readings and reactions. Achievement is determined through the quality of work in these activities.

223. *School Business Administration II** 3 s.h.
Fall

An examination of the duties and responsibilities including an understanding of the role in relation to other members of the administrative team and an exploration of aspects of the business administrator's work in regard to office management, budget procedures, financial management, accounting and auditing, purchasing and supply management, insurance programs, capi-

*CBAE approved course by New York State Education Department.

tal outlay and debt service, school plant operation and maintenance, food service and transportation. Prerequisite: EADM 270. (Formerly *The School Business Administrator*.)

231. *School Public Relations** 3 s.h.
Periodically

Functions and responsibilities of the school administrator in the development and maintenance of effective school public relations. The meaning and purpose of school public relations, the public relations roles and functions of the board of education and all school personnel, school-community relations, communication processes, techniques and strategies, the preparation of communications materials, handling criticism and attacks, and relations with the news media. Questions and problems as they emerge during the semester. Illustrated lectures, class discussion, group interaction, roleplaying, student presentations, guest lectures and individual student reading, research and written assignments. Student achievement is measured by the quality of class participation, written assignments and a culminating written exercise.

233. *Educational Facilities Planning** 3 s.h.
Periodically

Analysis of educational changes and architectural consequences, planning for flexible educational environments for present and future use, uses for underutilized schools, operation and maintenance, energy conservation and related problems. Slide lectures and visits to school are the principal methods of instruction. The achievement level of student is determined by application of the subject.

235. *Collective Negotiations in Education** 3 s.h.
Periodically

The history of collective bargaining in the labor movement; comparison of collective bargaining, professional negotiation and collective negotiation; pertinent state legislation; representation and recognition procedures; scope and process of negotiations, impasse procedures; issues and outcomes of teachers' strikes and sanctions; impact on administrative theory and practice. Lecture-discussion with some roleplaying of situations. Achievement is determined through term papers and student reports with competency assessed by course instructor.

241. *Supervision of Instruction
and Curriculum Development** 3 s.h.
Periodically

This course surveys the organization, supervision and evaluation of curricular innovations and instructional programs as administered at the elementary and secondary school levels. Types of classroom arrangements (traditional, cluster and open); organization and scheduling plans (continuous progress, cross-grade grouping, departmentalization, dual progress plans, house plans, integrated day, modular scheduling, multi-age grouping, multi-unit plan, nongraded and self-contained classrooms); general instructional methods (computer-based, individualized, programmed, supervised independent study, supervised work experience and team teaching); and alternative approaches (alternative schools, community schools, mini-schools and school-within-a-school). Through reading assignments, peer presentations, class discussions and written examinations, students are expected to demonstrate to the instructor their competence in these four areas. Prerequisite: EADM 214.

243. *School Finance** 3 s.h.
Periodically

Study of the economic, political and legal aspects of financing public education, both from a general point of view and with specific attention to New York State. Areas considered include basic economic principles; local, state and federal financial support; systems analysis; taxing systems; fiscal aspects of equal educational opportunities; budgeting; purchasing; accounting; and reporting and communication of fiscal information. Lec-

tures, class discussions, student reports, case studies. Achievement is evaluated on the content and quality of written papers, oral reports, class participation and on a final written exercise.

244. *School Law** 3 s.h.
Periodically

Study of the legal framework (national and New York State) within which public education operates. Areas considered are church-state relations, state agencies, local school boards, financing education, tort liability, teacher-personnel administration, the Taylor Law, tenure, desegregation, and constitutional rights and freedoms of students. Case studies, lectures, class discussions and reports. Achievement is determined by the quality of written papers, oral reports, class discussion and a final written exercise. School attendance officers are advised to enroll in EADM 246.

245. *Selected Issues in School Administration** 3 s.h.
Periodically

Discussion and analysis of current vital issues in educational administration and their proposed solutions. Students are expected to research an issue, present it to the class and defend it. Achievement is determined by the quality of the written research report and the competencies demonstrated in the presentation and defense of the oral presentation in addition to other evidences.

246. *Public School Law for Attendance Officers* 4 s.h.
Periodically

The legal framework within which the conduct of public education takes place in New York State. Taught in conjunction with EADM 244 (see description); special independent attendance law research is required.

247. *Data Processing for School Administrators** 3 s.h.
Periodically

Consideration of the types of applications of computer systems typical to school situations. The organization of school computer equipment for the guidance function, computer-based instruction, information retrieval, school simulation for problem solving, and the development of a total information system are discussed and/or implemented. Instruction is conducted by lecture and demonstration, and assessed by instructor on basis of papers and projects submitted commensurate with evidences.

249. *Management Technology** 3 s.h.
Periodically

An investigation into the theory and application of management technologies to the administrative process in education. Forms of systems-based technologies are considered. In addition to reading widely, contributing to class discussions and other normal expectations, students are expected to apply various technologies to case problems and simulated situations. Achievement is determined in part through peer-group assessment of projects and instructor evaluation of competencies. Prerequisite: EADM 200 or 211 or by permission of instructor.

251, 252. *Readings* 1-3 s.h. each
Fall, Spring, Summer

The student selects and reads literature agreed upon with the instructor. Oral and written reports are made. Open only to advanced graduate study program students. Prerequisites: EADM 211 and permission of department chairperson.

255. *Women in Educational Administration* 3 s.h.
Periodically

Acquaints students with the literature on women in educational administration in an effort to understand both how to get a job as a woman and how to keep it. Additionally, students explore the

*CBAE approved course by New York State Education Department.

implications of gender-bias for research, theory and practice in educational administration. Pass/Fail grade only.

257. *The Reflective Administrator* 3 s.h.
Periodically

This course facilitates administrative performance by helping administrators to gain self-knowledge and develop self-reflection on their administrative actions. Students develop a platform or formal statement of their administrative intentions and then, with the help of the instructor and other students, examine the relationship between intentions and actual behaviors. Congruence and dissonance between intention and action are probed in a safe setting. Identified discrepancies provide points for individual decisions about changes in administrative behavior. Prerequisite: permission of instructor. Pass/Fail grade only.

258. *Gender and Schooling: Implications for the Study and Administration of Schools* 3 s.h.
Periodically

Goal of this course is to look at both the theoretical and practical implications of gender, providing a framework for thinking about issues as well as for acting on them. Same as FDED 270.

259. *The Administrator in Fiction* 3 s.h.
Periodically

Reflective course using contemporary novels to explore a variety of administrative themes, such as vision, leadership, organization, rationality and gender. Fiction is used as a lens to study personal constructions of meaning, to reflect on the spectrum of our internal lives in relation to administrative roles, and to explore the subjective experience of administration through aesthetics and imagination.

260. *Individuals in Organizations* 6 s.h.
Once a year

This first course of the CAS program is designed to prepare individuals for formal and informal leadership roles in schools. Three interwoven strands provide focus to the course: the individual, the nature of administration and the characteristics of the organizational context. Taken together, the components of this course are building blocks which, when integrated, move the student toward the goal of educational leadership which embraces articulating vision, reflecting on one's own performance and taking a stance of critical questioning. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.

261. *Schools as Social Organizations: Working with People* 6 s.h.
Once a year

Examination of the human dimensions of organizational leadership. Building upon basic theory and research in the areas of motivation, communication, and group dynamics, students are encouraged to examine ways in which leaders, through their interaction with others, affect the quality of performance within the school setting. Special emphasis is given to the development of interpersonal and group communication skills which enhance individual motivation and organizational effectiveness. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.

262A. *Understanding External Environments: Social, Political, Economic and Legal Contexts of Schools* 4 s.h.

Once a year

Exploration of the social, economic, political, and legal influences on educational policy and practice. The administrative implications of demographic change, shifts in societal expectations, political pressures, judicial and legislative actions, societal dysfunctions such as racism and sexism, and funding sources for schools are examined. Students relate these external environments to real school settings in an attempt to understand how external forces shape what happens in schools. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students. (Formerly 264.)

263. *Administrative Internship I* 2 s.h.
Fall, Spring, Summer

A cooperatively guided administrative experience that focuses on the decision-making and problem-framing tasks of administrators. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor, with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of the Departmental Program and Internship Coordinator. EADM 262A should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.

264A. *Framing Problems and Making Decisions* 4 s.h.
Once a year

Examines the processes of problem-framing and decision-making in educational organizations. The focus is on the general ideas and concepts that decision-makers use, or could use, to think systematically about the problems they face. Frameworks for conceptualizing issues, tools for selecting alternatives, and issues of implementation are examined. Understanding how to use school and district data to make decisions and formulate policy is emphasized. A broad array of analytical tools is applied to resolve simulated and real problems. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students. (Formerly 262.)

265. *Administrative Internship II* 2 s.h.
Fall, Spring, Summer

A cooperatively guided administrative experience that focuses on the external environments that impact schools. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor, with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of the Departmental Program and Internship Coordinator. EADM 264A should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.

*CBAE approved course by New York State Education Department.

266. *Educational Program Development, Delivery, and Assessment*

4 s.h.

Once a year

Introduces students to a variety of perspectives, including traditional as well as contemporary reconceptualization of curriculum and learning processes. Core educational technologies, including educational needs assessment, goal consensus testing, educational program planning (with participatory involvement, staff development, resource deployment, progress monitoring, budgeting, evaluation and accountability reporting components), educational change and risk-taking, school support services, and the nonacademic curriculum are studied. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.

267. *Administrative Internship III*

2 s.h.

Fall, Spring, Summer

A cooperatively guided administrative experience that focuses on educational program development, delivery, and assessment. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor, with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of Departmental Program and Internship Coordinator. EADM 266 should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.

270. *School Business Administration I*

6 s.h.

Summer

A study of concepts, theories and practical applications of the current state of knowledge in school business administration. An examination of the laws impacting school business administration, an overview of school district budgets, the borrowing and investment of school district funds, accounting and auditing procedures, purchasing requirements and procedures, sources of revenue including State aid, health and safety issues and laws, personnel management, insurance, negotiations, transportation issues, managing facilities and operating school lunch programs. Practicing experts in each of these areas share their expertise during class sessions.

271. *Workshop: Middle Level Education*

3 s.h.

Summer

This week-long workshop provides an overview of the essential administrative elements and strategies characteristic of an effective middle level program. Specific topics include building an exemplary instructional program, encouraging creative and effective teaching strategies, fostering academic and affective growth in adolescents, and making the transition from a Junior High School to a Middle School. Nationally and locally known speakers are brought in to share their experiences and expertise. Pass/Fail grade.

280 through 289, A-Z. *Advanced Workshops*

1-3 s.h. each

Once a year

Special workshops of an advanced nature designed to meet the needs of specific groups.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

283. *Workshop: Administration of Programs for Exceptional Populations*

3 s.h.

Periodically

This workshop is a field problem course focused on the administration of programs for exceptional populations. Participants play the role of an administrator given responsibility for admin-

istering programs for exceptional populations along with other unrelated administrative responsibilities. Administrative field problems presented touch on legal, financial and operational issues related to compliance with New York State regulations. No attempt is made to discuss handicapping conditions beyond their legal definitions. Course goal is to increase understanding and awareness to a level that enables the practitioner to ask intelligent questions at critical phases of the administrative process. Evaluation of student progress is based on appropriate written work and class participation. Prerequisite: SPED 200 or permission of instructor.

300. *Doctoral Seminar*

3 s.h.

Fall

Special topic seminar designed for doctoral students. Content varies from year to year; specific descriptions will be available at registration. Generally the course focuses on the impact of change upon the school system with an analysis of the problems arising and the development of comprehensive strategies to move forward the educational enterprise. Open only to doctoral students.

310, 311. *Administrative Internship**

3 s.h. each

Fall, Spring, Summer

A cooperatively guided administrative experience at the school building level. Students will submit a plan of administrative and supervisory tasks to the departmental Internship Coordinator. These tasks to be agreed upon by the coordinator and the school building supervisor, with achievement to be determined against a stated list of competencies assessed by the school building supervisor and a University supervisor. Monthly seminars for consideration of problems confronted in the field. Registration only by permission of the departmental internship coordinator. Open only to matriculated students in CBAE educational administration programs. Pass/Fail grade only.

312. *Administrative Internship**

3 s.h.

Fall, Spring, Summer

A cooperatively guided administrative experience at the central office level. Description is the same as for EADM 310, 311 except that experiences to be undertaken and supervisor designated is a member of the central office staff. Registration only by permission of the departmental Internship Coordinator. Open only to matriculated students in CBAE educational administration programs. Pass/Fail grade only.

320-321. *Exploring the Field of Educational Administration: an Introduction to Doctoral Studies*

3 s.h. each

Fall, Spring

This two-semester sequence introduces doctoral students to the field of educational administration. Students develop a broad understanding of the field of educational administration, explore the history of inquiry in the field as well as current issues, and become familiar with its professional resources and organizations. Students also develop an understanding of doctoral study in the APS Department, articulate their own interests, and learn the skills and techniques required for doctoral study.

325. *Leadership and Education*

3 s.h.

Periodically

This course is an exploration of the theory and practice of leadership using a variety of models from the social sciences. Drawing upon a broad interdisciplinary framework, images and representations of leadership are explored in film, visual art, biography, management literature, children's books and organizational research for the purpose of facilitating thinking about leadership roles in society and the ways in which these considerations enter into educational discourse and the practice of administration in complex educational organizations.

*CBAE approved course by New York State Education Department.

351, 352. *Independent Study in Administration* 1-3 s.h. each
 Fall, Spring, Summer
 The advanced doctoral student will identify and define special projects or studies, approved by the adviser, related to school administration. The student then works independently, conferring with the adviser on an appropriately agreed upon schedule and produces the final report by the date stipulated. Open only to doctoral students by permission of the department chairperson.

380. *Structure and Process in Educational Organizations* 3 s.h.
 Once a year
 This course helps the advanced graduate student develop a strong background in modern and emergent organizational theory as it applies to educational practice and administrative inquiry. Lays the groundwork for the advanced student to conceptualize either research into contemporary educational problems or improving administrative practice.

601. *Dissertation Seminar* 3 s.h.
 Spring
 Clarification and structuring of a dissertation topic as a research undertaking. Presentation, analysis and critique of participant's research outlines leading to departmental acceptance of the research proposal. Orientation to dissertation organization and writing format. Prerequisites: successful passing of the Doctoral Oral Qualifying Exam, approval of the residence plan of study, and completion of 12 s.h. of the doctoral program of studies including EADM 300. A minimum of 601 is required of all doctoral students in educational administration.

602. *Dissertation Proposal Preparation* 3 s.h.
 Fall, Spring, Summer
 For students whose dissertation proposals have not been approved in 601. Registration in 602 is continuous until the proposal is accepted. No degree credit granted for 602.

604. *Dissertation Advisement* 3 s.h.
 Fall, Spring, Summer
 Doctoral candidates enroll in 604 upon departmental acceptance of the dissertation proposal. Registration in 604 is continuous until the dissertation is accepted.

Educational Studies (ED ST)

Professors D. Barnes and Naylor, *Directors*

THE EDUCATIONAL STUDIES PROGRAM is the interdisciplinary examination of education as institution and as enterprise. It is designed specifically for those students concerned with the interpretation, appraisal and reform of our society's educational arrangements; the program is not designed to prepare school teachers or other school personnel. Students will be provided with the opportunity to view education from philosophical, historical, sociological, political, anthropological and psychological perspectives.

An undergraduate minor in Educational Studies requires 18 semester hours chosen from the courses listed below with a minimum of 15 semester hours in the School of Education including ED ST 170, *Colloquium in Educational Studies*.

PROGRAM REQUIREMENTS

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|------|--|
| CRSR | 113. <i>Educational Psychology</i> , 3 s.h. |
| | 115. <i>The Helping Relationship</i> , 3 s.h. |
| ELED | 125. <i>Child Development in the School Setting, Home & Community</i> , 6 s.h. |
| FDED | 110. <i>History of American Education</i> , 3 s.h. |
| | 111. <i>The American School</i> , 3 s.h. |
| | 112. <i>Politics of Education</i> , 3 s.h. |
| | 114. <i>The Education of America's Minority Groups</i> , 3 s.h. |

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|------|---|
| | 115. <i>Introduction to Sociology of Education</i> , 3 s.h. |
| | 120. <i>Aesthetics & Education</i> , 3 s.h. |
| | 121. <i>Existentialism & Education</i> , 3 s.h. |
| | 127. <i>Introduction to Philosophy of Education</i> , 3 s.h. |
| | 129. <i>Current Problems in Education</i> , 3 s.h. |
| | 130. <i>Topics in the History of American Education</i> , 3 s.h. |
| | 131. <i>Anthropology & Education</i> , 3 s.h. |
| | 155, 156. <i>Seminar in Foundations of Education</i> , 3 s.h. each |
| | 161, 162. <i>Readings in Foundations of Education</i> , 1-3 s.h. each |
| HSPE | 155. <i>Leisure Interpretation</i> , 3 s.h. |
| PHIL | 6. <i>Theories of Human Nature</i> , 3 s.h. |
| PSY | 153. <i>Child Psychology</i> , 3 s.h. |
| | 154. <i>Adolescent Psychology</i> , 3 s.h. |
| SOC | 102. <i>Social Institutions</i> , 3 s.h. |

Advisement in the Educational Studies Program is available through the foundations of education area. Students are urged to confer with the faculty early in their program to enable individual planning of programs.

COURSE

170. *Colloquium in Educational Studies* 3 s.h.
 Periodically
 An integrative analysis of selected aspects of educational processes, policies and institutional practices. Prerequisite: 12 s.h. toward the Educational Studies minor.

Elementary and Early Childhood Education (ELED)

Administered by the Department of Curriculum and Teaching. Professor Fromberg, *Chairperson*

Associate Professors Cloud, Koch, Miletta, Savage, Whitton; Assistant Professors Elijah, Hines, Kaufman, Semel; Special Assistant Professor Davey.

ASSOCIATE IN APPLIED SCIENCE: SPECIALIZATION IN ELEMENTARY EDUCATION

This program is designed for candidates who are actively engaged in an auxiliary role in the elementary school. The purpose of the program is to encourage the acquisition of skills and to broaden backgrounds including a career-ladder component. The courses will be given during evenings and summer sessions and may be taken on a part-time basis.

A student may be certified by the State Education Department as a teacher assistant on the completion of the first level upon application from the school district and recommendation by the school superintendent. The degree may be attained at the completion of the second level.

Applications for admission should be made to the Chairperson of the Department. Notification of acceptance will be made by August 1.

ADMISSION REQUIREMENTS

For acceptance into the program, the following are required:

1. Possession of a high school diploma or General Equivalency Diploma.
2. Be currently active in an auxiliary role in an elementary school.
3. Be recommended by the chief school officer of the district where applicant is active as having the ability and interest to successfully undertake the associate's degree program.

- Students with no previous college experience are required to take an advisement test for admissions screening.
- Meet all other general University admission requirements.

PROGRAM REQUIREMENTS

Candidates for the degree of Associate in Applied Science must fulfill the following requirements:

- The successful completion of at least 60 semester hours and a cumulative grade-point average of 2.5 in work completed at Hofstra.
- At least 40 semester hours must be in liberal arts.
- The last 30 semester hours must ordinarily be completed in residence at Hofstra.
- The following general and major requirements:

FIRST LEVEL	Sem. Hrs.
ENGL 1-2 or placement examination*	0-6
Humanities (drama, English, fine arts, music)	6
Social science (anthropology, economics, geography, history, political science, social science, psychology, sociology)	6
Speech	3
Electives	0-6
Education: modular units based on individual needs selected from the following:	10
ELED 41. <i>Basic Concepts in Arithmetic & Related Teaching Practices</i> , 2 s.h.	
104A. <i>Educational Computing Issues: Trends & Practice</i> , 1 s.h.	
111. <i>Children's Movement & Rhythmic Activities for the Classroom Teacher</i> , 1 s.h.	
122. <i>Art in the Elementary School</i> , 1 s.h.	
180-189, A-Z. <i>Workshops</i> , 1-3 s.h. each	
Supervised Orientation to Teaching, 2 s.h.	
Models of Teaching, 2 or 3 s.h.	
Individualization Techniques for Teaching, 2 or 3 s.h.	
	31

SECOND LEVEL	
Natural science and/or mathematics (astronomy, biology, chemistry, geology, mathematics, natural science, physics)	6-8
Liberal arts electives (foreign language, English, social science, foundations of education)	13
Education:	12
ELED 125. <i>Child Development in the School Setting, Home & Community</i> , 6 s.h.	
127. <i>Integrated Teaching of Reading, Writing, & Children's Literature</i> , 6 s.h.	
	31-33

UNDERGRADUATE PREPARATION FOR ELEMENTARY TEACHING

The undergraduate elementary education program leads to certification in the elementary schools of New York State (PreK-6). Students combine major study in a liberal arts or sciences area with major study in elementary education. The program is designed to include on-campus preparation with continuous field placement in a variety of school settings and grade levels culminating in a student teaching experience.

B.A. SPECIALIZATION IN ELEMENTARY EDUCATION AND A LIBERAL ARTS MAJOR: candidates for graduation with a dual major must fulfill the following requirements:

- The successful completion of *at least* 129 semester hours with a cumulative grade-point average of 2.5. MS 1A, 1B and 2A, 2B may not be counted toward this total semester hour requirement. Evening students do not register for these courses.

- At least* 93 semester hours in liberal arts courses. FDED 111 and 127 may be counted toward this requirement. ANTH 131 is strongly recommended. One course each in art, mathematics and philosophy is required of all elementary education majors.
- The completion of all the admissions requirements in the School of Education prior to registration for professional courses in elementary and early childhood education.
- A satisfactory written language evaluation prior to admission to the program.
- Satisfactory completion of a college-level mathematics course and the departmental mathematics qualifying examination or departmentally prescribed equivalent prior to taking ELED 128.
- Satisfactory completion of a college-level laboratory science course prior to ELED 129.
- Satisfactory completion of a departmental writing examination or departmentally prescribed equivalent prior to ELED 127.
- The completion of the last 30 semester hours and at least 18 in elementary and early childhood education, including student teaching, in residence at Hofstra. The 18 semester hours need not be included within the last 30 hours. To be recommended for certification, a student must have satisfied the competencies required in the program.
- The maintenance of a grade-point average of 2.5 in liberal arts courses and in all courses in the School of Education after admission with no outstanding D's or INC's. Acceptance into student teaching is contingent upon the completion of at least 15 semester hours of course work in elementary education at Hofstra with an overall grade-point average of 2.5 or better with no outstanding D's or INC's. Students receiving a D or who have not removed an INC within the three-week limitation in an elementary education course will be automatically dropped from the program.
- And the following requirements:
 - The Department of Curriculum and Teaching strongly recommends an emphasis on course work dealing with multicultural issues and the social contexts of education. The Department recommends that prospective elementary education students
 - satisfy the Humanities Core requirement by completion of one of the following: AH 74, CLIT 39, ENGL 40 or JW ST 10, ENGL 51, 52;
 - satisfy the Creative Participation Core requirement by completion of one of the following: ENGL 133, FA 8 or SPCM 1;
 - satisfy the Natural Sciences Core requirement by completing one of the following laboratory science courses: BIO 1, 2, CHEM 3A with 3B; GEOL 1C, 2C or PHYS 1A with 1B;
 - satisfy the Mathematics/Computer Science Core requirement by completing one of the mathematics courses listed, see page 79;
 - satisfy the Contemporary Core requirement by completing one of the following: ANTH 3, HIST 72 or 162; PHIL 115, PSC 1 or SOC 4;
 - satisfy the Perspective Core requirement by completing one of the following: HIST 11, 12, 13, 14; PHIL 4, 9;
 - satisfy the Cross-Cultural Core requirement by completing one course from the Cross-Cultural category, see page 79.
 - Liberal arts major
Courses in the major field of specialization in the liberal

*See University Degree Requirements, page 59. The English requirement for the associate's degree is the same as for the baccalaureate degree.

- arts as necessary to complete the departmental major†: 21 or more s.h.
- c) Elementary education professional sequence: ELED 104A, 111, 121, 122, 123, 125, 126, 127, 128, 129, FDED 111 or 127 (see Item 2): 39 s.h.
11. The fulfillment of any additional requirements as listed under the department of specialization in the liberal arts with at least a 2.5 grade-point average in major.
12. The New York State Teacher Certification Examinations are required for provisional and permanent certifications.

Before entering student teaching, students are required to complete, with passing grades, liberal arts component of the New York State Teacher Certification Examinations.

NOTE: any requests for substitutions in the B.A. program must be in writing on the proper petition form. Permission from the department is required if the substitution falls outside the liberal arts major field.

BILINGUAL EDUCATION CONCENTRATION: students pursuing a B.A. degree program in elementary education (PreK-6) and a liberal arts major may also fulfill the requirements for a concentration in bilingual education.

PROGRAM REQUIREMENTS

1. Completion of the above requirements 1 through 12.
2. Bilingual concentration: CT 165, FDED 114, SED 153; Field experience: field experiences with dual placements both in methods courses and placement for student teaching will be in appropriate bilingual settings as well as in regular classrooms.
3. Required: ANTH 105, SPCH 3 or SPCM 11; one course chosen from: ENGL 102, 103; LING 151, 152; SPCH 102; two courses chosen from: SPAN 122, 123, 124, 125, 126; HIST 142; PSC 130. (Credit for courses listed in 3 above may be included in the general 93 hours in liberal arts requirement.)
4. Competence in two languages is required as demonstrated by passing language proficiency examinations in English and in a second language.

See complete B.A. requirements, page 75.

GRADUATE PREPARATION FOR ELEMENTARY TEACHING

GENERAL INFORMATION

Programs in elementary and early childhood education at the graduate level are designed to serve qualified graduate students who seek certification as teachers in the elementary schools of New York State or advanced work in curriculum and instruction, having obtained certification as classroom teachers.

Two degree programs in elementary education—the Master of Science in Education for the noncertified person and the Master of Arts for the certified—have been designed to serve these separate purposes. In subsequent paragraphs the standard requirements and options in the two degree programs are outlined. Substitutions will be permitted *with advisement* where, in light of the student’s background and purposes, other courses are seen to be more appropriate.

Admission to graduate programs requires a baccalaureate degree from an accredited college or university with at least 60 semester hours in liberal arts, a minimum of 21 credits in a humanities, natural science or social science concentration with a 2.5 grade point average in liberal arts and an overall minimum grade point average of 2.5.

Applications for admission to graduate programs in elementary and early childhood education are made to the Graduate Admissions Office in the Admissions Center. Students who have not met the full admission requirements may be advised to

complete prerequisite courses under a planned program before becoming eligible for full acceptance. Scores on the Graduate Record Examination will be used as an ancillary means of evaluation in some cases.

PREREQUISITES FOR NONCERTIFIED GRADUATE STUDENTS

Admission of noncertified graduate students to the Master of Science in Education program is contingent upon the completion of a baccalaureate degree from an accredited college or university.

PREREQUISITES FOR CERTIFIED GRADUATE STUDENTS

Admission of permanently or provisionally certified graduate students to the Master of Arts program is contingent upon the following:

1. a baccalaureate degree from an accredited college or university;
2. evidence of certification in New York State (or equivalent status in terms of professional preparation and experience).

NOTE: students who are not provisionally certified are eligible to become candidates for the M.S. in Education (Elementary Education) degree. Provisionally or permanently certified graduate students and others with equivalent status will enroll in the M.A. program.

MASTER OF SCIENCE IN EDUCATION

The master’s program in elementary education is offered by the Department of Curriculum and Teaching. It is designed to prepare qualified graduate students as teachers in the area of elementary education. The program combines courses in the key areas of the elementary curriculum with work in the foundations of education, human development and the liberal arts. All students in the program are engaged in observation and field work in a variety of elementary school settings throughout the area.

This master’s program leads to certification (prekindergarten through sixth grade) by the State Education Department upon recommendation by the School of Education.

Graduate students who enter upon a program of studies on a *nonmatriculated* basis are limited to a maximum of 12 semester hours of course work. Matriculated students must complete 24 hours in residence at the Hofstra campus.

PROGRAM REQUIREMENTS

	<i>Sem. Hrs.</i>
1. Liberal Arts/Education 200-level or higher	3
2. Education	
a) Foundations of Education—200-level course	3
b) Two of the following:	6
ELED 213, 214. <i>Child Development & the Elementary School Program</i> , 3 s.h. each	
RES 240. <i>Measurement and Evaluation in Education</i> , 3 s.h.	
c) ELED 202. <i>Developmental Reading</i> , 3 s.h. *205. <i>Language in the Curriculum</i> , 3 s.h.	6
d) ELED 209. <i>Mathematics in the Curriculum</i> , 3 s.h. 210. <i>Science & Technology in the Curriculum</i> , 3 s.h.	6

†Major fields not acceptable: dance, fine arts, music, physical education, health, business education, accounting, marketing, business administration, industrial relations, theology, home economics, industrial arts, library.

e) One of the following:	3
ELED 206. <i>Social Studies in the Curriculum</i> , 3 s.h.	
227. <i>Elementary School Curriculum</i> , 3 s.h.	
f) One of the following:	1
ELED 211. <i>Children's Movement & Rhythmic Activities in the Curriculum</i> , 1 s.h.	
212. <i>Art in the Curriculum</i> , 1 s.h.	
g) Student Teaching	9
ELED 221. <i>Student Teaching</i> , 6 s.h.	
or	
222. <i>Supervised Teaching</i> , 6 s.h.	
223. <i>Analysis of Teaching Behavior</i> , 3 s.h.	

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*ELED 275 may be taken as substitution for ELED 205.

- To be recommended for certification, a student must have satisfied the competencies required in the program.
- Comprehensive examination or departmentally authorized equivalent (no degree credit), see page 70.
- The New York State Teacher Certification Examinations are required for provisional and permanent certifications.

Before completion of first twelve credits of the Master's program, students are required to complete, with passing grades, liberal arts component of the New York State Teacher Certification Examinations.

NOTE: Student teaching will not be waived.

See complete graduate information, page 66.

MASTER OF SCIENCE IN EDUCATION: SPECIAL PROGRAM IN EARLY CHILDHOOD EDUCATION

This specialization is offered by the Department of Curriculum and Teaching as an *alternate track* within the elementary education master's program. The program combines courses in the key areas of the elementary curriculum with work in the foundations of education, human development and the liberal arts. All students in the program are engaged in observation and field work in a variety of settings throughout the area.

This program leads to certification (prekindergarten through sixth grade) by the State Education Department upon recommendation by the School of Education. Students seeking this specialization are required to matriculate in the Master of Science in Education degree program

For admission, degree and certification criteria, see requirements for the Master of Science in Education above.

Professor Fromberg, *Director*

PROGRAM REQUIREMENTS

	<i>Sem. Hrs.</i>
1. Liberal Arts Elective	
200-level or higher	3
2. Education	
a) Foundations of Education—200-level elective	3
b) Child Development	6
ELED 243. <i>Advanced Child Development for Teachers</i> , 3 s.h.	
270. <i>Techniques for Study of & Research with Young Children</i> , 3 s.h.	
c) Reading	6
ELED 202. <i>Developmental Reading</i> , 3 s.h.	
275. <i>Literacy in Early Childhood Education</i> , 3 s.h.	

d) Curriculum core	9
ELED 271. <i>Early Childhood Curriculum</i> , 3 s.h.	
272. <i>Curriculum Innovations in Early Childhood Programs</i> , 3 s.h.	
210. <i>Science & Technology in the Curriculum</i> , 3 s.h.	
e) Curriculum electives, one of the following	1
ELED 211. <i>Children's Movements & Rhythmic Activities in the Curriculum</i> , 1 s.h.	
212. <i>Art in the Curriculum</i> , 1 s.h.	
f) Student Teaching	9
ELED 221. <i>Student Teaching</i> , 6 s.h. or	
222. <i>Supervised Teaching</i> , 6 s.h.	
223. <i>Analysis of Teaching Behavior</i> , 3 s.h.	

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See complete graduate information, page 66.

MASTER OF SCIENCE IN EDUCATION: BILINGUAL ELEMENTARY EDUCATION

This program offers a balanced, comprehensive and integrated view of bilingual/biculturalism with emphasis on practical classroom applications for meeting the needs of culturally and linguistically diverse students. The program is interdisciplinary in nature and is designed to prepare educators for professional service in bilingual instructional settings.

Associate Professor Cloud, *Adviser*; Associate Professor Savage, *Coordinator*

ADMISSION REQUIREMENTS

- Provisional certification in elementary education.
- Satisfy general University admission requirements described on page 66.
- Demonstration of proficiency in English and the other language on an examination satisfactory to the department and consistent with New York State certification guidelines. Students who fail to achieve a satisfactory score on the language proficiency examination are retested after remediation and are required to achieve a satisfactory score prior to completion of the degree.
- Interview with both language department and Curriculum and Teaching Department.

DEGREE REQUIREMENTS

- Successful completion of at least 36 semester hours.
- Satisfactory evaluation by supervisor and/or cooperating administrator of practicum or internship in bilingual setting.
- Completion of a special project or comprehensive examination.

I. PROGRAM REQUIREMENTS—Spanish Language

	<i>Sem. Hrs.</i>
A. Core courses	21 or 24
ELED 225. <i>Teaching English as a Second Language</i> , 3 s.h.	
246. <i>Methods & Materials for Bilingual Teaching of Reading in Bicultural Setting</i> , 3 s.h.	
247. <i>Social Studies & Communication Arts for Bilingual & Bicultural Children</i> , 3 s.h.	
248. <i>Methods & Materials for Bilingual Teaching of Mathematics & Science</i> , 3 s.h.	
249. <i>Practicum: Teachers of Bilingual Children</i> , 3 s.h. or	
CT 269. <i>Internship: Teachers of Non-English Speaking Students</i> , 6 s.h.	
RES 241. <i>Testing & Evaluation of Bilingual Students</i> , 3 s.h.	

- LING 210. *Second Language Acquisition*, 3 s.h.
- B. Required courses 12
- SPAN 212. *Contrastive Bilingualism*, 3 s.h.
213. *Development of Social & Psychological Bilingual Trends in the United States*, 3 s.h. or
201. *Advanced Structure of Present Day Spanish*, 3 s.h.
214. *Bilingualism in Perspective*, 3 s.h.
- CT 260. *Foundations, Theory & Practice of Bilingual, Bicultural Education*, 3 s.h.
- C. Elective, one course selected with advisement 3
- One of the following is recommended:
- FDED 248. *Multicultural Education in the Metropolitan Area*, 3 s.h.
- ANTH 218. *People & Cultures of Latin America*, 3 s.h.
- CT 266. *The Learner in the School*, 3 s.h.
- SPAN 213. *Development of Social & Psychological Bilingual Trends in the United States*, 3 s.h. (if not taken as a required course)
206. *Studies in Cultures of Spanish America*, 3 s.h.

II. PROGRAM REQUIREMENTS—Other Languages

- | | |
|--|------------------|
| | <i>Sem. Hrs.</i> |
| A. Core courses selected from IA listing above | 21 or 24 |
| B. Required courses, under advisement | 12 |
| C. Elective, under advisement | 3 |

See complete graduate information, page 66.

MASTER OF ARTS:
ELEMENTARY EDUCATION

The program of studies in elementary education leading to the Master of Arts is designed to provide advanced study in elementary school curriculum and instruction for those holding certification as teachers in the elementary schools, and others of comparable educational preparation and experience (e.g., teaching in nonpublic schools, in the Peace Corps, etc.). Graduate students who enter upon a program of studies on a nonmatriculated basis prior to making application for acceptance to the Master of Arts degree program are limited to a maximum of 12 semester hours of course work.

PROGRAM REQUIREMENTS

- | | |
|---|------------------|
| | <i>Sem. Hrs.</i> |
| 1. Education | |
| a) Foundations of Education—two courses on the 200-level | 6 |
| b) ELED 243. <i>Advanced Child Development for Teachers</i> | 3 |
| c) two courses selected from: ELED 228, 230, 231, 232, 233, 260, 3 s.h. each | 6 |
| d) one course selected from: ELED 207, 236, 240, 241 and 242, 3 s.h. each | 3 |
| e) ELED 301 and 302 (<i>Thesis</i>), 3 s.h. each, or three additional courses selected from (c) and (d) above. | 6 or 9 |
| 2. Liberal Arts | |
| a) a minimum of 6 s.h. on the graduate level (200-level or higher) | 6 |
| | 30 or 33 |
| 3. a) To be recommended for certification, a student must have satisfied the competencies required in the program. | |
| b) New York State certification regulations require six semester hours in the teaching of reading. Students should consult an adviser in the Reading Department if they need to take reading courses. | |
| 4. Comprehensive examination or departmentally authorized equivalent (no degree credit), see page 70. | |

NOTE: modifications of this program may be authorized by the department chairperson upon the recommendation of the faculty adviser.

See complete graduate information, page 66.

MASTER OF ARTS IN ELEMENTARY EDUCATION: SPECIAL PROGRAM IN MATHEMATICS, SCIENCE, AND TECHNOLOGY

The M.A. Program in Elementary Education with specialization in Mathematics, Science, and Technology, is designed for experienced elementary school teachers who seek the skills, knowledge, and dispositions to integrate the teaching of these areas. Integration of these areas occurs within a broader understanding of the way in which society both reflects and shapes curriculum and pedagogy in schools.

The program is designed to provide advanced study in the elementary curriculum for those currently holding New York State teacher certification. Graduate students who enter the program on a nonmatriculated basis prior to making application for acceptance to the program are limited to a maximum of 12 semester hours of course work.

Associate Professors Koch and Whitton, *Cocoordinators*

PROGRAM REQUIREMENTS

- | | |
|--|------------------|
| | <i>Sem. Hrs.</i> |
| 1. Education Core | 6 |
| ELED 234. <i>Curriculum Design & Teaching: Contexts & Perspectives, Part I</i> , 3 s.h. | |
| 235M. <i>Curriculum Design & Teaching: Contexts & Perspectives, Part II—Mathematics, Science & Technology</i> , 3 s.h. | |
| 2. Education Specialization | 19 |
| ELED 231. <i>Curriculum & Instruction in Science</i> , 3 s.h. | |
| 232. <i>Curriculum & Instruction in Mathematics</i> , 3 s.h. | |
| CT 200. <i>Introduction to Computer Technology in Education</i> , 3 s.h. | |
| ELED 239. <i>Technology Education in Elementary School</i> , 3 s.h. | |
| 250. <i>Mathematics, Science, & Technology Integration in the Elementary School</i> , 6 s.h. | |
| 253. MST Field Placement, 1 s.h. | |
| 3. Liberal Arts | 6 |
| With advisement, the following are recommended: | |
| MATH 287. <i>Problem Solving Through Computers and Calculators</i> , 3 s.h. | |
| NSC 203, 204. <i>Science for Elementary School Teachers</i> , 3 s.h. each | |
| TPP 201. <i>Science, Technology and Society</i> , 3 s.h. | |
| NG 201. <i>Astronomy, Space Science & Aerospace Workshop</i> , 3 s.h. (New College) | |
| 4. School of Education Elective | 3 |
| | 34 |
| 5. a) In order to be recommended for certification, a student must have successfully completed the above course requirements. | |
| b) Regulations for New York State teacher certification in grades PreK-6 require six semester hours in the teaching of reading. Students should consult an adviser in the Reading Department if they need to take reading courses. | |
| 6. Successful completion and implementation of a capstone MST curriculum project. | |

NOTE: modifications of this program may be authorized by the department chairperson upon the recommendation of the faculty adviser.

See complete graduate information, page 66.

MASTER OF ARTS: SPECIAL PROGRAM IN EARLY CHILDHOOD EDUCATION

The Master of Arts Specialization in Early Childhood Education program is part of the Department of Curriculum and Teaching. It is designed for teachers who wish to specialize in the area of early childhood education. Students include those who teach in the public and private sector with children before the age of eight years, as well as others who are provisionally certified to teach (PreK-6) by the New York State Education Department but are not presently teaching.

Professor Fromberg, *Director*

ADMISSION REQUIREMENTS

1. Admission to the M.A. program in Elementary Education.
2. Prior or present teaching experience with young children (PreK-3). In special cases, the ability to work daily as a researcher with young children in a school setting will be acceptable when prior experience is offered.
3. Special application and interview with program director.

PROGRAM REQUIREMENTS

	<i>Sem. Hrs.</i>
1. ELED 243. <i>Advanced Child Development for Teachers</i>	3
2. Courses in curriculum and instruction, theory and modern trends on the 200-level, with advisement of the early childhood adviser.	3-6
3. Liberal arts, in courses numbered 200 or above. (Individually planned to help deepen concerns and coordinate with elementary education offerings, as in 2 above.)	3-6
4. Foundations of education, in courses numbered 200 or above. (Individually planned to help students deepen specialized concerns and coordinate with offerings in 2 and 3 above.)	3-6
5. ELED 270. <i>Techniques for Study of & Research with Young Children</i>	3
271. <i>Early Childhood Curriculum</i>	3
272. <i>Curriculum Innovations in Early Childhood Programs</i>	3
273. <i>Consultantship for Continuing Early Childhood Professional In-Service Development</i>	3
274. <i>Curriculum Supervision of Early Childhood Centers</i>	3
310. <i>Issues in Infant, Toddler, Preschool, Parent & Family Involvement Programs</i>	3
6. ELED 301 & 302. <i>Thesis</i> , optional, under advisement	6
	minimum 30 or 33
7. To be recommended for certification, a student must have satisfied the competencies required in the program.	
8. Comprehensive examination or departmentally authorized equivalent (no degree credit), see page 70.	

See complete graduate information, page 66.

ADVANCED CERTIFICATE

MIDDLE SCHOOL EXTENSION INTO GRADES 7-9

Persons holding the New York State Certificate of Qualification N-6 or Certification can earn a Certificate for Middle School Extension into Grades 7-9, by completing CT 248 (6 s.h.) and providing evidence of having completed specialization requirements at the undergraduate or graduate level in one certification

area listed below. This extension is registered with the New York State Education Department.

ADMISSION REQUIREMENTS

1. New York State PreK-6 Certificate of Qualification or Certification;
2. Satisfactory levels of academic achievement;
3. Application and admission to the program.

	<i>Sem. Hrs.</i>
Required	6-36
CT 248. <i>Integrated Middle Extension into Grades 7-9</i>	6
Specialization requirements in one of the following certification areas:	
For Extension Certificate in English: English (undergraduate or graduate) beyond freshman composition, with advisement.	24
For Extension Certificate in a Language other than English:	18
Language other than English (undergraduate or graduate course work beyond intermediate level).	
For Extension Certificate in Mathematics:	24
Mathematics (undergraduate or graduate including 12 semester hours of nonintroductory work as follows):	
Differential & Integrated Calculus, 6-8 s.h.;	
Three electives from among: Probability & Statistics: Finite/Discrete Mathematics, Geometry/Graph Theory, Symbolic Logic, Mathematical Modeling, History of Mathematics, with advisement.	
For Extension Certificate in Social Studies:	24
Social Studies (undergraduate or graduate course work) Nonwestern History, 6 s.h.; United States History, 6 s.h.; European History/Western Civilization, 6 s.h.; and sociology, with advisement.	
For Extension Certificate in General Science:	30
Sciences (undergraduate or graduate course work) biology, chemistry, geology and physics, with advisement.	

EDUCATION HONOR SOCIETIES, see pages 63 and 69.

COURSES

In addition to semester notations next to each course, several courses are offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

41. *Basic Concepts in Arithmetic and Related Teaching Practices* 2 s.h.
 Fall, Spring, Summer
 Designed to aid elementary teachers in understanding fundamental concepts of arithmetic and teaching techniques which integrate and coordinate such knowledge. Pass/D+/D/Fail grade only.

104A. *Educational Computing Issues, Trends and Practices* 1 s.h.
 Fall, January, Spring
 The classroom teacher is called upon to use new technologies to facilitate the learning process. Provides a foundation in the theory and practice of such technology. Topics explored include technology and learning patterns, educational hardware and software, evaluation techniques, information processing and the role of programming languages. Hands-on experience is provided with a variety of educational software.

111. *Children's Movement and Rhythmic Activities for the Classroom Teacher* 1 s.h.
Fall, January, Spring
Development of rhythmic activities, aesthetic and creative abilities is studied. Consideration given to multicultural content and the special learning needs of diverse student populations.
121. *Student Teaching* 6 s.h.
Fall, Spring
Full-time student teaching in cooperating schools with direction and supervision from University supervisors. Students have two placements during the semester: one on the primary level (PreK-3) and one on the elementary level (4-6). Weekly seminars are provided. Must be taken concurrently with ELED 123. Admission by application on October 1 or March 1 to the Office of Field Placement and interview. Prerequisites: ELED 104A, 111, 122, 125, 126, 127, 128, 129. Pass/D+/D/Fail grade only.
122. *Art in the Elementary School* 1 s.h.
Fall, January, Spring
Course presents methods of integrating the creative arts into the elementary school curriculum. Explore art forms that engage students on many levels as well as clarify and enhance required academic curriculum. Subjects examined include perceptual stages of development, creativity, multiple intelligence theory, adaptation for included children with handicapping conditions, and curriculum mapping. Art forms include painting, puppetry, poetry, sculpture, and collage. There is a material fee of \$10.
123. *Classroom Interaction Analysis* 3 s.h.
Fall, Spring
Systems of classroom interaction are studied. Students engage in objective self-study of their own teaching behavior. Must be taken concurrently with ELED 121. (Formerly *Analysis of Teaching Behavior*.)
125. *Child Development in the School Setting, Home and Community* 6 s.h.
Fall, Spring
Study of children's development as active learners in the school setting is related to the social context of schooling. Issues of diverse sociocultural family and community influences on children's learning are explored. Individual variations, special learning needs, motivation, and discipline are examined as well as issues in evaluation and assessment. Students must allow four hours a week for public prekindergarten or registered nursery school observations and reflective participation under close clinical supervision. Students must provide transportation to and from assigned schools. Prerequisites: admission to the program in elementary and early childhood education and permission of instructor.
126. *Interdisciplinary Perspectives on Teaching Social Studies* 4 s.h.
Fall, Spring
Interdisciplinary relationships between the social sciences and other disciplines are examined from their different conceptual frameworks and methods of inquiry, as well as the study of self in relation to social groups. Multicultural and global education, controversies and critical issues, sociodrama, cooperative group processes and other social models of teaching are considered. Developing appropriate experiences for children with handicapping conditions in the mainstream are studied. Students develop a repertoire of curriculum experiences and materials, and develop extended curriculum projects as well as the ability to facilitate children's social development and the building of a class community. Students participate in the reflective study of their teaching under close clinical supervision in primary grades. Students must provide transportation to and from assigned placements. Prerequisites: ELED 125, including admission to the program in Elementary and Early Childhood Education, satisfactory completion of departmental writing examination, and core prerequisite in history. Corequisites: ELED 127 and the corresponding laboratory section of ELED 126.
127. *Integrated Teaching of Reading, Writing, and Children's Literature* 6 s.h.
Fall, Spring
Selection, design and organization of rationales, strategies, and materials for the integrated teaching of reading, writing, and children's literature appropriate for diverse cultural groups and individual learning styles and special learning needs are studied. Students develop a repertoire of egalitarian materials and methods for use with bilingual as well as monolingual English speakers. Students participate in the reflective study of their teaching under close clinical supervision in primary grades. Students must provide transportation to and from assigned placements. Prerequisites: admission to the ELED program; ELED 125 and satisfactory completion of departmental writing examination. Corequisite: ELED 126 and the corresponding laboratory section of ELED 126.
128. *Integrated Teaching of Mathematics* 4 s.h.
Fall, Spring
Examination of the curriculum, goals, methods and materials for teaching mathematics in the elementary school. Focus on methods for making mathematics meaningful to children by promoting an active learning process. Attention also given to methods for teaching mathematics to children with special needs and for whom English is a second language. Students participate in the reflective study of their teaching under close clinical supervision in intermediate grades. Students must provide transportation to and from assigned placements. Prerequisites: completion of the mathematics core course requirement, and satisfactory completion of the departmental mathematics proficiency examination. Corequisite: ELED 129 and the corresponding laboratory section of ELED 128.
129. *Integrated Teaching of Science* 4 s.h.
Fall, Spring
Introduces the student to the purposes, selection organization and guidance of science experiences suitable for children. Explores the connection between science and technology with respect to contemporary themes in environmental science and communication. Emphasis on the development of skills in the construction and administration of science and technology investigations for children. Methods of instruction that address the needs of children with learning differences and diverse language backgrounds are integrated in the course. Students participate in the reflective study of their teaching under close clinical supervision in intermediate grades. Prerequisites: ELED 125, 126, 127. Corequisites: ELED 128 and the corresponding laboratory section of ELED 128. There is a material fee of \$10.
- 151, 152. *Special Readings Seminar* 1-3 s.h. each
Fall, Spring, Summer
Investigations and reports on educational topics adapted to the student's program and more flexibility in course work. For undergraduates only. Prerequisite: permission of department chairperson.
153. *Literature in the Elementary School* 2 s.h.
Fall, Spring, Summer
Children's literature in the primary grades is studied from a global perspective. Research in reading habits and interest is reviewed. Reading in the content areas is stressed.
- 180 through 189, A-Z. *Workshops* 1-3 s.h. each
Summer
Designed to meet the needs of specific groups of students or faculties of individual schools who want help in the solution of curricular or other school problems.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

191. *Workshop: Methods and Materials* 6 s.h.
Summer

Cooperative work on problems related to school situations. Demonstrations and participation in an elementary classroom. Admission by permission of instructor.

193. *Workshop: Early Childhood Education* 6 s.h.
Summer

Supervised participation and systematic observation in demonstration kindergarten and preschool programs supplemented by lectures, selected readings and discussion. Designed also to acquaint experienced and prospective teachers with the current findings about the intellectual and emotional development of young children as they relate to curriculum design and implementation in early childhood education.

202. *Developmental Reading* 3 s.h.
Fall, Spring, Summer

Current reading programs that have been developed through an analysis of language and the intellectual development of children. Distinctions between the nature of writing and oral language. Classroom observations are required. Prerequisite: ELED 213 or 214.

205. *Language in the Curriculum* 3 s.h.
Fall, Spring, Summer

A study of the contributions to the curriculum of the arts and sciences which examine language. The literature on creativity is considered in designing instructional programs leading to the effective use of language in a wide range of activities and situations. Classroom observations are required. Prerequisite: ELED 213 or 214.

206. *Social Studies in the Curriculum* 3 s.h.
Spring

An in-depth study of social studies curriculum which considers the contributions of the social sciences and the humanities. Consideration of instructional strategies, materials and development of creative opportunities which meet the needs of diverse populations. Classroom observations are required. Prerequisite: ELED 213 or 214.

207. *Dynamics of Curricular Change* 3 s.h.
Spring

The implementation of curricular change through adaptation in subject matter, methodology, materials and facilities. The planning of change, models of the change process, generalizations developed in the research traditions in innovation, the diffusion process in education, status of adaptation and rejection of education innovations, organizing and implementing curricular change. Same as SED 207.

208. *Science and Mathematics* 3 s.h.
Fall

An examination of the objectives, content and techniques of teaching appropriate to contemporary developments in science and mathematics. A theory of instruction based on the intellectual development of children is used as a basis for curriculum design. Classroom observations are required. Prerequisite: ELED 213 or 214.

209. *Mathematics in the Curriculum* 3 s.h.
Fall, Spring, Summer

An evaluation of the objectives, content and techniques of teaching, appropriate to contemporary developments in mathematics. A theory of instruction based on the intellectual development of children is used as a basis for curriculum design. Classroom observations are required. Prerequisite: ELED 213 or 214.

210. *Science and Technology in the Curriculum* 3 s.h.
Fall, Spring, Summer

Examination of the objectives, content and techniques of teaching, appropriate to contemporary developments in science and technology. A theory of instruction based on the intellectual development of children is used as a basis for curriculum design. Classroom observations are required. Prerequisite: ELED 213 or 214. There is a material fee of \$10.

211. *Children's Movement and Rhythmic Activities in the Curriculum* 1 s.h.

Fall, January, Spring, Summer
Participants acquire methods of instruction, activities, and materials for use in children's movement and rhythmic activities. Consideration is given to multicultural content and the special learning needs of diverse student populations.

212. *Art in the Curriculum* 1 s.h.

Fall, January, Spring, Summer
Explore modes of integrating the creative arts into the elementary school curriculum. Study art forms that engage students on a multitude of levels, thereby clarifying and enhancing required academic curriculum. Subjects covered include perception, developmental stages in art, multiple intelligence theory, adaptation for included children with handicapping conditions, curriculum mapping and art history. Art forms explored include painting, sculpture, collage, and poetry. There is a material fee of \$10.

213, 214. *Child Development and the Elementary School Program* 3 s.h. each

Fall, Spring, Summer
An advanced course in the study and evaluation of modern school practices coupled with the study of current cross-cultural research in child development. 213 emphasizes ego development and the socialization process; 214 emphasizes perceptual and intellectual development. Issues of mainstreaming and children with handicapping conditions are addressed. Classroom observations are required.

219. *Supervised Teaching with Normal and Handicapped Children* 9 s.h.

Fall, Spring
(Physically Handicapped, Neurologically Impaired/Learning Disabled, Emotionally Disturbed and/or Mentally Retarded.) Must be taken concurrently with ELED 223. Same as SPED 219A-219B.

221. *Student Teaching* 6 s.h.
Fall, Spring

Full-time student teaching in cooperating schools with direction and supervision from University supervisors. Students have two placements during the semester: one on the primary level (PreK-3) and one on the intermediate level (4-6). Weekly seminars are provided. Admission by application and interview. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and by March 1 for the fall semester. Must be taken concurrently with ELED 223. Prerequisite: 18 s.h. in education. Pass/Fail grade only.

222. *Supervised Teaching* 6 s.h.
Fall, Spring

Close clinical supervision of M.S. in Ed. students currently teaching in an elementary school on a full-time basis. Must be taken concurrently with ELED 223. Admission by application and interview. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and by March 1 for the fall semester. Prerequisite: 18 s.h. in education. Pass/Fail grade only.

223. *Analysis of Teaching Behavior* 3 s.h.
Fall, Spring

Research on classroom interaction systems is studied. Skill in the objective study of teaching behavior is developed. An objective

study of teaching behavior, integrating research findings, is required. Must be taken concurrently with ELED 219, 221 or 222.

225. *Teaching English as a Second Language* 3 s.h.
Fall

An intensive study of the linguistic development of bilingual children. The problems of psychological, cognitive and psycholinguistic developmental stages as they affect the acquisition of a second language. Specific methods and materials are developed, including materials and techniques for teaching English to speakers of other languages through mathematics, science, and social studies.

227. *Elementary School Curriculum* 3 s.h.
Fall, Spring, Summer

Principles, trends, techniques in curriculum construction and revision. A central purpose is to assist each student to integrate and synthesize understanding of elementary education through a comprehensive approach to curriculum study.

228. *Curriculum and Instruction in Communication* 3 s.h.
Fall, Spring

For experienced teachers offering advanced study of the curriculum and instruction in language arts including reading, speaking, writing, literature, skills and appreciation (PreK-6).

230. *Curriculum and Instruction in Social Studies* 3 s.h.
Fall

For experienced teachers offering advanced study and stressing evaluation of research, school programs and curriculum trends.

231. *Curriculum and Instruction in Science* 3 s.h.
Fall, Spring

For experienced teachers that addresses the multiple methods of doing science with children. Teachers are encouraged to explore their own scientific selves, science in the media, and contemporary attitudes towards science and technology in society. The construction of science curriculum is embedded in a science-technology-society framework where teachers examine locally relevant science issues for curriculum construction.

232. *Curriculum and Instruction in Mathematics* 3 s.h.
Fall, Spring

For experienced teachers offering advanced study of mathematics curriculum. Stresses the design and implementation of instructional methodologies that actively engage the learner in elementary/middle grade mathematics. Mathematics curricula are examined with a view toward providing all students opportunities for becoming mathematically literate in a rapidly changing, culturally diverse, technological society.

233. *Curriculum and Instruction in Creative Arts* 3 s.h.
Spring

For experienced teachers, this course presents methods of integrating the creative arts into the elementary school curriculum. Explores art forms that engage the student on many levels as well as clarifies and enhances required academic curriculum. Subjects covered include perceptual stages of development, creativity, multiple intelligence theory, adaptation for included children with handicapping conditions, interdisciplinary teaching, art history as a means to understand culture, aesthetics and the museum as educator. Practice painting, puppetry, drama, collage, sculpture and poetry. Museum trips and research required. There is a material fee of \$10.

234. *Curriculum Design and Teaching: Contexts and Perspectives, Part I* 3 s.h.
Fall

This course addresses the child in relation to the curriculum by examining the influences of family, community, and society on the world of the learner. Students engage in self-reflection while exploring diverse perspectives on teaching and learning. Critical literacy about curriculum and teaching is developed through the collaborative study of diverse teaching/learning environments.

235M. *Curriculum Design and Teaching: Contexts and Perspectives, Part II—Mathematics, Science, and Technology* 3 s.h.
Spring

This course examines mathematics, science, and technology (MST) curricula in the elementary school. It considers the culture of the classroom by exploring social processes and learning; the politics of curriculum construction; and justice and social change in classroom settings. Students engage in MST curriculum design with the school setting through a field consultation model. Transportation to and from assigned field placements is the responsibility of the student.

236. *Modern Trends* 3 s.h.
Periodically

Advanced course for experienced teachers to investigate in-depth ideas and practices. Students and instructors cooperatively identify a number of specific areas of investigation, which become the focus of the course.

239. *Technology Education in Elementary School* 3 s.h.
Spring

A course for experienced teachers which stresses the skills, knowledge, and attitudes essential to the development of technology education for the elementary grades. The human-made world is considered through an activity-based study of past, present, and future technological systems. Factors underlying the design process, supporting principles of mathematics and science, and considerations of utility and aesthetics are examined. Central to the course is the creation of a design portfolio, a form of authentic assessment.

240. *Perspectives in Curriculum* 3 s.h.
Periodically

An examination of the major curricular issues and movements in the American elementary school from 1890 to the present. Recent innovations are studied in historical perspective. Prerequisite: provisional or permanent certification (PreK-6) or equivalent.

241. *Educational Programs for Young Children* 3 s.h.
Periodically

Contemporary practices, experimentation, innovations, proposals and issues (nursery and early school). Appropriate attention is given to the research literature. Prerequisite: provisional or permanent certification (PreK-6) or equivalent.

242. *Instructional Theory* 3 s.h.
Periodically

An analysis of the effects of varieties of teacher behavior on child behavior and learning in the classroom setting. Attention will be given to the literature on classroom transactions as well as case studies in classrooms. Prerequisite: provisional or permanent certification (PreK-6) or equivalent.

243. *Advanced Child Development for Teachers* 3 s.h.
Fall, Spring

An analysis of recent cross-cultural research and theory in child growth and development. Emphasis on implications for curriculum design and instructional practice drawn from studies in the affective and cognitive domains. Issues of mainstreaming and the child with handicapping conditions are explored.

244. *Models of Teaching* 3 s.h.
Periodically

Theory and practice of five models of teaching are presented: concept attainment, concept formation, inquiry training, role playing and synectics. These models, which are useful new ways of teaching, can be integrated into one's teaching repertory at all levels and in all subject areas.

245. *Workshop: Community Resources* 3 s.h.
Periodically

Identification of and acquaintance with community resources for instructional purposes in the metropolitan and Long Island

areas. Registration is limited to students who are able to take field trips.

246. *Methods and Materials for Bilingual Teaching of Reading in Bicultural Setting* 3 s.h.

Once a year
An in-depth study of readiness and beginning reading including the effects of language and experience on reading instruction and the relationship of reading to child development and self-concept. Consideration of teaching strategies and organization in the classroom as well as the selecting and adapting of appropriate materials for classroom use. Methods and materials specifically analyzed, developed and designed to teach reading in Spanish, and in addition, a consideration of the techniques to ease the transition to reading and writing in English.

247. *Social Studies and Communication Arts for Bilingual and Bicultural Children* 3 s.h.

Once a year
An understanding of the regional, social and developmental variations in children's language. Develop curricular materials and activities utilizing learner's cultural background through the social studies curriculum in elementary school. Ways to utilize an interdisciplinary bilingual approach to these two curricular areas are explored.

248. *Methods and Materials for Bilingual Teaching of Mathematics and Science* 3 s.h.

Once a year
Consideration of formation of appropriate objectives with respect to concept development together with suitable techniques and materials for bilingual settings.

249. *Practicum for Teachers of Bilingual Children* 3 s.h.

Once a year
Extended teaching practice with close clinical supervision. Admission by application and interview. Applications obtainable at the Office of Field Placement, to be returned by October 1 for the spring semester and by March 1 for the fall semester. Seminars meet weekly with supervisory personnel from the Curriculum and Teaching Department and public school districts to work intensively with specific student problems. Demonstration classes and observations of innovative programs in bilingual settings in local school districts are arranged. Pass/Fail grade only.

250. *Mathematics, Science, and Technology Integration in the Elementary School* 6 s.h.

Fall
This course involves the creation of integrated mathematics, science, and technology (MST) activity modules suitable for inclusion in the elementary school curriculum. Requires research in the teaching of MST, considerations of political, socio-economic, aesthetic, and ethical issues in MST instruction, and visits to mathematics, science, and technology centers. Culminates in the completion, implementation, and evaluation of a capstone MST action research project. Must be taken concurrently with ELED 253.

251, 252. *Special Readings Seminar* 1-3 s.h. each

Fall, Spring, Summer
Investigations and reports on advanced educational topics adapted to the program of the student. Prerequisite: permission of instructor.

253. *MST Field Placement* 1 s.h.

Fall
Students participate in a field consultation model as they implement and evaluate mathematics, science, and technology activity modules in the elementary grades. Transportation to and from assigned placements is the responsibility of the student. Must be taken concurrently with ELED 250. Pass/Fail grade only.

260. *Space Science for the Teacher* 3 s.h.

Periodically
Depth in the background subject matter as well as the necessary mathematics and physical sciences inherent in a successful comprehension of the subject. Demonstration and discussion of techniques for teaching in the area.

270. *Techniques for Study of and Research with Young Children* 3 s.h.

Fall
Research techniques with particular reference to early education. Child development theory and child study and evaluation techniques are explored and used in various settings.

271. *Early Childhood Curriculum* 3 s.h.

Fall
Development of early childhood programs. Explore, contrast, analyze, and develop models and designs for integrated programs. Pass/Fail grade only.

272. *Curriculum Innovations in Early Childhood Programs* 3 s.h.

Spring
Content-based program and material innovations for young children in school organizations. Research design and evaluation are part of each contract. Pass/Fail grade only.

273. *Consultantship for Continuing Early Childhood Professional In-Service Development* 3 s.h.

Spring
Professional self-study and in-service consultation in curricular innovations. Action research with young children in school settings. Hofstra faculty individually supervise study site with attendant conferring. Pass/Fail grade only.

274. *Curriculum Supervision of Early Childhood Centers* 3 s.h.

Every other year
Studying, simulating, and testing curriculum policy-making with faculty, community and family involvement. Issues that relate to public policy and advocacy of early childhood education are also studied. Participants engage in advocacy project development and study.

275. *Literacy in Early Childhood Education* 3 s.h.

Once a year
Deals with early literacy development and instructional practices based upon theory and research. Emphasis on the use of relevant instructional approaches and materials. Participants consider sound awareness, creative language development, early reading and writing, special language learning needs, and thinking-reading-and-writing connections. Participants engage in the study of integrated teaching practices. Prerequisite: one graduate course in the teaching of reading is recommended. Same as READ 275.

276. *Early Childhood Education: Mainstreaming the Young Child with Special Learning Needs* 3 s.h.

Every other year
The study of issues of organization that facilitate the socialization and integration of young children who have a range of learning needs. Materials and methods are reviewed, developed and refined. Same as SPED 276.

277. *Classroom Strategies in Teaching Writing* 3 s.h.

Periodically
Course helps teachers develop instructional strategies and classroom procedures based on current research on the composing process. Emphasis placed on the stages of the writing process, methods of response, the role of the teacher, and includes experiences in writing and in using peer response groups.

278. *Writing and Children's Literature* 3 s.h.

Periodically
Provides an in-depth investigation of literature for children as a literary experience which promotes language and writing devel-

opment. Emphasis on developing strategies to use experience with various genres and styles to help children become critical readers and writers.

280 through 289, A-Z. *Advanced Workshops* 1-3 s.h. each
Fall, Spring, Summer

Designed to meet the needs of specific groups of students or faculties of individual schools who want help in the solution of curricular or other school problems.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

300. *Departmental Seminar* 3 s.h.
Fall, Spring

Serves an integrative and culminating function with respect to the student's studies and experiences in the School of Education. The student is required to prepare and present a paper or project of "publishable" quality. The paper or project should demonstrate a synthesis of the student's comprehensive knowledge in the fields of child development, curriculum theory and at least one specific curriculum area. Pass/Fail grade only. Prerequisites: matriculation in the department and completion of *all* required course work in professional education.

NOTE: successful completion of ELED 300 may be offered in place of the departmental comprehensive examination. This course may *not* be used to satisfy any part of the basic semester hour requirements for a master's degree in elementary education.

301 & 302. *Master's Thesis* 3 s.h. each
Fall, Spring

Supervision and instruction leading to the completion of master's thesis. Binding fee payable upon registration in 302. Admission by permission of adviser. Prerequisite: competence in statistics (through analysis of variance).

303 through 309, A-Z. *Post-Master's Workshops* 1-3 s.h. each
Periodically

Intensive workshops for experienced teachers. Not applicable to the Master of Science in Education or Master of Arts degrees.

310. *Issues in Infant, Toddler, Preschool, Parent and Family Involvement Programs* 3 s.h.
Once a year

A study of educational needs, methods, and materials for use with infants, toddlers and preschoolers in group settings including related parent and family involvement programs and alternatives. Particular attention is devoted to sociocultural and linguistic issues. Same as SPED 310.

330. *Techniques of Mentor Teaching* 3 s.h.
Once a year

Prepares experienced teachers to serve as mentor teachers to new teachers, student teachers, teachers, and others needing assistance in developing new skills and content. Study emphasizes coaching and demonstration techniques as well as knowledge concerning adult learning within professional work settings.

Engineering (ENGG)

Associate Professor Rooney, *Chairperson*

Professors Alvarez, Burghardt, Weissman; Associate Professors Agnone, Forsberg, Jensen, Rabbany, Raship; Assistant Professors Caputi, Ghorayeb, Kwong; Instructor Puerzer; Director of Freshman Engineering Hakola.

TECHNOLOGY AND PUBLIC POLICY courses are listed alphabetically.

This department offers engineering degree programs to meet the challenges of an age which requires graduates who are proficient in the practice of engineering and have a basic education in science, mathematics and the liberal arts. Recognizing these challenges, the department offers the following programs for both full and part-time, day and evening students:

- B.E. in Engineering Science
- B.A. in Engineering Science
- B.S. in Electrical Engineering
- B.S. in Industrial Engineering
- B.S. in Mechanical Engineering

A MINOR IN ENGINEERING consists of the successful completion of 18 semester hours in engineering courses, excluding ENGG 4, 10 and 149, at least 6 hours in residence, with grades of C or better. ROTC scholarship engineering majors, who must take additional courses in Military Science, may be funded for a total of five years while completing their engineering degree.

PROGRAMS

B.E. SPECIALIZATION IN ENGINEERING SCIENCE

Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

This four-year interdisciplinary program reflects the conviction of Hofstra University that our present age of science requires different abilities of its engineers than in the past. Today's engineers are interested in research, development and design; they must avail themselves of the powerful tools of the mathematician and scientist. Consequently, Hofstra has developed an engineering science curriculum strong in basic engineering, sciences, mathematics and humanities in the following areas:

Bioengineering: is designed to bridge the gap between the life sciences and physical sciences by applying engineering concepts, methods and techniques to biology and medicine. An understanding of fundamental physiological processes using engineering methodology requires a broad background in basic engineering, sciences and mathematics. The major thrust of the program is in the area of biomaterials, biomechanics, cardiovascular dynamics and biomedical instrumentation. Technical electives include: BIO 1, 144; ENGG 32A, 32B, 33, 130, 166B, 181, 182, 183; CHEM 131A, 132A, 162; PHYS 118.

Associate Professor Rabbany, *Adviser*

Civil Engineering: shares with military engineering the distinction of being the earliest of the engineering disciplines. Today's civil engineer is concerned with a broad spectrum of problems relating to structures and the infrastructures of modern society. The civil engineering program provides a thorough preparation and professional training in the fundamentals of engineering to enable the graduate to pursue a successful career in civil engineering with a major thrust in structural analysis and design. Technical electives include: ENGG 129, 131, 132, 134, 135, 136, 144, 147.

Professor Alvarez, *Adviser*

Environmental Engineering: applies a range of engineering disciplines to both natural environmental systems and treatment of water, air and land pollution. A traditional curriculum emphasizes the processes and system designs for water production, quality and treatment. Emphasis is also placed on the social, economic, political and legal aspects important for engineers working with the environment. Technical electives include: ENGG 60, 61, 130, 132, 135, 136, 144, 147; TPP 115; CHEM 131A, 132A, 185.

Instructor Gardner, *Adviser*

Electrical Engineering: refer to B.S. in Electrical Engineering. Technical electives include: ENGG 32A, 32B, 36, 104, 111, 176, 177, 193, 194.

Mechanical Engineering: refer to B.S. in Mechanical Engineering. Technical electives include: ENGG 116, 130, 139, 141, 142, 174 or 135.

Students will be assigned an adviser in their general field of interest, and may choose from a range of engineering and

science electives to build a foundation for the engineering objective of their choice. For many the goal will be graduate study in a specialized area of engineering such as civil, electrical, mechanical, or biomedical; for others, a position in industrial or government research, development and design.

Hofstra University offers extensive laboratory and computer experience in recognition of the fact that all research and design is based upon and evaluated by experimental means.

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 137 semester hours, excluding Military Science, completed at Hofstra.
2. At least 65 semester hours must be completed in the liberal arts. No course in the Department of Engineering may count toward this requirement except for ENGG 149.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The following general and major requirements:
 ENGL 1-2 or placement examination*; 6 hours in literature, literature in translation or comparative literature; 15 hours in humanities or social science electives**; the two literature courses must be chosen from core courses in CLIT, ENGL, FRLT, JW ST, LIT or SPLT in the humanities division under the appreciation and analysis heading. The 15 credits of social science and humanities electives must include SPCM 1 or 7, one perspective core course in the social sciences division, and one contemporary core course in the social sciences division. Students transferring in with previous social science/humanities credits may use them in place of core requirements in the same category as the transferred credits.
 MATH 19, 20, 29, 131, 143 & 144; CHEM 3A, 3B, 4A; PHYS 11A, 12A, 11B;
 ENGG 1, 9A, 10, 25, 26, 27, 28, 30, 34, 100, 113, 114, 115, 143A, 143G, 149, 160, 163, 169 or 170, 62 or 192; 21 hours in technical electives. Courses may not be taken on a Pass/D+/D/Fail basis.

Other elective groupings are available subject to the needs of the individual student.

Course selection is made in conference and with the approval of a faculty adviser.

An average of C or better is required in the following courses: ENGG 25, 26, 27, 28, 30, 100, 113, 115; a cumulative average of C or better is required in all engineering courses.

FULL-TIME STUDENTS—137 s.h.
SUGGESTED SEQUENCE

FIRST YEAR		1st	2nd
		Sem.	Sem.
MATH 19, 20		4	4
ENGG 1, 9A, 10		4	3
ENGL 1 or placement examination*		3	-
CHEM 3A, 3B, 4A		4	3
PHYS 11A, 11B		-	5
		<hr/>	<hr/>
		15	15
SECOND YEAR			
ENGL 2 or placement examination*		3	-
ENGG 25, 26		3	3
28		-	3
30		-	3
MATH 29, 131		4	3
PHYS 12A		4	-
Literature or literature in translation		3	3
Social science or humanities elective**		-	3
		<hr/>	<hr/>
		17	18

THIRD YEAR			
ENGG 27		-	3
34		1	-
113, 115		3	3
160, 163		2	1
MATH 143 & 144 or 147		3	3
Social science or humanities electives**		3	3
Technical electives		<hr/>	<hr/>
		6	6
		<hr/>	<hr/>
		18	19

FOURTH YEAR			
ENGG 192 or 62		1	-
100		-	3
114		3	-
143G††		-	3
149		3	-
143A		3	-
169 or 170		1	-
Social science or humanities electives**		-	6
Technical electives		<hr/>	<hr/>
		6	6
		<hr/>	<hr/>
		17	18

PART-TIME STUDENTS—135 s.h.

Part-time students follow the same curriculum as listed under the full-time program of study, with the exception of ENGG 9A. Candidates for graduation must fulfill all requirements listed under the individual program. The B.E. Specialization in Engineering Science requires 135 semester hours of part-time study.

B.S. SPECIALIZATION IN INDUSTRIAL ENGINEERING

Industrial engineering contributes to the management decision-making process. It is concerned with the optimal utilization of integrated systems of people, methods, materials, machines and energy to achieve organizational goals. In the application of principles and methods of engineering analysis and design, it is distinguished from other engineering disciplines in its concern with problems which involve human effort and energy, production systems, economy in the use of money, materials and time, and a high utilization of the social sciences.

Using the scientific method, industrial engineers establish factual information from which alternatives are defined, problems recognized and solved. In their concern for the design, improvement and control of systems, they collect, analyze, arrange and statistically examine data. They introduce new techniques and tools into the organization and into the decision-making process.

Areas of specialty associated with industrial engineering are administrative engineering, production and inventory control, automation, plant location and layout, methods engineering, quality control, data processing, operations research, cost forecasting and control.

Professor Panzeca, *Adviser*

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 137 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science may not be counted toward this total semester hour requirement.
2. At least 62 semester hours must be completed in the liberal arts. No course in the Department of Engineering may count toward this requirement except for ENGG 149.
3. There are two requirements that must ordinarily be com-

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

††A 3-credit design course may be substituted with chairperson's approval.

pleted in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.

4. The following requirements:

ENGL 1-2 or placement examination*; PSY 1, 33; ECO 1; 15 hours in humanities or social science electives**; the 15 credits of social science and humanities must include 6 credits in the humanities, of which 3 must be from the list of core courses in CLIT, ENGL, FRLT, JW ST, LIT or SPLT. The other 9 credits must include SPCM 1 or 7, one perspective core course in the social science division, and one contemporary core course in the social science division. Students transferring in with previous social science/humanities credits may use them in place of core requirements in the same category as the transferred credits.

MATH 19, 20, 29, 131; CHEM 3A, 3B, 4A; PHYS 11A, 12A, 11B (day students only); ACCT 1; CSC 132, 187; MGT 101, 127, 142; ENGG 1, 9A, 10, 25, 26, 27, 28, 30, 33, 34, 35, 100, 101, 113, 119, 149, 156, 158, 160, 185, 186, 188. Courses may not be taken on a Pass/D+/D/Fail basis.

An average of C or better is required in the following courses: ENGG 25, 26, 27, 28, 30, 35, 100 and 113; a cumulative average of C or better is required in all engineering courses.

FULL-TIME STUDENTS—137 s.h.
SUGGESTED SEQUENCE

FIRST YEAR		
	<i>1st Sem.</i>	<i>2nd Sem.</i>
MATH 19, 20	4	4
ENGG 9A, 1, 10	4	3
ENGL 1 or placement examination*	3	-
CHEM 3A, 3B, 4A	4	3
PHYS 11A, 11B	-	5
	<hr/>	<hr/>
	15	15
SECOND YEAR		
MATH 29, 131	4	3
ENGG 25, 26	3	3
ENGL 2 or placement examination*	3	-
PHYS 12A	4	-
ENGG 28	-	3
30	-	3
ECO 1	-	3
PSY 1, 33	3	3
	<hr/>	<hr/>
	17	18
THIRD YEAR		
CSC 187, 132	3	3
ENGG 33, 35	3	3
34	1	-
27, 101	3	3
185, 186	3	3
188	-	3
MGT 101	-	3
ACCT 1	3	-
Social science or humanities elective**	3	-
	<hr/>	<hr/>
	19	18
FOURTH YEAR		
ENGG 156, 158	1	2
149, 100	3	3
113, 119	3	3
160	2	-
MGT 127, 142	3	3
Social science or humanities electives**	6	6
	<hr/>	<hr/>
	18	17

PART-TIME STUDENTS—135 s.h.

Part-time students follow the same curriculum as listed under the full-time program of study, with the exception of ENGG 9A.

Candidates for graduation must fulfill all requirements listed under the individual program. The B.S. Specialization in Industrial Engineering requires 135 semester hours of part-time study.

B.A. SPECIALIZATION IN ENGINEERING SCIENCE

This program is designed for those students who wish to combine elements of a fundamental engineering program with those of a broad liberal arts program. In addition to meeting the degree requirements for the B.A., students are required to take the following engineering courses with a grade of C or better: ENGG 1, 9A, 10, 25, 26, 27, 28, 30, 32A, 32B, 36, 100, 113, 119, 149, 160. Professor Burghardt, *Adviser*

See complete B.A. requirements, page 75.

Production and Manufacturing Option

A special option of this degree has been created for those students whose career goals are directed toward business administration, especially in manufacturing or production. A career path in this situation requires someone with technical ability and eventually an M.B.A. degree. By combining the B.A. Specialization in Engineering Science with the following business and liberal arts courses, the student will meet Hofstra's B.A. degree requirements and be knowledgeable about technical matters the student will ultimately be responsible for in a manufacturing environment.

**B.A. Specialization in Engineering Science
With a Production and Manufacturing Option**

FULL-TIME STUDENTS—134 s.h.
SUGGESTED SEQUENCE

FIRST YEAR		
	<i>1st Sem.</i>	<i>2nd Sem.</i>
MATH 19, 20	4	4
ENGG 1, 9A, 10	4	3
ENGL 1-2 or placement examination†	3	3
CHEM 3A, 3B, 4A	4	3
PHYS 11A, 11B	-	5
	<hr/>	<hr/>
	15	18
SECOND YEAR		
ENGG 25, 26	3	3
28	-	3
32A, 32B	-	4
MATH 29, 131	4	3
PHYS 12A	4	-
SPCM 1, ECO 1	3	3
Social Science Core elective	3	-
	<hr/>	<hr/>
	17	16
THIRD YEAR		
ENGG 30, 36	3	3
113, 160	3	2
Literature Core or literature in translation††	3	3
Language requirement†	3	3
ACCT 1	3	-
BLAW 20	-	3
FIN 101	3	-
MGT 101	-	3
	<hr/>	<hr/>
	18	17

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

†For B.A. requirements, see page 75.

††A 3-credit design course may be substituted with chairperson's approval.

FOURTH YEAR			
ENGG 100, 119	3	3	
27, 149	3	3	
Language requirement†	3	3	
MKT 101, 124	3	3	
Social Science Core, Cross-Cultural Core	6	3	
	18	15	

**B.S. SPECIALIZATION IN
ELECTRICAL ENGINEERING
MECHANICAL ENGINEERING**

Candidates for graduation with the B.S. degree in these areas must fulfill the following requirements:

1. The successful completion of at least 136 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science may not be counted toward this total semester hour requirement.
2. At least 65 semester hours must be completed in the liberal arts. No course in the Department of Engineering may count toward this requirement except for ENGG 149.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The general and major requirements as listed under the programs below. Courses may not be taken on the Pass/D+/D/Fail basis.

B.S. SPECIALIZATION IN ELECTRICAL ENGINEERING

Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

This program is intended for students who wish intensive study at the undergraduate level in the fields of electronic, computer and electrical engineering. The curriculum is designed to provide a broad foundation in the engineering sciences, mathematics, physics and liberal arts, with emphasis on the philosophy, theory and practice of electrical engineering. Graduates will be acquainted with applied electronics, electromagnetic fields and waves, energy conversion and information processing systems. This thorough preparation in theoretical tools and laboratory experimentation is designed to give graduates the skill and flexibility required to meet the ever changing demands on the electrical engineer.

In addition to fulfilling the degree requirements listed above, the following courses must be successfully completed. ENGL 1-2 or placement examination*; 15 hours in humanities or social science electives**; 6 hours in literature or literature in translation; the two literature courses must be chosen from core courses in CLIT, ENGL, FRLT, JW ST, LIT or SPLT in the humanities division under the appreciation and analysis heading. The 15 credits of social science and humanities electives must include SPCM 1 or 7, one perspective core course in the social sciences division, and one contemporary core course in the social sciences division. Students transferring in with previous social science/humanities credits may use them in place of core requirements in the same category as the transferred credits.

MATH 19, 20, 29, 131, 143 & 144; PHYS 11A, 11B, 12A, 12B; CHEM 3A, 3B, 4A; ENGG 9A (for full-time students), 10, 25, 27, 30, 32A, 32B, 33, 34, 35, 36, 104, 111, 113, 143B, 149, 171, 176, 177, 178, 189, 192, 193, 194, 195; 9 hours in technical electives††

An average of C or better is required in the following courses: ENGG 30, 32A, 33, 36, 104, 176, 177, 193; a cumulative average of C or better is required in all engineering courses.

COMPUTER ENGINEERING OPTION: ENGG 10, 35, 111, 171, 178, 189 are replaced by CSC 15, 16, 111, 112, 120, ENGG 151. Of the three technical electives one must be ENGG 173, one must be a computer science course at the 100-level or above, and the third chosen from other 100-level engineering courses. The senior design course ENGG 143B is replaced by 143C.

**FULL-TIME STUDENTS—138 s.h.
SUGGESTED SEQUENCE**

FIRST YEAR			
		1st Sem.	2nd Sem.
MATH 19, 20		4	4
ENGG 9A, 10		2	3
CHEM 3A, 3B, 4A		4	3
PHYS 11A, 11B		-	5
ENGL 1, 2 or placement examination*		3	3
Social science or humanities elective**		3	-
		16	18

SECOND YEAR			
MATH 29, 131		4	3
ENGG 25, 32A		3	3
30, 33		3	3
34		-	1
PHYS 12A, 12B		5	-
Literature or literature in translation		3	3
Social science or humanities elective**		-	3
		18	16

THIRD YEAR			
MATH 143 & 144		3	3
ENGG 36, 104		3	3
176, 177		3	3
189		-	3
27, 192		3	1
32B, 193		1	3
Social science or humanities electives**		3	3
		16	19

FOURTH YEAR			
ENGG 35		3	-
111, 143B		3	3
113, 149		3	3
171, 178		3	1
194, 195		-	4
Social science or humanities elective**		3	-
Technical electives††		3	6
		18	17

PART-TIME STUDENTS—136 s.h.

Part-time students follow the same curriculum as listed under the full-time program of study, with the exception of ENGG 9A. Candidates for graduation must fulfill all requirements listed under the individual program. The B.S. Specialization in Electrical Engineering requires 136 semester hours of part-time study.

**B.S. SPECIALIZATION IN MECHANICAL
ENGINEERING**

Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

This program is intended for students who wish intensive study at the undergraduate level in the field of solid mechanics, mechan-

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

†For B.A. requirements, see page 75.

††With adviser's approval; one technical elective must be a design course.

ical engineering and aerospace. In addition, the curriculum is designed to provide a strong foundation in the engineering sciences, mathematics and liberal arts. Graduates will be prepared for positions in design, development and research in the fields of stress analysis, vibrations, energy conversion and generation, aerospace and material science. Laboratories are used to demonstrate the theoretical principles developed in each major course and to provide experience regarding modern measurement and research techniques.

In addition to fulfilling the degree requirements on page 78, the following courses must be successfully completed. ENGL 1-2 or placement examination*; 15 hours in humanities or social science electives**; 6 hours in literature or literature in translation; the two literature courses must be chosen from core courses in CLIT, ENGL, FRLT, JW ST, LIT or SPLT in the humanities division under the appreciation and analysis heading. The 15 credits of social science and humanities electives must include SPCM 1 or 7, one perspective core course in the social sciences division, and one contemporary core course in the social sciences division. Students transferring in with previous social science/humanities credits may use them in place of core requirements in the same category as the transferred credits.

MATH 19, 20, 29, 131, 143 & 144; PHYS 11A, 11B, 12A; CHEM 3A, 3B, 4A;

ENGG 1, 9A (full-time student only), 10, 25, 26, 27, 28, 30, 33, 34, 100, 113, 114, 115, 130, 141, any two of 143D, 143E, 143F; 149, 160, 163, 169, 170; 15 hours in technical electives†

Course selection is made in conference and with the approval of a faculty adviser.

An average of C or better is required in the following courses: ENGG 25, 26, 27, 28, 113, 114, 115, 141; a cumulative average of C or better is required in all engineering courses.

FULL-TIME STUDENTS—137 s.h.
SUGGESTED SEQUENCE

FIRST YEAR		
	<i>1st</i>	<i>2nd</i>
	<i>Sem.</i>	<i>Sem.</i>
MATH 19, 20	4	4
ENGG 9A, 10	2	3
1	2	-
CHEM 3A, 3B, 4A	4	3
PHYS 11A, 11B	-	5
ENGL 1-2 or placement examination*	3	3
	<hr/>	<hr/>
	15	18
SECOND YEAR		
ENGG 25, 26	3	3
28, 30, 113	-	9
MATH 29, 131	4	3
PHYS 12A	4	-
Literature or literature in translation	3	-
Social science or humanities electives**	3	3
	<hr/>	<hr/>
	17	18
THIRD YEAR		
MATH 143	3	-
MATH 144 or 147 or CSC 185	-	3
ENGG 27, 33 or 35, 34	3	4
115, 114	3	3
130	-	3
160, 163	2	1
141	3	-
Social science or humanities electives**	3	-
Technical elective†	-	3
	<hr/>	<hr/>
	17	17
FOURTH YEAR		
ENGG 143D, E, or F	3	-
149	3	-
169, 170	-	2

100	-	3
143D, E, or F	-	3
Literature or literature in translation	-	3
Social science or humanities electives**	6	-
Technical electives†	6	6
	<hr/>	<hr/>
	18	17

PART-TIME STUDENTS—135 s.h.

Part-time students follow the same curriculum as listed under the full-time program of study, with the exception of ENGG 9A. Candidates for graduation must fulfill all requirements listed under the individual program. The B.S. Specialization in Mechanical Engineering requires 135 semester hours of part-time study.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Engineering Drawing* 2 s.h.
Fall

Graphic solution of engineering problems representative of the efforts of the design team: the engineer, scientist, technician and designer. Engineering graphics, descriptive geometry, graphical mathematics, sketching and orthographic projection are presented within the framework of the design process. Prerequisite: high school trigonometry. No liberal arts credit.

4. *Principles of Electronic Communications* 3 s.h.
Periodically

History, development, theory and operation of electrical communication systems are established. Introductory concepts are developed regarding the basic principles of operation of the telephone, telegraph, radio, sound reproduction and television. High frequency communication techniques including satellite communications and the utilization of lasers as communication devices are examined from an elementary viewpoint. No credit for engineering majors.

9A. *Introduction to Engineering* 2 s.h.
Fall

Freshman Seminar—college orientation. Engineering and applied science careers and specialties. Discussions on creativity, research, design and the economic, sociological and educational implications of present and predicted technology. Field trips. Methods of computation including the scientific calculator.

9B. *Graphic Science* 1 s.h.
Fall

Engineering graphics, descriptive geometry, graphical mathematics, sketching and orthographic projection.

10. *FORTRAN for Engineers and Physical Scientists* 3 s.h.
Fall, Spring

Algorithms, programs and computers. Introduction to the programming of numerical methods. Logic and flow charting.

*If requirement is fulfilled by passing the placement examination, 6 semester hours in literature or literature in translation should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

†Suggested options, taken with adviser's approval:

Aerospace: ENGG 101, 116, 129, 138, 140, 145, 146, 179

Thermal: ENGG 101, 116, 129, 138, 139, 174, 179

Applied Mechanics: ENGG 101, 129, 131, 132, 134, 135, 142, 179

Controls: ENGG 32A, 36, 101, 129, 142, 179, 193; CSC 276

FORTRAN 77 and basic programming concepts. Computer limitations and the functional characteristics of the major components. Demonstrations and individual work on high speed electronic computers. Prerequisite or corequisite: MATH 19 or permission of department.

25. *Mechanics: Statics* 3 s.h.
Fall, Spring

Vector algebra, conditions of equilibrium and constraint, centroids and moment of inertia, stress resultants, analysis of simple trusses and frames, friction, virtual work. Prerequisite: PHYS 11A. Prerequisite or corequisite: MATH 29, ENGG 9B or 1 or permission of instructor.

26. *Mechanics: Dynamics* 3 s.h.
Fall, Spring

Kinematics and kinetics, impulse and momentum, impact, work-energy of particles and rigid bodies. Relative motion including Coriolis' acceleration, conservation of energy and conservation of momentum. Prerequisite: ENGG 25.

27. *Engineering Materials* 3 s.h.
Fall, Spring

Atomic structure and its relationship to properties of engineering materials. Mechanical, metallurgical, thermal, optical, chemical, electrochemical, radioactive, electrical and magnetic properties. Failure analysis, material selection and design. Ferrous and nonferrous metals, nonmetallic and anisotropic materials, polymers and ceramics. Prerequisites: CHEM 3A, ENGG 25.

28. *Strength of Materials* 3 s.h.
Fall, Spring

Introduction to stress and strain, and stress-strain relations in two and three dimensions. Combined stress at a point; Mohr's circle; elastic and inelastic theories of flexure, torsion, axial stress and buckling; elastic line relationships; strain-energy and Castigliano's Theorems; elementary design. Prerequisite: ENGG 25.

30. *Engineering Circuit Analysis* 3 s.h.
Fall, Spring

Principles of linear system analysis introduced through the study of electric networks containing lumped circuit elements. DC resistive circuit analysis techniques. Transient analysis with capacitors and inductors. Steady-state AC analysis using phasors to study impedance and resonance. Prerequisite or corequisite: PHYS 12A. Corequisite: MATH 29.

32A. *Logical Design and Digital Circuits* 3 s.h.
Fall, Spring

Introduction to switching theory and the design of logical networks. Review of number systems and codes. The formulation of logical equations and their realization in hardware. Binary arithmetic and its implementation with logical functions. Combinational and sequential logic networks are studied. These digital principles are applied to the study of registers, counters and information processing systems. Prerequisite: sophomore standing in the department or permission of instructor. Same as CSC 32.

32B. *Digital Circuits Laboratory* 1 s.h.
Fall, Spring

Experiments provide laboratory experience in the design and operation of circuits using gates, flipflops and clocks. Prerequisite: PHYS 12A. Prerequisite or corequisite: ENGG 32A. No liberal arts credit. Same as CSC 110A.

33. *Electronic Circuits* 3 s.h.
Fall, Spring

Principles of semiconductor electronic devices: operational amplifiers, diodes and bipolar junction transistors. Amplifier specification and external characteristics. Analysis of electronic cir-

cuits using graphical methods and electronic device models. Analysis and design of electronic application circuits such as rectifiers, clippers, inverting amplifiers and voltage followers. Introduction to PSpice. Prerequisite: ENGG 30.

34. *Circuit Analysis Laboratory* 1 s.h.
Fall, Spring

The laboratory is designed to enhance the understanding and proper use of selected principles from circuit theory. The experiments introduce basic measurement techniques, problem solving and troubleshooting skills. Comparisons between theoretical and experimental results are investigated in a written laboratory report. Topics include meter calibration, oscilloscope use, transient analysis, AC parallel and series circuits and Thevenin's theorem. Prerequisite: ENGG 30. No liberal arts credit. (Formerly *Circuits and Devices Laboratory*.)

35. *Fields, Energy and Power* 3 s.h.
Fall, Spring

Introduction to static and quasistatic electric and magnetic fields, with emphasis on physical forces and energy concepts with engineering applications. This includes lumped electric circuit elements, magnetically coupled circuits and transformers, electromechanical networks and rotating machines and direct energy conversion devices. Study of automatic control devices and system behavior. Prerequisite: ENGG 30.

36. *Microprocessor Systems* 3 s.h.
Once a year

Implementation of microprocessors in digital computer systems. Topics include architecture, operations, software, hardware/software design methodology. (2 hours lecture, 2 hours laboratory.) Prerequisites: ENGG 32A or CSC 32, ENGG 33, ENGG 10 or CSC 15.

44. *Electronic Systems Laboratory* 1 s.h.
Fall, Spring

Experiments provide laboratory experience in the use of amplifiers, power supplies, applications of feedback to control devices. Individual or team projects are undertaken. Prerequisite: ENGG 34. Prerequisite or corequisite: ENGG 35.

60. *Water Quality for Environmental Engineers* 3 s.h.
See course description, page 369.

61. *Environmental Unit Processes and Operations* 3 s.h.
See course description, page 369.

62. *Environmental Unit Operations Laboratory* 1 s.h.
See course description, page 369.

100. *Engineering Economy* 3 s.h.
Fall, Spring

Economic analysis for managerial and engineering decision making. Capital utilization based on the time value of capital, organizational, technical, monetary and nonmonetary factors. Methods for tangible evaluation of designs, projects and equipment. Capital management, break-even analysis, minimum cost and maximum profit determinations. Economic life, deterioration, obsolescence, taxes and sensitivity of parameters are some of the factors examined. Prerequisite: MATH 20 or permission of department.

101. *Numerical Methods I* 3 s.h.
Fall, Spring

Computational methods useful with modern electric computers. Roots of algebraic and transcendental equations. Matrices; solution of linear algebraic equations by matrix methods, iteration and relaxation. Homogeneous equations and eigen-value problems. Taylor's Series, finite differences. Numerical integration, interpolation and extrapolation. Solution of initial and boundary

value ordinary differential equations. Programming of selected problems in engineering and applied science. Prerequisite: ENGG 10 or CSC 15. Corequisite: MATH 131. Same as CSC 102 and MATH 147.

102. *Engineering Computer Science* 3 s.h.
Periodically
Use of digital computers for solution of engineering problems. Problem planning, systems concepts, simulation and graphics. Applies numerical methods. Use of stored subroutines, special problem-solving languages and packages. Prerequisites: ENGG 10 and senior standing.

104. *Engineering Electromagnetics* 3 s.h.
Fall
Introduction to the theory of electric and magnetic fields, with emphasis on physical concepts and engineering applications. Included are vector analysis, relation between circuit and field concepts at low and high frequencies, and Maxwell's equations. Prerequisites: ENGG 30, MATH 143.

111. *Electromagnetic Waves and Transmission* 3 s.h.
Spring
Properties of transmission line networks. Analysis and design of impedance properties for maximum power transfer. Smith charts. Wave propagation, reflection and refraction. Wave-guide structures. Radiation and impedance properties of antennas. Prerequisite: ENGG 104.

113. *Engineering Thermodynamics* 3 s.h.
Fall, Spring
First and Second Laws of Thermodynamics, physical properties of vapors and gases. Design of power and refrigeration systems. Prerequisites: MATH 29, PHYS 11A.

114. *Heat Transfer* 3 s.h.
Fall
Fundamental principles of heat transfer. Topics include steady and transient conduction, free and forced convection, radiation between surfaces, design of heat exchangers and equipment using fins, and numerical techniques for both steady and transient heat transfer. Prerequisite: ENGG 113.

115. *Fluid Mechanics* 3 s.h.
Fall, Spring
Fluid statics and dynamics, Navier-Stokes equation, potential and viscous flow, dimensional analysis. Design of simple fluid devices, piping systems and nozzles utilizing compressible fluids. Prerequisites: ENGG 26, 113 or PHYS 136, MATH 131.

116. *Compressible Flow* 3 s.h.
Fall
One-dimensional compressible flow, normal and oblique shocks; two-dimensional and nonsteady flow by method of characteristics. Flow with friction and heat transfer. Design of nozzles, diffusers and gas pipeline systems. Prerequisite: ENGG 115.

119. *Methods Engineering* 3 s.h.
Spring
Operation and process analysis. Measurement and evaluation of worker-production systems including work measurement using predetermined standard data, statistical and computer based techniques. Plant layout and material handling. Prerequisite: MGT 127.

129. *Mechanical Vibrations* 3 s.h.
Spring
Properties of mechanical vibrations. Natural frequencies of systems having one or multiple degrees of freedom, forced vibrations with or without damping, vibration isolation and reduction,

transient phenomena and application to design. Prerequisites: ENGG 26, 28, MATH 131.

130. *Modeling and Analysis of Dynamic Systems* 3 s.h.
Once a year
Modeling of mechanical, electrical, electromechanical fluid and thermal systems. Differential equations of motion; dynamic behavior of physical systems; synthesis of systems; fundamentals of control-system analysis. Computer-aided design and analysis techniques. Prerequisites: ENGG 26, 30, MATH 131.

131. *Advanced Strength of Materials* 3 s.h.
Periodically
Curved beams, theories of failure, shear center, elastic stability, beam columns, comparison of designs based upon elementary and advanced methods of analysis, beams on elastic foundations, energy methods, thin plates and shells, and selected topics. Prerequisites: ENGG 28, MATH 131.

132. *Structural Analysis I* 3 s.h.
Periodically
Stability and determinacy, analysis of trusses, analytical and graphical methods, determination of forces in determinant structures, influence lines, approximate analysis of structures, displacement of structure by angle changes and energy methods. Prerequisite: ENGG 28.

133. *Advanced Dynamics* 3 s.h.
Periodically
Two- and three-dimensional rigid body dynamics including momentum and energy methods, generalized coordinates. Lagrange equations, periodic motion. Prerequisites: ENGG 26, MATH 143.

134. *Structural Analysis II* 3 s.h.
Periodically
Indeterminate structural analysis by force and displacement methods, moment distribution, flexibility and stiffness influence, methods of analysis, structural analysis by computer programs and plastic design. Prerequisite: ENGG 132. No liberal arts credit.

135. *Structural Design* 3 s.h.
Once a year
Design of beams, columns and connections, and other structural components utilizing steel, concrete, timber and other materials commonly employed in structural design. The latest AISC, ACI and NDS specifications are used. Prerequisite: ENGG 28.

136. *Hydraulic Engineering and Water Resources* 3 s.h.
See course description, page 369.

138. *Propulsion* 3 s.h.
Periodically
Applications of principles of thermodynamics, gas dynamics and combustion to the design of air breathing and rocket motors. Thermodynamics of combustion, gas flows with chemical reactions, jet propulsion power plants, design of liquid and solid propellant chemical rockets. Prerequisites: ENGG 116, CHEM 4A. Corequisite: ENGG 114.

139. *Thermal Engineering* 3 s.h.
Periodically
Synthesis of fundamental principles of thermodynamic fluid mechanics and heat transfer for the design and analysis of systems to produce power or refrigeration. Topics include combustion, vapor power cycles, gas turbine power plants, internal combustion engines, refrigeration cycles and air-conditioning systems. Prerequisite or corequisite: ENGG 114.

140. *Aircraft Performance* 3 s.h.
Fall
Lift and drag characteristics of aircraft, propulsion systems, propellers, aircraft performance, range and endurance, intro-

duction to aircraft stability and control. Prerequisites: ENGG 26, MATH 131. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit.

141. *Mechanical Analysis and Design I* 3 s.h.
Fall

General procedures for implementing the design phase of mechanical engineering. Complementary efforts of synthesis and analysis; applied stress analysis involving complex stress fields; deflection and stiffness considerations; stress for combined static and dynamic duties. Computer-aided design and analysis techniques. Prerequisites: ENGG 26, 28.

142. *Mechanical Analysis and Design II* 3 s.h.
Spring

Introduction to lubrication theory: types of lubrication, fluid, friction, hydrostatic and hydrodynamic theories of lubrication, externally pressurized bearings, squeeze-film bearings, wedge-film thrust bearings, journal bearings, bearing materials. Computer-aided design and analysis of mechanical elements: shafts, gears, rolling contact bearings, clutches, brakes, screws, fasteners, flexible mechanical elements. Introduction to the finite element method with application to two-dimensional stress analysis. Prerequisite: ENGG 141.

143A. *Engineering Design A* 3 s.h.
Fall, Spring

Integration of physical principles with mathematical analysis and/or experimental techniques as basis for an individually required design project in engineering science. Prerequisites: senior standing.

143B. *Electrical Engineering Design* 3 s.h.
Fall, Spring

Integration of physical principles with mathematical analysis and/or experimental techniques as a basis for an individually required design project in electrical engineering.

143C. *Computer Engineering Design* 3 s.h.
Fall, Spring

Integration of physical principles with mathematical analysis and/or experimental techniques as a basis for an individually required project which will consist of the design of hardware/software systems. Prerequisite: senior standing.

143D. *Mechanical Engineering Design* 3 s.h.
Fall, Spring

Integration of physical principles with mathematical analysis and/or experimental techniques as a basis for an individually required design project in mechanical engineering. Prerequisites: senior standing, ENGG 142 and one of the following: ENGG 153, 154, 155, or 158.

143E. *Aircraft Design* 3 s.h.
Fall

Optimized design of an aircraft meeting the specifications of payload, range, cruising speed and runway length. Project follows accepted design procedure in calculating all the design characteristics: fuselage, wing planform and shape, engine specifications. Detailed analysis of the designed aircraft's performance is calculated. (2 hours lecture, 2 hours laboratory.) Prerequisite: ENGG 140. Corequisites: ENGG 145, 146. No liberal arts credit.

143F. *Mechanical Engineering Design: Thermal Systems* 3 s.h.
Spring

Design of thermal systems. Students work in project teams on comprehensive design projects. Determination of process parameters and sizing/selection of equipment and components such as piping, heat exchangers, pumps, valves, compressors and fans.

Both the analytical and practical aspects of design are included. Final designs are presented in report form and orally. Utilization of software currently employed in industry. (2 hours lecture, 2 hours laboratory.) Prerequisites: ENGG 114, 115. No liberal arts credit.

143G. *Engineering Design B* 3 s.h.
See course description, page 369.

144. *Environmental Engineering* 3 s.h.
See course description, page 369.

145. *Aerodynamics* 3 s.h.
Periodically

Dynamics of fluids, potential flow, conformal mapping, flow about thin airfoils, finite wing theory, wings in compressible flow, laminar and turbulent boundary layers. Prerequisites: MATH 143, ENGG 115.

146. *Aircraft Structures* 3 s.h.
Spring

Equilibrium of forces, space structures, inertia forces and load factors, statically determinate and indeterminate structures, shear flow in webs and energy methods. Prerequisites: ENGG 28, MATH 131. No liberal arts credit.

147. *Soil Mechanics* 3 s.h.
See course description, page 369.

149. *Technology and Society—Impact and Implication* 3 s.h.
Fall, Spring

The interrelationship between technology and society in the past and present is established. Problems created by technology are examined and the need for, and the ability of technology to solve many of the problems of society are indicated. Topics are selected from the following group: population and resources, pollution, energy crises, the military-industrial complex, computers and society, transportation, problems of the city, law enforcement, communications and health services. Same as TPP 149.

151 through 157. *Projects in Engineering Design* 1 s.h. each
Fall, Spring

Selections assigned by the instructor for oral and written reports. (Hours arranged on individual basis.) Prerequisite: senior standing or permission of department.

151. *Electrical Engineering I*
Prerequisite: ENGG 176.

152. *Electrical Engineering II*
Prerequisite: ENGG 176.

153. *Strength of Materials*
Prerequisite: ENGG 28.

154. *Thermodynamics*
Prerequisite: ENGG 113.

155. *Fluid Mechanics*
Prerequisite: ENGG 115.

156. *Industrial and Systems Engineering and Operations Research I*

157. *Industrial and Systems Engineering and Operations Research II*
Prerequisite or corequisite: ENGG 156.

158. *Independent Study* 2 s.h.
Fall, Spring

Independent design or experimental work in an area of interest. Prerequisite: senior standing or permission of department.

160. *Measurements and Instrumentation Laboratory* 2 s.h.
Spring
Introduction to measurement theory and techniques. Topics include basic elements of measurement systems terminology pertinent to experimental work (accuracy, precision, resolution, uncertainty), graphical and analytical interpretation of data, curve fitting, statistical methods, systematic error analysis, dynamic response of measurement systems. Laboratory experiments incorporate and enhance topics covered in the lecture portion of the course. Several measurement systems are calibrated by the student. Experiments include measurement of flow, temperature, displacement, dimensions, angular velocity, pressure and strain. (1 hour lecture, 2½ hours laboratory per week.) Prerequisites or corequisite: ENGG 28, 113. No liberal arts credit.
163. *Mechanics of Solids and Properties of Materials Laboratory* 1 s.h.
Fall, Spring
Experimental determination of the properties of engineering materials. Behavior of solids under static and dynamic loads. Theory of engineering experimentation. Special project requiring engineering design and experimentation. Prerequisite: ENGG 27. Prerequisites or corequisites: ENGG 34, 113.
- 166B. *Medical Instrumentation* 3 s.h.
Periodically
Introduction to the nature of biological signals and the systems engineering principles required for their measurement and analysis. Computer applications to the analysis of physiological signals such as the ECG and EEG and to modeling of biological systems. Design and analysis of amplifiers and digital filters for physiological signal conditioning is emphasized. The origins of signals, and the use of transducers, analog devices, operational amplifiers, and system analysis are covered. (2 hours lecture, 2 hours laboratory.) Prerequisites: ENGG 30, 34. (Formerly 166A.)
169. *Mechanical Engineering Laboratory I* 1 s.h.
Fall, Spring
Experiments in thermodynamics, heat-power systems and fluid mechanics. Critical analysis of measurement techniques. Application of the computer to systems control. Prerequisites: ENGG 115, 160. No liberal arts credit.
170. *Mechanical Engineering Laboratory II* 1 s.h.
Spring
Experiments in heat transfer, vibrations and control systems. Critical analysis of measurement techniques. Application of the computer to data reduction and read-time analysis. Prerequisites: ENGG 114, 160. No liberal arts credit.
171. *Principles of Communication Systems and Noise* 3 s.h.
Fall
Analysis and design of signals and electronic systems used for the modulation and demodulation of carriers. Communication systems using amplitude, angle and pulse modulation are compared with respect to instrumentation requirements, bandwidth and operation in the presence of noise. Computer simulation of performance and probabilistic methods of error analysis for analog and digital systems. Introduction to optical communications. Prerequisites: ENGG 177, 189, and 193.
172. *Computer Aided Circuit Design* 3 s.h.
Spring
Analog, digital and integrated circuits are designed using professional-level software. Basic methods of circuit design are presented followed by execution analysis and optimization using algorithms developed by the student. Prerequisites: ENGG 32A, 32B and 111.
173. *Digital System Design* 3 s.h.
Fall
Principles and method required for the design of small computer systems. Topics include timing, control functions and interface design. Prerequisites: ENGG 32A, 33. Prerequisite or corequisite: CSC 112.
174. *Direct Energy Conversion* 3 s.h.
Fall
Analysis of the principles and methods by which energy in various forms is converted directly into electricity. Energy conversion processes studied are thermionic devices, thermoelectric devices, magnetohydrodynamic converters, solar and fuel cells. Prerequisites: ENGG 33, 35, 113.
176. *Network Analysis* 3 s.h.
Fall, Spring
Review of circuit equations and classical methods of solution. Laplace transform method of analysis for signal sources and network responses. Convolution method of determining network response. Mutual inductance and transformers. Modeling and analysis of two-port networks. Resonance and filters: analysis and design. Applications to network design; delay distortion, equalization, compensation and impedance matching. Prerequisites: ENGG 30, MATH 143.
177. *Signal and Spectrum Transmission* 3 s.h.
Fall
The development of Fourier series and integral methods with applications to the time and frequency domain. Determination of transfer functions and impulse response of linear systems. Consideration of scattering, iterative and image parameter concepts. Design of electric filters. Introduction to state variable techniques. Prerequisites or corequisites: ENGG 176, MATH 144.
178. *Communication Networks Laboratory* 1 s.h.
Fall, Spring
Experiments are designed to provide laboratory experience in the following areas: filters, noise, spectral analysis, transmission lines and individual or team project or design experiments. Prerequisites: ENGG 34, 171. Prerequisite or corequisite: ENGG 111.
179. *Control Systems Engineering* 3 s.h.
Once a year
Analysis and design of feedback control systems. Feedback principles: proportional, integral, derivative and PID feedback, error and stability analysis. Root-locus and frequency-response analysis and design methods. Case studies. Introduction to the state-space approach and digital control. Computer-aided design and analysis techniques. Prerequisite: ENGG 130 or 176.
180. *Digital Signal Processing* 3 s.h.
See course description, page 369.
181. *Introduction to Bioengineering* 3 s.h.
Periodically
A survey of applications of quantitative methods of engineering and physical science to problems in biology and medicine. Topics include biomechanics, including solids and fluids; biotransport in the lung and circulatory system; heat transfer in human and animal systems; biomaterials of surgical implants; biocontrol; and bioinstrumentation. Oral presentation in class and a written report are required. Open to bioengineering and biology majors. (3 hours lecture.) Prerequisite: junior class standing or permission of instructor. Same as BIO 179.
182. *Biomechanics and Biomaterials* 3 s.h.
Fall
This course is designed to introduce the students to the application of statics and dynamics to perform force analyses of the musculo-skeletal system. Introduction to the fundamentals of

strength of materials and its application to deformable bodies. Biomechanics of soft and hard tissue and its application to organ systems. Linear viscoelastic models, incorporating a blend of both elastic and viscous characteristics, are analyzed. The course also provides a comprehensive background in biomaterials. Topics include mechanical, chemical and thermal properties of replacement materials and tissues. Implants are studied from the point of view of biological response of tissues and evaluation of biomaterials. (3 hours lecture.) Prerequisite: ENGG 28. Corequisite: ENGG 27.

183. *Special Topics in Bioengineering* 2-4 s.h.
See course description, page 369.

185. *Methods of Random Processes* 3 s.h.
Fall, Spring
Systematic development of the concept of probability and random process theory. Topics include probability and set theory, random variables, density and distribution functions, multivariate distributions, sampling statistics and distributions, central limit theorem, estimation and the philosophy of applied statistics. The material covered is applied to problems in engineering and the physical sciences. Prerequisite: MATH 20. Same as CSC 185.

186. *Design and Analysis of Experiments* 3 s.h.
Spring
Introduction to the principles and economics of experimental design and statistical analysis. Emphasis on designs and applications useful in scientific research and management science. Topics include inferences concerning one or more means, variances and proportions; regression and correlation; stratified sampling and analysis of variance; nonparametric testing and factorial experiments. Computer solutions of problems are required. Prerequisites: ENGG or CSC 185, ENGG 10 or CSC 15. Same as CSC 186.

188. *Operations Research Optimization Techniques* 3 s.h.
Spring
Deterministic and probabilistic methods used in the solution of industrial engineering and systems analysis problems. Emphasis on mathematical model formulation and optimization. Topics include classical optimization methods, dynamic programming, game theory, queuing theory, deterministic and stochastic inventory models, Markov chains and sensitivity analysis. Prerequisite: ENGG 185 or equivalent. Recommend taking CSC 187 prior to taking this course. Same as MATH 188.

189. *Random Signal Analysis* 3 s.h.
See course description, page 370.

190. *Physical Electronics and Devices* 3 s.h.
Spring
Development of techniques to examine device behavior from physical considerations, to characterize this behavior in terms of a mathematical model, and to use this model to interpret network behavior. The physical principles of charge generation and motion in conductors, semiconductors, vacua, plasma and optically sensitive media are considered. Various modeling techniques which are useful in electronic circuit theory (piece-wise-linear, graphical and analytical) are developed. The devices considered will consist of semiconductor and vacuum diodes, vacuum triodes, transistors, tunnel diodes and negative resistance amplifiers. Prerequisite: ENGG 33.

192. *Electronics Laboratory* 1 s.h.
Fall, Spring
The laboratory is designed to enhance the understanding and proper use of selected principles of electronic circuits. Topics cover diode and transistor applications, including feedback analysis and design, BJT and FET amplifier design and the analysis of measurement limitations of selected instruments. Prerequisite: ENGG 34. Prerequisite or corequisite: ENGG 193.

193. *Electronic and Feedback Networks* 3 s.h.
Spring
Principles of field-effect transistors. Analysis and design of multi-stage BJT and FET amplifiers. Theory, analysis, and design of electronic feedback amplifiers and oscillators. Use of PSpice for design verification. Prerequisite: ENGG 33. Corequisite: ENGG 176.

194. *Pulse and Switching Circuits* 3 s.h.
Spring
Analysis and design of electronic circuits for purposes of pulse amplification, waveshaping, non-sinusoidal waveshaping and nonsinusoidal waveform generation and switching. Design of circuits using operational amplifiers. Analog-digital and digital-analog converters. Analysis of TTL and ECL switching circuits. Design of power supplies. Prerequisites: ENGG 32A, 33.

195. *Advanced Electronics Laboratory* 1 s.h.
Spring
Experiments will provide laboratory experience in advanced measurement and instrumentation techniques. Students perform a number of selected experiments from the following: AM and FM modulation and demodulation, operational amplifier applications, regulated power supplies, sweep circuit design, data acquisition. Prerequisites: ENGG 34, 177. Prerequisite or corequisite: ENGG 194.

198. *Honors Thesis* 3 s.h.
See course description, page 370.

199. *Readings in Engineering* 1-3 s.h.
Fall, Spring
Individualized study in the student's area of specialization. Open only to seniors. Prerequisite: written approval of a faculty member who is to be the tutor and of the departmental chairperson. May be repeated for credit when topics vary. No liberal arts credit.

209. *Wave Propagation and Distributed Systems* 3 s.h.
Once a year
General features common to wave motion, wave propagation, reflection and generation are developed and applied to acoustics, electromagnetics and optics, elastic and hydrodynamic waves. Dispersion, diffraction and coherence are also studied. Applications to systems for energy and information transfer. Prerequisites: PHYS 12A, MATH 144 or equivalent.

212. *Information Systems Analysis* 3 s.h.
Once a year
Transform methods applied to the analysis of linear and nonlinear systems that process information signals. Study of optimum linear systems to minimize noise. Two-dimensional systems for image transmission and processing. Multidimensional transforms for frequency analysis of optical filtering and imaging systems. Prerequisites: ENGG 177 or equivalent; ENGG 209 or 111; ENGG 171 or 185 or MATH 137 or 241.

English (ENGL)

Associate Professor Brand, *Chairperson*

Professors Bryant, Burke, Couser, DiGaetani, Keane, Keener, Klaus, Lopate, Markus, McBrien, McIntosh, Nathan, Prigozy; Associate Professors Alter, Brogger, Fichtelberg, Gewirtz, Janssen, Krieg, Levine, Lorsch, MacCary, McLaren, Nass, Russell, Sargent, Uruburu, Ward, L. Zimmerman, S. Zimmerman; Assistant Professors Harshbarger, LaGrandeur, Otis, Rustici, Sawhney.

THE JOHN CRANFORD ADAMS CHAIR IN THE HUMANITIES is held by Professor Lopate. See page 388.

THE JOSEPH G. ASTMAN DISTINGUISHED PROFESSORSHIP IN THE HUMANITIES. See page 388.

ENGLISH HONOR SOCIETY, see page 63.

The English department offers a full range of courses in literature, creative writing, expository writing, and publishing.

THE ENGLISH MAJOR

By studying literature, English majors develop their abilities to read, interpret, think, and write. They expand their intellectual, imaginative, social, cultural, and ethical perspectives, and they enrich their lives. The skills they acquire are useful for anyone living in a complex modern society. They are particularly useful for anyone intending to enter a profession in which mastery of language is important and in which there is a need for an ability to analyze, interpret, write, and explain. Most English majors do in fact go into such professions as teaching (at all levels), publishing, law, journalism, writing, advertising, communications, public relations, management and government.

When a student chooses to major in English, he or she must choose to concentrate either in English and American Literature, in Creative Writing, or in Publishing Studies. Students who choose the English and American Literature concentration take a wide variety of courses in literature, organized around issues, authors, genres, or historical periods. Students who choose the Creative Writing concentration divide their coursework between literature courses and workshops in writing prose, poetry, drama, essays, screenplays, and children's literature. Students who choose the Publishing Studies concentration divide their coursework between literature courses and courses in which they study the history and practice of publishing and the skills and techniques that are essential in the publishing industry.

B.A. SPECIALIZATION IN ENGLISH: the requirements of these three areas of concentration are listed below.

ENGLISH AND AMERICAN LITERATURE: 39 credits in literature as specified below and 3 credits in English or American history.

- 1) 9 credits in foundation courses chosen from: ENGL 40 or 43; and 41, 42, 51 or 143
- 2) 3 credits in ENGL 100
- 3) 3 credits in major authors chosen from ENGL 107, 115, 116, or 119
- 4) 24 credits of electives: chosen from among any of the 100-level courses in the English department. At least six of these credits must come from courses dealing exclusively with literature written before 1800. In satisfying this requirement, students may elect to take up to 6 credits in any of the following courses offered in other departments: AMST 145, 146; CLIT 191, 195, 199; DRAM 173, 174, 175, 176. No more than 6 credits of the 24 elective credits may be in courses in creative writing or publishing studies.
- 5) 3 credits of English or American history, chosen under advisement.

CREATIVE WRITING AND LITERATURE (admission only with permission of the director of the program): 36 credits in writing and literature and 3 credits in history, chosen under advisement, including:

- 1) 6 credits chosen from the following: ENGL 133, 134, 135
- 2) 3 credits in advanced workshops or in publishing and editing courses
- 3) 6 credits: ENGL 40 or 43, 44
- 4) 9 credits in writing workshops in children's books, playwriting, popular nonfiction, or in publishing and editing courses
- 5) 12 credits in 100-level literature courses in the English Department, or DRAM 176
- 6) 3 credits in history, chosen under advisement.

PUBLISHING STUDIES AND LITERATURE: 39 credits in publishing and literature and 3 credits in history, including:

- 1) 6 credits chosen from ENGL 40, 41; or 43, 44; or 40, 193
- 2) 13 credits in ENGL 102, 172 & 173, 174, 178
- 3) 6 credits in ENGL 170, 171
- 4) 9 credits of 100-level English or American literature courses
- 5) 5 credits of electives in any other publishing studies, literature, or creative writing courses
- 6) 3 credits in history, chosen under advisement with the director.

The program is assisted by the Advisory Board consisting of the following high level publishing executives: Robert Carter, Eleanor Friede, Jon Gillett, Richard Marek, Richard Seaver, Timothy Seldes, Grace Shaw and Liz Walker.

See complete B.A. requirements, page 75.

TEACHING OF HIGH SCHOOL ENGLISH, see page 331.

A MINOR IN ENGLISH consists of the successful completion of 18 semester hours, under advisement, with at least 6 hours in residence, as follows:

- no more than 6 credits from 40- and 50-level courses
- all other courses must be chosen from 100-level English courses except that up to 6 hours may be chosen from DRAM 173, 174, 175, 176; or CLIT 191, 195, 199; or AM ST 145, 146.
- English composition courses may not count toward the minor.

MASTER OF ARTS IN ENGLISH: this program, scheduled in late afternoons and evenings Monday through Thursday, offers 12 hours of required courses and 18 hours of electives, providing some choice for interests ranging from more to less traditional studies. It is possible, on a limited basis, to elect a tutorial in a subject not available in regular offerings. Candidates will be expected to complete their studies within five years.

Applicants must present evidence of successful completion of an undergraduate major in English or receive special permission from the director of the program. They must also present a grade of B or better for undergraduate courses in English or a satisfactory score on the Graduate Record Examination. Associate Professor S. Zimmerman, *Director*

PROGRAM REQUIREMENTS

	<i>Sem. Hrs.</i>
ENGL 272. <i>Sources of the English Literary Tradition III: 17th & 18th-Century English Literature</i>	3
274. <i>Sources of the American Literary Tradition</i>	3
291. <i>Shakespeare or Milton</i>	3
299. <i>Research Methods</i>	3

Electives: 200-level courses in English and/or American literature. (Under advisement, certain courses in comparative literature, history or humanities may be accepted) 18

The following courses are strongly recommended for those considering study beyond this degree and/or advanced teaching:

ENGL 271A, 271B. <i>Sources of the English Literary Tradition I, II: Studies in Chaucer, Spenser & Their Contemporaries</i>	6
301. <i>Master's Essay</i>	3
or	
305. <i>Qualifying Papers</i>	3

A reading examination, with dictionary, in one foreign language.

See complete graduate information, page 66.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1-2. *Composition* 3 s.h. each
Fall, Spring

First semester: an introduction to expository writing at the college level, with an emphasis on analysis and argument. Assignments in reading and writing are coordinated; the Proficiency Examination is given as part of the course. May not be taken on a Pass/D+/D/Fail basis. Second semester: continued instruction in expository writing, and an introduction to literature. Most reading and writing assignments are organized around a central theme. Includes a Shakespeare play and a documented essay. Prerequisite: ENGL 1. May not be taken on a Pass/D+/D/Fail basis.

1A. *English Composition Tutorial* 1 s.h.
See course description, page 370.

2A. *English Composition Tutorial/Workshop* 1 s.h.
Fall, Spring

Ordinarily taken in conjunction with ENGL 2, ENGL 2A is a workshop in argument and exposition. It focuses on organization, what it means to make an assertion and the nature of evidence. This course is required of students who do not fulfill the Writing Proficiency Test requirement. Pass/ D+/D/Fail grade only. (Formerly *English Composition Tutorial*.)

4. *Argument and Analysis* 3 s.h.
Fall, Spring

Principles of analysis and argument as they apply to writing tasks commonly assigned in college and in the world of work. Expository writing for various audiences. Practice in revision and editing. Prerequisites: ENGL 1-2. May not be used to satisfy the general University humanities requirement. (Formerly *Advanced Composition; Expository Writing*.)

5. *Technical Communications* 3 s.h.
See course description, page 370.

30. *Business Communication* 3 s.h.
Fall, Spring

Especially adapted to the needs of business majors. An examination of and systematic practice in writing strategies and styles, with the objective of selecting those modes most effective in interpersonal/organizational contexts. Emphasis on the mastery of professional language, the application of logic to syntactic structures and the development of library research skills. Further expansion of modes of discourse and proper structure and tone as well as analysis of the roles of ethics and psychology in written expression. Required for all business majors. Open only to students who entered Hofstra prior to the fall semester of 1996. Prerequisites: ENGL 1-2. May not be used to satisfy the general University humanities requirement. (Formerly 3.)

40. *Source Studies #* 3 s.h.
Fall

Readings in the Old Testament and Greek classics to indicate the sources of contemporary attitudes in the responses of earlier periods and cultures to fundamental human and literary issues. Prerequisite: ENGL 1 or permission of the chairperson.

41, 42. *English Literature I #, II #* 3 s.h. each
41: Fall; 42: Spring

An historical survey of the major British authors. First semester: English literature from its beginnings through the 18th century. Second semester: 19th century to the present. Prerequisite: ENGL 1 or permission of the chairperson.

43, 44. *Western Literature I #, II #* 3 s.h. each
43: Fall; 44: Spring

The shaping of the western mind as viewed in literature from the Greek and Hebrew experiences to the present. Readings from European texts in translation. First semester: Greeks and Hebrews to the Renaissance. Second semester: Renaissance to the Modern age. Prerequisite: ENGL 1 or permission of the chairperson.

45. *Modern Literature* 3 s.h.
Periodically

Literary modernism to 1945 as exemplified by representative western writers and focusing on imagist, naturalist, Marxist and existentialist writers. Prerequisite: ENGL 1 or permission of the chairperson.

46. *Contemporary Literature* 3 s.h.
Periodically

The literature and sensibility of our own day with readings to include new poetry, prose and drama not usually dealt with in traditional courses. Prerequisite: ENGL 1 or permission of the chairperson.

51. *The American Literary Identity #* 3 s.h.
Fall, Spring

Readings from major American authors; the colonials through 1865. Prerequisite: ENGL 1 or permission of the chairperson. Credit given for this course or ENGL 143, not both. (Formerly *Survey of American Literature*.)

52. *The American Experience in Context #* 3 s.h.
Fall, Spring

Readings from major American authors; 1865 through the present. Prerequisite: ENGL 1 or permission of the chairperson. Credit given for this course or ENGL 144, not both.

100. *Ways of Reading Literature* 3 s.h.
See course description, page 370.

101. *History of the English Language** 3 s.h.
Periodically

The origins and the development of the English language from Old English to the present, introductory linguistic principles presenting language problems in the light of language history. Prerequisites: ENGL 1-2.

102. *Grammar** 3 s.h.
Fall, Spring

Instruction in the forms and functions of standard English grammar and their relation to meaning. Prerequisites: ENGL 1-2. (Formerly *Grammar and Usage**.)

103. *Structure of English** 3 s.h.
Periodically

Current linguistic methods applied to English: emphasis on structural linguistics, transformational grammar. Prerequisites: ENGL 1-2.

104. *Old English Language and Literature** 3 s.h.
Periodically

Introduction to the rich and powerful English literature of a thousand years ago. The class includes instruction and simple reading in the original language, followed by extensive readings in translation. Readings include *Beowulf*, chronicles, riddles, and religious and secular poetry. Prerequisites: ENGL 1-2. (Formerly *The Age of Beowulf**.)

105. *The Middle Ages in England** 3 s.h.
Periodically

English literature of the 13th through 15th centuries. This age is strikingly like our own, with social and intellectual upheavals and

#Core course

*Open only to students who have fulfilled the Writing Proficiency Test requirement.

its own expression of anxiety and courage, doubt and faith. Authors typically include Chaucer, Langland, the Gawain-poet, and selected early dramatists. Prerequisites: ENGL 1-2. (Formerly *The Age of Chaucer**.)

107. *Canterbury Tales** # 3 s.h.
Fall, Spring

Study of Geoffrey Chaucer's most important poem, a varied and surprising picture of English life and values in the Middle Ages. Topics include the development of the idea of the individual, faith versus skepticism, and the social implications of age, race, and gender. Prerequisites: ENGL 1-2. (Formerly *Chaucer's Canterbury Tales**.)

110. *The Age of Spenser** 3 s.h.
Periodically

A study of important literary and cultural trends of the 16th century. Readings by such writers as Thomas More, Askew, Queen Elizabeth, Gascoigne, Sidney, Marlowe, Shakespeare and Spenser. Prerequisites: ENGL 1-2.

112. *Elizabethan and Jacobean Drama** 3 s.h.
Periodically

An exploration of the drama exclusive of Shakespeare in the 16th and 17th centuries. In addition to considering questions of language, form, genre and performance, this course explores the relationship of selected plays to political, social, philosophical and theological concerns of the age. Prerequisites: ENGL 1-2. Credit given for this course or New College HD 15D, not both.

115. *Shakespeare: The Earlier Plays and Sonnets* #* 3 s.h.
Fall, Spring

A study of the sonnets and selected comedies, histories, and tragedies (including *Hamlet*) from the first half of Shakespeare's career. Attention is given to close readings, the social, political, and cultural conditions of the age, and to the theatrical heritage of the plays. Prerequisites: ENGL 1-2. Credit given for this course or New College HDG 1, not both.

116. *Shakespeare: The Later Plays** 3 s.h.
Fall, Spring

An examination of the comedies, tragedies, and romances from the last half of Shakespeare's career. Attention is given to close readings, the social, political, and cultural conditions of the age, and to the theatrical heritage of the plays. Prerequisites: ENGL 1-2. Credit given for this course or New College HDG 2, not both.

117. *Seminar: Renaissance and 17th-Century Literature** 3 s.h.
Periodically

Subject to be selected yearly. Prerequisites: ENGL 1-2.

118. *The 17th Century** 3 s.h.
Periodically

A survey of the grand and modest revolutions in the literary, political, and social worlds of England during this period, as those changes are reflected in the works of writers such as Donne and Jonson, Lanyer and Wroth, Milton and Marvell, Bacon and Hobbes, Bradstreet and Behn. Prerequisites: ENGL 1-2.

119. *Milton** 3 s.h.
Spring

An examination of Milton's poetry and prose. Attention is given to such issues as the persona he constructs, his representations of kingship and revolution, and his treatments of marriage and gender. Students come to appreciate some of the literary forms, poetic conventions, and religious, social and political traditions to which Milton was responding and from which he was departing. Prerequisites: ENGL 1-2.

120. *English Drama from 1660 to 1789** 3 s.h.
Periodically

Restoration comedies, the beginnings of bourgeois drama and the comedy of manners: Congreve, Wycherley, Dryden and Sheridan. Prerequisites: ENGL 1-2.

121. *Studies in the Novel I #* 3 s.h.
Spring

The development and variety of the novel form from its beginnings in the 18th century through the 19th century, the great age of the novel. Representative of the major novelistic traditions of those centuries in England, America, France, and Russia, examples studied may include such works as *Tom Jones*, *Frankenstein*, *Jane Eyre*, *Moby Dick*, *Madame Bovary*, and *The Brothers Karamazov*. Prerequisites: ENGL 1-2. (Formerly 121 #, 122, *Studies in the Novel, I #, II*.)

122. *Studies in the Novel II* 3 s.h.
Spring

Investigates the range of novel forms in the 20th century, including works by major novelists such as James, Mann, Proust, Faulkner, Joyce, Woolf, Nabokov, and Marquez. Topics discussed may include novelists' treatment of time, point of view, the quest for values, and the possibilities of modern love. Prerequisites: ENGL 1-2. (Formerly 121 #, 122, *Studies in the Novel I #, II*.)

123. *20th-Century Anglo-Irish Drama** 3 s.h.
Periodically

Irish drama from the beginning of the Irish literary revival in 1898 emphasizing Shaw, Synge, Yeats, O'Casey, Behan and Beckett. Postwar British theater emphasizing Delaney, Osborne and Pinter. Prerequisites: ENGL 1-2.

124A. *The Woman Writer in America** 3 s.h.
Periodically

A study of the woman writer in America from the Colonial period through the present which considers gender in relation to larger historical issues and forces. Personal narratives, poetry, essays, and novels by such writers as Bradstreet, Sojourner Truth, Dickinson, Wharton, Plath, Oates, and Morrison. Prerequisites: ENGL 1-2. (Formerly ENGL 124.)

126. *The American Short Story** 3 s.h.
Spring

A study of the genre, its origins and development, from 1820 to the present, including works by such diverse writers as Irving, Poe, James, Wharton, Crane, Hemingway, Wright, Welty, Baldwin, and O'Connor. Prerequisites: ENGL 1-2.

129. *The 18th Century* #* 3 s.h.
Fall, Spring

Typically short, frequently satirical works in prose and verse from the later 17th century to 1800, the period when emerging middle- and lower-class kinds of literature challenged traditional aristocratic kinds. The flourishing of such genres as mock-epic, periodical essay, biography, and novel, and of such major authors as Dryden, Defoe, Swift, Pope, Johnson, Boswell, and Blake. Prerequisites: ENGL 1-2.

130. *Seminar: 18th-Century Literature** 3 s.h.
Periodically

Subject to be selected yearly. Prerequisites: ENGL 1-2.

131. *The 18th-Century British Novel** 3 s.h.
Periodically

The rise of this popular genre in the century that mainly invented it, in subgenres involving forms of autobiography, journalism, satire, epic, romance in general, and Gothic romance in particular, by such authors as Defoe, the Fieldings, Richardson, Sterne, Smollett, Burney, and Austen. Prerequisites: ENGL 1-2.

132. *The 19th-Century British Novel** 3 s.h.
Periodically

The 19th-century English novelists: Austen, Scott, Emily Brontë, Thackeray, Dickens, Eliot and other writers. Prerequisites: ENGL 1-2.

#Core course

*Open only to students who have fulfilled the Writing Proficiency Test requirement.

133. *Workshop: General Creative Writing* #* 3 s.h.
Fall, Spring
Develop and sharpen writing skill in all forms of creative writing. Students' work is read aloud and the techniques employed in celebrated works of literature are studied and analyzed. Prerequisites: ENGL 1-2.
134. *Workshop: Poetry Writing** 3 s.h.
Fall
A workshop to help the developing poet sharpen the powers of poetic expression. Reading and discussion of students' poems, and analyses by students of themes and techniques of contemporary poems of their choice. Prerequisite: ENGL 133 or submission of manuscript. Credit given for this course or New College CSWG 2, not both.
- 134A. *Workshop: Poetry Writing*†* 2 s.h.
Discussion includes contemporary poets. Same as ENGL 134.
135. *Workshop: Prose Writing** 3 s.h.
Fall
A workshop to help the developing writer of short stories and novels sharpen the powers of expression. Students' work will be read and analyzed, discussions will deal with matters particular to the manuscript as well as with general problems of craft. Prerequisite: ENGL 133 or submission of manuscript.
- 136A. *Workshop: Short Fiction Writing*†* 2 s.h.
Discussion includes matters particular to the manuscript as well as with general problems of craft. Credit given for this course or New College CSWG 4, not both.
- 136B. *Workshop: Children's Fiction Writing*†* 2 s.h.
Discussion includes techniques and themes in contemporary examples of children's fiction. Credit given for this course or New College CSWA 13, not both.
- 136C. *Workshop: Writing in Varieties of Nonfiction*†* 2 s.h.
Discussion of techniques used in a wide range of nonfiction writing including journalistic columns, the familiar essay, interviews, magazine articles, drama and book reviews. Credit given for this course or New College CSWA 15, not both.
- 136D. *Workshop: Writing for Stage, Screen and Television*†* 2 s.h.
Discussion includes techniques in contemporary scripts for theater, film and television. Credit given for this course or New College CSWA 12, not both.
137. *Colonial and Early American Literature from the Puritans Through Irving** 3 s.h.
Periodically
An intensive examination of the literature and ideas of Colonial America through the early Republic in personal narratives, essays, sermons, and poetry by such writers as Bradford, Mather, Bradstreet, Rowlandson, Edwards, and Franklin. Prerequisites: ENGL 1-2.
138. *American Literary Naturalism** 3 s.h.
Periodically
The philosophical premises, major themes, and significance of race, gender, and time in American literary naturalism. Writers include Crane, Norris, Dreiser, Wharton, London, Wright and others. Prerequisites: ENGL 1-2. (Formerly *Naturalism in American Literature*.)
139. *The African Novel* #* 3 s.h.
See course description, page 370.
- 140, 141 #. *African American Literature* I, II #* 3 s.h. each
Fall, Spring
First semester: the origins of an African American literary tradition from the Colonial period to the early 20th century. Themes include the African Diaspora, slavery, folk culture, race, and social equality. Such authors as Equiano, Wheatley, Douglass, Brown, Jacobs, Harper, Washington, and Du Bois. Prerequisites: ENGL 1-2. Second semester: the growth of African American literature from the Harlem Renaissance to the present. Such topics as migration, African heritage, protest, vernacular, and gender. Writers include Hughes, Hurston, Wright, Brooks, Ellison, Baldwin, Baraka, Walker, Morrison, and Wilson. Prerequisites: ENGL 1-2. (Formerly *The Literature of Black America I, II #*.)
142. *The American Renaissance, 1820-1860** 3 s.h.
Periodically
A study of a period in American literary history so rich, it as been called "the American Renaissance." Works by such authors as Emerson, Thoreau, Melville, Poe, Hawthorne, Douglass, Stowe, Whitman and Dickinson. The development of a distinctively American literature is studied in the context of the revolutionary changes and deep conflicts that characterized American life in this period. Prerequisites: ENGL 1-2.
143. *American Literature* I #* 3 s.h.
Fall, Spring
A study of the origins and development of an American literary tradition from the Colonial period to the Civil War in the poetry, prose, and fiction of such writers as Bradstreet, Wheatley, Franklin, Hawthorne, Dickinson, Douglass, and Melville. Prerequisites: ENGL 1-2. (Formerly 143 #, 144, *American Literature I #, II*.)
144. *American Literature* II* 3 s.h.
Periodically
A study of the development of American literature from Whitman to the early moderns. The course includes the works of writers such as Crane, Dickinson, Fitzgerald, Hemingway, Wright. Prerequisites: ENGL 1-2. (Formerly 143 #, 144, *American Literature I #, II*.)
- 145A. *American Fiction, 1900-1950* #* 3 s.h.
Fall, Spring
A study of how various writers of the period grapple with questions about literary history, ideology, aesthetics, and the meaning(s) of America. Works by such authors as Chopin, Wharton, Fitzgerald, Hemingway, Hurston, Faulkner, and Wright. Prerequisites: ENGL 1-2. (Formerly *20th Century American Fiction, 1900-1950 #*.)
- 146A. *American Fiction, 1950-Present** 3 s.h.
Periodically
An exploration of how fiction since WWII engages the complexity of aesthetic and cultural challenges that have characterized the second half of the "American" century. Works by such authors as Ellison, Nabokov, Bellow, Pynchon, Morrison, DeLillo, and Erdrich. Prerequisites: ENGL 1-2. (Formerly *20th-Century American Fiction, 1950 to Present*.)
148. *20th-Century American Poetry** 3 s.h.
Periodically
Readings in the poets of the Modern period, such as Eliot, Pound, Frost, Moore, and Stevens, as well as an exploration of a variety of Postmodernisms, including such writers as Bishop, Roethke, Lowell, Ginsberg, Kinnell, Plath, and Rich. Prerequisites: ENGL 1-2. Credit given for this course or New College HLG 15 or HLG 60E.

#Core course

*Open only to students who have fulfilled the Writing Proficiency Test requirement.

†Summer Writer's Conference: designed to help developing writers sharpen their powers of expression including reading and discussion of student's work, and analysis of themes and techniques. Prerequisite: ENGL 133 or permission of the Director of the Conference.

149. *The 19th-Century American Novel** 3 s.h.
Periodically
A study of the origins and development of the 19th-century American novel in works by such writers as Cooper, Hawthorne, Melville, Stowe, Alcott, Twain, James, and Chopin. Prerequisites: ENGL 1-2.
150. *Native American Literature** # 3 s.h.
See course description, page 370.
153. *The Romantic Age** # 3 s.h.
Fall, Spring
The response of British Romantic writers—Blake, Wordsworth, Coleridge, Mary Shelley, Percy Shelley, Byron, and Keats—to the philosophical, industrial, and political revolutions of the late 18th and early 19th centuries. Topics include natural supernaturalism, innocence and experience, social protest, and the Byronic hero. Prerequisites: ENGL 1-2.
154. *Seminar in the Romantic Age** 3 s.h.
Periodically
Subject is selected yearly. Prerequisites: ENGL 1-2.
157. *The Age of Dickens** # 3 s.h.
Fall, Spring
Writings of the industrial and colonial age in Britain, the 19th century. Readings explore changes in social structure, education, religion, science, and everyday life in the Victorian age; works by such authors as Dickens, the Brontes, Tennyson, the Brownings, Arnold, Gaskell, Eliot, and Butler. Prerequisites: ENGL 1-2.
158. *Seminar in Victorian Literature** 3 s.h.
Periodically
Subject is selected yearly. Prerequisites: ENGL 1-2.
159. *20th-Century British Poetry** 3 s.h.
Periodically
Poetic responses to the philosophical ideas and political and cultural events of modernism. Such poets as Hardy, Hopkins, Yeats, Eliot, Lawrence, Thomas, and Auden are studied. Particular attention is given to their development of new poetic forms and symbolism responsive to 20-century crises of faith and the search for new certainties. Prerequisites: ENGL 1-2.
165. *20th-Century British Novel** 3 s.h.
Periodically
The modern British novel, its themes and innovative forms. Novels by such authors as Conrad, Joyce, Woolf, Forster, and Lawrence are studied with an eye to what makes them representative of modernism: the interest of subjectivity, impressionism, and stream of consciousness, their treatment of alienation, politics, psychology, and sexuality. Prerequisites: ENGL 1-2. Credit given for this course or New College HLG 20, not both.
166. *Critical Theories and Critical Writings** 3 s.h.
Periodically
Theory and technique of literary criticism with practice in writing critical papers. Prerequisites: ENGL 1-2.
167. *Post-Colonial Literature of South Asia**# 3 s.h.
See course description, page 370.
170. *Theory and Practice of Publishing** 3 s.h.
Spring
The full process of publishing from submission of a manuscript to its publication including the various phases of editing and production. A work project is used to illustrate the publication stages. Specialists from the publishing field address the class. Prerequisites: ENGL 1-2. No liberal arts credit.
171. *The History of Publishing in America** 3 s.h.
Fall
A comprehensive study from Colonial days to the present: early printing shops in New England, the first publishing houses, the emergence and continued existence of the by-now giant firms, the establishment of copyright laws and changes in it. How the economic, political and cultural conditions of the country affected the field of publishing and how publishing affected them. Prerequisites: ENGL 1-2.
- 172 & 173. *Book Editing** I, II 3 s.h. each
172: Fall; 173: Spring
Practices that make up the complete editing of a book: copy and manuscript editing. Production editing, proofreading, symbols, printer's marks and marking up a manuscript ready for the printer. The use of a style book. Students in ENGL 173 will edit and produce a book made up from work done by students in the creative writing workshops. Students taking the Publishing Studies concentration must take both courses. Materials fee for both courses: \$25. Prerequisites: ENGL 1-2. Corequisite for 173: ENGL 178.
174. *Book Promotion** 3 s.h.
Spring
Various activities by which a publisher markets a book: book promotion, field sales, book retailing. Covers the development of catalogs, advertising, media promotion, field sales calls, distribution to bookstores, libraries and wholesalers. Prerequisites: ENGL 1-2. No liberal arts credit.
175. *Editing Children's Books** 3 s.h.
Periodically
The skill of presenting fiction and nonfiction to children from the ages of four to fourteen. Included are editing picture books, how-to books, learning books, juvenile fiction and books in science. Prerequisites: ENGL 1-2.
176. *Popular Literature and the Mass Market** 3 s.h.
Every other year
Popular literature, past and present. The making of best sellers. An in-depth look at the making of popular trends, popular literature and popular culture. Editors from the industry visit the class. Prerequisites: ENGL 1-2.
177. *Magazine Editing** 3 s.h.
Periodically
Content selection, editing, makeup and production of mass circulation and popular trade magazines. Prerequisites: ENGL 1-2.
- 177A. *Textbook Editing** 3 s.h.
Periodically
A study of the categories within the textbook division—various age levels and fields of study—emphasizing the editorial practices essential to a clear presentation of information. Students edit one entire manuscript including copy editing, proofreading, design and production. The nature of the market, its distribution and promotion. Prerequisites: ENGL 1-2.
178. *Book Design and Production** 1 s.h.
Spring
Fundamentals of design and production. Aesthetic and economic consideration. Discussion on type selection, page design, paper selection and understanding the manufacturing process.

#Core course

*Open only to students who have fulfilled the Writing Proficiency Test requirement.

Prerequisites: ENGL 1-2. Corequisite: ENGL 173. No liberal arts credit.

178A. *Book Retailing** 1 s.h.
Spring
Distribution and retailing. Function of sales department in publishing house, national sales networks, distribution to libraries, and wholesale and retail book outlets. Tours of leading bookstores in the City. Prerequisites: ENGL 1-2. No liberal arts credit.

178B. *Books and the Law** 1 s.h.
Spring
Copyrights, contract clauses, questions of libel. Prerequisites: ENGL 1-2. No liberal arts credit.

178C. *The Economics of Publishing** 1 s.h.
Spring
How the costs of books are determined, how promotion is budgeted and how a publishing house is structured from an economic point of view. Prerequisites: ENGL 1-2. No liberal arts credit.

178D. *Desktop Publishing for Book Publishing** 3 s.h.
See course description, page 370.

191A. *Science Fiction** 3 s.h.
Spring
A survey course, from the classics to the moderns including readings from the works of such authors as Mary Shelley, Verne, Wells, Stapledon, Heinlein, Asimov and Clarke. Prerequisites: ENGL 1-2.

SPECIAL STUDIES AND SEMINARS

Each semester, the department offers several "special studies" courses. These courses deal with specific issues, themes, genres, and authors. The topics of the "special studies" courses change every semester. Please consult the *English Department Course Description Booklet* for topics offered in a particular semester. Prerequisites: ENGL 1-2.

182, 192, 196, 197, 198, A-Z. *Readings in Literature or Special Studies** 3 s.h. each
Fall, Spring
Intensive study of major authors and/or literary themes. Subjects to be selected yearly. Prerequisites: ENGL 1-2. May be repeated for credit when topics vary.

193. *Classical Influences on Modern Literature: the Bible and Greek and Roman Classics** 3 s.h.
Fall
An investigation of the influence of the Bible and the Greek and Roman classics on major works of English and American literature. Attention to literary forms and patterns as well as to theological and philosophical ideas. Prerequisites: ENGL 1-2, 40.

188, 195, A-Z. *Independent Readings in Literature** 1-3 s.h. each
Fall, Spring
Readings are selected appropriate to the interests of the students and instructor. Written work as applicable. Prerequisites: ENGL 1-2. May be repeated for credit when topics vary.

199. *Honors Essay** 3 s.h.
Fall
Writing of a substantial essay in the field of English or American literature. Open only to senior English majors who are eligible for departmental honors and who secure, before registration, the written permission of the instructor who will supervise the essay.

Course descriptions for 145 and 146 are listed on page 125 under American Studies and may also be counted toward the major.

AMERICAN STUDIES COURSES

145. *Readings in American Studies* 3 s.h.
146. *Seminar in American Studies* 3 s.h.

200. *The Analysis of Prose* 3 s.h.
Every other year
Investigation of the way in which written prose conveys meaning, generally, and of the relation between style and meaning, specifically. Consideration of stylistic features, such as diction, syntax, figures of speech and sound patterns; of rhetorical issues, such as speaker, audience, topic and tone; and of various conventions of reading. Emphasis on nonfiction, with consideration of texts from various fields of discourse and from various periods.

201. *Rhetoric* 3 s.h.
Every other year
The main issues and developments in the formal study of rhetoric from antiquity to the present, with emphasis on the applicability of formal rhetoric to the theory and practice of writing in various circumstances.

203. *Approaches to English Grammar* 3 s.h.
Every other year
A thorough investigation of grammatical principles with a comparison of traditional, structural and transformational approaches. Consideration of the purposes of language study and practical applications of grammatical knowledge in teaching students to write.

210. *20th-Century American Fiction* 3 s.h.
Every other Fall
Major novelists such as Dreiser, Wharton, Hemingway, Fitzgerald, Faulkner and Bellow will be studied, with major criticism of the American novel.

250. *Readings in English* 1-3 s.h.
Periodically
Designed to permit students to pursue an individualized plan of study in subject areas of interest under the guidance of a member of the English faculty. Students prepare a list of assignments in consultation with their tutor with whom they confer periodically about the progress of their work. Limited to students who have been accepted for a reading course by a member of the department and approved by the department chairperson before registration.

261. *The American Renaissance, 1820-1860* 3 s.h.
Every other Spring
Studies of such writers as Cooper, Hawthorne, Melville, Emerson, Thoreau, Whitman.

271A, 271B. *Sources of the English Literary Tradition I, II: Studies in Chaucer, Spenser and Their Contemporaries* 3 s.h. each
271A: Every other Fall; 271B: Every other Spring
Preseventeenth-century English literature with emphasis on the traditions and conventions it makes use of, the parent forms of genres and modes, the history of philosophical and literary problems. First semester: Chaucer and his contemporaries; second semester: Spenser and his contemporaries.

272. *Sources of the English Literary Tradition III: 17th- and 18th-Century English Literature* 3 s.h.
Every other Fall
Major works of major authors including Donne, Marvell, Defoe, Swift, Pope, Johnson and Wordsworth with emphasis on chang-

*Open only to students who have fulfilled the Writing Proficiency Test requirement.

ing historical concepts of wit, nature and literary form. Some attention to precedents for American as well as later English literature.

274. *Sources of the American Literary Tradition* 3 s.h.
Every other year
Investigation of the assimilation of various sources, extending back to earlier centuries, by a particular group or groups of 19th-century American writers.

284. *Workshop: Poetry Writing*† 2 s.h.
Discussion includes contemporary poets.

286. *Workshop: Short Fiction Writing*† 2 s.h.
Discussion includes matters relating to the manuscript as well as with general problems of the craft.

287. *Workshop: Childrens Fiction Writing*† 2 s.h.
Discussion includes techniques and themes in contemporary examples of children's fiction.

288. *Workshop: Writing in Varieties of Nonfiction*† 2 s.h.
Discussion of techniques used in a wide range of nonfiction writing including journalistic columns, the familiar essay, interviews, magazine articles, drama and book reviews.

289. *Workshop: Writing for Stage, Screen and Television*† 2 s.h.
Discussion includes techniques used in contemporary scripts for theater, film and television.

291, 292, 293, 294, A-Z. *Special Studies* 3 s.h. each
Fall, Spring
Studies in periods, major figures, literary genres or modes. Subjects to be announced yearly.

299. *Research Methods* 3 s.h.
Every other Fall
Exercise in the finding and use of scholarly and critical materials. Open only to students enrolled in the M.A. program except by permission of the chairperson of the department.

301. *Master's Essay* 3 s.h.
Fall
Tutorial instruction leading to the completion of the essay, which is one of two optional requirements for the M.A. in English. Prerequisites: ENGL 271A, 271B, 299.

305. *Qualifying Papers* 3 s.h.
Fall, Spring
Tutorial guidance in mastering a large area of specialization, chosen by the candidate, under advisement, for six qualifying papers in examination situations, one of two optional requirements for the M.A. in English.

English Language Program (ELP)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Assistant Professor Greaney, *Director*
Adjunct Assistant Professor Seidl; Adjunct Instructor Bennett.

The English Language Program is designed for students whose native language is not English. Its purpose is to bring non-English speaking students to college-level proficiency in speaking, reading and writing English. It is an accelerated program providing intensive study on a full-time basis. Students who are accepted into a degree-granting program may earn up to 12 semester hours of liberal arts credit. The Bachelor of Arts foreign language requirement may be fulfilled by completing those intermediate (Level II: ELP 25) and advanced (Level III: ELP 31, 35, 36) courses in the program which are designated for degree credit.

Students will be accepted into degree-granting programs upon the successful completion of the following requirements:

- 1) ELP courses as required, based upon the Hofstra ELP Placement Examination and the student's progress;
- 2) a TOEFL score of 500;
- 3) completion of at least four University courses including ENGL 1 and any one course from the social sciences.

Students not admitted to a degree program are not eligible to take courses other than the English Language Program courses.

For further information, contact the Admissions Office, Admissions Center, or the Director of the English Language Program.

Level I, Introductory Intensive English: an accelerated program providing intensive instruction and practice in reading, writing and speaking English for students whose native language is not English. Level I consists of two components: 1) Reading and Writing; 2) Conversation and Language Laboratory. Each component is based on a grammatical syllabus. No degree credit.

11A. *Introductory Reading Comprehension* 3 s.h.
Fall

Development of reading skills including vocabulary development, comprehension and study skills, and critical evaluation of written materials. No degree credit.

12A. *Introductory Grammar* 3 s.h.
Fall

The introduction and development of the fundamental aspects of English grammar and structure. No degree credit.

13A. *Introductory Conversation* 3 s.h.
Fall

Selected readings and discussions with stress on the audio-lingual aspect of the language and the development of verbal communication skills. No degree credit.

14A. *Introductory Language Laboratory and Tutorial* 4 s.h.
Fall

Supervised laboratory and tutorial work on specific weaknesses in spoken English. For beginning ELP students. No degree credit.

15A. *Introductory Composition* 3 s.h.
Fall, Spring

A writing course designed to give the non-native student extensive practice in the development of expository writing skills. No degree credit.

16A. *Introductory Reading and Writing* 6 s.h.
See course description, page 370.

17A. *Introductory Conversation, Language Laboratory and Tutorial* 6 s.h.

See course description, page 370.

Level II, Intermediate Intensive English: an intermediate level program providing intensive instruction and practice in reading, writing and speaking English for students whose native language is not English. Prerequisites: completion of ELP Level I and/or the appropriate satisfactory score on the Hofstra ELP Placement Examination.

21B. *Intermediate Reading Comprehension* 3 s.h.
Fall, Spring

Development of specialized reading skills through selected readings from the disciplines of the sciences, social sciences and the humanities. No degree credit.

†Summer Writer's Conference: designed to help developing writers sharpen their powers of expression including reading and discussion of student's work, and analysis of themes and techniques. Prerequisite: ENGL 133 or permission of the Director of the Conference.

22B. *Intermediate Grammar* 3 s.h.
Fall, Spring
Structural review and development of vocabulary and grammar at the intermediate level. No degree credit.

23B. *Intermediate Oral Communication* 3 s.h.
Fall, Spring
Development of ability to communicate orally in English through such activities as discussions and role plays. Focus is on discussion techniques such as clarification and confirmation of a message and on speech functions such as stating facts, stating or challenging opinions, or reporting information. No degree credit. (Formerly *Intermediate Conversation*.)

24B. *Intermediate Language Laboratory and Tutorial* 3 s.h.
Fall, Spring
Supervised laboratory and tutorial for intermediate work on specific weaknesses in spoken English. No degree credit.

25. *Intermediate Composition* 3 s.h.
Fall, Spring
Development of the student's expository writing skills including idiomatic usage and the argumentative essay.

Level III, Advanced Intensive English: an intensive program providing instruction and practice in written and spoken English for students whose native language is not English. Prerequisite: satisfactory completion of Level II and/or the appropriate scores on the Hofstra ELP Placement Examination.

31. *Advanced Reading Comprehension* 3 s.h.
Fall, Spring
Development of reading skills. Topics range from the liberal arts to the sciences and careers, depending on the interests of the students and faculty.

32C. *Workshop: Sentence Structure and Tutorial* 2 s.h.
Frequent practice in writing with emphasis on the paragraph. Attention is focused on both paragraph organization (topic sentence, development of specific concrete details, coherence) and basic sentence structure (word order, tenses, agreement, punctuation). Required of Level 3 students who are not prepared for ELP 35 based upon the ELP Placement Examination or with the advice of the student's ELP 25 teacher. No degree credit.

33C. *Advanced Oral Communication* 3 s.h.
Fall, Spring
Designed for students who need to increase their fluency and communicative ability in English. Different speaking tasks include discussing, role playing, interviewing and making speeches or short oral reports. Emphasis is given to continuing development of discussion techniques and speech functions practiced in the intermediate course in addition to speech functions such as summarizing, presenting proposals and argumentation. No degree credit. (Formerly *Advanced Conversation*.)

34C. *English for Academic Purposes* 2 s.h.
Fall
Designed to teach the non-native student skills in following lectures in English, note-taking, summarizing, paraphrasing and test taking necessary for successful participation in the American university system. In particular, this course provides practice in refining listening comprehension skills and, in part, prepares students to take the TOEFL examination. No degree credit. (Formerly *Study Skills*.)

35. *Advanced Composition* 3 s.h.
Fall, Spring
Designed to have non-native students achieve proficiency in essay writing on specific themes. Introduction to literary analysis using the appropriate technical vocabulary and figures of speech. Prerequisite: satisfactory completion of ELP 25 or permission of instructor.

36. *Topics in American Culture* 3 s.h.
Fall, Spring
Readings and discussions related to contemporary American society. Emphasis is on the writing of essays on current issues in American social, political and economic scenes. Prerequisite: satisfactory completion of ELP 35 or permission of instructor.

Environmental Resources

Administered by the Department of Geology. Professor Radcliffe, *Chairperson*

The B.S. degree in Environmental Resources: students are exposed to the conflicts between modern resource development and conservation. This interdisciplinary program prepares the student for middle management positions in earth and energy resource industries and government service.

B.S. SPECIALIZATION IN ENVIRONMENTAL RESOURCES: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 62 semester hours must be completed in the liberal arts, excluding courses in geology.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. And the following general requirements:

	<i>Sem. Hrs.</i>
ENGL 1-2 or placement examination*	6
Humanities electives	6
Social science electives	6

(The humanities and social science electives must be satisfied with approved core courses, see page 78.)

Foreign language: level 4, or 6 additional semester hours in humanities electives.

5. The fulfillment of the following major and additional requirements:
 - 45-47 semester hours in introductory courses: BIO 1, 2; CHEM 3A & 4A, 3B & 4B; ECO 1, 2; ENGG 149; either GEOL 1C, 2C or 11, 12; MATH 9, 10; or 10, 11; or 11, 19; or 19, 20; PSC 1, 105;
 - 38 semester hours in primary curriculum: BIO 114, 115; CHEM 185; CSC 5; ECO 100 level; GEOG 102 or 135; GEOL 10, 33, plus any 3 advanced courses in geology; PSC 135 or 137; ENGL 1-2 or equivalent*; foreign language level 4, or 6 semester hours in humanities electives.

Exercise Specialist

SEE HEALTH STUDIES, SPORT SCIENCES, AND PHYSICAL EDUCATION

Film

SEE SCHOOL OF COMMUNICATION

Finance (FIN)

Administered by the Department of Banking and Finance. Professor Lyn, *Chairperson*

*See University Degree Requirements, page 59.

Professors Nikbakht, Papaioannou; Associate Professors Bishnoi, Krull, Malley, Rai, Viswanathan, Zychowicz; Assistant Professors Adair, Huckins, Mohanty; Special Assistant Professors Hogan, Huang.

B.B.A. SPECIALIZATION IN BANKING AND FINANCE: FIN 132, 160, 165 and 12 semester hours of electives in banking and finance. (No credit given for FIN 31. With permission of department chairperson, finance elective credit given for GBUS 170); three semester hours of economics chosen from ECO 125, 130, 132 or 142; and electives chosen under advisement.

See complete B.B.A. requirements, page 96.

A MINOR IN BANKING AND FINANCE consists of the successful completion of a minimum of 18 semester hours of coursework with grades of C- or better, *under faculty advisement in the Department of Banking and Finance*, with at least six semester hours in residence. This includes two required courses (6 s.h.), FIN 101 and 110; two courses (6 s.h.) from the following three: FIN 132, 160 and 165; plus two finance courses (6 s.h.).

No School of Business courses may be taken on a Pass/D+/D/Fail basis.

Nonbusiness majors may choose a banking and finance minor.

No student pursuing a bachelor's degree, other than a Bachelor of Business Administration degree, may complete more than 30 semester hours of School of Business coursework without permission of the School of Business Dean's Office. The student must have the appropriate form approved by and filed with the major and minor departments.

All minors must be declared at the Office of Financial and Academic Records.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see page 98.

BUSINESS HONOR SOCIETIES, see pages 63, 69.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

31. *Personal Financial Planning* 3 s.h.
Periodically

Basics of personal finance. Types of savings and investments available and their relative merits. A survey of investment principles and problems from the point of view of personal finance. Analysis of real estate, insurance and estate planning. A discussion of charge accounts, installment accounts and various types of credit cards. No credit will be applied to the finance major or minor requirements. (Formerly 131, *Personal Finance*.)

101. *Introduction to Finance, Financial Markets and Institutions* 3 s.h.
Fall, Spring

An introductory course in finance. Topics include the time value of money, risk and return, valuation of securities, the functions, organization, structure and regulation of financial institutions and markets. Overview of the globalization process, ethical, political and social, and demographic issues that apply to financial markets and institutions. Prerequisites: sophomore class standing or above, ECO 1, ACCT 1, QM 1. (Formerly *Introduction to Corporate Finance*.)

110. *Fundamentals of Corporate Finance* 3 s.h.
Fall, Spring

A study of the theoretical principles and analytical techniques used for the financial evaluation of capital budgeting, capital

structure and dividend policy decisions under conditions of uncertainty. Evaluation of corporate acquisitions; financial statement analysis and overview of working capital management; and study of the international dimensions of corporate finance. Overview of the influence of the globalization process, legal and regulatory, political and social, and environmental forces on corporate finance decisions and practices. Discussion of the ethical perspectives of corporate financial decisions. Prerequisites: junior class standing or above, FIN 101, ECO 2, ACCT 2. Corequisite: QM 122. (Formerly *Corporate Financial Policy*.)

111. *Working Capital Management* 3 s.h.
Once a year

Analysis of the short-term sources and uses of funds with primary emphasis on the management of short-term assets and liabilities. Topics include credit and collections, the role of banks, inventory control procedures, financial analysis, cash forecasting, payables, and investing excess cash. Impact of technology, regulations and globalization on working capital management is discussed. Prerequisite: FIN 110. (Formerly *Credit and Working Capital Management*.)

123. *Money and Financial Institutions* 3 s.h.
Fall, Spring

The role of money and financial institutions within the financial system. Determination of interest rates. Goals and operations of the Federal Reserve System, and the U.S. Treasury and their impact on the financial system. Study of the framework and the management of banking and nonbank financial intermediaries. Issues pertaining to the regulation, innovation, competition, and internationalization of financial institutions. Prerequisites: junior class standing or above, FIN 101. (Formerly *Introduction to Money and Banking*.)

132. *Security Analysis* 3 s.h.
Fall, Spring

A study of the theories and analytical techniques used to value financial securities and assets in the markets they are traded. Valuation principles and models for securities including options and futures contracts. Theories of equilibrium asset pricing and the efficient capital markets hypothesis are discussed. Fundamental and technical analysis compared. Overview of the role of computer and information technology for investment evaluation and related securities markets. Discussion of the ethical, global, regulatory, environmental and demographic issues which impact the analysis and valuation of investments by individuals and institutional investors. Prerequisite: FIN 110. Corequisite: QM 122.

133. *Portfolio Management* 3 s.h.
Once a year

A course in modern portfolio theory and its applications. Efficient diversification, portfolio construction and evaluation procedures. Management of equity and bond portfolios and risk hedging techniques. Portfolio practices and strategies for institutional and individual investors. Impact of globalization, ethics, regulations, social and international dimensions are incorporated into specific topics. Computer applications and hypothetical portfolio construction and performance evaluation are required in this course. Prerequisite: FIN 110. Corequisite: FIN 132.

135. *Options and Futures* 3 s.h.
Once a year

Analysis of options and futures contracts traded worldwide. Topics include the organization and structure of markets in which they are traded; ethical considerations faced by market participants; effect of recent computer advances on futures and options markets; pricing futures and options; hedging applications; the role of price discovery; and speculative strategies. Although particular emphasis is on financial futures and options,

commodity futures and options are also discussed. Corequisites: FIN 132, QM 122.

141. *Money and Capital Markets* 3 s.h.
Fall, Spring

An in-depth analysis of the structure of domestic and international money and capital markets and the role the government plays in these markets. The role of investment bankers, brokers, and dealers in the financial markets. The characteristics of different financial instruments traded in the money and capital markets, including their relevant risk and yields. Issues pertaining to ethics, innovation, competition, and globalization of financial markets. Prerequisites: junior class standing or above, FIN 101.

150. *Commercial Bank Administration, Policies and Practices* 3 s.h.
Fall, Spring

A study of the operations and policies of commercial banks. Overview of the industry and regulatory environments. Analysis of the banking operations, and techniques for bank asset and liability management. International dimensions of banking activities; discussion of ethical and social considerations. Prerequisite: FIN 110.

151, 152. *Readings* 1-3 s.h. each
Fall, Spring

Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: FIN 110 and permission of the department chairperson.

157, A-Z. *Seminar: Special Topics in Finance* 3 s.h.
Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: FIN 110 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

160. *Corporate Financial Policy* 3 s.h.
Fall, Spring

An in-depth study of financial theory and analysis used to evaluate and set corporate financial policy in the areas of capital budgeting, capital structure, dividend distribution, corporate restructurings, and working capital management. Discussion of the role of the various firm stakeholders in influencing financial policy. The ethical, global, social and political, regulatory, and environmental issues related to corporate financial policy are also discussed. Prerequisites: FIN 110. Corequisite: QM 122. (Formerly *Advanced Business Finance*.)

161. *Advanced Topics in Corporate Financial Management* 3 s.h.
Periodically

Advanced coverage of selected topics in corporate financial management. Emphasis on issues of current importance such as the restructuring of corporate assets and liabilities, the innovation of new corporate securities and financing techniques, the implications of agency conflicts among corporate constituents on firm value and financial behavior and corporate risk management. The pedagogical methodology includes case studies and seminar-type presentations by students. Prerequisite: FIN 160.

165. *Principles of International Financial Management* 3 s.h.
Fall, Spring

Principles of financial management of firms operating in the global market. The parity relationships between interest rates, exchange rates and inflation rates are defined and emphasis placed on the techniques employed by multinational firms to borrow short and long term capital, evaluate projects on a global basis and hedge anticipated cash flows and profits against adverse exchange rate risks. The dilemma and ethical, environmental

and legal issues encountered because of the divergence of goals and needs between parent and subsidiaries and between local and host governments are also examined. Prerequisite: FIN 110.

166. *International Financial Markets and Investments* 3 s.h.
Fall, Spring

Framework of the global financial markets and the development of foreign financial assets. Emphasis on the innovations and evolution of the various financial instruments and the role played by the markets. Foreign financial markets include foreign exchange markets, international bond and stock markets, international loan markets, futures and options markets and emerging securities markets. Financial instruments include Eurodollar bonds, foreign spread agreements, currency swaps and currency options and futures. Prerequisite: FIN 110.

170. *Fundamentals of Insurance* 3 s.h.
Once a year

Basic principles underlying the field of insurance and risk management including the financial, economic, social, ethical and political ramifications of decision making in this area. An analysis of the institutional aspects of risk management, which will enable the individual or business to lessen financial loss from fortuitous causes. Prerequisite: FIN 110.

175. *Real Estate Finance* 3 s.h.
Fall, Spring

Evaluation of real estate financing and the mechanics of the mortgage market. The role of regulation, government agencies and the banking system as vehicles in promoting real estate activity. Analysis of real estate investments, property valuation, leases and types of tenancy. Prerequisite: FIN 110.

185. *Internship* 3 s.h.
Fall, Spring

A work-study program open to senior finance majors. Students work a minimum of 120 hours in a structured finance training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade-point average of 3.0 in finance courses and 3.0 overall, FIN 110. Corequisite: related course in the area of the internship.

190. *Honors Essay* 3 s.h.
Fall, Spring

Research for the writing of a substantial essay in the field of finance. Open only to senior finance majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade-point average of 3.5 in finance and 3.4 overall.

201. *Financial Analysis and Markets** 3 s.h.
Fall, Spring

Introduction to financial markets and institutions, and to corporate financial policy, including topics such as time value of money, risk and return, bond and stock valuation, and financial statement analysis. Overview of the social, political, ethical, and international implications of financial activities. Prerequisite: ACCT 201 or approved equivalent. Corequisite: QM 201. (Formerly *Survey of Finance*.)

202. *Corporate Financial Management** 3 s.h.
Fall, Spring

Analysis of modern asset pricing theories and of decision making models in capital budgeting, cost of capital, capital structure, and dividend policy. Coverage of the social, political, ethical, and

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

international implications of financing and investment decisions. Prerequisites: ACCT 201, FIN 201, QM 201 or approved equivalent. (Formerly *Managerial Finance*.)

205. *Advanced Security Analysis** 3 s.h.
Fall, Spring

In-depth analysis of theories and models employed in the valuation of securities from the investor's point of view. Examination of option, arbitrage pricing and other theories. Fundamental, technical and other investment approaches to security valuation are studied. Computer applications are employed. Prerequisites: FIN 202, QM 210.

207. *Advanced Money and Banking** 3 s.h.
Once a year

The functioning of monetary systems and the meaning of monetary policy from the point of view of banks and other financial institutions. Various monetary theories are analyzed in terms of the impact of changes in the volume of money on capital formation, national income, employment, prices and interest rates. Prerequisite: FIN 202.

208. *Seminar: Financial Institutions and Capital Markets** 3 s.h.
Once a year

Critical examination of the policies and the factors which affect banks and other financial institutions. Contemporary problems of international finance as they relate to capital markets are discussed. Prerequisite: FIN 202.

209. *Seminar: Corporate Financial Policy** 3 s.h.
Once a year

In-depth study of the theory of finance; problems and issues on the frontiers of corporate finance. Concentration on capital budgeting, discounting problems and specific valuation modeling. Advanced issues in financial planning and management strategy. Prerequisite: FIN 202.

210. *Investment Management** 3 s.h.
Once a year

Exploration of portfolio theory from an individual and an institutional viewpoint. Current trends and problems encountered in portfolio selection, diversification, timing and developing portfolio strategies. Portfolio structure and management of investment companies, banks, savings and loan associations, insurance companies, pension funds and other financial intermediaries as well as foundations and educational and nonprofit organizations. Prerequisites: FIN 202, QM 210.

212. *International Financial Management** 3 s.h.
Fall, Spring

Extensive examination of the problems related to international financial management. The viewpoint is that of a manager in a multinational corporation. Topics include the use of the foreign exchange market, external sources of funds for foreign operations, international cash management, investment evaluation of current and proposed international operations. Prerequisite: FIN 202.

213. *Entrepreneurship and Venture Capital Investing** 3 s.h.
Once a year

Essential principles of entrepreneurial spirit, skills, and risk rewards associated with venture capital investing. Financial analysis of business, and risk and return characteristics; discussion of the various financing sources and the required returns to venture capital investors. Students acquire real-world exposure through the development of strategic and business plans and the presentation of venture capital proposals to business professionals. Prerequisite: FIN 202.

215. *Government Finance** 3 s.h.
Periodically

Public expenditure and revenue decision-making with emphasis on program budgeting, benefit-cost analysis and other efficient budgeting and cash management techniques. Federal, state and local experience with modern financial management programs are examined. Analysis of the effects of alternative tax and other government policies on resource allocation and financial management. Principles of debt and other financing problems at all government levels. Prerequisite: FIN 202.

220. *Real Estate Finance** 3 s.h.
Fall, Spring

Evaluation of mortgages, financial leases, land contracts, and other sources of financing for commercial, industrial, and residential income real estate. International markets for real estate securities. Theories of valuation. Real estate investment analysis and decision making. Special risks and advantages of international real property investment. Prerequisite: FIN 202.

222. *Commercial Bank Management** 3 s.h.
Once a year

Analysis of the role of banks in providing financial services to the public. From the vantage point of the bank manager, the focus is on modern techniques of asset/liability and risk management. From the viewpoint of the regulatory community, recent and proposed suggestions for financial market deregulation are examined, along with discussions of their implications for financial market broadening and innovation. Prerequisite: FIN 202.

225. *Seminar: Investment Banking** 3 s.h.
Once a year

Examination of the operations of a typical investment banking firm, its regulatory, institutional and market environment. Analysis of the main investment banking services of origination, underwriting and distribution; their mechanics and risk-return characteristics. Evaluation of the market for new issues and appraisal of their price performance. Prerequisite: FIN 202.

240. *Applications of Financial Forecasting and Planning** 3 s.h.
Periodically

Applications of theories and practices used in financial planning and forecasting. Topics include analysis of short and long-term financial planning and control techniques in a domestic and multinational setting. Sophisticated methods, such as linear programming and econometric models are discussed. Computer applications of these techniques are an integral part of the course. Prerequisites: FIN 202, QM 210.

257. A-Z. *Seminar: Special Topics in Finance** 3 s.h. each
Periodically

An advanced in-depth treatment of special topics in finance. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: FIN 202 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation. (Formerly 253, A-Z.)

260. *Financial and Other Futures Markets** 3 s.h.
Once a year

Intensive analysis of the organization, regulation and theory of futures markets. A study of the relationship between spot and futures pricing. Discussion of the importance of hedging and speculation. Techniques for evaluating futures and foreign exchange rate markets. In addition, the course deals with the exploration of theoretical and technical approaches used to

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

estimate the value of commodities and other futures instruments. Prerequisite: FIN 202.

261. *Option Theory and Practice** 3 s.h.
Once a year

Examines the organization, regulation and theory of option markets and the relationship between option prices and underlying instruments. Provides detailed treatment of several pricing formulas. Includes the application of option pricing theory to corporate financing and investment decisions, and the valuation of stock, currency, index and futures options. Emphasizes the use of options as a tool for hedging and discusses the role of speculation and arbitrage strategies. Prerequisites: FIN 202, QM 210.

304. *Advanced Research Seminar in Finance** 3 s.h.
Fall, Spring

(NOTE: FIN 306-308 may be offered in place of 304.) Students write an integrative paper on an assigned topic based on secondary research and then formulate a written primary data research design to investigate a specific key issue. They must formulate research questions and hypotheses, construct survey instruments and experimental designs, draft sample plans, outline data handling procedures, and prepare a comprehensive research proposal, furnishing justifications for its theoretical as well as practical significance. An oral presentation of each project is required at the conclusion of the semester. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

305. *M.B.A. Honors Research Thesis in Finance** 3-6 s.h.
Periodically

Student selects and designs an integrative research project with the approval and guidance of a faculty member in the area of specialization. Student is required to justify the project's significance within a decision-making framework and define the management applications of the research findings. An oral report of the research findings is presented to a faculty committee. With joint permission of the department chairperson and thesis adviser, a student may expand the M.B.A. Honors Research Thesis from 3 to 6 s.h.; the additional 3 s.h. may be counted toward elective requirements in the area of concentration. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

306. *Case Focused Research Seminar in Finance** 3 s.h.
Periodically

Emphasis on multiple functional areas that are taught in the Zarb School of Business. A case study approach is utilized in this course, and students are challenged to understand how decisions and policies from different functional areas are integrated within an organization. Students present detailed recommendations toward resolution of complex business problems within an industry or company which must be supported by appropriate documentation of research and analysis. Written and oral reports are required. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 306, BCIS 306, IB 306, MGT 306, MKT 306.

307. *Consulting Research Project in Finance** 3 s.h.
Periodically

Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client for one semester. The students and the business or not-for-profit entity to which they are assigned will identify specific problems and

objectives of the organization. Students design and complete one or more integrative consulting projects involving various business principles and conduct research. A written consulting report and an oral presentation are made to a faculty committee and the senior management of the organization. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the areas of concentration), and permission of the senior assistant dean and director of graduate programs and the department chairperson. Same as ACCT 307, BCIS 307, IB 307, MGT 307, MKT 307.

308. *Computer Simulation (Management Game) in Finance** 3 s.h.
Periodically

Course utilizes a comprehensive computer simulation to create a variety of complex multifunctional business problems to which students must respond under varying conditions of uncertainty. A team-based approach to decision making is used in resolving problems created by the computer model. Students are required to provide detailed reports on decisions made and to provide quantitative and qualitative justifications for their decisions. These justifications must be supported through the use of research and must be presented orally and in writing. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 308, BCIS 308, IB 308, MGT 308, MKT 308.

330. *Graduate Internship** 3 s.h.
Fall, Spring

A work-study program open to graduate students who are specializing in banking and finance.

Students work a minimum of 100 hours in the semester for selected business organizations. A written evaluation of a complex financial decision is prepared by the student at the completion of the course. Most internship opportunities involve some form of monetary remuneration. Prerequisites: all core competency courses or approved equivalents, 24 graduate-level credits with a 3.3 average and permission of department chairperson. (Formerly GBUS 330.)

Fine Arts (FA)

Administered by the Department of Fine Arts, Art History and Humanities. Professor Infield, *Chairperson*

Professors Hilson, Jacobs, Masheck; Associate Professors Fendrich, Jaffe; Assistant Professors Devine, Mirenborg; Adjunct Associate Professors Pugliese, Treijs.

Students in all fine arts programs are advised to present examples of work to-date upon declaration of the major. Continuing development of a portfolio is strongly emphasized and must be approved by a faculty committee prior to graduation.

B.A. SPECIALIZATION IN FINE ARTS: students will concentrate their work in one of these areas:

CERAMICS: FA 10, 11, 12, 13, 14, 15, 16, 17, 80, 80A, 81, 82 or 83, 199; six additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74 and three additional semester hours in art history. Professor Infield, *Adviser*.

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

†Full-time students may take IB 219 as a corequisite.

DESIGN: FA 10, 11, 12, 13, 14, 15, 16, 17, 27, 51, 51A, 158, 159G, 170, 199; AH 3 or 5, 4 or 6, 74; three semester hours of art history electives.

Professor Infield, *Adviser*.

PAINTING: FA 10, 11, 12, 13, 14, 15, 16, 17, 45, 46, 160, 166, 199; 3 semester hours chosen from FA 172, 173, 175; AH 3 or 5, 4 or 6, 74, 120, 145.

Professor Hilson, *Adviser*.

PHOTOGRAPHY: FA 10, 11, 12, 13, 14, 15, 16, 17, 170, 170A, 170B, 171, 199; three additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74; HUM 141.

SCULPTURE-JEWELRY: silversmithing (sculpture/metaly): FA 10, 11, 12, 13, 14, 15, 16, 17, 58, 70, 199; 12 semester hours chosen from FA 59, 80A, 120, 121, 122, 123, 167; AH 3 or 5, 4 or 6, 74; 110 or 165.

Adjunct Associate Professor Treijs, *Adviser*.

NOTE: the humanities requirements may not be fulfilled by additional fine arts or art history courses.

See complete B.A. requirements, page 75.

B.S. SPECIALIZATION IN FINE ARTS with concentrations in Ceramics, Design, Painting and Sculpture-Jewelry: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 129 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 66 hours must be completed in liberal arts with no less than 60 outside the Department of Fine Arts.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 hours. The 15 semester hours need not be included within the last 30 hours.
4. The following general requirements:
ENGL 1-9**
Core course requirement: (for listing of core courses, see page 78)
9 semester hours in the humanities: 3 hours in the creative participation category, 6 hours in the appreciation and analysis category including at least 3 hours of literature. Not more than 3 hours may be satisfied by fine arts core courses of the required nine;
9 semester hours in the natural sciences, mathematics/computer science: the 9 semester hours must include 3 hours in the mathematics/computer science category, 3 hours in the natural sciences category;
9 semester hours in the social science: the 9 semester hours must include 3 hours in the perspective category, 3 hours in the contemporary category.
5. The fulfillment of the major requirements as listed below.

Students will concentrate their work in one of these areas:

CERAMICS: FA 10, 11, 12, 13, 14, 15, 16, 17, 80, 80A, 81, 82, 83, 180, 180A, 199; 12 semester hours chosen from FA 27, 45, 46, 58, 59, 70, 170, 175. AH 3 or 5, 4 or 6, 74, and three additional semester hours in art history.

Professor Infield, *Adviser*.

DESIGN: FA 10, 11, 12, 13, 14, 15, 16, 17, 27, 45, 51, 51A, 158, 159G, 170, 199; three additional semester hours of either FA 58 or 80; nine additional semester hours chosen from FA 171, 172, 173, 175; AH 3 or 5, 4 or 6, 74; three semester hours of art history electives.

Professor Infield, *Adviser*.

PAINTING: FA 10, 11, 12, 13, 14, 15, 16, 17, 45, 46, 58 or 59, 80, 160, 166, 170, 199; 6 semester hours chosen from FA 171, 172,

173, 175; six additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74, 120, 145.

Professor Hilson, *Adviser*.

SCULPTURE-JEWELRY: FA 10, 11, 12, 13, 14, 15, 16, 17, 58, 59, 70, 120, 199; 6 semester hours chosen from FA 161, 167; 6 hours from 121, 122, 123; six additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74; 165 or 110.

Adjunct Associate Professor Treijs, *Adviser*.

B.S. IN ED.—SPECIALIZATION IN FINE ARTS EDUCATION, see page 329.

Associate Professor Fendrick, *Departmental Adviser*.

A MINOR IN FINE ARTS consists of the successful completion of 18 s.h. in the department, at least 6 hours in residence. Any combination of fine arts courses is acceptable.

Reports based on museum visits are required of students in some fine arts courses.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Introduction to Visual Arts I* 3 s.h.
Periodically
Lecture and workshop exploration of concepts of painting, graphics and related two-dimensional art forms. Limited to nonfine arts majors.
5. *Visual Arts: Beginning Drawing* 3 s.h.
Fall, Spring
A basic introduction to techniques and concepts of drawing utilizing the human form as a primary resource. Limited to nonfine arts majors.
6. *Introduction to Graphic Arts I* 3 s.h.
Fall, Spring
Various approaches to printmaking are explored to develop the technical knowledge and facility needed to execute ideas, concepts and images in graphic media. Wood block and linoleum cuts and etching are explored.
7. *Fundamentals of Visual Expression* 3 s.h.
Periodically
Visual education through drawing experiences. Develop visual literacy and the ability to communicate ideas graphically. Studio problems exploring the relationship between perception, mental image and graphic expression are combined with a variety of drawing media and techniques. Limited to nonfine arts majors.
8. *Art Concepts and Experiences #* 3 s.h.
Fall, Spring
Art concepts related to experiences in drawing, design and color. Fundamentals of drawing, design and color theory are taught in an integrated sequence to develop student's understanding of art in a studio workshop atmosphere.
9. *Art Studio: Sculpture #* 3 s.h.
Fall, Spring
Introduction to the concepts and practices of the sculptor. Students model clay, carve stone or wood and assemble found objects in a sequence of projects meant to inform visual thinking and encourage expression.
10. *Two-Dimensional Design I: Black and White* 3 s.h.
Fall, Spring
Basic conceptual and studio work in principles of two-dimensional design including exploration of factors of composi-

**See University Degree Requirement, page 59.

#Core course

tion, movement, texture, space, pattern, line and scale. Credit given for this course or New College CSFA 1D, not both.

11. *Two-Dimensional Design II: Color* 3 s.h.
Fall, Spring

Continued experimentation with principles of two-dimensional design, with special emphasis in the area of color. Studio situation. Prerequisite: FA 10.

12. *Three-Dimensional Design I: Concepts* 3 s.h.
Fall

Basic theoretical and studio work in principles of three-dimensional concepts. Spatial and formal organization is emphasized in a series of studio projects in various media. Credit given for this course or New College CSFG 4, not both.

13. *Three-Dimensional Design II: Techniques* 3 s.h.
Spring

Introduction to concepts, materials, tools and techniques of the shop, with emphasis toward applicability in the formulation of three-dimensional visual thinking. A progression of projects explores a variety of materials and methods. Prerequisite: FA 12.

14. *Drawing and Perception I* 3 s.h.
Fall, Spring

Freehand and instrument drawing, sketching and perspective systems are taught in an integrated sequence intended to develop the student's awareness of the relationship between visual perception and drawing skills.

15. *Drawing and Perception II* 3 s.h.
Spring

Continuation of 14. Freehand and instrument drawing, sketching and perspective systems are taught in an integrated sequence intended to develop the student's awareness of the relationship between visual perception and drawing skills. Prerequisite: FA 14.

16. *Drawing III: The Figure* 3 s.h.
Fall

Introduction to analysis and representation of the human form, with emphasis on its role as an aesthetic source. Prerequisite: FA 14. Credit given for this course or New College CSFG 3, not both.

17. *Drawing IV: The Figure* 3 s.h.
Spring

Continued exploration of the aesthetic potential of the human form, with emphasis on its role as a compositional element. Prerequisites: FA 14, 16.

27. *Computer Graphics* 3 s.h.
Fall, Spring

Basic computer graphics are used for creative visual problem solving. Emphasis on visual aesthetics and features lecture, demonstration and a survey of the creative application to the design and advertising field.

30. *Illustration* 3 s.h.
Periodically

A basic course introducing materials and techniques of illustration, with emphasis on the understanding and accurate representation of forms and structures. Developing an eye for significant detail is stressed in order for the student to illustrate with clarity. Projects include use of pencil, pen and ink, grease pencil, charcoal, opaque and transparent pigments, colored inks (to acquaint students with the variety of graphic media) available for illustrative purposes. Prerequisite: FA 14. (Formerly *Biomedical Illustration*.)

30A. *Biomedical Photography* 3 s.h.
Periodically

A photographic exploration of the macro and micro areas of the world with emphasis on practical experience and application.

Attention is given to individual needs, i.e., support materials for research, etc. Use of microscopy, macro lenses; close-up adaptors are used to produce both black and white and color photos. Portfolio is required for grade. Prerequisite: FA 170.

45. *Beginning Painting* 3 s.h.
Fall, Spring

An introduction to painting with emphasis on painting media, color theory and composition. A variety of painting techniques and subject matter is considered. Credit given for this course or New College CSFG 2, not both. (Formerly 45 & 46, *Painting*.)

45A. *Materials and Techniques of the Painter* 3 s.h.
Periodically

Lectures and demonstrations dealing with the description, properties and execution of egg tempera, casein, oil, acrylic encaustic, watercolor, collage and gouache painting. The student is expected to create original works using all the media. Prerequisite: FA 45.

46. *Intermediate Painting* 3 s.h.
Fall, Spring

Continuation of experiences in painting with greater emphasis on developing students self-expression and creativity by an in-depth approach and concentrated effort in an area of painting of special interest to the student. Prerequisite: FA 45. (Formerly 45 & 46, *Painting*.)

47. *Techniques of Watercolor* 3 s.h.
Periodically

A studio course designed for beginning and intermediate students in the use of the transparent water color medium. Materials and techniques of Western and Oriental watercolor are explored with emphasis on their inherent, unique qualities. This course is project oriented, focusing on the study of landscapes and still life subject matter. Prerequisite: FA 45.

48. *Life Painting* 3 s.h.
Periodically

A foundation course in painting from the model with emphasis on the portrait and figure. Includes drawing and design concepts with slide lectures, emphasizing the historical, technical and aesthetic concerns of life painting. Prerequisites: FA 16, 45.

51. *Graphic Design I* 3 s.h.
Fall

Introduction to visual communications based on problem solving; development of basic graphic design skills and professional practice; emphasis on typography. Prerequisites: FA 10, 11 or instructor's permission. (Formerly *Fundamentals of Applied Design: Two-Dimensional*.)

51A. *Graphic Design II* 3 s.h.
Spring

Continuation of 51, with emphasis on verbal-visual relationships in visual communications; class projects oriented toward professional application of design principles. Prerequisite: FA 51. (Formerly *Fundamentals of Applied Design: Two-Dimensional*.)

58. *Sculpture I: Construction* 3 s.h.
Fall

A basic understanding of the construction approach to sculpture. Materials such as wood, metals, plastics, and ceramics are used. Various techniques of joining including welding are introduced. Lectures and museum visits supplement studio work.

59. *Sculpture II: Modeling* 3 s.h.
Spring

A basic course meant to provide experience in modeling from life and other forms in such materials as clay, wax, rubber and

plaster. Elements of mold making and casting are also covered. Lectures and museum visits will supplement studio work.

70. *Metalsmithing—Jewelry I* 3 s.h.
Fall, Spring

Study, design and construction. Techniques including silver soldering, basic forming, surface treatments, metal coloring, stone setting, and other basic dimensions of jewelry making. Aesthetic considerations are stressed.

71. *General Crafts* 3 s.h.
Fall, Spring

Exploration of various crafts, traditional and contemporary. These crafts will be examined as expressions of their cultural context. Techniques and media included are smithing, enameling, batiking, stained glass and leather.

73. *Current Gallery Developments* 1 s.h.
Periodically

Study and analysis of contemporary developments. Students are required to spend 45 hours in museum and gallery visits. Open to fine arts majors and others with permission of instructor.

80. *Ceramics: The Potters Wheel* 3 s.h.
Fall, Spring

Study of ancient, classic and contemporary pottery with an emphasis on the creative interpretation and design of thrown forms by the student.

80A. *Ceramics: Handbuilding Techniques* 3 s.h.
Fall, Spring

Study of ancient, classic and contemporary pottery, with an emphasis on the creative interpretation and design of handbuilt forms by the student.

81. *Glaze Formulation and Surface Decoration* 3 s.h.
Periodically

Physical and chemical properties of clay and glazes including their transformation in fire, research of and experimentation with clays and glazes of past and contemporary cultures. The aesthetic implications of glazes on three-dimensional forms are explored by the student. Prerequisite: FA 80 or 80A or permission of instructor.

82. *Ceramic Sculpture* 3 s.h.
Once a year

Exploration of ceramics as a sculptural form. Emphasis on large multisection work, freestanding sculptures and environmental work. A technical log, book of drawings, field trips and in-depth research are required of the student. Prerequisites: FA 80, 80A.

83. *Japanese Ceramics* 3 s.h.
Periodically

History and techniques of Japanese ceramics to enrich student's own work. Prerequisite: FA 80 or 80A or permission of instructor.

100. *Departmental Honors* 3 s.h.
Fall, Spring

The research for and the writing of a substantial essay in the field of fine arts or the execution and presentation of a creative project in an acceptable media. Open only to senior fine arts majors (those who have achieved better than a 3.4 cumulative average and 3.5 departmental average) who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the project. FA 100 may be substituted for 199 by those who meet the above qualifications.

102A. *Multimedia Workshop* 3 s.h.
Periodically

Provides an opportunity for innovation and creativity by combining a variety of media such as collage, found materials, video, light and sound in both two-dimensional and three-dimensional media. Emphasis on encouraging experimentation and imagination as a means of developing a personal aesthetic direction. Prerequisites: two of the following: FA 27, SCO 4, or MUS 157, or permission of instructor.

106. *Special Projects* 1-3 s.h.
Fall, Spring

Independent study in two and three-dimensional forms. Projects vary from year to year. Permission of department chairperson. Limited to fine arts majors.

120. *Metalsmithing—Jewelry II* 3 s.h.
Fall, Spring

Design and construction of jewelry as a sculptural form. Techniques include lost wax centrifugal casting, advanced stone setting techniques, metal chasing, and repousse and enameling. The aesthetic merits of each student's work is an intrinsic component in its evaluation. Prerequisite: FA 70 or permission of instructor.

121. *Metalsmithing—Forging* 3 s.h.
Fall, Spring

Fundamental design and techniques of forging metal, forming flatware, decorative sections, handles, special applications. The aesthetic merit of each student's work is an intrinsic component in its evaluation. Prerequisite: FA 70 or permission of instructor.

122. *Metalsmithing—Raising* 3 s.h.
Fall, Spring

Fundamental design and techniques of hollow ware: raising, forming and planishing spouts, handles, bodies and box forms, hinging. The aesthetic merit of each student's work is an intrinsic component in its evaluation. Prerequisite: FA 70 or permission of instructor.

123. *Metalsmithing—Jewelry* 3 s.h.
Fall, Spring

Design and techniques including filigree work, advanced surface treatments, engraving, enameling, stone, wood or metal inlay. The aesthetic merit of each student's work is an intrinsic component in its evaluation. Prerequisite: FA 120 or permission of instructor.

158. *Graphic Design III* 3 s.h.
See course description, page 370.

159G. *Graphic Design IV* 3 s.h.
Spring

Further comprehensive design projects exploring specific areas of graphic design, including design research, proposal writing and presentation. Internships inside and outside the University are encouraged in this and all further graphic design courses. Prerequisites: FA 51, 51A, 158. (Formerly *Design Workshop*.)

160. *Painting Workshop I* 3 s.h.
Fall, Spring

A continuation of 46. A studio course to provide advanced students with the means to express their own ideas in the most suitable painting medium. Prerequisites: FA 45, 46.

161. *Sculpture IV: Workshop* 3 s.h.
Fall, Spring

Advanced construction. Prerequisite: FA 58.

166. *Painting Workshop II* 3 s.h.
Fall, Spring
A studio course to provide advanced students with the means to express their own ideas in the most suitable painting medium. Prerequisites: FA 45, 46 and 160.
167. *Sculpture V: Workshop in Advanced Modeling* 3 s.h.
Fall, Spring
Prerequisites: FA 58, 59.
170. *Photography* 3 s.h.
Fall, Spring
Fundamentals of photography including studio and darkroom work. Major emphasis is on the aesthetics of this art form with opportunity for experimentation. Students need their own cameras and supplies. Not open to freshmen. Prerequisite for fine arts majors only: FA 10.
- 170A. *Intermediate Photography* 3 s.h.
Fall, Spring
Continuation of 170. Projects involve lighting and use of strobe, advanced printing techniques and film chemistry. Emphasis on innovative visual solutions. Final examination and portfolio needed for completion of course. Prerequisite: FA 170 or permission of instructor.
- 170B. *Advanced Photography* 3 s.h.
Fall, Spring
For fine arts majors interested in a semester of disciplined independent projects. Photo essay and portfolio needed for completion of course. Prerequisite: FA 170, 170A or permission of instructor.
- 170C. *Large Format Camera* 3 s.h.
Once a year
A highly-structured studio and field-trip course making use of major photographic studio visits in New York City with the application of learned experiences and observation in the Hofstra studios. Emphasis on the development of exacting studio disciplines, interpretation of advertising design concepts, production of photo art to space requirements and development of portfolio caliber work. Prerequisite: FA 170A.
- 170D. *Photographing People: The Portrait* 3 s.h.
Once a year
An intermediate-level photography course dealing with the history of the portrait and its application to photographing people. Students will work with group, individual, studio environmental and self-portraits. Prerequisite: FA 170 or portfolio review.
- 170E. *Location Photography* 3 s.h.
Once a year
An intermediate level course: the student works during class and then independently at specific Long Island and New York City locations. Black/white and color, group critiques, mid and final semester projects. Emphasis on the photo essay, travel oriented photography and expression of particular viewpoints through the camera. Since we will be working on location, students should not schedule a class immediately following this one. Prerequisite: FA 170 or portfolio review by instructor.
- 170F. *Color Printing from Color Negatives* 3 s.h.
See course description, page 370.
171. *Photo-Graphics* 3 s.h.
Fall
The combination of photography and graphic arts processes to produce photographic images with strong graphic design qualities. Kodalith graphic arts film is a basic material used in several processes included in this course such as posterization, 3M color key and image transfer process. Aesthetic and visual sensitivity, creativity and experimentation are encouraged along with the development of photographic skills and techniques. Prerequisite: FA 170 or permission of instructor. (Formerly *Photographic Workshop*.)
172. *Wood-Block Printing* 3 s.h.
Fall, Spring
The development of skills and concepts in two-dimensional design and pictorial compositions for carving wood blocks and printing by the Japanese method in black and white and multiple colors. The history of wood engraving and Japanese and German Expressionist prints are studied as examples.
173. *Etching* 3 s.h.
Once a year
A comprehensive course including intaglio-printing processes such as drypoint, etching, aquatint, soft ground, lift ground and engraving to develop critical awareness and sensitivity to line and value as expressive elements in printmaking.
175. *Serigraphy* 3 s.h.
Periodically
This graphic process incorporates contemporary two-dimensional design concepts and includes a variety of stencil-printing techniques such as glue and tusche, water and lacquer-base films and paper stencils.
180. *Advanced Ceramic Workshop I* 3 s.h.
Fall, Spring
Various aspects of fabricating with clay and investigating form and design. Prerequisites: FA 80, 80A, 81.
- 180A. *Advanced Ceramic Workshop II* 3 s.h.
Fall, Spring
Various aspects of fabricating with clay, and investigating form and design. Prerequisites: FA 80, 80A, 81, 180.
198. *New York Seminar* 3 s.h.
Periodically
Examination of the development of contemporary art in New York from 1945 to the present with emphasis on the past ten years. Classes meet at Hofstra and at museums, galleries, artists' studios and other locations where major traditional and transitional trends may be studied. Two formal essays and seminar attendance are required. Not open to freshmen.
199. *Senior Project* 3 s.h.
Fall, Spring
Individual supervised research project in student's major area including seminar analyses. Project is to be chosen with the approval of the instructor. Registration is limited to approved fine arts majors.
216. *Graduate Figure Drawing* 3 s.h.
Fall, Spring
Emphasis on drawing from the model and skeleton with a variety of drawing media. Principles of light and shade, proportion and anatomy are considered as they relate to figure drawing. Prerequisite: undergraduate experience in drawing or permission of instructor.
260. *Graduate Painting* 3 s.h.
Fall, Spring
Workshop course for selected advanced students working to continue the development of their own work on a professional level. Prerequisites: significant undergraduate experience in painting or equivalent, permission of instructor and acceptance by the Departmental Portfolio Committee.
261. *Graduate Sculpture* 3 s.h.
Fall, Spring
Workshop course for selected students working to continue the development of their own work on a professional level. Prerequisite: significant undergraduate experience in sculpture or equivalent, permission of instructor and acceptance by the Departmental Portfolio Committee.

270. *Photography in the Classroom* 3 s.h.
Once a year

Designed to teach educators the use of the camera and darkroom with an emphasis on integrating this knowledge into their school's curriculum. May not be taken on a Pass/Fail basis.

Graduate Graphics 3 s.h. each

271A. *Photographics*
Fall, Spring

271B. *Wood-Block Printing*
Fall, Spring

271C. *Etching*
Once a year

271E. *Seigraphy*
Periodically

Workshop courses for selected advanced students working to continue the development of their own work on a professional level. Prerequisites: significant undergraduate experience in graphics or equivalent, permission of instructor and acceptance by the Departmental Portfolio Committee.

280. *Ceramics* 3 s.h.
Fall, Spring

Workshop for advanced students continuing the development of their work on a professional level. Prerequisites: significant undergraduate experience in pottery or equivalent; permission of instructor or acceptance by the Departmental Portfolio Committee.

281. *Glaze Formulation and Surface Decoration* 3 s.h.
Fall, Spring

Research and experimentation with clay and glaze properties. Advanced work in surface decoration.

282. *Graduate Ceramic Sculpture* 3 s.h.
Once a year

283. *Japanese Ceramics* 3 s.h.
Periodically

Research in history and techniques; advanced work in ceramics enriched by that research.

285, 286, 287. *Individualized Research and Production* 3 s.h. each

Periodically

A tutorial course: students explore in depth the history of ceramics, a period in art history or a professional artist; complete an extensive research paper and produce a body of their own work supervised by their instructor.

290, 291, 292. *Advanced Ceramics* 3 s.h. each
Fall, Spring

Workshop for advanced students continuing the development of their work on a professional level. Prerequisites: FA 280 and permission of instructor or acceptance by the Departmental Portfolio Committee.

295, 296, 297. *Research, Design and Experimentation* 3 s.h. each

Periodically

Students develop their own work in clay. A study of artists and potters whose work has bearing on their own. Research and experiment with techniques necessary to attain the results desired. Prerequisite: permission of the instructor.

Foreign Languages

SEE COMPARATIVE LITERATURE AND LANGUAGES, PAGE 149;
FRENCH, PAGE 217; SPANISH, PAGE 343.

Foundations of Education (FDED)

Administered by the Department of Administration and Policy Studies. Professor Shakeshaft, *Chairperson*

Professors Barnes, Browder, Kottkamp, Smith; Associate Professors Brieschke, Osterman, Siskin; Assistant Professors Duarte, Thomson.

Professor T. Smith, *Director*.

A number of undergraduate courses are available in Foundations of Education, all of which may be taken as electives or as part of the requirements for the Educational Studies minor. For a description of the minor program, see page 178.

Also available are programs leading to the Master of Science in Education and the Certificate of Advanced Study in Foundations of Education.

GRADUATE PROGRAM

The graduate program in Foundations of Education has been specifically designed to accommodate people with a variety of backgrounds and a range of plans and interests. Some candidates project careers in education, others do not. Broadly speaking, the program consists of the interpretive study of educational beliefs, practices and arrangements. Students have included teachers and administrators (elementary school through college), clergy and businesspeople, and people describing themselves simply as interested in better understanding education. Candidates take courses related to educational thought and practice as illuminated by philosophical, historical and social foundations of education, and by diverse disciplines including philosophy, history, anthropology, psychology, sociology, political science and economics. Programs vary in accord with students' purposes in enrolling and the vantage points these purposes recommend.

Samples of possible combinations of courses of study displaying the program's accommodation to diverse interests are available in the departmental office.

Formal application for admission is made to the Graduate Admissions Office in the Admissions Center. However, department advisers are glad to talk with prospective candidates, and particularly with those desiring to transfer any previously completed courses into the program.

MASTER OF SCIENCE IN EDUCATION

Programs are mutually determined (in advance) by adviser and student, and each course of study differs as a whole from others. Most, however, follow these general provisions:

1. A minimum of 18 s.h. of 200-level course work in the School of Education, most of which is generally pursued in Foundations of Education.
2. 200-level courses in at least three different foundations areas—e.g., philosophy of education, social foundations of education, history of education or sociology of education.
3. A minimum of 9 s.h. of 200-level course work in related study in the College of Liberal Arts and Sciences (ordinarily in philosophy and/or the social sciences).
4. Satisfactory completion of a comprehensive examination or a master's essay (see FDED 301, 302).
5. Satisfactory completion of a minimum of 33 s.h.

See complete graduate information, page 66.

CERTIFICATE OF ADVANCED STUDY

A 30-semester-hour program in Foundations of Education at the post-master's level leads to a Certificate of Advanced Study. The requirements are similar to the master's program, but a comprehensive examination is not required.

EDUCATION HONOR SOCIETIES, see pages 63, 69.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

110. *History of American Education* 3 s.h.
Every other year

The development of schooling in the context of the history of American education. Includes the development of textbooks and curriculum, educational ideas and practices, and proposals for reform.

111. *The American School* 3 s.h.
Fall, Spring

Education as a major social institution focusing on the diverse influences which shape and compel public schooling. Hypotheses and analytic tools from a variety of the social sciences are employed as means of exposing and interpreting central features of the American public educational system. Not open to freshmen. May be applied toward liberal arts credit.

112. *Politics of Education* 3 s.h.
Every other year

Analysis of the organization and control of the American school, including political influences upon education. Consideration of questions of educational and social policy affecting the schools.

114. *The Education of America's Minority Groups* 3 s.h.
Every other year

Analysis of the education afforded to minority groups, focusing on four major factors: (1) the response of the dominant American society to particular minority groups; (2) the educative milieu of the minority group including attention to family patterns, cultural values and the establishment of ethnic institutions; (3) the schooling provided to minority group members; and (4) the problem of intergroup education in the schools. The primary mode of inquiry will be through the several social and behavioral sciences.

115. *Introduction to Sociology of Education* 3 s.h.
Every other year

An examination of education as an institution using sociological concepts and research as the basic tools of exploration. Credit given for this course or SOC 101, not both.

120. *Aesthetics and Education* 3 s.h.
Fall

Examination of selected views about the nature and meaning of aesthetic experience, and the relationship between the educative values of aesthetic experience and schooling. Problems of pedagogy in connection with aesthetic education are considered. Students are required to attend concerts, exhibits and dramatic events.

121. *Existentialism and Education* 3 s.h.
Every other year

Analysis of some important aspects of the existentialist position as developed by selected representative spokesmen with emphasis on educational implications.

127. *Introduction to Philosophy of Education** 3 s.h.
Fall, Spring

Examination of the philosophic dimension of key educational ideas, and exploration of the philosophical issues and assumptions involved in various classroom practices. May be applied toward liberal arts credit.

129. *Current Problems in Education* 3 s.h.
Periodically

Critical examination of problems and issues—political, social, economic, religious, ideational, etc.—significant to education in contemporary democratic society.

130. *Topics in the History of American Education* 3 s.h.
Periodically

Historical studies of important themes and selected issues in education such as higher education, academic freedom, minority groups, and religion and education.

131. *Anthropology and Education* 3 s.h.
Every other year

Same as ANTH 131. May be applied toward liberal arts credit.

155, 156. *Seminar* 3 s.h. each
Periodically

Content varies and students should obtain information about the area of focus for a given semester before registering for the seminar. These seminars are designed to take advantage of the special competence of visiting professors and to facilitate special attention to particularly timely problems and issues, or issues of special concern to a specific group of students or faculty.

161, 162. *Reading* 1-3 s.h. each
Fall, Spring

Individual oral and written reports on a mutually determined reading or research program. Prerequisite: permission of instructor.

200. *Philosophy of Education** 3 s.h.
Fall, Spring

Consideration of selected issues involving morals and values, knowledge claims and assertions, the uniqueness of being human, and how these issues are all related to schooling and education. Emphasis is on contemporary problems confronting educational personnel.

210. *Contemporary Educational Movements* 3 s.h.
Fall, Spring

Examination of the most influential sets of proposals currently influencing American education. The ideas guiding progressive schools, humanistic education and the deschooling movement are among those explored. Emphasis throughout is on analysis and appraisal of these proposals for guiding educational practices and arrangements.

220. *Aesthetic Education* 3 s.h.
Fall, Spring

Interdisciplinary analysis of selected theories of the educational significance of aesthetic perception, artistic creativity and art criticism. Materials are drawn from philosophy, social sciences, the arts and educational theory.

222. *Qualitative Research Methods* 3 s.h.
Periodically

Research methodology for examining the social forces which influence the ways in which participants experience and interpret school settings. Techniques for gathering data through field observations, interviews and documents are emphasized. Open only to doctoral students. May not be taken as a foundations of education elective. (Formerly *Sociology and the Observation of Schooling*.)

*FDED 127 and 200 are introductory courses in philosophy of education. Students with more than an introductory course in philosophy should consult a Foundations of Education adviser about substitutions.

223. *Analysis of Qualitative Data* 3 s.h.
Once a year
Principles, methods, and techniques in the analysis and reporting of such qualitative data as are obtained through field methods including observations, interviews and examination of documents. Upon completion of this course, students are expected to be able to plan, carry out and report the results of systematic analysis of qualitative data that have been collected in field settings. Emphasis on deriving thick description, grounded theory and preparing a case study from the data. Prerequisite: FDED 222. Open only to doctoral students. May not be taken as a foundations of education elective.
225. *The Museum as Educator* 3 s.h.
Once a year
Exploration of the evolution of educational functions and multiplicity of roles served by diverse kinds of museums, as those devoted to art, history, natural science, ethnography, technology and popular culture. Materials and educational theory are drawn from the fine arts, history, philosophy, and the several social and behavioral sciences. On-site field investigations of New York City and Long Island museums are required.
230. *History of Education in the United States* 3 s.h.
Periodically
The development of American education from colonial times to the present in relation to social and intellectual history. Emphasis is on understanding the cultural forces, institutions and ideas that have shaped American education.
240. *Urban Education* 3 s.h.
Periodically
Selected issues confronting urban education today including a multifactor analysis of the city itself as the context of urban education. Aesthetic, political, racial, and sociological dimensions of city life and urban schools are probed. Limited small group field investigation in New York City will be required.
241. *Education and Revolutionary Ideology* 3 s.h.
Periodically
Critical examination and appraisal of selected contemporary works urging systematic reform of present day society and the ramifications of such thought for education.
244. *Seminar: Alternative Education* 3 s.h.
Fall, Spring
An introduction to alternative education with emphasis on the qualities and organizational features which identify and distinguish it from conventional schooling. Descriptive accounts and visits from Long Island alternative school personnel provide first hand acquaintance with such educational arrangements; analytic materials and class discussion explore the qualities which alternative education reflects.
248. *Multicultural Education in the Metropolitan Area* 3 s.h.
Fall
Interdisciplinary examination of the educative influences of ethnicity as this impinges upon the school, the community's agencies, the family and the learner within the metropolitan New York area. Students are required to engage in limited small group field investigation of agencies and institutions designed to provide services to ethnic group members.
249. *Workshop: Career Education* 3 s.h.
Spring
Interdisciplinary study designed to provide both a theoretical understanding and practical application of several major career education emphases, namely: (1) self-image, self-awareness, self-concept; (2) values clarification and decision making; (3) career awareness; (4) career information; (5) career choice and guidance; and (6) career training. Same as SED 249.
251. *Theory of Knowledge and Education* 3 s.h.
Periodically
Philosophic study of teaching, learning and knowing in relation to the work of the schools.
252. *Ethics for Educators* 3 s.h.
Periodically
Introduction to the study of the place of values in education. Attention given both to ethical theory and its sociocultural roots and to the application of ethics to educational decisions. (Formerly *Ethics and Education*.)
254. *Contrasting Theories in Education* 3 s.h.
Every other year
An examination and analysis of humanism and behaviorism, with attention to their philosophic assumptions and their specific implications for educational programs and practice.
- 255, 256. *Seminar: Social Foundations of Education* 3 s.h. each
Periodically
Content varies and students should obtain information about the area of focus for a given semester before registering for the seminar. These seminars are designed to take advantage of the special competence of visiting professors and to facilitate special attention to particularly timely problems and issues, or issues of special concern to a specific group of students or faculty.
- 257, 258. *Seminar: Philosophy of Education* 3 s.h. each
Periodically
Content varies and students should obtain information about the area of focus for a given semester before registering for the seminar. These seminars are designed to take advantage of the special competence of visiting professors and to facilitate special attention to particularly timely problems and issues, or issues of special concern to a specific group of students or faculty.
260. *Human Nature and Education* 3 s.h.
Periodically
Critical study of selected philosophic conceptions of human nature and their significance for educational theory and practice. Special attention is given the relation between human cognitive and affective dimensions.
- 261, 262. *Readings* 1-3 s.h. each
Spring
Individual oral and written reports on a mutually determined reading or research program. Prerequisite: permission of instructor.
270. *Gender and Schooling: Implications for the Study and Administration of Schools* 3 s.h.
Fall
Goal of this course is to look at both the theoretical and practical implications of gender, providing a framework for thinking about issues as well as for acting on them. Same as EADM 258.
280. *Logical Foundations of Teaching and Method* 3 s.h.
Periodically
Logical and linguistic foundations of teaching and classroom method. Elements of logic and philosophical semantics as applied to classroom teaching for critical thinking and inquiry: types of definition and meaning, conceptions of inference and reasoning, types of statements and modes of discourse—all as related to teaching operations.

282. *Methodology for Educational Inquiry* 3 s.h.
Periodically

Study of comparative, analytic, descriptive, causal-explanatory and evaluative method as used in philosophic and historical inquiry into education.

285 through 289, A-Z. *Advanced Workshops* 1-3 s.h. each
Fall, January, Spring, Summer

Special focus is placed upon the underlying bases of specific problems and questions of concern to present and future educational personnel.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

301, 302. *Master's Essay* 3 s.h. each
Periodically

Supervision and instruction leading to the completion of the master's essay. Degree credit granted for only one of these courses. Admission by permission of adviser.

303 through 309. *Post-Master's Workshops* 1-3 s.h. each
Periodically

Workshops designed to explore special issues and problems in foundations of education.

French (FREN)

Associate Professor Jean, *Chairperson*

Associate Professors Powell, Schwab; Assistant Professor MacCormack.

B.A. SPECIALIZATION IN FRENCH: 30 hours in the language and literature beyond FREN 4, distributed as follows: 21 credits in courses numbered 100-139 including FREN 114A, 115A and 116A, and 9 credits in courses numbered 140 and above, three of which must be in literature. An additional three credits of advanced literary study is required. The student may select three credits in any area of European or American literature, under department advisement.

Credit in a language course cannot be given to a student who has already earned credit for a higher-numbered course in the same language when the course numbers in question indicate level of comprehension and ability in the introductory and intermediate study of that language.

NOTE: language laboratory work is required in all modern foreign language courses on the 1, 2, 2R, 3, 4 level.

See complete B.A. requirements, page 75.

Both major and minor programs are supervised by a full-time faculty member of the department, selected by the student.

A MINOR IN FRENCH consists of the successful completion of 18 semester hours, at least six hours in residence, chosen in consultation with an adviser in the department. FREN 4, 103A and 107 may be included as part of the minor.

PI DELTA PHI: a national French honor society, see page 64.

TEACHING OF HIGH SCHOOL FRENCH, see page 331.

MASTER OF ARTS IN FRENCH*

FOR SUMMER STUDY IN FRANCE, see International Study, page 17.

LITERATURE IN TRANSLATION, see end of French course listings.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions.

Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Elementary French* 3 s.h.
Fall, Spring, Summer

Fundamentals of structure, sound system and vocabulary building for effective communication: speaking, understanding, reading and writing techniques are introduced.

1A. *Intensive Beginning French* 6 s.h.
Periodically

Intensive exposure to the materials of the first year of language study is covered in one semester. Credit not given for both 1A and 1 and/or 2.

2. *Elementary French* 3 s.h.
Fall, Spring, Summer

Sequel to FREN 1. Continued development of the fundamentals of structure, sound system and vocabulary building for effective communication and understanding. Speaking, understanding, reading and writing techniques are further developed. Prerequisite: FREN 1 or equivalent.

2B. *French as a Second Romance Language* 3 s.h.
Fall

An accelerated course which presents the material of FREN 1 and 2 in one semester. Designed specifically for students who are studying French as their second romance language. Prerequisite: advanced study of Spanish, Italian, Portuguese, Latin or special permission of instructor.

2R. *Review of Elementary French* 3 s.h.
Fall, Spring

Intended for students who have had two years of French in high school, but who need review of the basics from FREN 1 and 2 before enrolling in FREN 3. Credit given for 2R or 1 but not both and 2R or 2 but not both.

3. *Intermediate French* 3 s.h.
Fall, Spring, Summer

Continued development of the fundamentals of structure, sound system, vocabulary building for effective communication and understanding. Speaking, understanding, reading and writing techniques are further developed. Prerequisite: FREN 1A, 2 or 2R.

3A. *Intensive Intermediate French* 6 s.h.
Periodically

Intensive exposure to materials of the second year of language study. Prerequisite: FREN 1A, 2 or 2R. Credit given for 3A or 3 but not both and 3A or 4 but not both.

4. *Intermediate French* 3 s.h.
Fall, Spring, Summer

Places emphasis on attaining an integrated performance in speaking, listening, reading and writing at a high intermediate level of proficiency. Students are able to handle communicative tasks successfully and to write several paragraphs on a variety of topics with reasonable accuracy. Prerequisite: FREN 3 or equivalent.

101. *Intermediate French Grammar* 1 s.h.
Periodically

Five weeks of intensive work designed for students who have finished FREN 4 and want to take courses on the advanced French level. This mini-course prepares them to read and write more efficiently and progress more gainfully in courses num-

*Applications not accepted in 1997-98. For further information, contact the French Department.

bered 105, 109, 110, 111, 112. To be taken prior to or simultaneously with 105 and/or 109. May not be taken with or after 111 and beyond. Prerequisite: FREN 4. (Formerly 126.)

102. *Introductory Conversation* 1 s.h.
Periodically

Five weeks of intensive work on oral expression for students who have finished FREN 4 and wish to develop the ability to communicate orally with increasing fluency before going on to advanced courses. May be taken by itself or in conjunction with the other mini-courses 101, 130A, 138 and/or 105. May not be taken with or after 109, 100 or any other higher numbered course. Attendance is mandatory. Prerequisite: FREN 4. (Formerly 127.)

103A. *Readings in Business I* 3 s.h.
Fall

Readings of French texts taken from standard business works and from contemporary business publications and materials. Concentration on the business terminology of France and Canada. Prerequisite: FREN 105 or 111 or 112, or permission of instructor. (Formerly 104.)

104A. *Readings in Business II* 3 s.h.
See course description, page 370.

105. *Advanced Reading* 3 s.h.
Fall

Development of the reading skill. While the foreign language, spoken and written, will be the basis of classwork and written assignments, the course will aim at attaining the stage of liberated reading. Prerequisite: FREN 4 or equivalent.

107. *Individualized French Aural-Oral Development* ½ s.h.
Fall, Spring

Development of skills in listening and speaking on a one-to-one basis with a native or bilingual speaker. Diagnosis of each problem at the onset of the course and assignment of phonetic exercises in the language laboratory. One 25-minute private session weekly with instructor. Prerequisite: FREN 4, or equivalent.

NOTE: may not be used to satisfy the language requirement; course may be repeated, but a maximum of 3 s.h. of this course may be applied toward the B.A. degree. Pass/D+/D/Fail grade only. No credit toward French major.

109. *Conversational French* 3 s.h.
Periodically

The student will develop ability to organize ideas, feelings, concepts and impart information through oral French. Topics for discussion chosen by students and instructor will be based upon appropriate classic and current materials. Direct experiences such as field trips and movies will be encouraged. Attendance is mandatory. Prerequisite: FREN 4.

110. *Advanced Conversation* 3 s.h.
Summer

Designed to develop ability to communicate in the French manner. Topics for discussion range from the literary to the sociological, from the cultural and aesthetic to the personal. Background readings may be classical or contemporary. Field trips are encouraged. Attendance is mandatory.

111. *Advanced French Grammar* 3 s.h.
Fall, Spring

Thorough review and refinement of the student's knowledge of French grammar and structure. Systematic exercises, compositions and illustrative analysis of reading passages. (Formerly *Advanced French*.)

112. *French Composition* 3 s.h.
Spring

Designed to improve the student's ability to write correct French. Stylistic and linguistic studies of selected texts. Exercises in French composition, outside readings.

113. *French Civilization* 3 s.h.
Spring

A survey of French culture through its arts and letters, scientific contributions and the development of its political and social institutions. Extensive use of audio-visual materials.

114A. *Introduction to French Literature I* 3 s.h.
Fall, Spring

Designed to foster literary appreciation through the analysis of texts from the *Chanson de Roland* through Corneille's *Cid*. Introduction to the basic vocabulary of literary analysis and to the French technique of "explication de texte." Prerequisites: FREN 105, 109 or 110, 111 or 112. (Formerly FREN 114.)

115A. *Introduction to French Literature II* 3 s.h.
Periodically

Introduction to French literature from the Classic Period to the early Romantics (mid-17th century to mid-19th century). Continued development of literary analysis through the method of "explication de texte." Prerequisite: FREN 114A. (Formerly 115; 115A, 116A.)

116A. *Introduction to French Literature III* 3 s.h.
Fall, Spring

Introduction to French literature from the late Romantics through the Realists to the present time. Continued development of literary analysis through the method of "explication de texte." Prerequisite: FREN 114A. (Formerly 115A, 116A.)

120. *Provence Today* 3 s.h.
Summer

Participation in the life of Provence through contact with artists, artisans, professionals, etc., as well as museums, cultural events and historical sites. Preparatory sessions and follow-up meetings to help students evaluate their experience. Prerequisite: FREN 4 or permission. Given as part of the Summer in France Program.

130A. *Aspects of French Culture* 1 s.h.
See course description, page 370.

138. *Intermediate French Phonetics* 1 s.h.
Fall, Spring

A five-week intensive study and practice of French phonetics for the intermediate student. Prerequisite: FREN 4. May not be taken concurrently with or following FREN 165.

140, 141, 142. *Readings in French*

Fall, Spring

140. 1 s.h.

141. 1 s.h.

142. 3 s.h.

Individualized reading courses to permit the student to pursue topic of special interest. Ordinarily open only to seniors. Prerequisite: permission of department chairperson.

144. *History of the French Language* 1 s.h.
Periodically

A five-week intensive course in French philology. Emphasis on the development of the French vowel and verb system. Previous study of Latin is helpful. Prerequisites: intermediate or advanced French phonetics; FREN 111, 114A or permission. (Formerly 137.)

145. *French Transformational Grammar* 1 s.h.
See course description, page 371.

Prerequisite for advanced literature courses numbered above 150: 114A or 115A.

151. *Satire in Various Genres* 3 s.h.
Periodically
Study of satire attempts to determine how satirical expression in diverse works of the modern period differs from that in the earlier period. Focuses on differences as may occur in such texts by Voltaire and those by Ionesco.
155. *Love Literature through the Ages* 3 s.h.
Periodically
The theme of love—literary treatment and attitudes revealed in representative works from its romantic courtly expression in the 12th century (*Tristan et Iseult*) to its anti-romantic manifestations in the 20th century.
160. *Translation* 3 s.h.
Periodically
Introduction to the theory of translation and the contrastive structures of English and French. Extensive work in translating from French into English as well as exercises in translating English into French. Texts used for translation come from journalism, nonfiction and literature, and focus on culture-specific traits as revealed through language. Prerequisites: FREN 111 or 112; 114A, each with a minimum grade of B, or permission.
162. *Workshop in the French Theater* 3 s.h.
Periodically
Systematic study of the traditions of French theater from the Middle Ages to the modern day. Regular classroom scene study. Students read texts from a literary and a dramatic perspective. Emphasis on the critical reading of a dramatic text as well as phonetic and gestural interpretation of written texts. Students present a final dramatic project in pairs or groups. Prerequisites: FREN 109 or 110 or 138, and 114A, or permission of instructor. (Formerly 106.)
165. *French Phonetic Development* 3 s.h.
Summer
Systematic study of sounds and intonation patterns. Class sessions will include explanation of the formation of sounds and the phonology rules as well as group exercises. Regular laboratory sessions will be assigned to drill and reinforce classroom work. Weekly phonetic dictations and tape recordings will check student's progress in acquiring the correct speech habits necessary for effective communication. Prerequisites: FREN 109 or 110, FREN 111 or 112.
166. *Advanced French Grammar and Phonetics* 3 s.h.
Summer
In-depth review of the structure of the French language with focus on problems of phonetics, phonology, morphology and syntax. Special attention will be paid to oral expression and to elements of diglossia encountered in everyday communication. Class time will be devoted to drills, exercises and presentations prepared by the students. Prerequisite: FREN 111 or 112. Usually given as part of the Summer in France Program.
172. *The Theater of Corneille, Racine and Moliere* 3 s.h.
Periodically
Origin and development of the 17th-century classical theater. Love and honor in tragedy, farce to high comedy in Moliere as revealed through discussions of selected works by the three playwrights.
183. *Society Under Attack* 3 s.h.
Periodically
Social criticism, reformist doctrines, moral and idealist tendencies from the Philosophes through the Existentialists.
191. *From Romanticism to Symbolism* 3 s.h.
Periodically
The 19th-century development of Romanticism and Symbolism as revealed in the theater and in poetry from Victor Hugo to Baudelaire, Rimbaud and Mallarmé.
192. *19th-Century French Novel and Short Story* 3 s.h.
Periodically
Topics selected from the following: the romantic novel, realism and naturalism in the novel, the novel and history, the short story in the 19th century.
195. *Modern French Theater* 3 s.h.
Periodically
Exploration of major dramatic theories and techniques since the romantic age. Reading of representative works from Musset to Ionesco and Arrabal.
196. *Modern French Poetry* 3 s.h.
Periodically
Major poets and poetic movements of the 20th century from Valéry, Dada and surrealism through Prévert, Cocteau, St. John Perse, Michaux, Ponge, Emanuel, et al.
197. *20th-Century French Novel and Short Story* 3 s.h.
Periodically
Topics selected from the following: the first generation, up to World War I, novels of childhood and adolescence, novels of the human condition, the "new novel."
199. *Honors Essay* 3 s.h.
Fall, Spring
The research for and the writing of a substantial essay in the field of French language and literature. Open only to senior French majors who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the essay.
- Courses 200 and above are open only to matriculated graduate students or by permission.*
200. *History of the French Language* 3 s.h.
Periodically
The evolution of the language from Latin to modern French.
201. *The French Language* 3 s.h.
Periodically
The phonetic and phonological structure of French. Exercises in phonetics in the language laboratory.
202. *Studies in French Civilization* 3 s.h.
Periodically
A view of the contemporary period through representative texts revealing aspects of present-day France. Supplemented by films and recordings.
210. *Humanism and Renaissance* 3 s.h.
Periodically
211. *Studies in Classicism* 3 s.h.
Periodically
212. *Studies in the Enlightenment* 3 s.h.
Periodically
213. *Literature of the 19th Century* 3 s.h.
Periodically
Study of the novel, poetry or criticism.
214. *Literature of the 20th Century* 3 s.h.
Periodically
Study of the novel, the theater or poetry from 1900 to the present.

221 through 226. *Special Topics* 3 s.h. each
Periodically

Intensive study of the language or a major author, movement or literary genre. Subjects to be announced.

301. *Master's Essay* 3 s.h.
Periodically

This course represents a department member's guidance and sponsoring of a student who undertakes to write a master's essay. In the manner of the master's thesis, the essay is expected to show thoroughness of scholarship. The student may present an original translation together with a substantial scholarly introduction and footnoted variants and explanations. Material for which prior translations exist will not be acceptable. Credit will be given when the essay is approved by appropriate members of the department.

LITERATURE IN TRANSLATION (FRLT): 41, 42, 43, 44, 45, 46, 47, 48, 49, 60, 120, 121.

41. *Me, Myself, and I: Autobiographical Expressions from the French* # 3 s.h.
See course description, page 371.

42. *Heroines Exotic and Erotic: Romantic Women in 19th-Century French Narrative Prose* # 3 s.h.
Periodically

Critical examination of certain tenets of Romanticism as they reflect and form images of women in 19th-century French narrative prose. The impact and continuing influence of these images of femininity on contemporary ideals of womanhood are analyzed. Readings include texts by major 19th-century French novelists like Sand, Stendhal, Balzac, Flaubert, etc. All works are read in English. Prerequisite: sophomore standing or above.

43. *Decolonizing the Mind: Contemporary Literature from Africa, Southeast Asia, and the Caribbean* # 3 s.h.
Periodically

Examination of literary voices from Francophone countries including Senegal, Algeria, Tunisia, Haiti, Guadeloupe and Martinique. Topics include decolonization and the African identity, the search for self, the contradictions of life in the colonies and racism. Readings include works by Memmi, Ben Jelloun, Sow-Fall, Senghor, Césaire, Etienne, S. Schwartz-Bartz. All works are read and discussed in English. (Formerly *Decolonizing the Mind: Contemporary Literature from Africa and the Caribbean*; *Decolonizing the Mind: Contemporary Francophone Literature from Africa and the Caribbean*.)

44. *Major Works of French Literature to 1800* 3 s.h.
Periodically

Selected from among major authors of France from the middle ages to the 18th century. No credit toward major in French but may be used to fulfill part of the B.A. language or humanities requirement. All works are read and discussed in English.

45. *Major Works of French Literature Since 1800* 3 s.h.
Periodically

Selected from among major authors of France of the 19th and 20th centuries. No credit toward major in French but may be used to fulfill part of the B.A. language or humanities requirement. All works are read and discussed in English.

46. *Sex, Gender and Love in 20th-Century French Prose* # 3 s.h.
Periodically

Selected narrative and experimental texts examined to show the deconstruction and evolution of traditional concepts of sex, gender and love in 20th-century French literature. Gender reading techniques constitute the principal methodological approach, along with close textual analysis. Readings include works by Andre Gide, Colette, Simone de Beauvoir, Marguerite Duras, Luce Irigaray, Julia Kristeva, Monique Wittig and Jean Genet. All works are read and discussed in English.

47. *French Literature and the World of Music* # 3 s.h.
Periodically

Study of the intersection of narrative and musical phenomena as manifested in the French literary tradition. No formal musical knowledge required but a sensitivity to musical and literary forms and techniques is exploited and formalized. Texts represent French literature from the Middle Ages to modern day. All works are read and discussed in English.

48. *The Knightly Heritage in French Literature* # 3 s.h.
Periodically

Examination of the knightly themes established in the 12th-century courtly romances *Yvain* and *Tristan and Iseut*, and their various embodiments in major literary works of the 17th and 18th centuries: the "splendid century" of French Classicism, and the age of Enlightenment and pre-Romanticism. Readings include works by Chrétien de Troyes, Corneille, Racine, Lafayette, Prévost, Voltaire, Staël. All works are read and discussed in English.

49. *Irony in Modern French Literature* # 3 s.h.
Periodically

Examination of post-Nietzschean French literature showing the failure of the romantic ideal and the virtual impossibility of attaining and maintaining a heroic status for the modern protagonist. While archetypal criticism is the principal means of approaching the works, other methods are encouraged. Literary works by Gide, Malraux, Sartre, Giraudoux, Camus, Ionesco, Beckett, Robbe-Grillet and the surrealists. Critical theory by Northrup Frye. All works are read and discussed in English. (Formerly *Irony in Modern French Literature: An Archetypal View of Protagonists in Major Modern French Authors*.)

60. *Modern French Feminist Thought* 3 s.h.
Periodically

Exploration of 20th-century French feminism through works of theory and literature. No credit toward French major but may be used to fulfill part of the B.A. language requirement. All works are read and discussed in English.

120, 121. *Special Topics in French Literature and Civilization* 3 s.h. each

120: January, Spring; 121: Once a year
Movements, ideas and issues of special interest such as Dada and surrealism, the rebel and the outsider in modern French literature, history and literature; the idea of Utopia, etc. May be repeated when topics vary. No credit toward French major, but may be used to fulfill part of the B.A. language requirement. All works are read and discussed in English.

General Business (GBUS)

Administered by the Department of Management and General Business. Associate Professor Comer, *Chairperson*

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see page 98.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Foundations of Business* 3 s.h.
Fall, Spring

An overview of business functions in the context of the overall business environment. Concepts from all fields of business including management, marketing, finance, accounting, business computer information systems, international business and busi-

#Core course

ness law. The impact of societal, political, legal and ethical considerations is emphasized. **NOTE:** designed as an orientation course for nonbusiness students or for business students who have not chosen their majors. May not be used to satisfy management elective specialization requirements.

151, 152. *Readings in Business Administration* 1-3 s.h. each
Periodically

Assigned readings for undergraduate students on a tutorial basis. Oral or written reports may be required. Prerequisites: six credits in a student's major and permission of department chairperson.

157, A-Z. *Seminar: Special Topics in General Business* 3 s.h.
Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MGT 101, junior class standing or above, and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

170. *Small Business Administration* 3 s.h.
Fall, Spring

Advanced seminar in theory and practice of management and consulting; student groups with varied business majors assist local businesses under faculty guidance; periodic student and instructor project discussion; groups develop final written analysis and recommendations. Prerequisites: A minimum grade-point average of 3.0 overall, MGT 110, MKT 124, ACCT 2, BCIS 10, or permission of department chairperson.

180. *Seminar: Business Policy* 3 s.h.
Fall, Spring

A capstone integrative course for all functional areas focusing on technological issues, executive ethics, and corporate social and environmental responsibilities for domestic and international organizations. Knowledge and competencies developed in other business courses are synthesized with a computer simulation of top management policy decisions under conditions of uncertainty. Prerequisites: business majors with senior class standing and MGT 101, FIN 101, MKT 101.

217. *Management of Corporate Social Impact** 3 s.h.
Periodically

This course explores the nature and management of the relationship between the corporation (or other large organization) and the world around it; as society becomes increasingly critical of corporate actions that have adverse impacts on consumers, communities and the environment; and as social and legal changes and political restrictions increase the need for a positive management strategy for the interface with the surrounding society. Prerequisites: MGT 202, MKT 207. May be applied toward major requirements in management or marketing.

220. *Applied Business Principles and Aging* 3 s.h.
Once a year

An introductory general business course for health care professionals. Major components of business, including financial planning, strategic analysis, marketing management, and the management of human resources and organizations are examined. Emphasis is on how these concepts specifically relate to the aging population. Included are topics on the elderly as a viable market, management of health care facilities, and promotion of health care products and services. Functional categories of decision making, organizing and allocation of resources for administrators who operate in the area of the elderly are discussed. Open only to students matriculated in the Gerontology Program. Not for M.B.A. degree credit.

251, 252. *Readings in Business Administration** 3 s.h. each
Periodically

Assigned readings for advanced graduate students on a tutorial basis. Prerequisite: permission of department chairperson.

257, A-Z. *Seminar: Special Topics in General Business** 3 s.h.
Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MGT 202 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

330. *Graduate Internship** 3 s.h.
Periodically

An *interdisciplinary* business internship open to graduate students from any specialization offered in the Zarb School of Business.

Students work a minimum of 100 hours in the semester for selected business organizations. Students must submit periodic progress reports for review and a comprehensive in-depth evaluation of a complex strategic business decision at the end of the semester. Most internships carry some form of monetary remuneration. Prerequisites: all core competency courses or approved equivalents, 24 graduate-level credits with a 3.3 average and permission of the department chairperson in the area of the student's concentration and permission of the Management and General Business Department chairperson.

Geography (GEOG)

Administered by the Department of Economics/Geography.
Associate Professor Tenenbaum, *Chairperson*

Assistant Professors Saff, Wiley.

B.A. SPECIALIZATION IN GEOGRAPHY: a minimum of 27 semester hours in geography including GEOG 1, 2, and 191; ECO 165 may be included in these 27 semester hours. Fifteen semester hours in a cognate field selected from anthropology, economics, history, political science, philosophy, sociology, biology, geology, mathematics or international business. Students with approval of the department may select an interdepartmental cognate field. Also required, three semester hours of statistics.

See complete B.A. requirements, page 75.

A MINOR IN GEOGRAPHY consists of the successful completion of 18 semester hours of geography, at least six hours in residence.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

NOTE: GEOG 1 and 2 are not prerequisites for other geography courses.

1. *Environment and Society* 3 s.h.
Periodically

Introduction to the major elements of mankind's physical environment and the interrelationships between environment and society in selected regions of the world.

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

2. *Human Geography* 3 s.h.
Periodically
The location, distribution and morphology of settlements, towns and cities; economic land use; transport systems; population distribution and migrations; regional structure and development.
3. *Geographic Systems: An Introduction to Topical Geography* # 3 s.h.
See course description, page 371.
100. *Honors Essay* 3 s.h.
Fall, Spring
Research for and the writing of a substantial essay in the field of geography. Open only to senior geography majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson.
102. *Population, Resources and Environment* # 3 s.h.
Periodically
Analyzes the relationships among population growth, factors influencing human migration, resource distribution and utilization, and the environmental impact of the human presence at various geographic scales ranging from local to global.
103. *Towns and Cities* 3 s.h.
Periodically
Distribution, morphology and hierarchy of towns and cities, urban transport patterns, urban hinterlands, economic basis for cities, urban and regional planning.
110. *Geography of the United States and Canada* 3 s.h.
Periodically
Geographic factors affecting the exploration, settlement, population distribution, land use, and economic development of the United States and Canada. (Formerly *Geography of Anglo-America*.)
113. *Economic Geography of East and Southeast Asia* 3 s.h.
Periodically
Introduction to the regional economics of China, Japan and the adjacent states of East and Southeast Asia. (Formerly *Resources and Industries of Monsoon Asia*.)
122. *Western Europe* 3 s.h.
Periodically
Analysis of the geographic factors affecting the history and development of Western Europe and its parts. Attention is given to the problems and goals of the European Economic Community (E.E.C.) and the European Free Trade Association (E.F.T.A.).
123. *Eastern Europe and the Republics of the Former Soviet Union* 3 s.h.
Periodically
Study of the environment and peoples of the republics of the former U.S.S.R. and Yugoslavia, and of Poland, the Baltic states, Czech Republic, Slovakia, Hungary, Romania, Bulgaria and Albania. Emphasis on past territorial changes and recent social, economic and political transitions. (Formerly *U.S.S.R. and East Central Europe; U.S.S.R. and Eastern Europe*.)
131. *Japan* 3 s.h.
Periodically
Description and analysis of the geographic aspects of the modernization of Japan, with emphasis on the economic, population and urban geography of the country.
135. *Economic Geography* 3 s.h.
Periodically
Theory and analysis of the location of economic activities; distribution and hierarchy of central places; land use; delineation, structure and growth of economic regions. May be used towards the 30 semester hours in economics required of economics majors. (Formerly 101.)

140. *Geography of Latin America* 3 s.h.
See course description, page 371.
141. *Geography of the Caribbean* 3 s.h.
See course description, page 371.
145. *Geography of Africa* # 3 s.h.
See course description, page 371.
- 151, 152. *Readings in Geography* 1-3 s.h. each
See course description, page 371.
191. *Seminar: Geographic Methodology* 3 s.h.
Periodically
Introduction to geographic research. Sources of material and techniques of geographic analysis. Readings in past and recent geographic literature. Preparation and presentation of a report is required.
193. *Seminar: Economic Geography* 3 s.h.
Periodically
Review of history and the literature. Methodology for investigating economic, geographic problems. Oral and written reports are required. Prerequisite: GEOG 135 or permission of instructor.

Geology (GEOL)

Professor Radcliffe, *Chairperson*

Professors Merguerian, Wolff; Assistant Professor Bennington; Adjunct Professor Schaffel; Adjunct Associate Professor Sichko; Adjunct Assistant Professors Dieffenbach, Immoor.

B.S. SPECIALIZATION IN GEOLOGY: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 65 semester hours must be completed in the liberal arts, excluding courses in geology.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. And the following general requirements:

	<i>Sem. Hrs.</i>
ENGL 1-2 or placement examination*	6
Humanities electives	6
Social science electives	6

(The humanities and social science electives must be satisfied with approved core courses, see page 78.)

Foreign language: fulfillment of one of the following options:

- a) complete 2 semesters of a language not previously studied;
- b) a student who continues the study of a foreign language begun before coming to Hofstra must take the language placement test (administered by the Language Laboratory) and fulfill one of the options listed below:
 - 1) place above level 4 of that language;
 - 2) complete level 4 of that language;
 - 3) complete 2 semesters of that language.

Credit will not be given toward completion of the language requirement or toward graduation for any language course taken below the level of placement in that language.

5. The fulfillment of the following science requirements:
 - a) 30 semester hours in geology, chosen in consultation with the chairperson.

#Core course

*See University Degree Requirements, page 59.

- b) CHEM 3A, 3B, 4A, 4B; PHYS 1A, 1B, 2A, 2B.
- c) 6 semester hours in mathematics (including calculus).
- d) 6 semester hours in computer science, or 6 semester hours in biology, or 3 semester hours in computer science and 3 semester hours in biology.

B.S. IN ENVIRONMENTAL RESOURCES, see page 205.

B.A. SPECIALIZATION IN GEOLOGY: 30 semester hours in geology including GEOL 1C and 2C. Students select geology courses, under advisement. Introductory science courses are recommended. This program is intended for liberal arts-oriented students and those planning to teach earth science in high schools.

See complete B.A. requirements, page 75.

TEACHING OF HIGH SCHOOL EARTH SCIENCE AND GENERAL SCIENCE, see page 332.

A MINOR IN GEOLOGY consists of the successful completion of 18 semester hours including GEOL 1C, chosen in consultation with an adviser in the department. At least six hours must be in residence.

NOTE: since geology is a synthesis of natural sciences and engineering with applications to the earth, majors of other departments are encouraged to enroll in those advanced courses which represent the application of their particular discipline to earth phenomena. The basic requirement of elementary geology in many instances may be waived.

Students select one of the following introductory course sequences to satisfy the *University science requirement*: all degree candidates: 1C and 2C;

B.B.A. candidates only: 1C and one of the following 3, 4, 7, 8, 9, 10 or 11.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1C. *Physical Geological Science* # 3 s.h.
Fall, Spring

Origin and evolution of the universe, elements, solar system, earth, continents, oceans and atmosphere. The relationship of principal earth components (rocks and minerals) to materials useful to man. Effects of surface processes (rivers, deserts, glaciation, soils) on contemporary problems, including water supply, world hunger and world climate. Correlation of subsurface forces with the related geologic hazards of vulcanism and earthquakes. (2 hours lecture, 2 hours laboratory.) Credit given for this course or GEOL 11 or New College NGG 3.

2C. *Historical Geological Science* # 3 s.h.
Spring

Origin of life and evolution of the earth throughout geologic time. Geochronology and the Geologic Time Scale. Ancient climates. Structural and thermal history of the Precambrian, Paleozoic, Mesozoic and Cenozoic Eras. Sea-floor spreading, polar wandering, continental drift, geosynclines, continental accretion, and orogenesis. Origin and evolution of major crustal features are discussed on the basis of modern Plate Tectonic Theory. (2 hours lecture, 2 hours laboratory.)

3. *Introduction to Astrogeology* 3 s.h.
Fall

Identification of earth rocks and minerals in comparison with those of other solar system planets. The internal structure, vulcanism, surface features, erosional patterns, geologic evolution of atmosphere and oceans, and plate tectonic history of the

earth-moon system is compared with our knowledge of other planets in our solar system. The history of man's awareness, discovery and exploration of planets and moons in the solar system. (3 hours lecture.) Open to science and nonscience students.

4. *Introduction to Gemology and Gemstones* 3 s.h.
Fall, Spring

Study of gem minerals, a specialized branch of chemical and physical mineralogy. Crystal structure, atomic distribution, chemical composition and interrelated physical properties of gem minerals including hardness, color, brilliance, refraction, cleavage and other identifying properties are emphasized. The role of gems as rock forming minerals including the genetic origin in igneous, sedimentary and metamorphic rocks and process environments are discussed. Testing procedures for the identification of common gemstones including visual properties, optical measurements and x-ray diffraction analysis. A weekend field trip to view the National Gem Collection at the Smithsonian Institution. (2 hours lecture, 2 hours laboratory.)

5C. *Environmental Geology and Natural Hazards* # 3 s.h.
See course description, page 371.

6. *Introduction to Dinosaurs and the Mesozoic World* 3 s.h.
See course description, page 371.

7, 8. *Earth Science* 3 s.h. each
7: Fall; 8: Spring

(3 hours lecture.) Elective for geology majors, not for major credit. Satisfies liberal arts, science and earth science requirement for teachers.

7: considers the origin of earth, its relation to other members of the solar system, atmosphere, climate, and ocean.

8: considers minerals, rocks, the origin and evolution of landforms.

9. *Introduction to Earth Resources* 3 s.h.
Fall

Analysis of the distribution, quality and quantity of U.S. mineral, energy and water resources (iron, aluminum, bauxite, coal, uranium, etc.). The interplay of the social, environmental, economic and political factors which affect the utilization of these resources. A discussion of the economic and environmental considerations that influence the exploitation, conservation or recycling of these resources and the selection of alternate energy sources. (3 hours lecture.)

10. *Environmental Geology* 3 s.h.
Fall, Spring, Summer

Effects of human activities on geologic forces and features and vice versa; planned and accidental changes in developmental patterns of soil, streams, estuaries and coastlines; analysis of human attempts to modify the actions of storms, floods, droughts, avalanches, earthquakes and volcanoes; geologic problems of economic and energy resources, urban and industrial expansion and of air, water and soil pollution. Field trips strongly recommended. (3 hours lecture.)

11. *Physical Geology* 3 s.h.
Fall, Spring, Summer

Origin, evolution and geologic cycles of minerals and rocks. Concerns the processes and features on the surface of the earth and how they have been modified by water, ice, wind and man. Deals with geologic principles applied to problems of energy and economic resources, natural hazards (earthquake, beach erosion, floods, etc.), urban expansion and environmental effects

from pollution. Field trips strongly recommended. (3 hours lecture.) Credit given for this course or GEOL 1C or New College NGG 3. (Formerly 1A.)

12. *Earth History and Crustal Evolution* 3 s.h.
Spring, Summer

Principles and methods used in the analysis and interpretation of ancient life and earth history—its paleogeography, paleontology and paleoclimates. Includes the study of continents, oceans and ocean basins in relation to continental drift and seafloor spreading (the global tectonics). Considers the origin of the earth, its crust, atmosphere, oceans and life. Field trips strongly recommended. (3 hours lecture.) Prerequisite: GEOL 1C or 11 or permission of instructor. (Formerly 2A.)

18. *Geological Cartographic Techniques* 3 s.h.
Every other year

Provides a working knowledge of cartographic and drafting techniques as applied specifically to geologic investigations including shading, coloring, geologic symbols, map scale, reduction, 3-D clinographic perspectives, fence diagrams, subsurface structure contours, isopachytes. Students learn and practice techniques that will aid them in advanced geology courses, careers as professional geologists, the visualization and planning of figures and annotated photographs for papers, theses and publications. (2 hours lecture, 2 hours laboratory.) May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit.

19. *Structural Geology* 3 s.h.
Every other Fall

Basic elements of stress and strain and their relationship to the development of natural structures in the earth's crust. The mechanism and results of folding and faulting of sedimentary, metamorphic and igneous rocks during mountain building set in the context of the new global plate tectonic theories. Laboratory case histories include interpretation of structures found in the Appalachian and Cordilleran mountain belts. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 2C or permission of instructor.

20. *Introduction to Field Methods* 3 s.h.
Every other year

Principles and methods of geological field investigations of sedimentary, metamorphic and igneous rocks. Use and interpretation of topographic maps, aerial photos, geological instruments and the methods and logistics of producing professional geologic maps and reports. (2 hours lecture, 3 hours laboratory.) Prerequisites: GEOL 2C and 19, or permission of instructor. No liberal arts credit.

31. *Crystallography and Mineralogy* 3 s.h.
Fall

Classification and identification of over 100 common economic and rock-forming minerals based on their composition, external crystal morphology, and physical and chemical characteristics. Includes the study of geometric and atomic crystal models and the principles and interpretation of x-ray diffraction techniques. (2 hours lecture, 3 hours laboratory.) Prerequisite or corequisite: GEOL 1C or CHEM 3A, 3B or permission of instructor.

33. *Environmental Geomorphology* 3 s.h.
Every other year

Origin and development of constructional, depositional and erosional landforms with regard to geologic process (uplift, mass wasting, earthquakes, etc.) and their effect on engineering activities through urban and industrial expansion. Includes the examination and interpretation of features from topographic and geologic maps and aerial photos, and considers the criteria necessary for basic regional planning. (2 hours lecture, 3 hours laboratory.) Prerequisite or corequisite: GEOL 1C or 8.

100. *Honors Research Essay* 3 s.h.
Fall, Spring

Research, analysis, compilation and writing of a scientific paper based on an independent research study which is approved by the faculty prior to registration. The paper must be of publishable quality, and the results of the study will be presented orally at a seminar. Open only to geology seniors who have been selected by the department.

104. *Excursions in Field Geology* 3 s.h.
Periodically

Examination of rock outcrops to determine their geological origin or economic mineral-energy resource potential during travel. Three days of on-campus lecture and labs for discussion of the field area and an introduction to analytical field techniques and instrumentation, and one week of daily field observations at outcrops, mines or oil fields during travel. Independent projects will be developed and submitted for final evaluation. Probable areas for travel include New England and New York, the southeastern states, the Gulf Coast or a Caribbean island. Prerequisite: open to upper-class students only and permission of instructor. No liberal arts credit.

115. *Lunar and Planetary Geology* 3 s.h.
Every other year

Interpretation of topographic and geologic features of the Moon, Mars and other planets based on the analysis of the latest available data; the origin, history and geologic activity of extraterrestrial bodies; the physical properties and motions of the solar system; comparisons of Earth features and principles with those of the extraterrestrial bodies. Includes the analysis of NASA photos, maps and other data. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 1C or 7 or permission of instructor.

120. *Introduction to Geophysics* 3 s.h.
Periodically

Principles of mathematics and physics as applied to Earth processes that affect the continental and ocean crust, asthenosphere, mantle and core. The application of geophysical techniques for oil and mineral exploration through the analysis and interpretation of data collected through seismic surveys, geomagnetic measurements, electrical methods of well logging, and gravity and heat flow measurements. The application of geophysics to earthquake prediction, isostatic adjustments and geothermal energy resources. (2 hours lecture, 3 hours laboratory.) Prerequisite or corequisite: MATH 10 or 19. No liberal arts credit.

121. *Hydrology* 3 s.h.
Periodically

Discussion of surface and ground waters. Hydrologic principles of water movement. Economic importance and water potential of the United States, with particular attention to the problems relating to Long Island. Field trips and laboratory analysis of aquifers. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 1C or permission of department.

123. *General Oceanography* 3 s.h.
Every other year

Analysis of the physical and chemical characteristics of ocean water and the factors affecting its distribution. Includes surface and subsurface current patterns, coastal processes, characteristics of clastic and carbonate environments, and the topographic features and sediment distribution patterns of ocean basins.

131. *Optical Mineralogy* 3 s.h.
Every other year

Principles and use of the polarizing microscope in the analysis of mineral grains and rock thin-sections. Identification of these minerals is based on their optical and crystallographic properties determined from either oil immersion or permanent-mount methods. (2 hours lecture, 3 hours laboratory.) Prerequisite or corequisite: GEOL 1C or 31 or CHEM 3A, 3B. No liberal arts credit.

132. *Geochemistry* 3 s.h.
Every other year
Principles and problems related to distribution of elements in the universe and planets; evolution of galaxies, stars and the solar system; structure and composition of the earth; crystal chemistry of minerals; magmatic differentiation and phase equilibria; weathering and solution chemistry of sedimentary rocks; clay mineralogy, metamorphic facies; and the origin of the atmosphere and hydrosphere (2 hours lecture, 3 hours laboratory.) Prerequisites: CHEM 3A & 4A, 3B & 4B.
133. *Igneous and Metamorphic Petrology and Petrography* 3 s.h.
Every other year
Formation, composition and classification based on analysis of hand specimens and thin-sections. Includes studies of experimental solid-liquid phase equilibria and mineral stabilities of silicate systems. Laboratory techniques concern the description and identification of these rocks and their textural features. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 131.
- 133F. *Field Trips in Petrology* 1 s.h.
See course description, page 371.
- 134A. *Field Geology* 3-6 s.h.
Once a year
Field studies and detailed mapping. Frequent side trips will be taken to mines and other industrial concerns employing the services of a geologist as well as visits to other geology departments in the area of study. Students will be expected to work out detailed geology of an area on an individual basis with formal reports required. This course is intended specifically for field camp involving intensive studies in a limited area.
135. *Sedimentation* 3 s.h.
Every other year
Principles related to the weathering, erosion, transport and deposition of sediments. The analysis and interpretation of source-area indicators, solution and abrasion history, bedding features and flow conditions, and depositional environments based on the analysis of sediments and sedimentary rocks. Statistical parameters used to distinguish sediments from different environments. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 2C or permission of instructor.
136. *Marine Geology* 3 s.h.
Every other year
Discussion of the classification and evaluation of coastlines and their associated features and processes. A review of the geomorphic features of ocean basins (shelves, ridges, trenches, abyssal plains), the earth's interior and its lithospheric "plates." The geophysical characteristics of these features based on seismology, structure, density, heat flow and magnetism. The evidence for continental drift and sea-floor spreading, and the inferences about past, present and future patterns of global plate tectonics.
137. *Invertebrate Paleontology* 3 s.h.
Periodically
Fossil invertebrate life including classification, geological significance, and phylogenetic relationship in light of evolutionary theory. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 2C or BIO 1, 2 or permission of instructor.
139. *Advanced Geochemistry* 3 s.h.
Periodically
In-depth discussion of geochemical analytical techniques and instrumentation, geochemical exploration principles and techniques, computer refinement of geochemical data. Individual student seminars combined with individual student research projects designed to develop library and laboratory research investigative skills in an integrated manner. Prerequisite: GEOL 132.
140. *Biostratigraphy* 3 s.h.
Periodically
Stratigraphic principles and nomenclature used in the analysis of boundary problems of the physical and faunal rock systems of North America. Includes Precambrian geology and the physical aspects and faunal correlation of cratonal, geosynclinal, and continental sediments of the Paleozoic, Mesozoic and Cenozoic eras. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 137.
141. *Economic Mineral Resources* 3 s.h.
Every other year
The origin, distribution, economic significance and conservation of selected metallic and nonmetallic mineral deposits and their future development. Includes the analysis and identification of these minerals and their mineral associations. (2 hours lecture, 3 hours laboratory.)
144. *Petroleum Geology* 3 s.h.
Every other year
The origin and evaluation of oil and gas, reservoir fluids and reservoir rock dynamics. Reviews drilling methods for completed and producing wells, logging methods for subsurface exploration. (2 hours lecture, 3 hours laboratory.) Prerequisite, one of the following: GEOL 1C, 2C, 9, 10, 136.
146. *Principles of Physical Stratigraphy* 3 s.h.
Every other year
Correlation, relative and absolute dating techniques and the utilization of stratigraphic maps. The analysis of factors influencing the deposition of recent sediments in terrigenous and carbonate environments, and the resultant features that can be used for interpretation of ancient rock sequences. Environments include alluvial fans and fluvial systems, deltas and coastal plains, lagoons and barrier islands, carbonate shelves and coral reefs, continental slope and deep ocean sediments. (2 hours lecture, 2 hours laboratory.) Prerequisite: GEOL 2C or permission of instructor.
- 151, 152. *Special Problems* 2 s.h. each
Fall, Spring
Work of an independent and advanced nature in mineralogy, petrology, sedimentation or economic geology. Prerequisite: permission of instructor and chairperson. May be repeated for credit with approval of the chairperson.
204. *Regional Geology for Teachers and Travelers* 3 s.h.
Periodically
Examination of rock outcrops and geologic structures of one or more geologic provinces during travel to examine and interpret the geologic history of a region. Area is first described through regional field guides, texts, maps, specimens and charts to gain an understanding of the geologic features and processes that shaped the area. Course meets for seven days (28 hours) of laboratory-oriented lectures, followed by four to eight days of on-site field work. Consult department for travel cost.
- 251, 252. *Readings* 3 s.h. each
Periodically
Oral and written reports on research readings geared to the planned program of the individual. Prerequisite: permission of instructor and chairperson.

German (GERM)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Associate Professor Donahue, *Adviser*

Major and minor requirements in German, see page 150.

German Literature in Translation courses, see page 265.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Elementary German* 3 s.h.
Fall, Spring
Fundamentals of structure. Oral drill.

2. *Elementary German* 3 s.h.
Fall, Spring
Continuation of 1. Selected readings. Prerequisite: GERM 1 or equivalent.

3. *Intermediate German* 3 s.h.
Fall, Spring
Structural review, intermediate readings. Prerequisite: GERM 2 or equivalent.

4. *Intermediate German* 3 s.h.
Fall, Spring
Nineteenth- and/or 20th-century authors. Survey of German culture. Prerequisite: GERM 3 or equivalent.

100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial essay in the field of German. Open only to senior majors who are eligible for departmental honors and who secure, before registration, written permission of the faculty adviser who will supervise the essay.

Prerequisites for all courses numbered 101 through 119: successful completion of 4 or permission.

101 through 106. *Advanced German Language* 3 s.h. each
One course each semester
(These courses may be taken in any order and will be geared to individualized instruction.) An integrated sequence of courses, rather than six individual courses, this language sequence gradually develops the student's proficiency in the spoken language, in writing (including grammar) and in reading. Text material will range from simple stories to more sophisticated language and will include culture and civilization topics. The individual student's needs and wishes will determine the exact nature of each course. A detailed personal record will be maintained to assure the development of each student's skills.

To be offered one per semester in a three-year cycle.

109. *German for Business* 3 s.h.
Periodically
Introduction to the business community of German-speaking countries including economics, finance, marketing, management and computers. Business terms will be emphasized. Extensive written and conversational skills. Prerequisite: GERM 4 or equivalent or permission.

116, 117, 118, 119. *Advanced Readings* 1 s.h. each
Periodically
Designed to help students maintain proficiency in German and at the same time enhance their reading facility within their own specific field.

Prerequisites for courses 151 through 156: permission of the department, normally after 6 semester hours in the 101-106 category.

151 through 156. *Masterpieces of German Literature* 3 s.h. each
One course each semester
The primary objective is to develop each student's ability in the critical reading of outstanding authors in German literature

taken essentially from the 18th century to the present. Readings will be chosen according to each student's prior experience and interests. Rather than a chronological approach with division into literary movements, the student will choose, upon advisement, one or more themes (e.g., the artist and society, literature of social protest, the role of women, the search for identity) which will be pursued by private reading, followed by written reports and/or oral reports to the whole class. The student who has taken four or more courses in this sequence can be expected to have gained sufficient insight into literary genres and movements to be able to undertake, in the senior year, a synthesis of German literature. A detailed personal record of reading progress will be maintained to assure the systematic development of each student's facility in literary criticism.

To be offered one per semester in a three-year cycle.

160. *Translation* 3 s.h.
See course description, page 371.

Courses 221 through 226 are open only to matriculated graduate students or by permission.

221 through 226. *Readings in Literature or Special Studies* 3 s.h. each
Periodically
Intensive study of an outstanding author, movement or literary genre. Subjects to be announced. May be repeated when topics vary.

Gerontology

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Wong, *Chairperson*

MASTER OF SCIENCE IN GERONTOLOGY

This degree program is designed to prepare graduate students to pursue careers which will help older adults make better decisions about their own lives. The education and practical skills gained through this degree program will provide students with an interdisciplinary base of knowledge and experience which will increase their effectiveness in assisting older adults.

Students graduating from this program will have obtained a competency in gerontology with a subspecialty in either Administration of Services for the Aging or Counseling of the Aging. These subspecialties or tracks, provide students with an opportunity to pursue a program of study that is reflective of their individual needs and interests, as well as the needs and interests of older adults.

Students opting for a concentration in administration are expected to gain the necessary knowledge and skills related to management, public policy, social and health service planning, program development and evaluation of services for the aging.

Students concentrating in the counseling subspecialty are expected to develop the knowledge and skills necessary to provide direct therapeutic services to older adults. This would include vocational and health counseling, individual and family counseling and preretirement planning.
Professor Gold, *Coordinator*

ADMISSION REQUIREMENTS

1. Applicants must hold a bachelor's degree from a fully accredited college or university with a minimum 2.5 grade-point average.
 - a. Admission to the Administration of Services for the Aging subspecialty requires experience or equivalent in administration and/or business and direct services.
 - b. Admission to the Counseling of the Aging subspecialty requires a bachelor's degree in a behavioral science or mental health discipline.

2. An interview with the Program Coordinator or representative.
3. Three letters of recommendation from recent employers or undergraduate professors.
4. Students with less than a 2.5 grade-point average must meet with the Program Coordinator to determine additional entrance requirements.

DEGREE REQUIREMENTS

1. The completion of 39 semester hours of graduate study in addition to any specified prerequisites; satisfactory completion of coursework; and successful completion of a comprehensive examination or a Master's Essay (latter requires taking a three semester hour readings course appropriate to area of specialization).
2. The Master of Science degree may be completed on a part or full-time basis. Courses are normally offered during the fall and spring semesters, with special seminars or workshops offered during the January or Summer Sessions.

PROGRAM REQUIREMENTS—39 s.h. as follows:

Core courses: 15 s.h. (required for all students in either Track)

- ANTH 215. *Introduction to Gerontology: Aging in American Life*, 3 s.h.
- APS 244. *Aging, Public Policy & the Law*, 3 s.h.
- MHAE 292. *Health & Aging*, 3 s.h.
- PSY 263. *Current Theory & Research in Psychology of Aging*, 3 s.h.
- RES 258. *Understanding Research Methodology*, 3 s.h.

Track I: Administration of Services for the Aging

Required courses: 12 s.h.

- GBUS 220. *Applied Business Principles & Aging*, 3 s.h.
- MHAE 293. *Healthcare Policies, Planning & Administration for the Aging*, 3 s.h.

Internship: 6 s.h.

- APS 294, 295. *Administrative Internship*, 3 s.h. each or
- MHAE 263B. *Administrative Residency*, 6 s.h.

Experienced candidates may substitute 6 s.h. of electives.

Electives: 12 s.h. (6 s.h. free electives; 6 s.h. from the following)

- APS 245. *Legal Aspects of Managing Healthcare Programs for the Aging*, 3 s.h.
- MHAE 249. *Nursing Home Administration I*, 3 s.h.
- 254A. *Home Healthcare Administration*, 1½ s.h.
- MKT 250. *Healthcare Marketing*, 3 s.h.
- RES 387. *Skills in Funding & Proposal Development: Government, Foundation & Corporate*, 3 s.h.

Master's Essay: 3 s.h.

- APS 251. *Readings in Administration*, 3 s.h. or
- MHAE 251. *Special Readings Seminar*, 3 s.h.

Track II: Counseling of the Aging

Required courses: 15 s.h.

- COUN 203. *Introduction to Counseling*, 3 s.h.
237. *Counseling Families of the Elderly*, 3 s.h.
244. *Interviewing & Therapeutic Counseling with the Aging*, 3 s.h.

Internship: 6 s.h.

- COUN 294, 295. *Internship: Counseling*, 3 s.h. each

Experienced candidates may substitute 6 s.h. of electives.

Electives: 9 s.h. (3 s.h. free electives; 6 s.h. from the following)

- COUN 225. *Counseling for Death, Dying & Bereavement*, 3 s.h.
- CAT 249. *Therapeutic Art for the Elderly*, 3 s.h.
- PSY 264. *Aging & Human Behavior*, 3 s.h.
265. *Aging & Personality*, 3 s.h.

Master's Essay: 3 s.h.

- CRSR 251. *Readings*, 3 s.h.

Free elective options regardless of specialization, under advisement:

- ANTH 214. *Aging in a Cross-Cultural Perspective*, 3 s.h.
- CRSR 248. *Lifelong Learning for the Aging*, 3 s.h.
- 280-289, A-Z. *Workshops*, 3 s.h. each
- MHAE 291. *Nutrition & the Aging*, 3 s.h.
- RES 259. *Introduction to Statistical Methods in Educational Research*, 3 s.h. and
- 259L. *Computer Laboratory*, 1 s.h.
260. *Inferential Statistics in Educational Research*, 3 s.h. and
- 260L. *Computer Laboratory*, 1 s.h.

See complete graduate information, page 66.

Greek (GRK)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Major and minor requirements in Greek, see page 150.

Greek Literature in Translation courses, see page 265.

Modern Greek courses, see page 285.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

- 1, 2. *Elementary Greek* 3 s.h. each

1: Fall; 2: Spring

Completion of the essentials of grammar. Selected readings.

3. *Survey of Greek Prose Style* 3 s.h.
- Fall

The development of prose style with selections from the historians, orators and philosophers. Prerequisite: GRK 2 or equivalent.

4. *Survey of Greek Poetry* 3 s.h.
- Spring

Epic and lyric poetry with selections from the dramatists. Prerequisite: GRK 3 or equivalent.

100. *Honors Essay* 3 s.h.

Fall, Spring

Research and writing of a substantial essay in the field of Greek. Open only to senior majors who are eligible for departmental honors and who secure, before registration, written permission of the faculty adviser who will supervise the essay.

Prerequisite for the courses listed below: 4 or equivalent.

- 112 through 117. *Greek Readings* 1 s.h. each
- Periodically

Designed to keep alive the students' interest in the Greek language and literature, and enhance their facility in the use of the language.

- 118, 119. *Prose Composition I, II* 1 s.h. each
- Periodically

Fundamentals of syntax and style. Translation of continuous passages into Greek.

120. *Plato* 3 s.h.

Periodically

Socratic dialogues and method of reasoning.

121. *Homer* 3 s.h.
Every other year
Selections from the *Iliad* and *Odyssey*. An examination of epic form.
122. *Tragedy* 3 s.h.
Every other year
Development of Greek drama from the choral ode. Study of Aeschylus, Sophocles and Euripides.
123. *Comedy* 3 s.h.
Periodically
Old and new comedy. Selected plays of Aristophanes and Menander.
124. *Historiography* 3 s.h.
Periodically
Selections from the histories of Herodotus and Thucydides.
125. *Oratory* 3 s.h.
Periodically
Selected readings from Lysias and Demosthenes.

Health, Administration Health Education

SEE HEALTH STUDIES, SPORT SCIENCES, AND PHYSICAL EDUCATION.

Health Studies, Sport Sciences, and Physical Education (HSPE)

Formerly Health, Physical Education and Recreation (HPER)

Professor Weinstein, *Chairperson*

Professor Zwiren; Associate Professors Alberts, Clements, Smith; Assistant Professors Doolittle, Frieman, Halliday, Lazow, Maurer, Schwartz.

The Health Studies, Sport Sciences, and Physical Education Department provides several categories of activities:

- I. Undergraduate major programs leading to the following:
 - A. Certification for teaching of physical education. (See section IA below.)
 - B. An exercise specialist—leading exercise classes and evaluating fitness programs. (See section IB below.)
 - C. Certification for teaching health education in elementary and secondary schools. (See section IC below.)
 - D. Certification for teaching health education at both the elementary and secondary levels. (See section ID below.)
 - E. Community Health—skills and knowledge needed for assessing individual and community health needs as well as planning, implementing, and evaluating community health programs. (See section IE below.)
 - F. Athletic training—preparation for NATA certification as an athletic trainer. (See section IF below.)
- II. Minor programs in physical education, and driver-traffic safety education for men and women. (See section II below.)
- III. A variety of physical education skills courses for undergraduate degree credit (up to 8 semester hours), open to all students. (See section III below.)
- IV. Master of Arts: Health Administration (See section IV below.)
- V. Master of Science in Health Education (See section V below.)
- VI. Master of Science in Physical Education (See section VI below.)
- VII. Professional Diploma in Managed Care (See section VII below.)

NOTE: for intercollegiate athletics, see page 16; for recreation and intramural programs, see page 18.

Please note new course prefixes:

- 1B through 203 will carry the prefix HSPE
210 through 236 will carry the prefix MSPE
240 through 296 will carry the prefix MHAE
300, 301, 302, will carry the prefix MSPE or MHAE according to program
310 through 317 will carry the prefix PDMC

I. MAJOR PROGRAM

A. **B.S. IN ED.—SPECIALIZATION IN THE TEACHING OF PHYSICAL EDUCATION:** this undergraduate major program is designed to prepare physical education professionals to teach on the elementary and secondary school levels. The aim of the program is to develop students' knowledge of the field of physical education from a broad perspective. It focuses attention on the acquisition of knowledge and skills that enables the student to develop and implement effective innovative physical education programs in the public schools. Successful completion of the program leads to New York State teaching certification.

MATRICULATION

For provisional acceptance into the physical education major program, the following are required:

1. Admission into Hofstra University.
2. An interview with the program coordinator for advisement and scheduling.

CONTINUATION AND STUDENT TEACHING STANDARDS

Students who have declared physical education as their major, are screened for admission to the program at the completion of their sophomore year (64 credits) based on the following criteria:

1. A cumulative grade-point average of 2.5 or better in the following categories:
 - a) All course work completed at Hofstra University;
 - b) required professional education course work;
 - c) required physical education theory and skills techniques.
2. Recommendation of the major adviser.
3. The recommendation of the faculty of the department attesting to the candidate's professional knowledge, proficiency and competence in the field of specialization.
4. Final admission to the program is made by the program coordinator.
5. To be admitted to student teaching during the senior year, students must meet the following requirements:
 - a) meet the requirements outlined in 1-4
 - b) receive a grade of C- or better in SPCH 3 or SPCM 1 or 11
 - c) successfully complete FDED 111 or 127, CRSR 113, HSPE 103, 104
 - d) no D's, F's, or Inc's in major courses
6. a 2.5 grade point average is required for continuation in the program.

DEGREE REQUIREMENTS

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 129 semester hours and a cumulative grade-point average of 2.5 in work completed at Hofstra.
2. At least 63 semester hours must be in liberal arts.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization, including HSPE 103, 104, 130A and 130B, and the last 30 hours. The 15 hours need not be included within the last 30 hours.

4. The following general and major requirements:
- Communication skills: 9 semester hours
 - ENGL 1-2*
 - SPCH 3** or SPCM 1** or 11**
 - History elective: 3 semester hours
 - Multicultural Perspective elective: 3 semester hours selected from the following: ANTH 4, 131, 137; CLIT 190, or others as approved by the program coordinator.
 - Mathematics elective: 3 semester hours
 - Philosophy elective: 3 semester hours PHIL 4, 5, 9 or others as approved by the program coordinator.
 - Arts: 3 semester hours: DNCE 121
 - Literature elective: 3 semester hours
 - Social sciences: 10 semester hours
 - PSY 1
 - Developmental psychology: 3 semester hours selected from the following: PSY 153, 154, SPG 029
 - Sport psychology: 3-4 semester hours selected from the following: SPG 028 or others as approved by the program coordinator.
 - Natural sciences: 6 semester hours: BIO 103, 105
 - Professional education: 27 semester hours: CRSR 113, FDED 111** or 127**, HSPE 103, 104, 154, 167, 130A, 130B
 - Physical education major theory: 31.5 semester hours: HSPE 13, 50, 53, 60, 62, 80, 106, 108, 138A, 164, 165A, BIO 106+
 - Physical education skills techniques: 13.5-15.5 semester hours:
 - Aquatics: select one course from the following: HSPE 31, 42, 143
 - Dance: HSPE 12
 - Team sports: select 5 courses from the following: HSPE 5A, 8A, 10A, 16A, 26A, 27A, 36A, or others as approved by the program coordinator.
 - Individual sports: select 5 courses from the following: HSPE 2A, 3A, 7A, 9A, 14A, 33A, 34A, 39A, or others as approved by the program coordinator.
 - Lifelong leisure pursuits: select 2 courses from the following: HSPE 45, 46, or others as approved by the program coordinator.
 - Cooperative Adventure Activities: HSPE 119
 - Gymnastics: HSPE 15A
 - Fitness: HSPE 25 and one course selected from the following: HSPE 38A, 100, 111B, 32, 35, or others as approved by the program coordinator.
 - Officiating: select 2 courses from the following: HSPE 139, 140, 142, 144, 145, 146, 147.
5. Student must complete the following independent internship experiences or others as approved by the program coordinator while in residence at Hofstra. All placements must be approved by the adviser or the program coordinator:
- participate on an intercollegiate varsity team as a player, manager, or athletic trainer for at least one season;
 - coach a junior or senior high school interscholastic team for at least one season.

B. B.S. SPECIALIZATION AS AN EXERCISE SPECIALIST: this undergraduate major program gives students a background in the scientific concepts of fitness exercise, disease risk reduction, nutrition, and the techniques used to evaluate fitness, and health status. Students, in addition, are given an introductory background in the psychological and business aspects of the fitness/wellness field. Students are also prepared to go on to graduate work in related fitness/wellness/allied health disciplines. The emphasis of the course of study is on working with adults outside of the formal educational system. This program does *not* include preparation for New York State teacher certification. However, this program *does* include a senior year field experience in health fitness clubs, corporate fitness programs, cardiac rehabilitation programs, and/or any other approved fitness or wellness centers.

Professor Zwiren, *Coordinator*

Final admission to the field experience will be made by the Chairperson of the Department of Health Studies, Sport Sciences, and Physical Education upon recommendation from the above faculty.

Matriculation Standards are the same as for the certification program (IA).

CONTINUATION STANDARDS

Students who have declared exercise specialist as their major, are screened for admission to the program at the completion of their sophomore year (64 credits) based on the following criteria:

- A cumulative grade-point average of 2.5 or better in the following categories:
 - All course work completed at Hofstra University;
 - required exercise specialist major course work (courses designated by ††).
- Recommendation of the major adviser.
- Final admission to the program is made by the Chairperson of the Department of Health Studies, Sport Sciences, and Physical Education upon the recommendation from the above faculty.

DEGREE REQUIREMENTS

Candidates for graduation must fulfill the following requirements:

- The successful completion of at least 128 semester hours and a cumulative grade-point average of 2.5 in work completed at Hofstra.
- At least 63 semester hours must be in liberal arts.
- There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization, including two field experiences, and the last 30 hours. The 15 hours need not be included within the last 30 hours.
- The following general and major requirements:
 - ENGL 1-2*
 - Humanities, 6 semester hours, including SPCM 1, 7, 11, or SPCH 3
 - PSY 1, 111, 163
 - SOC 4
 - BIO 50, 103, 105, 106††
 - Liberal arts electives, 24 semester hours, with 9 of these semester hours in related disciplines taken under advisement.
 - Basic statistic course chosen from SOC 139; PSY 140; MATH 8; BIO 100; New College S 91, QTB 2
 - HSPE 25††, 35††, 38B††, 60††, 62††, 66††, 100††, 106††, 111B††, 114††, 149A††, 149B††, 161††, 194, 196††, 197††, 198††, 199.
 - HSPE electives: selection of 6 s.h. from the following courses or under advisement: HSPE 63, 64, 65, 67, 68, 69A, 70A, 138A.
 - Two business courses taken under advisement, 6 s.h.
 - DNCE 12A and CRSR 116.

C. B.S. SPECIALIZATION IN SCHOOL AND COMMUNITY HEALTH EDUCATION†

*See University Degree Requirements, page 59.

**Counted in total credits as required liberal arts course. For admission to student teaching, these courses should be used in the computation of grade-point average in the required physical education and skills category.

† Counted in total credits as required natural science course. For admission to student teaching, this course should be used in the computation of grade-point average in the required physical education theory and skill category.

†† Applications not accepted in 1997-98. For further information, contact the Department of Health Studies, Sport Sciences, and Physical Education.

††† Required exercise specialist major course work.

D. B.S. IN SCHOOL HEALTH EDUCATION: this undergraduate program is designed to provide students with the knowledge, methods, materials, and student teaching experience necessary for a career as a health education professional at both the elementary and secondary school levels. Training includes the development of a broad knowledge base in the areas of health promotion, disease prevention, and program planning and implementation, with an emphasis on educational methods and techniques appropriate for a school setting. Successful completion of this program leads to K-12 New York State Teaching Certification in Health.
Assistant Professor Schwartz, *Coordinator (Ext. 5813)*

MATRICULATION AND CONTINUATION STANDARDS

Requirements for acceptance into the school health education major program include: meeting Hofstra University's general admission standards and an interview with the program coordinator for advisement and scheduling.

All school health education majors must meet the following criteria to continue in the program:

1. A cumulative grade-point average of 2.5 or better in the following categories:
 - a) all course work completed at Hofstra University;
 - b) all required school health education major course work.
2. Recommendation of the major adviser.
3. Recommendation of the School Health Education Program Coordinator.

Final admission to the program is made by the Chairperson of the Department of Health Studies, Sport Sciences, and Physical Education upon recommendation of the department faculty.

DEGREE REQUIREMENTS

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 128 semester hours and a cumulative grade-point average of 2.5 in work completed at Hofstra.
2. At least 62 semester hours must be in liberal arts.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization, including student teaching, and the last 30 hours. The 15 hours need not be included within the last 30 hours.
4. Distribution of semester hours by specific area:

a)	Major core requirements: 27 s.h.	<i>Sem. Hrs.</i>
HSPE	60. <i>First Aid & Safety</i>	3
	61. <i>Family Health: A Lifecycle Approach</i>	3
	62. <i>Personal & Community Health</i>	3
	66. <i>Drugs & Alcohol</i>	3
	71. <i>Chronic & Communicable Diseases</i>	3
	114. <i>Applied Nutrition, Diet & Exercise</i>	3
CRSR	116. <i>Health Counseling Issues</i>	3
*SGG	1. <i>Human Sexuality</i> (New College)	4
*SGA 060A.	<i>Child Abuse</i> (New College)	1
*SGA 060C.	<i>HIV/AIDS</i> (New College)	1
		<hr style="width: 100%; border: 0.5px solid black;"/>
b)	Major field requirements: 18 s.h.	
HSPE	102. <i>Organization & Administration of School Health Programs</i>	3
	103A. <i>Methods & Materials of Health Education: Children</i>	3
	104A. <i>Methods & Materials of Health Education: Adolescents/Adults</i>	3
	105. <i>Health Education Curricula Development, K-12</i>	3
CRSR	113. <i>Educational Psychology</i>	3
*FDED	111. <i>The American School</i> OR	3
*	127. <i>Introduction to Philosophy of Education</i>	3
		<hr style="width: 100%; border: 0.5px solid black;"/>
		18

c)	Student Teaching requirement: 9 s.h.	
	HSPE 130A. <i>Student Teaching</i>	4.5
	130B. <i>Student Teaching</i>	4.5
		<hr style="width: 100%; border: 0.5px solid black;"/>
	9	
d)	Major core electives: A minimum of 9 s.h. selected under advisement	
HSPE	64. <i>Consumer Health</i>	3
	65. <i>Ethical, Legal & Critical Health Problems</i>	3
	67. <i>Gerontological Health</i>	3
	68. <i>Environmental Health</i>	3
	69A. <i>Stress Management</i>	1
	70A. <i>Epidemiology</i>	2
	74. <i>Microcomputer Applications for Health Professionals</i>	3
	75. <i>Life Cycle Sexual Health</i>	3
	118. <i>Women's Health Issues</i>	3
	125. <i>Violence in Children, Family & the Community</i>	3
	151, 152. <i>Readings</i>	1-3
	160. <i>International Health Issues</i>	3
	162A. <i>Mental Health Care & Services</i>	3
	179, A-Z. <i>Workshops in Health</i>	1-3
RES	119. <i>Introduction to Research & Writing in Health</i>	3
	124. <i>Introduction to Grant Funding & Proposal Development in the Field of Health</i>	3
	*SSG 060A. <i>Death & Dying</i> (New College)	2
	(minimum required)	<hr style="width: 100%; border: 0.5px solid black;"/>
	9	
e)	Liberal Arts requirements: 39 s.h.	
	1. ENGL 1-2**	6
	2. Humanities, 6 semester hours including SPCM 1, 7, 11, or SPCH 3	6
	3. BIO 3 or 4 and 103 and 105	9
	4. CSC 5	3
	5. Basic statistics course chosen from PSY 140, SOC 139 or SO91A (New College)	3
	6. PSY 1, 153, 154	9
	7. SOC 4	3
		<hr style="width: 100%; border: 0.5px solid black;"/>
	39	
f)	Liberal Arts electives: 14 s.h.	14
	Suggestions for School Health Education Majors	
	ANTH 131	
	BIO 10	
	PSY 155, 159, 163, 189	
	SOC 34, 36, 101, 103, 104, 134	
g)	Free electives: 12 s.h.	12
	Total semester hours	<hr style="width: 100%; border: 0.5px solid black;"/>
		128

E. B.S. IN COMMUNITY HEALTH: this undergraduate program is designed for students interested in pursuing a career in a community/public health setting and/or students seeking a health major as preparation for entry into a graduate program in a variety of health related professions. The goal of the program is to prepare scholar-practitioners who have a broad knowledge base in the concepts of wellness, health promotion, and disease prevention, as well as in community and public health services, and service delivery. Emphasis is also given to developing competencies in the assessment of individual and community health needs, as well as in the planning, implementation, and evaluation of community health programs.

The interdisciplinary approach of the program offers students, in addition to a comprehensive health core taught by specialists in their respective areas, a variety of courses taken at New College and in the Departments of Psychology, Biology, Sociology, and Counseling, Research, Special Education, and Rehabilitation. Experiential learning is facilitated through two 3-credit field experiences.

Career opportunities for graduates from this program include: positions with federal, state or local governmental

*See University Degree Requirements, page 59.

health agencies, private health organizations, or voluntary health agencies.
Assistant Professor Schwartz, *Coordinator (Ext. 5813)*

MATRICULATION AND CONTINUATION STANDARDS

Requirements for acceptance into the community health major program include: meeting Hofstra University's general admission standards and an interview with the program coordinator for advisement and scheduling.

All community health majors must meet the following criteria to continue in the program:

1. A cumulative grade-point average of 2.5 or better in the following categories:
 - a) all course work completed at Hofstra University;
 - b) all required community health major course work.
2. Recommendation of the major adviser.
3. Recommendation of the Community Health Program Coordinator.

Final admission to the program is made by the Chairperson of the Department of Health Studies, Sport Sciences, and Physical Education upon recommendation of the department faculty.

DEGREE REQUIREMENTS

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 128 semester hours and a cumulative grade-point average of 2.5 in work completed at Hofstra.
2. At least 62 semester hours must be in liberal arts.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization, including a field experience (or its equivalent) and the last 30 hours. The 15 hours need not be included within the last 30 hours.

4. Distribution of semester hours by specific area:

a) Major core requirements: 19 s.h.	<i>Sem. Hrs.</i>
HSPE 62. <i>Personal & Community Health</i>	3
66. <i>Drugs & Alcohol</i>	3
71. <i>Chronic & Communicable Diseases</i>	3
114. <i>Applied Nutrition, Diet & Exercise</i>	3
CRSR 116. <i>Health Counseling Issues</i>	3
*SGG 1. <i>Human Sexuality</i> (New College)	4
	<u>19</u>
b) Major field requirements: 14 s.h.	
HSPE 63. <i>Community Health Care & Services</i>	3
65. <i>Ethical, Legal & Critical Health Problems</i>	3
70A. <i>Epidemiology</i>	2
116. <i>Planning, Implementation & Evaluation of Community Health Programs</i>	3
RES 119. <i>Introduction to Research & Writing in Health</i>	3
	<u>14</u>
c) Field experience requirement: 6 s.h.	
Selected under advisement during the senior year	
HSPE 157A. <i>Field Experience: Community Health</i>	3
157B. <i>Field Experience: Community Health</i>	3
	<u>6</u>

NOTE: Students who can demonstrate an employment or other field experience in a health setting may substitute six credits of electives selected under advisement only.

d) Major core electives:
A minimum of 17 s.h. selected under advisement

HSPE 60. <i>First Aid & Safety</i>	3
61. <i>Family Health: A Life Cycle Approach</i>	3
64. <i>Consumer Health</i>	3
67. <i>Gerontological Health</i>	3
68. <i>Environmental Health</i>	3
69A. <i>Stress Management</i>	1

74. <i>Microcomputer Applications for Health Professionals</i>	3
75. <i>Life Cycle Sexual Health</i>	3
104A. <i>Methods & Materials Health Education: Adolescents/Adults</i>	3
118. <i>Women's Health Issues</i>	3
125. <i>Violence in Children, Family & the Community</i>	3
151, 152. <i>Readings</i>	1-3
160. <i>International Health Issues</i>	3
162A. <i>Mental Health Care & Services</i>	3
179, A-Z. <i>Workshops in Health</i>	1-3
RES 124. <i>Introduction to Grant Funding & Proposal Development in the Field of Health</i>	3
*SSG 060A. <i>Death & Dying</i> (New College)	2
*SGA 060A. <i>Child Abuse</i> (New College)	1
*SGA 060C. <i>HIV/AIDS</i> (New College)	1
	<u>(Minimum required) 17</u>

- e) Liberal Arts requirements: 39 s.h.
- | | |
|---|-----------|
| 1. ENGL 1-2** | 6 |
| 2. Humanities, 6 semester hours including SPCM 1, 7, 11, or SPCH 3 | 6 |
| 3. BIO 3 or 4 and 103 and 105 | 9 |
| 4. Natural Science/Computer Science 6 semester hours, including CSC 5 | 6 |
| 5. Basic statistics course chosen from PSY 140, SOC 139 or SO91A (New College) | 3 |
| 6. PSY 1, and 3 semester hours chosen from 39 (SPG 14), 153, 154, 163, 189, 159 (SPF 9) | 6 |
| 7. SOC 4 | 3 |
| | <u>39</u> |

- f) Liberal Arts electives: 19 s.h.
- Suggestions for Community Health Majors
- | | |
|------------------------------|--|
| ANTH 1, 4, 117, 137 | |
| BIO 10 | |
| GEOG 102 | |
| SOC 8, 34, 36, 103, 104, 171 | |

- g) Free electives: 14 s.h. 14
- Total semester hours 128

F. B.S. SPECIALIZATION IN ATHLETIC TRAINING: this undergraduate major program is designed to prepare students for employment in the profession of athletic training. It focuses on the application of knowledge of anatomy and physiology in terms of physical conditioning, preventative and rehabilitative treatment for athletes. The program fulfills all of the requirements established by the National Athletic Trainers Association (NATA).

MATRICULATION

1. Students can apply to the athletic training program after they have met general admission standards and successfully complete BIO 103, 105, HSPE 60, 169 with a grade of B or better in each course. The student must maintain a 2.5 overall grade-point average, and a 2.75 grade-point average within the athletic training major courses.
2. To become a matriculated athletic training student they must: submit an essay, two letters of recommendation, interview with the athletic training staff and complete clinical observation hours as defined in HSPE 169.

CONTINUATION STANDARDS

Upon completion of the sophomore year, all athletic training majors must meet the following criteria to continue in the program:

1. A cumulative grade-point average of 2.5 or better for all course work. A cumulative grade-point average of 2.75 or

*Counts as a liberal arts course.

**See University Degree Requirements, page 59.

- better in the athletic training major courses (indicated by the symbol "+"). If a student does not maintain the proper cumulative grade-point average (2.5 or better overall, 2.75 or better in athletic training major courses), they will be placed on a one semester probation. If at the end of the semester their grade-point average does not meet the requirement, they will be dropped from the program.
- Completion of clinical observation hours. If a student does not complete the required clinical observation hours, it is the responsibility of the student to make arrangements with the Athletic Training Program Coordinator to complete these hours the next semester. If at the end of the semester they have not completed the clinical observation hours, they will be dropped from the program.
 - Recommendation of the major adviser.
 - Recommendation of the Athletic Training Program Coordinator.

Final admission to the program will be made by the Chairperson of the Department of Health Studies, Sport Sciences, and Physical Education upon the recommendation of the department faculty.

CLINICAL EXPERIENCE

Satisfactory completion of a minimum of 1200 clinical hours in an athletic training setting. These must be accumulated with the following restrictions:

- All clinical hours must be under the supervision of an NATA Certified Athletic Trainer.
- Twenty-five percent (25%) of these hours must be in "high risk sport" coverage (i.e., football, lacrosse, basketball).
- All hours must be accumulated in a period of not less than two, and no more than five years.
- A student must intern for a minimum of 40 work hours in an *allied clinical setting*. These hours accumulated are designed to supplement clinical experiences in athletic training rooms. The allied setting may include physical therapy and/or rehabilitation clinics, college or university health centers, hospital emergency rooms, physician's offices, or other appropriate health care facilities. The hours accrued in an allied setting may not count toward the 1200 clinical hour requirement.
- A student must intern for a maximum of 400 work hours in an *affiliated clinical setting*. These settings may be used to broaden and supplement clinical experiences at Hofstra. These hours must be under direct supervision of a qualified clinical instructor (current NATA recognition as a certified athletic trainer and a minimum of one year full-time experience as an NATA certified athletic trainer including experience in the clinical supervision of student athletic trainers).

DEGREE REQUIREMENTS

Candidates for graduation must fulfill the following requirements:

- The successful completion of 128 semester hours of prescribed coursework.
- At least 66 semester hours must be in liberal arts.
Note: no more than 12 semester hours of liberal arts electives may be taken on a Pass/D+/D/Fail basis.
- There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization, including one off-campus field experience and the last 30 hours. The 15 hours need not be included within the last 30 hours.
- The following general and major requirements:
 - ENGL 1-2**
 - Humanities electives, 6 semester hours
 - Electives, 6 semester hours chosen from the following: AH 5, 6, 7, 8, 74; CLIT 39, 40, 53, 54; AVF 10; DRAM 1, 59A, 157, 173, 174, 175, 176; ENGL 40, 41, 42, 43, 44, 51, 52, 107, 115, 121, 129, 133, 141, 143, 145A, 153, 157; FRLT 48, 49; JW ST 10; MUS 1, 3, 20, 21, 22, 23, P 1-22, 135; SPLT 51, 52; UHP 10
 - SPCM 1 or 11 or SPCH 3

- PSY 1+, 154, 163
- SOC 4
- Social science elective, 3 semester hours (not in sociology or psychology)
- BIO 50+, 103+, 105+, 106+
- CSC 5
- MATH 12, 10, or 137, 3 s.h.
- PHYS 4, or 1A and 1B, 3-4 s.h.
- HSPE 13, 25, 38B, 60+, 62+, 66, 102A+, 106+, 108, 111B, 138A, 161+, 163+, 167, 168+, 169+, 190A+, 192+, 194, 195, 196, 198, and one course chosen from the following: HSPE 35 or 100

*m) Liberal arts electives, 9 semester hours.

*For those students wishing to complete physical therapy prerequisites, the following must be completed:

- PHYS 1A, 1B, 2A, 2B
- MATH 10, or 137
- CHEM 3A, 3B, 4A, 4B (is not a requirement for the Athletic Training Degree).

II. MINOR PROGRAMS

Minor programs for men and women consist of the successful completion of the program requirements, taken under advisement. The following minors are offered by the department:

A. HEALTH STUDIES, SPORT SCIENCES, AND PHYSICAL EDUCATION—18 s.h. Students may select one of the three areas:

- Theory Concentration
12 s.h. in theory courses
4 s.h. in science courses
2 s.h. in skills courses
- Science Concentration
12 s.h. in science courses
4 s.h. in theory courses
2 s.h. in skills courses
- Skills Concentration
7 s.h. in theory courses
5 s.h. in science courses
6 s.h. in skills courses

Theory courses are: HSPE 13, 50, 53, 103, 104, 138A, 139, 140, 142, 144, 145, 146, 147, 151, 152, 155, 156, 161, 163, 164, 165A, 167, 191, 193; DNCE 127, 128.

Science courses are: HSPE 60, 62, 106, 108, 161, 165A.

Skills courses are: HSPE 1B, 2A, 3A, 4A, 5A, 6B, 7A, 8B, 9A, 9B, 10A, 12, 14A, 14B, 15A, 16, 18, 19, 21, 22, 23, 24, 25, 26A, 27A, 28A, 31, 32, 33A, 34A, 35, 36A, 37, 38B, 39A, 40, 44, 84, 109, 112, 120, 121, 122, 123, 131, 132, 133, 134, 141, 143.

B. DRIVER-TRAFFIC SAFETY EDUCATION

This program is designed for future and certified teachers who are to complete or who have completed the minimum course requirements essential for teaching driver-traffic safety at the secondary level.

This is an in-service professional program leading to a provisional or permanent certificate (12 s.h.) to teach driver-traffic safety education. Requirements: HSPE 201, 202A, 202B and 203.

III. SKILLS COURSES

Eight semester hours of physical skills courses may be chosen as electives toward fulfilling the University requirements for graduation. Assistant Professor Frierman, *Coordinator*

The Department of Health Studies, Sport Sciences, and Physical Education offers a variety of courses designed to develop

*Counts as a liberal arts course.

**See University Degree Requirements, page 59.

+Included in the cumulative average for athletic training major concentration.

fitness with opportunities for self-expression, teaches skills for present and later utilization, and exposes the student to lessons of life experienced in sports, dance and games. We offer the student opportunities for development, for enrichment and for the pleasure and joy which come from achievement and excellence.

The classes are arranged to permit individual selection of activity in conjunction with the needs, interests and abilities of the student.

Each semester is divided into two programs: Outdoor Program and Indoor Program. Courses are offered on an 8-week, ½-1 credit basis and on a full semester 16-week, 1-2 credit basis. A student interested in registering for physical education has the following choices:

1. One 8-week, ½-1 credit course from either the Outdoor or Indoor Program; ½-1 credit courses do not have to be taken in sequence. A student does not have to accumulate one whole credit in any given semester.
2. One 8-week, ½-1 credit course from *each* program, i.e., Outdoor and Indoor, for a total of 1-2 credits for the semester.
3. Two ½-1 credit courses from the Outdoor or Indoor Program.
4. One 2-credit course from the Outdoor or Indoor Program which runs the entire semester, i.e., fencing, scuba diving, gymnastics, fitness for life, swim for fitness, advanced life saving, water safety instructor and aerobic dance.
5. A maximum of 8 credits in physical education skills courses may be applied toward graduation requirements. However, credit for the same numbered skills course taken *more than twice* will not be applicable toward graduation.
6. Courses are graded Pass/D+/D/Fail with the option of a letter grade for 1-2 credit skills courses, which run a full semester.

IV. MASTER OF ARTS: HEALTH ADMINISTRATION

This degree program is designed for persons interested in careers in health care management as well as those with ideas for initiating creative health projects. The program, with an interdisciplinary approach, offers study and experience in a variety of specialized areas through a range of health, management, counseling, psychology and education courses.

The program is supported by the full-time faculty of the University. In addition to the full-time faculty in this Department, specialized healthcare management courses are taught by adjunct faculty who come from executive positions in hospital or nursing home administration, ambulatory care management, managed care and the voluntary health agency sector. Students study general management theory and practice with faculty from the Zarb School of Business; and research, funding, grant writing, and counseling with faculty from the Department of Counseling, Research, Special Education, and Rehabilitation. This range of faculty expertise affords students a broad understanding of the discipline.

Applicants must hold a bachelor's degree with a minimum 2.75 grade-point average and have a departmental interview. Applicants must submit two current letters of recommendation and a brief statement, one to two pages, describing their interests, activities and objectives related to health.

Some students with an undergraduate grade-point average between 2.5 and 2.75 can be admitted for a probationary period. These students are required to maintain a 3.0 grade-point average for the first 12 credits in the program, selected under advisement, before probation is eliminated. Students with less than a 2.5 average must meet with a departmental adviser to determine if additional entrance requirements can be established. Adjunct Assistant Professor Clark, *Coordinator*

PROGRAM: 45 graduate credits distributed as follows:

Core courses: 12 s.h.

- MHAE 261. *Introduction to Health & Disease*, 3 s.h.
262. *Current Health Issues*, 3 s.h.
COUN 207. *Health Counseling*, 3 s.h.
RES 257. *Epidemiological Research*, 3 s.h.

Major field requirements: 24 s.h.

- MHAE 259. *Introduction to the American Healthcare System*, 3 s.h.
260. *Health Services Policy & Management*, 3 s.h.
263B. *Administrative Residency*/or equivalent, 6 s.h. (Equivalent selected under advisement only; determination based on amount and type of previous health administration experience. Taken in the last year of study.)
264. *Economic Dimensions of Health Services Delivery Systems*, 3 s.h.
RES 387. *Skills in Funding & Proposal Development: Government, Foundation & Corporate*, 3 s.h.
MGT 202. *Innovative Management of Contemporary Organizations*, 3 s.h. (students lacking approved undergraduate management background must complete the prerequisite MGT 201C.)

One course to be selected from the following:

- MGT 204. *Individual & Group Behavior in Organizations*, 3 s.h.
205. *Current Problems in Managing Nonprofit Organizations*, 3 s.h.
206. *Evaluation & Accountability of Public Management Programs*, 3 s.h.
208. *Training & Development*, 3 s.h.
209. *Management Communication*, 3 s.h.
210. *Human Resources Management*, 3 s.h.
211. *Production Planning & Control*, 3 s.h.
215. *Multinational Business Management*, 3 s.h.
216. *Strategic Planning*, 3 s.h.
220. *Organizational Development & Change*, 3 s.h.
257, A-Z. *Special Topics in Management*, 3 s.h.
262. *Seminar in Business Management*, 3 s.h.
274. *Labor Relations & the Law*, 3 s.h.
275. *Alternatives to Litigation*, 3 s.h.

NOTE: students may request a Pass/Fail grade in MGT 201C and MGT 202 or one of the MGT courses selected from above with the consent of their adviser. This request must be made within the time frame established by the University for P/F.

Recommended core electives, under advisement: 9 s.h.

- MHAE 249, 250. *Nursing Home Administration I, II*, 3 s.h. each
251. *Special Readings Seminar*, 3 s.h.
253. *Health Services: Quality Assurance, Risk Management & Program Evaluation*, 3 s.h.
254A. *Home Healthcare Administration*, 1½ s.h.
255. *Managed Healthcare Systems: PPO, HMO, & AD*, 1½ s.h.
255B. *Managed Healthcare Systems II*, 1½ s.h.
256A. *Legal & Ethical Issues in Healthcare Administration*, 1½ s.h.
257A. *Public Health Issues & Policy Making*, 1½ s.h.
263A. *Supervised Externship: Community Agencies*, 3 s.h.
266. *Practicum: Health Care Operations Administration I*, 1½ s.h.
267. *Practicum: Health Care Clinical Operations Administration II*, 1½ s.h.
271. *Economic Issues in the Healthcare Industry*, 1½ s.h.
272. *Ambulatory Care Management I*, 1½ s.h.
272B. *Ambulatory Care Management II*, 1½ s.h.

274. *Medical Practice Management*, 1½ s.h.
 275. *AIDS Education*, 1½ s.h.
 276. *Computers & Their Application to Health Administration*, 1½ s.h.
 277. *Hospital Organization & Management*, 1½ s.h.
 278. *Epidemiological Research Methods*, 1½ s.h.
 279. *Cases in Long Term Care Management*, 1½ s.h.
 280-289, A-Z. *Workshops*, 1-3 s.h. each

One recommended core elective(s) may be selected from the following courses *under advisement only*:

- MHAE 240. *Consumer Health*, 1½ s.h.
 242. *Multicultural Issues in Health*, 1½ s.h.
 244. *Human Sexuality & Family Life Issues*, 3 s.h.
 245. *Stress Management*, 1½ s.h.
 246. *Basic Concepts & Issues in Substance Use, Abuse & Misuse*, 3 s.h.
 248. *Nutrition & Health*, 3 s.h.
 290A. *Sexual Health Issues*, 1½ s.h.
 294. *Analysis of Child Abuse & Maltreatment*, 1½ s.h.
 COUN 225. *Counseling for Death, Dying & Bereavement*, 3 s.h.
 CRSR 280-289, A-Z. *Workshops*, 1-4 s.h. each
 MFT 233A. *Therapy With Families in Crisis: A Clinical Approach*, 1½ s.h.
 ACCT 201. *Financial Accounting & Reporting*, 3 s.h.
 BCIS 201. *Information Technology*, 3 s.h.
 GBUS 220. *Applied Business Principles & Aging*, 3 s.h.
 MGT A 200-level course, 3 s.h.
 MKT 201. *Marketing Principles & Concepts*, 3 s.h.
 PSY 263. *Current Theory & Research in Psychology of Aging*, 3 s.h.
 SED 254. *Moral Education & Values Clarification*, 3 s.h.

Additional Requirements

Successful completion of a comprehensive examination or MHAE 301, 302, *Master's Essay*. If the comprehensive examination is not passed, the student must complete MHAE 301, 302, *Master's Essay* or MHAE 300, *Departmental Seminar*.

See complete graduate information, page 66.

For additional information, contact the department office at (516) 463-5883.

V. MASTER OF SCIENCE IN HEALTH EDUCATION

This program prepares students for careers in health education with emphasis on wellness and prevention. Courses in curriculum development and techniques of instruction for the community and school setting are included. Students who seek New York State certification and do not come from a certified discipline must fulfill additional requirements, among them a student teaching experience.

The program is supported by the full-time faculty of the University. Specialized health courses are taught by health-care professionals in their respective specialties on an adjunct basis. Courses in counseling, research and proposal writing are taught by faculty from the Department of Counseling, Research, Special Education, and Rehabilitation. Professor Weinstein, *Coordinator*.

ADMISSION REQUIREMENTS

Admission to the program requires teaching certification in any area, a departmental interview and a minimum grade-point average of 2.75 in undergraduate work. Applicants must submit two current letters of recommendation and a brief statement, one to two pages, describing their interests, activities and objectives related to health.

Students with a grade-point average between 2.5 and 2.75 can be admitted for a probationary period. These students are required to maintain a 3.0 grade-point average for the first 12 credits in the program, selected under advisement, before pro-

bation is eliminated. Students with less than a 2.5 grade-point average must meet with a departmental adviser to determine if additional entrance requirements can be established. Students must complete 24 hours in residence at Hofstra.

For candidates who want to teach in the public schools and do not hold prior teacher certification, the following courses must be completed: SED 205, 213, 264; one methods course selected under advisement and student teaching.

PREREQUISITE REQUIREMENTS:

Students may satisfy any and all of the prerequisites listed below by having completed courses in these areas as part of their undergraduate program at an accredited institution or by completing them at Hofstra. Prerequisite courses do not carry degree credit for this program and may be satisfied with 100-level courses.

PREREQUISITES:

Biology or Anatomy and Physiology, 4 s.h.
 Psychology or Sociology or Anthropology, 3 s.h.
 First Aid or CPR, 2 s.h. or equivalent
 Health, 3 s.h. (Students entering with 3 credits in health, complete the 36 credit program; students with no semester hours in health, complete the 39 credit program.)

PROGRAM: 36-39 graduate credits distributed as follows:

Core courses: 12 s.h.

- MHAE 261. *Introduction to Health & Disease*, 3 s.h.
 262. *Current Health Issues*, 3 s.h.
 COUN 207. *Health Counseling*, 3 s.h.
 RES 257. *Epidemiological Research*, 3 s.h.

Major field requirements: 15 s.h.

- MHAE 243. *Health Education: Teaching & Learning Styles & Environments*, 3 s.h.
 244. *Human Sexuality & Family Life Issues*, 3 s.h.
 246. *Basic Concepts & Issues in Substance Use, Abuse & Misuse*, 3 s.h.
 248. *Nutrition & Health*, 3 s.h.
 258. *Analysis of Curricula & Implementation of School Health Programs*, 3 s.h.

NOTE: students with an extensive undergraduate background in health sciences may substitute recommended electives for major field requirements *under advisement only*.

Recommended electives, under advisement: 9-12 s.h.

- MHAE 217. *Research Implications on Curricula Trends in Physical Fitness*, 3 s.h.
 240. *Consumer Health*, 1½ s.h.
 242. *Multicultural Issues in Health*, 1½ s.h.
 245. *Stress Management*, 1½ s.h.
 251. *Special Readings Seminar*, 1-3 s.h.
 256A. *Legal & Ethical Issues in Healthcare Administration*, 1½ s.h.
 257A. *Public Health Issues & Policy Making*, 1½ s.h.
 259. *Introduction to the American Healthcare System*, 3 s.h.
 260. *Health Services Policy & Management*, 3 s.h.
 263. *Internship: Supervised Field Experience for Health Teachers*, 3 s.h.
 268A. *Health & the Elementary School Child*, 1½ s.h.
 270. *Conflict Resolution*, 1½ s.h.
 273. *Environmental Health*, 1½ s.h.
 275. *AIDS Education*, 1½ s.h.
 280-289, A-Z. *Workshops*, 1-3 s.h. each
 290A. *Sexual Health Issues*, 1½ s.h.
 294. *Analysis of Child Abuse & Maltreatment*, 1½ s.h.
 295. *Assessing Initiatives in Health Education*, 1½ s.h.
 296. *Bereavement & Death Education*, 1½ s.h.

MFT 233A. *Therapy With Families in Crisis: A Clinical Approach*, 1½ s.h.

NOTE: other electives may be selected *under advisement* by those students who have fulfilled these requirements through prior undergraduate or graduate experiences, or who have related special interests.

Additional Requirements

Successful completion of a comprehensive examination or MHAЕ 301, 302, *Master's Essay*. If the comprehensive examination is not passed, the student must complete MHAЕ 301, 302, *Master's Essay* or MHAЕ 300, *Departmental Seminar*.

For additional information, contact the department office at (516) 463-5883.

VI. MASTER OF SCIENCE IN PHYSICAL EDUCATION

This program is designed to further the professional development of teachers on the elementary and secondary levels. It focuses attention on the design and development of curricula through an understanding of contemporary pedagogical, socio-cultural and scientific trends and issues in physical education and sport.

Associate Professor Clements, *Coordinator*

ADMISSION REQUIREMENTS

1. Admission to Hofstra University.
2. Hold a bachelor's degree from an accredited institution with a major in physical education. Candidates who do not hold a bachelor's degree in physical education or are not certified to teach, must meet with the Graduate Program Coordinator to determine which corequisites must be met before becoming matriculated in the program. The minimum corequisite requirements for students without a physical education degree or teaching certification: (a-g not part of 36 s.h.):
 - a) HSPE 103 or 154, 3 s.h.
 - b) HSPE 104, 3 s.h.
 - c) Education courses, 6 s.h. selected under advisement.
 - d) MSPE 230A-230B, *Student Teaching*.
 - e) BIO 103, 105, 6 s.h. or equivalent.
 - f) Skill content requirements (determined under advisement).
 - g) Students must receive at least a grade of "C" or better in all corequisite courses.
3. Undergraduate grade-point average of 2.5. Students with less than a 2.5 GPA must meet with the Graduate Program Coordinator to determine additional entrance requirements.
4. An interview with the Graduate Program Coordinator.
5. Submitting to Graduate Admissions:
 - a) three letters of recommendation;
 - b) a brief typed statement indicating the applicant's interest in the program and listing physical education activities, awards, teaching experience, etc.;
6. Satisfactory scores on the Graduate Record Examination (GRE).

CONTINUATION STANDARDS

Upon completion of 12 semester hours, each candidate must meet the following criteria to continue in the program:

1. A cumulative grade-point average of 3.0 or better.
2. Recommendation of the graduate faculty attesting to the candidate's professional knowledge, proficiency and competence in the area of specialization.

PROGRAM: 36* semester hours distributed as follows:

Core courses: 15 s.h.

- MSPE 210. *Pedagogical Trends & Issues in Physical Education & Sport*, 3 s.h.
211. *Contemporary Sociocultural Trends & Issues in Physical Education & Sport*, 3 s.h.
212. *Scientific Trends & Issues in Physical Education & Sport*, 3 s.h.
- RES 258. *Understanding Research Methodology*, 3 s.h.
259. *Introduction to Statistical Methods in Educational Research*, 3 s.h.

Major field requirements: 9 s.h.

- MSPE 213. *Innovative Instructional Strategies for Teaching Physical Education*, 3 s.h.
214. *Contemporary Curriculum Perspectives in Physical Education*, 3 s.h.
- COUN 203. *Introduction to Counseling*, 3 s.h. or
207. *Health Counseling*, 3 s.h.

Theory: electives selected under advisement, 3-9 s.h.

- MSPE 215. *Advanced Perceptual Motor Learning*, 3 s.h.
216. *Adaptive Physical Education*, 3 s.h.
217. *Research Implications on Curricula Trends in Physical Fitness*, 3 s.h.
218. *Sport & the Law*, 3 s.h.
219. *Comparative Studies in Physical Education & Sport*, 3 s.h.
220. *Motor Development*, 3 s.h.
221. *Field Experience*, 3 s.h.

Application: electives selected under advisement, 3-6 s.h.

- MSPE 223. *Implementing Health Related Fitness & Nutrition into School Curricula*, 3 s.h.
224. *Implementing Motor Learning Theories*, 3 s.h.
225. *Analysis of Movement*, 3 s.h.
227. *Workshop: Movement & New Games for Elementary Physical Education Teachers*, 1 s.h.
228. *Workshop: Dance Education, Advanced Theory & Practice*, 1 s.h.
229. *Educational Gymnastics*, 1 s.h.
235. *Movement & New Games for Elementary Physical Education Teachers*, 3 s.h.
236. *Analysis of Team & Individual Sports*, 3 s.h.

Electives in other departments: foundations of education 200-level course recommended.

*Thesis/Comprehensive Examination Option

Option A. Thesis (MSPE 301, *Master's Essay*), 3 s.h.

Option B. Comprehensive Examination

If the comprehensive examination is not passed, the student must complete MSPE 301, 302, *Master's Essay* or MSPE 300, *Departmental Seminar*.

VII. PROFESSIONAL DIPLOMA IN MANAGED CARE

This 21 semester hour course of study beyond the master's degree (or its equivalent in an approved discipline), leads to the Professional Diploma in Managed Care. It is intended for health-care administrators, healthcare providers, and others with academic, clinical and practical experience in the delivery or management of healthcare services. The program described below is tailored to meet the present needs of the seasoned professional(s) and compliment their individual previous experiences. Opportunity for special research interests are afforded those with appropriate qualifications.

Note: a) one course in managed care from an approved master's degree program (or other approved advanced study),

*Recommended for majors.

may be transferred in if it was successfully completed within the last five years; b) students may waiver and substitute two courses (under advisement only), if they can document sufficient equivalent scholarly experience from in-service or employment.

ADMISSION REQUIREMENTS

- 1) a graduate degree in one of the allied health sciences (medicine, dentistry, nursing, physical therapy, occupational therapy), healthcare management, business, etc., or another approved discipline that includes professional training in the health service delivery models. Students who have degrees outside of healthcare, must document coursework or professional experience in the field.
- 2) a minimum graduate grade point average of 3.0;
- 3) a personal interview with a faculty adviser;
- 4) a detailed resume including related professional experiences;
- 5) three letters of recommendation.

PROGRAM REQUIREMENTS

The Professional Diploma will be awarded after completion of the designated course of study described below with a minimum grade point average of 3.0.

MHAE	255. <i>Managed Healthcare Systems: PPO, HMO & AD</i>	1½ s.h.
	255B. <i>Managed Healthcare Systems II</i>	1½ s.h.
PDMC	310. <i>Healthcare Marketing in a Managed Care Environment</i>	3 s.h.
	311. <i>Managed Care: Financial Principles</i>	3 s.h.
	312. <i>Contracting & Negotiating the Managed Care Environment</i>	3 s.h.
	313. <i>Comparative Health Care Policy</i>	3 s.h.
	314. <i>Case Studies in Managed Care</i>	3 s.h.
	315. <i>Advanced Seminar in Managed Care</i>	3 s.h.
		<u>21 s.h.</u>

The following courses are available as an alternative for students with equivalent scholarly experience in the above courses, selected with the approval of a faculty adviser:

PDMC	316. <i>Managed Care Administrative Residency</i>	3 s.h.
	317. <i>Independent Study in Managed Care</i>	3 s.h.

See complete graduate information, page 66.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

Please note new course prefixes:

- 1B through 203 will carry the prefix HSPE
- 210 through 236 will carry the prefix MSPE
- 240 through 296 will carry the prefix MHAE
- 300, 301, 302, will carry the prefix MSPE or MHAE according to program
- 310 through 317 will carry the prefix PDMC

1B. *Adapted Physical Education* 1 s.h.
 Fall, Spring
 Geared to meet the specific needs of students who have medical problems, i.e., weight control, physical handicaps, etc. (Formerly HPER)

2A, 2B. *Archery* A-½ s.h., B-1 s.h.
 Spring
 Basic skills and techniques, cost, care and maintenance of equipment. Interclass competitive shooting and attendance at an archery meet. (Formerly HPER)

3A, 3B. *Badminton* A-½ s.h., B-1 s.h.
 Fall, Spring
 Basic strokes (grip, stance, form), rules of the game, care and selection of equipment. Class tournaments arranged. (Formerly HPER)

4A, 4B. *Baseball* A-½ s.h., B-1 s.h.
 Spring
 For students interested in team sports. Basic instructions in the fundamentals of skills and team play. (Formerly HPER)

5A, 5B. *Basketball* A-½ s.h., B-1 s.h.
 Fall
 Basic knowledge, techniques and the practice of fundamental skills. (Formerly HPER)

6B. *Hiking and Backpacking* 2 s.h.
 Fall, Spring
 Introduction to skills and techniques which will be applied to specified situations. Weekend trips will be required for completion of the course. Students must supply or be willing to rent backpacking equipment. (Formerly HPER)

7A, 7B. *Bowling* A-½ s.h., B-1 s.h.
 Fall, Spring
 The fundamentals of 10-pin bowling. Classes are held off campus. Students must provide their own transportation. Fees for games bowled are included in the tuition. (Formerly HPER)

8A, 8B. *Football Fundamentals* A-½ s.h., B-1 s.h.
 Fall
 An introduction to individual and team concepts of football. Offensive and defensive theories of play as well as individual skills are presented. Theories and skills learned are applied in flag football scrimmages and games. (Formerly HPER)

9A. *Fencing* ½ s.h.
 Fall
 Fundamental skills and strategies of foil fencing. (Formerly HPER)

9B. *Fencing* 2 s.h.
 Fall, Spring
 Fundamental skills and strategies of foil fencing. Bouts and the use of electrical scoring equipment. (Formerly HPER)

10A, 10B. *Field Hockey* A-½ s.h., B-1 s.h.
 Fall
 For students interested in team sports. Basic instruction includes the fundamentals of skills and team play. (Formerly HPER)

12. *Folk and Square Dance* 1 s.h.
 Fall
 Broad range of elementary folk dances; customs and dances of other countries. (Formerly HPER)

13. *Fundamentals of Movement* 1 s.h.
 Fall
 Concepts of the basic principles and practices of body movement. Body development, exercises and posture are emphasized. (Formerly HPER)

14A. *Golf* ½ s.h.
 Fall
 The fundamentals of golf: grip, stance, swing, rules and etiquette. Practice with long and short irons, drivers and putters. (Formerly HPER)

14B. *Golf* 1 s.h.
 Fall, Spring
 For students seeking further skill and knowledge beyond the beginning level. Instruction is given mainly on a golf course. (Formerly HPER)

- 15A, 15B. *Gymnastics* A-1 s.h., B-2 s.h.
Fall
This course is designed to help the physical education major to acquire the knowledge, the performance and pedagogical skills in tumbling, educational, and artistic gymnastics to enable him/her to teach these activities effectively and safely in a school setting. (Formerly HPER; *Gymnastics I*)
16. *Lacrosse* ½ s.h.
Spring
For students interested in team sports. Basic instruction includes the fundamentals of skills and team play. (Formerly HPER)
18. *Physical Conditioning* 2 s.h.
Fall, Spring, Summer
Designed to introduce the basic principles of physical fitness through lecture and activity related experiences. A variety of activities are introduced that emphasize cardiovascular conditioning, strength and flexibility. Concepts of improving one's health related fitness and caloric intake are included. (Formerly HPER)
19. *Horseback Riding—English Style* 2 s.h.
Fall, Spring
To foster an appreciation and understanding of safe riding techniques, to develop and encourage an interest in environment related leisure time activities, and to provide an atmosphere which promotes social interaction in an informal coeducational setting. Lab fees additional. (Formerly HPER)
21. *Scuba: Basic Underwater Diving Techniques* 2 s.h.
Fall, Spring
Students learn to dive using scuba equipment and to apply these skills to further investigate the underwater marine environment. All necessary equipment is supplied. Students may receive the National Association of Underwater Instructors (NAUI) certification by taking HSPE 121. Lab fees additional. (Formerly HPER)
22. *SelfDefense* 2 s.h.
Fall, Spring
Instruction and practice for men and women. Strategy, skills and physical conditioning. Valuable skills can be attained for use in emergency situations. (Formerly HPER)
23. *Advanced Life Saving* 2 s.h.
Fall, Spring
Standard Red Cross Advanced Life Saving Certificate. Prerequisite: swimmer's certificate or permission. (Formerly HPER)
24. *Downhill Skiing* 2 s.h.
January
For the beginner through the expert. Four weeks of classroom training and physical conditioning. Practical sessions held at a ski area in New Hampshire or Vermont during January intersession. Transportation via car pool. Lab fees additional, payable at second class meeting, include lodging and two meals/day for five days, equipment rental, lift tickets and five 1½ hour lessons. (Formerly HPER)
25. *Fitness for Life* 2 s.h.
Fall, Spring
An activity course designed to improve one's fitness and to gain knowledge regarding aerobic fitness and weight control. Improvement of fitness is gained through activities including walking, jogging, resistive and exercise machines. Gaining of information regarding body percent fat, weight control, consumer nutrition, exercise prescription and stress reduction are included. (Formerly HPER)
- 26A, 26B. *Soccer* A-½ s.h., B-1 s.h.
Fall, Spring
Basic skills in heading, dribbling, shooting as well as strategy and rules of the game. Interclass competition. (Formerly HPER)
- 27A, 27B. *Softball* A-½ s.h., B-1 s.h.
Spring
For students interested in team sports. Basic instruction in the fundamentals of skills and team play. (Formerly HPER)
- 28A, 28B. *Speedball* A-½ s.h., B-1 s.h.
Fall, Spring
For students interested in team sports. Basic knowledge, technique, and the practice of fundamental skills and team play. The variety of ways in which the ball may be kicked or passed, as a team works together to score, makes this sport highly enjoyable. (Formerly HPER)
31. *Swimming I* 1 s.h.
Fall, Spring
Fundamentals of elementary swimming, with emphasis on individual achievements and water safety, working toward the American Red Cross Beginners Certificate as minimum achievement. (Formerly HPER)
- 31C. *Water Polo* 2 s.h.
Fall, Spring
Introduction to the fundamental skills of water polo. Discussion of the history, terminology and rules of the game. Fundamental principles of conditioning together with team defensive and offensive strategy are examined. Restricted to intermediate and advanced swimmers. (Formerly HPER)
32. *Tai Chi Chuan I* 2 s.h.
Fall, Spring
An ancient Chinese exercise for health, relaxation, centering, balance, grace and fluidity. (Formerly HPER)
- 33A, 33B. *Tennis I* A-½ s.h., B-1 s.h.
Fall, Spring
Fundamentals: grip, forehand, backhand, serve, etc., rules of the game, strategy, and care and selection of equipment. (Formerly HPER)
- 34A. *Track and Field* ½ s.h.
Spring
Instruction and practice in fundamentals and techniques. (Formerly 34; HPER)
35. *Hatha Yoga* 2 s.h.
Fall, Spring
Specially designed postures and exercises which not only improve the student's overall physical fitness level, but also increases bodily awareness and creativity. (Formerly HPER)
- 36A, 36B. *Volleyball* A-½ s.h., B-1 s.h.
Fall, Spring
Basic knowledge of the rules and regulations, techniques, fundamental skills, and their application in game situations. (Formerly HPER)
37. *Weight Control* 1 s.h.
Fall, Spring
Designed to outline exercise and condition factors conducive to weight loss and control. Information relative to diet, rest and metabolism will also be included. (Formerly HPER)
- 38A, 38B. *Weight Training* A-½ s.h., B-1 s.h.
Fall, Spring
Basic principles and skills. Emphasis on cardiovascular and flexibility activities. (Formerly 38; HPER)
- 39A. *Wrestling* ½ s.h.
Fall
Designed to develop an appreciation for and mastery of the basic fundamental holds, take downs, escapes, reversals and the understanding of the rules. (Formerly HPER)

40. *Paddleball* (one wall) 1 s.h.
 Fall, Spring
 Fundamental skills, rules and regulations, techniques and strategies of the one-wall game. (Formerly HPER)

42. *Lifeguard Training* 3 s.h.
 Once a year
 The purpose of this course is to focus attention on the skills and knowledge required for an individual to assume the responsibilities of a lifeguard at a swimming pool or a protected (nonsurf) open-water beach. Upon completion of this course, students may be eligible for certification from the American Red Cross in lifeguard training, standard first aid and adult CPR. (Formerly HPER)

44. *Karate I* 2 s.h.
 Fall, Spring
 Study of the traditional Japanese martial art as one of the most effective self-defense methods. (Formerly HPER)

45. *Orienteering* ½ s.h.
 Once a year
 This course is designed to introduce the student to the locomotor skills, map and compass skills, and space and time skills as they relate to the sport of orienteering. (Formerly HPER)

46. *Camping Skills* ½ s.h.
 Once a year
 This course is designed to introduce the student to the knowledge and skills needed for a successful camping experience. A weekend camping trip is included in the course for which students may be required to either provide or rent various pieces of camping equipment. (Formerly HPER)

50. *Introduction to Physical Education** 1 s.h.
 Fall
 Provides a broad overview of the field of physical education and its related areas. Designed to acquaint the student with the realm of physical education as a profession with a past, present and future, related ethics, objectives and directions. (Formerly HPER)

53. *History and Philosophy of Physical Education** 3 s.h.
 Spring
 The historical and philosophical development of physical education from primitive man to the present with emphasis on major trends within the area and directions for the future. Consideration is given to the prominent figures who have shaped the field. (Formerly *Principles of Physical Education*; HPER)

60. *First Aid and Safety** 3 s.h.
 Spring
 A Red Cross certification course designed to develop skills and knowledge of first aid and CPR for the immediate care given to an individual who has been injured or suddenly taken ill. (Formerly HPER)

61. *Family Health: A Lifecycle Approach* 3 s.h.
 Once a year
 Examination of family health issues throughout the family life cycle as they relate to optimal health and wellness. Topics covered include: lifestyle and relationship options, pregnancy and child care, health needs of children, adults, and the aged, life cycle patterns of diseases, and the impact of poverty and cultural differences on family health. (Formerly HPER)

62. *Personal and Community Health** 3 s.h.
 Spring
 Basic health concepts leading to an understanding of personal responsibility in the maintenance and improvement of health.

Specific areas of focus include: examination of the various components of optimal health, personal health assessments and discussions on how to become an informed health consumer. (Formerly *Personal and Community Health and Inspection*; HPER)

63. *Community Health Care and Services* 3 s.h.
 Fall
 Familiarizes students with the multidimensional system that responds to health needs in the community. Specific health problems, organizational structure of federal, state and local agencies, local voluntary health agency network and various systems for financing health care. Criteria for developing a health referral list and other health related concerns that constitute an effective health delivery system. (Formerly HPER)

64. *Consumer Health* 3 s.h.
 Spring
 Recent research, new theories and the application of accepted nutritional concepts relating to disease prevention. Aspects of consumer behavior in the selection and use of health products, professionals and services. Influence of media on consumer attitudes; advertising tactics and consumer buying habits, and consumer health protection laws and agencies. (Formerly HPER)

65. *Ethical, Legal and Critical Health Problems* 3 s.h.
 Fall
 Ethical and moral issues in health behaviors and services. Exploration of domestic and international positions and laws relating to specific health problems. New technologies and recent advances in treatment and prevention of critical health problems. (Formerly HPER)

66. *Drugs and Alcohol* 3 s.h.
 Spring
 Designed to provide students with an understanding of the physiological, psychological and socioeconomic aspects of drug and alcohol use and abuse. Introduction to appropriate instructional techniques for drug and alcohol education at the elementary and secondary school levels. (Formerly HPER)

67. *Gerontological Health* 3 s.h.
 Spring
 Introduces students to the aging process in relation to the person's health. Focus on the determinations of healthy aging and preventive health care. Prerequisites: BIO 103, 105. (Formerly HPER)

68. *Environmental Health* 3 s.h.
 Spring
 History, fundamentals, diseases, control and solutions of several major environmental health areas including air pollution, solid waste, water supply, insect and rodent control, food sanitation, radiological health and noise pollution. The current status and future of each environmental health area. (Formerly HPER)

69A. *Stress Management* 1 s.h.
 Fall
 Intervention strategies for stress reduction and wellness models are reviewed and practiced. Techniques for working with students and clients are covered. (Formerly 69; HPER)

70A. *Epidemiology* 2 s.h.
 Fall
 Basic understanding of the discipline of epidemiology; research designs and sources of bias in epidemiological research; and the epidemiological approach to infectious and chronic diseases. Physical inactivity as a risk factor for chronic disease is discussed. (Formerly 70, *Basic Epidemiology*; HPER)

71. *Chronic and Communicable Diseases* 3 s.h.
 Once a year
 Analysis of chronic and communicable diseases focusing on disease identification, prevention, and control. Topics include:

*Recommended for majors.

history of disease, causative agents, treatment modalities and practices, current research, and the relationship of wellness and health promotion to disease prevention and control. Prerequisite: HSPE 62. (Formerly HPER)

74. *Microcomputer Applications for Health Professionals*

3 s.h.

Periodically

Concepts, methodology, and applications of microcomputers in the field of health. In-depth examination of programs designed to assist professionals responsible for providing health-related information to individuals in an educational or community setting. Prerequisite: CSC 5. (Formerly HPER)

75. *Life Cycle Sexual Health*

3 s.h.

Spring

Examination of sexual health issues from a life cycle perspective. Topics covered include sexual growth and development; sexual health promotion; sexual health care and services; the maternity cycle; fertility, infertility, and contraception; STDs; illness, chronic disease, and sexuality; and sexuality and the aging process. The interrelationship of the various components of sexual health is also discussed. (Formerly HPER)

80. *Programming Fitness Activities*

1 s.h.

Once a year

Designed to provide the individual with knowledge needed to plan, demonstrate, and implement fitness programs in the school and nonschool setting. Lectures and learning experiences reinforce the skills used in fitness assessment; programming and curriculum development for the K-12 school age child; and modifying training programs to suit various sport and recreational situations. Individuals demonstrate their understanding of fitness assessment and programming by successful completion of a comprehensive fitness unit. (Formerly HPER)

84. *Karate II*

2 s.h.

Fall, Spring

A more intense study of the traditional Japanese martial art. Emphasis is on building a strong self-confidence and physical constitution as well as giving the student insight into Oriental philosophy. Prerequisite: HSPE 44. (Formerly HPER)

99. *Understanding Your Fitness and Health*

3 s.h.

Fall, Spring

The process of selecting life-long activities and practices that would achieve a healthful living style. Through specific academic and seminar experiences, students understand the many dimensions of well-being inherent in the ability to reach their own individual health potential. Topics include stress management, weight control, basic nutrition, sports injuries, etc. (Formerly HPER)

100. *Swim for Fitness*

2 s.h.

Fall, Spring

Improvement of overall physical conditioning through swimming. Introduction to the fundamental principles of physical conditioning and their application to swimming. Under the instructor's direction and utilizing both traditional and novel aquatic activities, individualized programs of conditioning will be set up to meet the student's personal needs. Restricted to intermediate and advanced swimmers. (Formerly HPER)

101. *Aquarobics*

2 s.h.

Fall, Spring

Designed to improve physical fitness through water activities. Introduction of the principles of physical conditioning with the intent of improving cardiovascular fitness and flexibility using land activities applied to a water medium. No previous swimming experience necessary. (Formerly HPER)

102. *Organization and Administration of School Health Programs*

3 s.h.

Spring

Interrelationship of health education, school health services and environment is the concern of the health educator and coordinator. Discussion of the organization of these components and the respective administrative procedures that result in a quality school health program. (Formerly HPER)

102A. *Organization and Administration of Athletic Training*

3 s.h.

Once a year

This course is designed to provide the student with the knowledge of administrative duties within the athletic training profession. Topics include: planning, coordinating and supervising all administrative components of an athletic training program including those pertaining to health care services (physical examinations and screening, first aid and emergency care, follow-up care and rehabilitation, etc.); financial management, training room management, personnel management, and public relations. (Formerly HPER)

103. *Methods and Materials for Teaching at the Elementary Level**

3 s.h.

Spring

Methods, organization, curriculum planning and evaluation. Practice teaching in basic rhythms, games and dances. Observation of physical education in local elementary schools. (Formerly HPER)

103A. *Methods and Materials of Health Education: Children*

3 s.h.

Once a year

This course investigates various teaching philosophies, methodologies and resources used to deliver effective health education to children at the preschool and elementary school levels. Emphasis is also placed on the need to consider the influence of gender, age appropriateness, cultural factors and socioeconomic realities in the planning process of health education programs. (Formerly HPER)

104. *Methods and Materials for Teaching at the Secondary Level**

3 s.h.

Fall

Methods, organization, curriculum planning and evaluation. Observation at local schools. (Formerly HPER)

104A. *Methods and Materials of Health Education: Adolescents/Adults*

3 s.h.

Once a year

This course investigates various teaching philosophies, methodologies and resources used to deliver effective health education in secondary schools and in the community. Emphasis is also placed on the need to consider the influence of gender, age appropriateness, cultural factors and socioeconomic realities in the planning process of health education programs. (Formerly HPER)

105. *Health Education Curricula Development, K-12*

3 s.h.

Spring

Exploration of various content areas applicable to health education curricula. Cognitive and affective components of each area of interest. Decisions regarding their ultimate inclusion in a comprehensive K-12 health education curricula are determined. (Formerly HPER)

106. *Kinesiology**

3 s.h.

Spring

The study of the principles of human movement and the analysis of motor skills through the application of kinesiological principles. Prerequisite: BIO 103. (Formerly HPER)

*Recommended for majors.

107. *Kinesiology for the Dancer* 4 s.h.
Once a year
The study of the anatomical and mechanical principles of movement with specific applications to the dancer. Analysis of dance movements, prevention of injuries, conditioning and relaxation techniques are examined.
108. *Measurement and Evaluation in Physical Education** 3 s.h.
Spring
The elementary statistical techniques necessary for interpreting test results, grading and evaluating current research in physical education. The evaluation, development and practical application of tests in such areas as fitness, motor ability, skills and knowledge. (Formerly HPER)
109. *Fencing II* 2 s.h.
Fall, Spring
Instruction in advanced techniques of foil fencing with emphasis on competition. Prerequisite: HSPE 9A or permission. (Formerly HPER)
- 111B. *Aerobic Dance* 2 s.h.
Fall, Spring
Designed to develop cardiovascular fitness through the use of exercise to music. Muscular strength, endurance and flexibility are also developed. (Formerly HPER)
112. *Archery—Advanced* 1 s.h.
Spring
Review of basic skills and techniques. Emphasis on competitive shooting. Practical hunting experience. Minimal skill standards must be met in the first week of class. (Formerly HPER)
113. *Cardiopulmonary Resuscitation (CPR)* 1 s.h.
January, Summer
An American Red Cross certification course which develops competencies in the areas of artificial respiration (CPR), and aids to choking victims. (Formerly HPER)
114. *Applied Nutrition, Diet and Exercise* 3 s.h.
Fall, Spring
Application of nutritional concepts, caloric intake, and eating habits; to health, performance, and weight control. Review of the current nutrition research as it relates to issues of wellness, disease prevention, weight management, exercise and performance enhancement. Information on methods to develop and adhere to a healthy eating lifestyle. (Formerly HPER)
116. *Planning, Implementation and Evaluation of Community Health Programs* 3 s.h.
Once a year
Examination of the planning, implementation and evaluation of community health programs. Topics focused on include: the needs assessment process, defining target groups, setting goals and objectives, implementation design and procedures, and the assessment of program effectiveness. (Formerly HPER)
118. *Women's Health Issues* 3 s.h.
Once a year
Overview of the broad spectrum of issues relevant to the health of women. Exploration of the history of women's health, current health risks for women and trends in treatment. Special emphasis is given to the issue of gender sensitivity versus gender insensitivity in health research. Discussions also focus on the politics of women's health. (Formerly HPER)
119. *Cooperative and Adventure Activities* 1 s.h.
Fall
This course is an introduction to the various Project Adventure activities: cooperative games, initiative problem solving activities, trust activities and adventure ropes course activities. (Formerly HPER)
120. *Sailing* 1 s.h.
Spring, Summer
Basic course which will enable the student to sail and handle a sailboat safely and proficiently. 15 hours of instruction conducted on the water. All instruction will be in fiberglass sloops. Lab fees additional.
Classes are held weekends during the spring semester; summer session classes weekdays only. (Formerly HPER)
121. *Scuba Certification* 2 s.h.
Fall, Spring
A continuation of basic scuba (HSPE 21). Students are given the opportunity to use the skills developed in basic scuba in actual diving. Course consists of a series of dives done in local Long Island area, in the Florida Keys and on an island in the Caribbean. Upon successful completion of the course, the student is registered and certified with the National Association of Underwater Instructors (NAUI). A wet suit, weight belt, weights and a buoyancy compensator must be supplied by each student (may be rented). Lab fees additional. Prerequisite: HSPE 21 or permission of instructor. (Formerly HPER)
122. *Sailing II* 2 s.h.
Spring
Knowledge in and development of skills for sailing. Classroom: teaching of theory, general information and marlinspike seamanship. Practical work consists of practices afloat and an opportunity to apply theory, develop judgment and perfect skills. (Formerly HPER)
123. *Hatha Yoga II* 2 s.h.
Spring
Course designed to allow proficient Yoga student to develop physical potential and expand creativity through intense practice of specially designed postures and exercises. Prerequisite: HSPE 35. (Formerly HPER)
125. *Violence in Children, Family, and the Community* 3 s.h.
Once a year
Basic concepts of the public health approach to violence in our society. Recognition of effects of violence on children, families, and communities and an understanding of primary and secondary prevention strategies used to curb the epidemic of violence. (Formerly HPER)
- 130A, 130B. *Student Teaching** 4½ s.h. each
Fall, Spring
Sixteen weeks of student teaching including four and one-half days per week in the school and participation in the after-school program. A seminar is conducted in conjunction with student teaching. In 130A, student teaching is done in the elementary school for eight weeks. In 130B, student teaching is done in the secondary school for eight weeks. Hofstra students must complete 130B in order to receive credit for 130A. (Formerly HPER)
131. *Swimming II* 1 s.h.
Fall, Spring
Continuation of 31, working toward Swimmer's and Advanced Swimmer's American Red Cross Certificates. Prerequisite: HSPE 31 or permission of instructor. (Formerly HPER)
132. *Tai Chi Chuan II* 2 s.h.
Fall, Spring
For the students who have completed *Tai Chi I* and wish to deepen their knowledge of form, push hands and application. (Formerly HPER)

*Recommended for majors.

133. *Tennis II* 1 s.h.
Fall, Spring
Practice in advanced techniques and skills to attain proficiency, rules and game strategy, care and selection of equipment. Students must meet minimal requirements during the first week of class in order to remain in the course. (Formerly HPER)
134. *Tennis III* 2 s.h.
Fall, Spring
Instruction and practice in fundamental techniques and skills to attain proficiency (a full semester). Rules and match play in singles and doubles. (Formerly HPER)
135. *Activity Review F** 1 s.h.
January, Summer
Supplementary knowledge of skills in field hockey, soccer, basketball, volleyball, with emphasis on the review of teaching techniques. Individual needs of students are of prime consideration. Prerequisite: team sports. (Formerly HPER)
136. *Activity Review IF** 1 s.h.
Continuation of 135 with emphasis in lacrosse and individual sports. Prerequisites: lacrosse and individual sports. (Formerly HPER)
- 138A. *Methods of Coaching** 3 s.h.
Fall
Designed to equip the physical education major student with the concepts of sound coaching principles and training methods in competitive athletics. (Formerly 138; HPER)
- OFFICIATING*
- Technique and rules interpretation with the opportunity to secure an official's rating. Majors must complete two of the following courses. Prerequisite: basic skills in appropriate sport or permission of instructor. Open to all students. (Formerly HPER)
139. *Officiating—Field Hockey* ½ s.h.
Fall
140. *Officiating—Basketball* ½ s.h.
Fall
142. *Officiating—Football* ½ s.h.
Fall
144. *Officiating—Volleyball* ½ s.h.
Spring
145. *Officiating—Softball* ½ s.h.
Spring
146. *Officiating—Lacrosse* ½ s.h.
Spring
147. *Officiating—Track and Field* ½ s.h.
Spring
141. *Synchronized Swimming* 2 s.h.
Spring
Fundamental skill instruction in individual water stunts and group composition. Problems of music selection for water composition. Prerequisite: swimmer's certificate or permission. (Formerly HPER)
143. *Water Safety Instruction* 2 s.h.
Fall, Spring
Methods of teaching swimming and life saving techniques. Opportunity for American Red Cross Certificate. Prerequisite: Advanced Life Saving Certificate. (Formerly HPER)
- 149A, 149B. *Practicum in Exercise/Wellness* 3 s.h. each
Fall, Spring
Supervised practicum in an approved setting. Student is placed in an appropriate community adult fitness/wellness center; a corporate wellness program; a fitness and health club; and/or cardiac rehabilitation center. Separate placements can be made for 149A, 149B or student can do all 6 semester hours in one placement under advisement. (Formerly HPER)
- 150A, 150B. *Field Experience: Nonschool Setting* 4½ s.h. each
Fall, Spring
Supervised practicum in one or more nonschool setting agencies. Students are assigned on the basis of past experiences and career goals. Course does not qualify a candidate for teaching certification. Open to students in a nonteaching track with permission only. (Formerly HPER)
- 151, 152. *Readings* 1-3 s.h. each
Fall, January, Spring, Summer
Individualized course designed to meet special interests of the student and to fill gaps in the student's understanding of physical education and recreation. Ordinarily open only to juniors and seniors who are capable of independent study. Prerequisites: written consent of chairperson of department and of instructor who will serve as tutor. (Formerly HPER)
154. *Elementary Physical Education Content* 3 s.h.
Fall
Designed to convey information and materials related to elementary school physical education content. Topics reflect the selection, criteria, time allotment and organization of program content. (Formerly HPER)
155. *Leisure Interpretation** 3 s.h.
Fall
The historical and philosophical development of the role of leisure in the quality of life. An attempt to identify the events, interests and needs of people in pursuit of leisure. (Formerly HPER)
156. *Leisure Experiences: Seminar and Practicum** 3 s.h.
Spring
The identification, investigation and analysis of existing leisure experiences and programs through regularly scheduled seminars and a field experience. Placement is contracted with instructor approval, according to student's interests and needs. Prerequisite: HSPE 155 or permission of instructor. (Formerly HPER)
- 157A, 157B. *Field Experience: Community Health* 3 s.h. each
Fall, Spring
Supervised practicum in one or more community health agencies. Students are assigned on the basis of past experiences and career goals. Separate placements can be made for 157A, 157B, or student can do all 6 semester hours in one placement under advisement. (Formerly HPER)
159. *Sport and Physical Education in Cross-Cultural Context* 3 s.h.
Once a year
The nature and significance of sport and physical education within selected nations. With consideration to the principal approaches utilized in cross-cultural study, the student focuses upon the identification and systematic analysis of persistent problems in American sport and physical education. Through comparing strategies adopted by nations which reflect contrasting social, political and economic value systems, the student endeavors to formulate plans for domestic change. May be applied toward liberal arts credit. (Formerly HPER)
160. *International Health Issues* 3 s.h.
Once a year
Designed to provide students with an understanding of health from a global perspective. Topics covered include: global pat-

*Recommended for majors.

terms of disease, pandemic and endemic health problems, health conditions in countries around the world, population, health care and delivery systems, and international health initiatives. (Formerly HPER)

161. *Care and Prevention of Athletic Injuries I* 3 s.h.
Spring

For students anticipating work with athletic teams as a coach, supervisor, instructor or athletic trainer. Course work includes classroom lectures and practical applications of current athletic training methods. Prerequisites: HSPE 60, BIO 103. (Formerly HPER)

162A. *Mental Health Care and Services* 3 s.h.
Once a year

Designed to provide students with an understanding of the organization and delivery of mental health care and services in the United States. Examination of the etiology, diagnostic criteria, and epidemiology of mental illness. Effects of mental illness on society in general, and on the health care delivery system in particular are discussed. (Formerly HPER)

163. *Care and Prevention of Athletic Injuries II* 3 s.h.
Fall

Advanced instruction for students wishing to become nationally certified athletic trainers. This course deals with rehabilitation, conditioning, modality application and injury recognition. Prerequisites: HSPE 161, BIO 105. (Formerly HPER)

164. *Organization and Administration of Physical Education** 3 s.h.
Spring

Practices employed in actual physical education programs. Areas of inquiry include finance, facility utilization, intramural and extramural athletics, personnel and public relations. Prerequisites: HSPE 130A, 130B or permission of instructor. (Formerly HPER)

165A. *Adapted Physical Education/Internship** 4½ s.h.
Spring

Selection and adaptation of activities to meet the individual needs of disabled children, the orthopedically disabled, the blind, deaf, mentally retarded and the emotionally disturbed. The course also includes a sustained field-based internship under systematic supervision to develop competencies in preparing and implementing an individualized educational program (IEP) for adapted and mainstreamed school populations. Prerequisites: HSPE 103, 104. (Formerly 165; 166, *Internship: Mainstreamed and Adapted Physical Education Program*; HPER)

167. *Principles of Perceptual Motor Learning* 3 s.h.
Spring

Theories and principles of learning applied to gross motor performance; analysis and evaluation of variables affecting learning and performance in exercises, games, sports and dance. Lecture and laboratory experiences. (Formerly HPER)

168. *Advanced Topics in Athletic Training* 3 s.h.
Once a year

This course is designed to provide the student with knowledge in advanced athletic training techniques. Topics include the use of emergency care equipment, management of the unconscious and/or paralyzed athlete, evaluations of athletic fitness, the use of ambulatory aids and pharmacological agents. Also discussed are current surgical techniques, caring for athletes with heat-related illness, athletes with eating disorders and the latest techniques/modalities being utilized in the health care field. (Formerly HPER)

169. *Sport Safety and Use of Protective Equipment in Athletics* 3 s.h.
Once a year

Course is designed to provide students with the knowledge and skill in the use of protective strapping, padding and equipment in athletics. Included are the proper use and techniques of athletic

tapes, plastics, felt and rubber, and commercial athletic equipment. Considerations of equipment standards and rules and regulations are also covered. (Formerly HPER)

179. A-Z. *Workshops in Health* 1-3 s.h. each
Periodically

Designed to meet the needs of specific groups of students interested in special topics in health not covered by other course offerings.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken. (Formerly HPER)

180 through 189, A-Z. *Workshops* 1-3 s.h. each
Fall, Spring

Designed to meet the needs of specific groups of students or educators from individual schools or districts.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken. (Formerly HPER)

190A. *Therapeutic Exercise in Athletic Training* 3 s.h.
Spring

Develops knowledges and skills in designing and implementing exercise programs for the reconditioning and rehabilitation of athletic injuries. The criteria for selection and use of various equipment and programs for injuries are discussed. Prerequisites: HSPE 161, 163. (Formerly HPER)

191. *Athletic Training Practicum I* 3 s.h.
Spring

Actual practical experience in the training room, working with either a number of sports or assigned to one specific sport. Prerequisites: HSPE 163, BIO 106. (Formerly HPER)

192. *Therapeutic Modalities in Athletic Training* 3 s.h.
Once a year

Designed to teach the fundamental principles of various therapeutic modalities including heat, cold, sound, electricity and light. Investigation of the body's physiological response to such modalities as well as criteria for proper selection in treating athletic injuries. Prerequisites: HSPE 161, 163. (Formerly HPER)

193. *Athletic Training Practicum II* 3 s.h.
Spring

Advanced practical experience in athletic training; the student is responsible for the actual maintenance and upkeep of injury records and case histories. Responsibility for treatment and referral of injuries. To be supervised and critiqued by the head athletic trainer. Prerequisites: HSPE 106, 191. (Formerly HPER)

194. *Internship: Health Fitness Evaluation* 3 s.h.
Spring

Supervised internship in evaluating and assessing fitness components of students and athletes (50 hours). Prerequisites: BIO 106 and two fitness activity courses. Pass/D+/D/Fail grade only. (Formerly HPER)

195. *Observations in a Fitness Setting* 3 s.h.
Fall

Observation of an ongoing fitness program in an approved setting. Students participate in assessing fitness levels and/or in leading exercise programs. Observation can be in one or more of the following settings: 1) fitness or sports club that does fitness evaluation and training; 2) corporate fitness program; 3) YMCA fitness evaluation program; 4) adult fitness program. (40 hours interning; 10 hours seminar.) Prerequisites: BIO 106, HSPE 25,

*Recommended for majors.

111B. Pass/D+/D/Fail grade only. (Formerly *Internship in a Fitness Setting*; HPER)

196. *Applied Exercise Physiology: Health and Fitness* 3 s.h.
Once a year

Explores the physiological basis and applied aspects of exercise to: 1) maintain and improve cardiovascular and physical fitness; 2) control weight; 3) reduce coronary risk factors; 4) prevent diseases and musculoskeletal injuries; 5) counteract the effects of aging. Prerequisite: BIO 106. (Formerly HPER)

197. *Applied Exercise Physiology: Evaluation Techniques* 3 s.h.
Once a year

Principles and techniques of evaluating health and fitness, and prescribing exercise for asymptomatic and symptomatic people. Emphases placed on exercise by means of heart rate, oxygen uptake, lactic acid, caloric expenditure and rating of perceived exertion. Students administer and serve as subjects for the tests. Prerequisites: HSPE 196, BIO 106. (Formerly HPER)

198. *Implementing Fitness Programs* 3 s.h.
Once a year

A course on how to structure adult fitness classes. Active participation in stretching and strengthening techniques. Contraindications and precautions for dealing with people who have low back pain, high blood pressure and limited range of motion. Prerequisites: HSPE 196; BIO 106. (Formerly HPER)

199. *Practicum: Student Fitness Trainer* 3 s.h.
Fall, Spring, Summer

Students are assigned two clients for whom they are responsible for developing and implementing a personalized fitness program. Students work individually with faculty advisers to develop appropriate programs for the clients. Student trainers meet with each client for a total of 12 to 15 hours. In addition, four seminars are scheduled during the semester. Exercise Specialist major course. Prerequisite: HSPE 194. Pass/D+/D/Fail grade only. (Formerly HPER)

201. *General Safety Education* 3 s.h.
Fall, Spring

Designed to meet State Education Department requirements for teachers of driver and traffic safety education. Topics include safety for school, home, recreation, pedestrians, school bus, poison, fire, bicycle, industrial and occupational. The General Safety Education Policies: understanding the teacher's role in educating students about safety as prescribed by state law. (Formerly HPER)

202A, 202B. *Teaching of Driver and Traffic Safety Education I & II* 3 s.h. each

Fall, Spring
Analysis of the traffic accident problem; knowledge, attitudes and skill factors essential for safe and efficient operations of motor vehicles, survey of materials, methods and teaching techniques. Includes classroom and 15 hours of laboratory (hours to be arranged at first session) teaching techniques.

For certified and future teachers who have completed the minimum course requirements essential for teaching in any subject area on the secondary level. (Formerly HPER)

203. *Trends and Problems in Traffic Safety Education* 3 s.h.
Fall, Spring

The administration, supervision and teaching including research, engineering, transportation, traffic law and enforcement, traffic safety management, analysis of current teaching methods, public relations and support. Prerequisites: HSPE 202A, 202B, completed within the past three years. (Formerly HPER)

210 through 236 will carry the prefix MSPE

210. *Pedagogical Trends and Issues in Physical Education and Sport* 3 s.h.
Once a year

In-depth investigation and discussion of current ideas, problems and issues relating to teaching physical education and sport. Students and instructor cooperatively identify a number of specific areas of investigation which become the focus of the course. (Formerly HPER)

211. *Contemporary Sociocultural Trends and Issues in Physical Education and Sport* 3 s.h.
Once a year

In-depth examination of fundamental, recurring socio-cultural themes in contemporary American physical education and sport. Students and instructor cooperatively identify a number of significant issues for future critical analysis. (Formerly HPER)

212. *Scientific Trends and Issues in Physical Education and Sport* 3 s.h.
Once a year

Presentation of information and discussion of issues that are current in the scientific field of exercise and sport. Emphasis on issues that relate to the teaching of physical education and to the coaching of sport teams. (Formerly HPER)

213. *Innovative Instructional Strategies for Teaching Physical Education* 3 s.h.
Once a year

Designed to introduce the student to new ideas for improving physical education instruction. Focus is on the development, implementation and evaluation of innovative instructional strategies. Introduces students to the use of effective change strategies to facilitate the implementation of innovative ideas. (Formerly HPER)

214. *Contemporary Curriculum Perspectives in Physical Education* 3 s.h.
Once a year

Focus is on current issues and problems within the field of curriculum. Course examines conceptions of curriculum in education and its influence on the discipline of physical education. Designed to introduce the student to underlying historical, philosophical, social and intellectual foundations of curriculum development and evaluation. (Formerly HPER)

215. *Advanced Perceptual Motor Learning* 3 s.h.
Periodically

Investigation into various theories of motor learning and analysis of conditions related to skilled performance of children and adults. Research in areas relating to motor learning is surveyed and discussed. (Formerly HPER)

216. *Adaptive Physical Education* 3 s.h.
Periodically

In-depth examination of the basic philosophies of adaptive physical education. Course covers various teaching techniques, curriculum development for mainstreaming and handicapped situations, evaluation techniques and practical experience with the handicapped. (Formerly HPER)

217. *Research Implications on Curricula Trends in Physical Fitness* 3 s.h.
Once a year

Discussion of the various components of physical fitness: cardiovascular endurance, muscular strength/endurance, flexibility and body composition. Exploration of the research literature dealing with the relationship of regular physical activity and proper nutrition to weight control and reduced risk of chronic diseases. Examination of various existing curricula which incor-

porates cognitive and exercise components of physical fitness. (Formerly *Health Related Fitness, Weight Control and Nutrition*; HPER)

218. *Sport and the Law* 3 s.h.
Periodically

Designed to examine legal issues related to the operation of public and private schools, with particular emphasis on those issues specifically related to health, physical education and athletics. Constitutional, statutory, case law and administrative applications are analyzed. (Formerly HPER)

219. *Comparative Studies in Physical Education and Sport* 3 s.h.
Periodically

In-depth analysis of the relationship of sport to contrasting national and cultural value systems. Formulating his/her own methodological framework, the student critically examines problems in American physical education and sport in light of other ideological systems. (Formerly HPER)

220. *Motor Development* 3 s.h.
Periodically

Study of the motor and perceptual development of children. Special emphasis on the relationship of motor and perceptual-motor development to later skill acquisition of effective sports and movement skills. (Formerly HPER)

221. *Field Experience* 3 s.h.
Fall, Spring

Cooperatively guided experience in the elementary, junior and high school or other approved agencies through which students implement specific ideas and proposals developed in other courses. Students submit a plan and, upon acceptance, meet for periodic seminars at which time problems encountered in the field are discussed. (Formerly HPER)

223. *Implementing Health Related Fitness and Nutrition into School Curricula* 3 s.h.
Periodically

Laboratory experiences in assessing fitness levels of students, prescribing exercise and evaluating diets. Participation in, and critical analysis of, existing grade school fitness programs. Development of a health-related fitness module. (Formerly HPER)

224. *Implementing Motor Learning Theories* 3 s.h.
Periodically

Laboratory experiences in observing, assessing and designing motor learning situations. Emphasis placed on implementing motor learning theories in teaching motor skills to elementary and secondary school students. Prerequisite: MSPE 215 or permission of instructor. (Formerly HPER)

225. *Analysis of Movement* 3 s.h.
Periodically

Investigation of the biomechanical basis of motor performance. Includes a descriptive analysis of sport skills and fundamental movement patterns and an examination of techniques for collecting biomechanical data. Prerequisite: kinesiology or permission of instructor. (Formerly HPER)

227. *Workshop: Movement and New Games for Elementary Physical Education Teachers* 1 s.h.
Periodically

The purpose of this course is to improve knowledge of games content, curriculum and methodology for elementary physical education. (Formerly HPER)

228. *Workshop: Dance Education, Advanced Theory and Practice* 1 s.h.
Periodically

This course is to improve knowledge of dance content for teaching in the public schools. It focuses attention on curricular knowledge and pedagogical content knowledge, that is, the ways children learn, develop, understand, and perform dance content and the ways of eliciting knowledge and skill. (Formerly HPER)

229. *Educational Gymnastics* 1 s.h.
Periodically

This course is to improve knowledge of gymnastics content for teaching. It focuses on curriculum knowledge, that is, the way children learn, develop, and perform gymnastics content and ways of eliciting skill. (Formerly HPER)

230A-230B. *Student Teaching in Physical Education: Elementary and Secondary* 3 s.h. each

230A: Elementary; 230B: Secondary

Fall, Spring

Student teaching is a full semester experience consisting of eight weeks at the elementary level and eight weeks at the secondary level for students in the M.S. in Health or Physical Education. The student is in the school the equivalent of four and one-half days each week. The experience may include participation in the after-school program. A seminar is conducted in conjunction with student teaching. Hofstra students must complete MSPE 230B in order to receive credit for MSPE 230A. Course is open to graduate students only. Does not count toward degree requirements.

235. *Movement and New Games for Elementary Physical Education Teachers* 3 s.h.

Every other year

Designed to expand the individual's understanding of movement and games content. Lectures and learning experiences reinforce the definition, historical origin and key elements of both subject areas. Emphasis placed on how the two subject matters contribute to physical education; how theory is put into practice; and how teachers can plan for successful delivery and presentation. (Formerly HPER)

236. *Analysis of Team and Individual Sports* 3 s.h.
Once a year

The course is designed to enhance the individual's ability to recognize and analyze advanced movement, and provide corrective feedback on sport skills used during sports.

240 through 296 will carry the prefix MHAЕ

240. *Consumer Health* 1½ s.h.
Fall, Summer

Designed to provide information on consumer behavior in the selection, purchase, and use of health products and services. Health insurance, medical aid, influence of media, and health protection laws and agencies are examined in detail. (Formerly HPER)

242. *Multicultural Issues in Health* 1½ s.h.
Once a year

This course provides the opportunity for students to examine various cultures and the culture-specific nuances that have implications to health education and health service delivery. Students also explore and analyze curricula and health education strategies that are sensitive to cultural diversity. (Formerly HPER)

243. *Health Education: Teaching and Learning Styles and Environments* 3 s.h.

Spring

This course focuses attention on the role of affective or experiential educational styles in enhancing students responsibility for health behavior awareness and change. Optimum learning environments for health instruction are discussed as they relate to various health issues, age, ethnicity, subculture and other student learning factors. (Formerly HPER)

244. *Human Sexuality and Family Life Issues* 3 s.h.
Spring

This course covers the various aspects of family life and human sexuality including the influences of biological, psychological, sociological and historical factors. Semantic and comparative cultural aspects; adjustment needs and problems of children and adults during the course of maturing and aging, is included. Discussion and implications of selecting various methods and materials for instruction and the role of the school in sex education is explored. (Formerly HPER)

245. *Stress Management* 1½ s.h.
Spring, Summer
Examination of the physiological, psychological and sociological aspects of stress to provide students with an understanding of the meaning of stress. The study of theory, practices, and application of coping skills and stress reduction are emphasized. (Formerly HPER)
246. *Basic Concepts and Issues in Substance Use, Abuse and Misuse* 3 s.h.
Fall, Spring
Aspects of current research; methods of teaching about the problems; social, humanistic, pharmacological and psychological aspects of substance use as well as prevention and rehabilitation; an understanding of the humanistic and sociological aspects of our evolving adult and youth cultures is explored. Reasons for drug use and the effect of drug addiction on individual, family, community and society are examined. Discussion of the interdisciplinary approach to drug education with student and community involvement. (Formerly HPER)
248. *Nutrition and Health* 3 s.h.
Spring, Summer
Covers energy nutrients, vitamins, minerals and water in reference to aspects of current knowledge and research of nutrition and health. Deals with recommended nutrient intake and diet planning guides, as well as intentional and incidental food additives. Discussions where possible combat misleading advertisements, half-truths and pseudoscience. Planning of nutrition education programs are included. (Formerly *Nutrition and Consumer Health*; HPER)
- 249, 250. *Nursing Home Administration I, II* 3 s.h. each
Once a year
Designed for students interested in nursing home administration and gerontological studies. Topics to be covered are geriatric illnesses; environmental and safety regulations; medical emergencies; human relations aspects of patient care; nursing policy, legal; organizational and management aspects of long-term care; utilization review and medical record keeping. (Formerly HPER)
- 251, 252. *Special Readings Seminar* 1-3 s.h. each
Fall, Spring, Summer
Investigations and reports on health education topics adapted to the student's program. Prerequisites: written consent of the chairperson and instructor. (Formerly HPER)
253. *Health Services: Quality Assurance, Risk Management and Program Evaluation* 3 s.h.
Fall, Spring
Provides a comprehensive review and evaluation of quality assurance and its related programs such as risk management, utilization review and program evaluation. Main areas of concentration include: 1) the interrelationships between QA and its related programs; 2) cost containment and its effect on QA; 3) program evaluation and program development and implementation. (Formerly HPER)
- 254A. *Home Healthcare Administration* 1½ s.h.
Once a year
Course examines the administration and provision of out-of-institutional home healthcare services. Emphasis placed on organizational structure, services delivered, costs, staffing, utilization review, quality assurance and need methodology. Other options such as adult day care and comprehensive outpatient rehabilitation facilities are also scrutinized. (Formerly 254; HPER)
255. *Managed Healthcare Systems: PPO, HMO and AD* 1½ s.h.
Once a year
Continuing pressure to reduce healthcare delivery cost, coupled with a rapidly changing environment, has resulted in considerable change in the healthcare industry over the past several years. Discussion of the history of the traditional medical insurance plan and examination of the changes that brought about the birth of Health Maintenance Organizations, Preferred Provider Organizations and Alternate Delivery Systems. Emphasis on the structure, financial arrangements, services, staffing and future of each system. (Formerly HPER)
- 255B. *Managed Healthcare Systems II* 1½ s.h.
Once a year
This course focuses on healthcare reforms at the national level. Comparisons with that of Germany, France, and Canada are made. Detailed discussions on public policy initiatives are also included (Medicaid, Medicare, uninsured programs, etc.). Theories of Health Insurance Purchasing Cooperatives (HIPCS), and Allied Health Plans (AHPS) are evaluated. Prerequisite: MHAЕ 255. (Formerly HPER)
- 256A. *Legal and Ethical Issues in Healthcare Administration* 1½ s.h.
Once a year
Investigation of the legal and ethical issues and problems encountered by administrators of health care facilities and programs. Topics discussed include government regulation of health care providers; the admission and discharge of patients; patient consent to and refusal of treatment; reproduction issues; privacy and confidentiality; and mental health issues. (Formerly 256; HPER)
- 257A. *Public Health Issues and Policy Making* 1½ s.h.
Once a year
Deals with issues faced by health care professionals in their daily pursuit of providing health care for the public. Social, economic, legal, ethical and political issues are discussed in the context of the development of medicine and health care in the United States. (Formerly 257; HPER)
258. *Analysis of Curricula and Implementation of School Health Programs* 3 s.h.
Fall, Spring
The role of the school, community and other outside agencies in the development of school health programs. Develop skills in organizing and evaluating curricula for elementary and secondary level health education. Effective methods of implementation and administration of health services within the school setting. (Formerly HPER)
259. *Introduction to the American Healthcare System* 3 s.h.
Fall, Spring
Course provides an overview of the health care system in the United States. The course explores the role and dynamics of the institutions and group hospitals, nursing homes, ambulatory care facilities, home care agencies, providers, and government agencies that deliver health care. In addition, national trends in policy, financing, and delivery systems are analyzed. (Formerly *Community Health Organizational Operations I*; HPER)
260. *Health Services Policy and Management* 3 s.h.
Fall, Spring
Designed for students interested in careers in health care administration. Explores basic concepts of health planning and policy analyses. Recurring problems in establishing health policy and technical aspects of planning for health service delivery are studied. Prerequisite: MHAЕ 259. (Formerly *Community Health Planning and Policy*; HPER)
261. *Introduction to Health and Disease* 3 s.h.
Fall, Spring
Introduction to the basic issues affecting human health. Focus on preparation for the health professional to assist people in achieving a better understanding of the cognitive and affective qualities necessary to promote a healthy life state. (Formerly HPER)

262. *Current Health Issues* 3 s.h.
Spring
Designed to familiarize the student with critical health issues affecting contemporary living. Primary areas of inquiry are narcotics, i.e., smoking, drugs and alcoholism. Specialists are invited. Prerequisite: MHAE 261. (Formerly HPER)
263. *Internship: Supervised Field Experience for Health Teachers* 3 s.h.
Fall, Spring, Summer
Directed observation, participation and teaching service in elementary, junior and senior high schools for health education teacher candidates who have not student taught or who are teaching in a nonhealth field. Alternative health service agency experience for candidates with previous satisfactory health teaching experience. Prerequisites: MHAE 244, 246, 248, 261, 262; COUN 207. Pass/Fail grade only. (Formerly HPER)
- 263A. *Supervised Externship: Community Agencies* 3 s.h.
Fall, Spring, Summer
Semester-length "externship" where students will observe, study and report on health planning policies, disease prevention and health care procedures, and advocacy positions of two community health facilities. Prerequisite: department approval. Pass/Fail grade only. (Formerly HPER)
- 263B. *Administrative Residency* 6 s.h.
Fall, Spring, Summer
Supervised field experience in health administration at a health agency or hospital. Prerequisite: permission of department. Pass/Fail grade only. (Formerly *Internship: Supervised Field Experience for Health Professionals*, HPER)
264. *Economic Dimensions of Health Services Delivery Systems* 3 s.h.
Once a year
Examination of the Fiscal Services Division of a hospital, its functions, interactions and responsibilities. Students understand how to interact with this Division. (Formerly HPER)
266. *Practicum: Health Care Operations Administration I* 1½ s.h.
Once a year
Review of all active, current regulatory agencies (OHSM, JCAHO, CAP, DSAS, FDA, etc.) and respective regulations that impact upon the Clinical Operations Administrator (Administrator on Duty). Topics covered include consents, DNR/Health Proxy Act, interhospital transfers, patient complaints, external disasters, clinical issues, NYS reportable incidents, etc. (Formerly HPER)
267. *Practicum: Health Care Clinical Operations Administration II* 1½ s.h.
Once a year
Course affords students a practical experience shadowing an "Administrator on Duty" (A.O.D.). Policies and procedures of the hospital site are discussed and role play opportunities prepare the student for the experience. The A.O.D. student is involved in all decisions, deals directly with the public, medical staff and administration of chosen hospital. (Times vary to accommodate personal schedules.) Prerequisite: MHAE 266 or permission of faculty adviser. (Formerly HPER)
- 268A. *Health and the Elementary School Child* 1½ s.h.
Once a year
The focus of this course is on instruction of health education, preschool to 6th grade. Developmentally appropriate health information, instructional strategies and curricula planning with emphasis on interdisciplinary approaches are discussed. The school environment and school health services for this population are included. (Formerly HPER)
270. *Conflict Resolution* 1½ s.h.
Once a year
Course analyzes the impact of unresolved conflicts, provide insight into how conflicts arise and the ability to understand and define problems. Students examine internal and external patterns of conflict. The function of conflict and the patterns of conflict resolution are examined. (Formerly HPER)
271. *Economic Issues in the Healthcare Industry* 3 s.h.
Once a year
Course is designed to develop an understanding of the application of basic economic concepts to the broader healthcare industry. Through case studies, students apply micro and macro principles at the individual facility level and then to the larger healthcare delivery system. Prerequisite: MHAE 264. (Formerly HPER)
272. *Ambulatory Care Management I* 1½ s.h.
Once a year
Course is designed to introduce students to and increase their knowledge, understanding, and analytical skills with respect to the management of health services in ambulatory care settings. (Formerly HPER)
- 272B. *Ambulatory Care Management II* 1½ s.h.
Once a year
Students examine specific ambulatory care systems available to the healthcare consumer including: freestanding urgi-centers and surgi-centers, birthing centers, dialysis centers, prison health systems, emergency medical services systems, etc. An in-depth review of these programs is conducted to enable the students to have an understanding of each system and its impact on the healthcare consumer. Prerequisite: MHAE 272. (Formerly HPER)
273. *Environmental Health* 1½ s.h.
Once a year
Various elements and issues concerning health status and the environment are explored. Special emphasis paid to sociopolitical implications and personal attitudes and values as they affect the delivery of services, regulations, health promotion and prevention activities. (Formerly HPER)
274. *Medical Practice Management* 1½ s.h.
Once a year
Course applies management strategies to several types of practices including solo practices, partnerships, groups, and academic medical practices. We discuss the development of practices, marketing, the administrator's role, human resources functions, daily office operations, and financial considerations as they apply to these healthcare settings. (Formerly HPER)
275. *AIDS Education* 1½ s.h.
Once a year
An overview of the etiology of the disease, causes, treatment options, prevention and related social and political implications. The developmental issues that influence age-appropriate curricula selection and techniques for teaching in the classroom are discussed. Planning community, peer and parental educational programs and the use of resources and referrals are explored. (Formerly HPER)
276. *Computers and Their Application to Health Administration* 1½ s.h.
Once a year
Assuming little or no prior experience, this course introduces the health administrator to the computer and its' capabilities, defined in terms of software, hardware and options available in the marketplace. The process of computer decisions is built in stages beginning with the understanding of what is currently happening in the operation, followed by what can be computerized, con-

cluding with a model for evaluating the various vendors. (Formerly HPER)

277. *Hospital Organization and Management* 1½ s.h.
Once a year

Intended to provide the student with an understanding of the hospital from the viewpoint of organizational and managerial systems. Encompasses an overview of traditional organizational theory, and both conceptual and pragmatic healthcare institutional management methods and techniques. (Formerly HPER)

278. *Epidemiological Research Methods* 1½ s.h.
Once a year

Covers the basics of descriptive and analytical epidemiology. Topics include a brief history of epidemiology, disease patterns, rates, retrospective and prospective studies, bias and epidemiological tools. Objective of the course is to prepare prospective health administrators with the ability to understand and critique relevant literature and the ability to develop epidemiologic tools for the design of methodologically sound studies. (Formerly HPER)

279. *Cases in Long Term Care Management* 1½ s.h.
Once a year

Course familiarizes the student with common management problems in long term care. Students develop analytical and diagnostic skills and apply them to arrive at solutions for the delivery of long term care services. Highlights the various levels of institutional and community noninstitutional long term care settings. (Formerly HPER)

280 through 289, A-Z. *Workshops* 1-3 s.h. each
Periodically

Designed to meet the needs of specific groups of students or educators interested in special topics not covered by other course offerings.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken. (Formerly HPER)

290. *Sexual Health* 3 s.h.
Fall, Spring, January, Summer

This course emphasizes the several components of sexual physiology that contribute to the sexually healthy state. Such topics as stages of physical growth, conception, childbirth, fertility and infertility, contraception, sterilization and abortion are explored. Also considered are the problems of adolescent pregnancy, the effects of chronic and serious illness on sexuality, drug use and sexually transmitted diseases as they affect sexual functioning. The historical relationships between medical and mental health care systems and sexual health care in our society are studied. (Formerly HPER)

290A. *Sexual Health Issues* 1½ s.h.
Fall, Spring, Summer

This course is a brief overview of the components of sexual physiology that contribute to the sexually healthy state. Such topics as stages of physical growth, conception, childbirth, fertility and infertility, contraception, sterilization and abortion are explored. Also considered are the problems of adolescent pregnancy, the effects of chronic and serious illness on sexuality and drug use, and sexually transmitted diseases as they affect sexual functioning. (Formerly HPER)

291. *Nutrition and the Aging* 3 s.h.
Once a year

Exploration of the importance of sound nutrition, nutritional practices and nutrition education for the aging. Psychosocial and cultural influences of nutrition on the elderly are included. (Formerly HPER)

292. *Health and Aging* 3 s.h.
Once a year

Focus on aging as a normal process in the life cycle. Aspects of healthy aging, as well as the problem of illness and disease as they affect the elderly are covered. A survey of health services, security, nutrition, exercise, mental health, and the physical change in a systemic approach is included. (Formerly HPER)

293. *Healthcare Policies, Planning and Administration for the Aging* 3 s.h.
Once a year

Exploration of the special needs and service requirements that meet the demands of an increasing senior citizen population. Deals with the development of strategies for providing a broad spectrum of integrated services as well as a sensitivity and understanding among staff that serve this population. Emphasis on effective administration for service delivery. (Formerly HPER)

294. *Analysis of Child Abuse and Maltreatment* 1½ s.h.
Once a year

In-depth examination of child abuse including issues of recognition, reporting, intervention, treatment and prevention. Theories of maltreatment with their intervention and prevention implications are explored. Completion of this course will satisfy the New York State Education Department licensure requirement concerning child abuse and maltreatment. (Formerly HPER)

295. *Assessing Initiatives in Health Education* 1½ s.h.
Once a year

Course analyzes the essential components of the health education frameworks offered by the New York State New Compact for Learning Curriculum and Assessment Committee for Health, Physical Education and Home Economics. The philosophy, outcomes, performance indicators and assessment recommendations are critically reviewed. (Formerly HPER)

296. *Bereavement and Death Education* 1½ s.h.
Once a year

This course provides an opportunity for educators to discuss death, dying and bereavement issues, review the literature, explore curricula and develop teaching strategies for K-12 students in the context of health education. (Formerly HPER)

300, 301, 302, will carry the prefix MSPE or MHAE according to program

300. *Departmental Seminar* 3 s.h.
Fall, Spring, Summer

Serves an integrative and culminating function with respect to the student's studies and experiences in the School of Education. Emphasis is on themes which cut across traditional course and departmental lines; selected student papers and research may be compiled in year books of health education. Pass/Fail grade only. Prerequisites: matriculation in the department and completion of all required course work in professional education. (Formerly HPER)

NOTE: successful completion of MSPE or MHAE 300 may be offered in place of either the departmental comprehensive examination or the *Master's Essay* in MSPE or MHAE. This course may not be used to satisfy any part of the basic 33 s.h. requirement for a Master of Science degree in Education.

301, 302. *Master's Essay* 3 s.h. each
Fall, Spring

Supervision and instruction leading to the completion of the essay. Binding fee payable upon registration in 302. Admission by permission of department. (Formerly HPER)

Courses numbered 310 through 317 carry the prefix PDMC.

310. *Healthcare Marketing in a Managed Care Environment* 3 s.h.
Fall, Spring

The course discusses the application of healthcare marketing principles to managed care environments. Also described are

these principles applied to decision making in the healthcare system. Prerequisite: MHAЕ 255, 255B or special permission of faculty adviser.

311. *Managed Care: Financial Principles* 3 s.h.
Fall, Spring

Study of financial principles in managed care environments. Risk, premium development, actuarial methodologies, sources of data for utilization and unit costing, financial incentive options and financial issues in contract negotiation are explored. Also covered are licensing issues in New York State and management information systems for managed care organizations. For students matriculated in the Professional Diploma in the Managed Care Program. Prerequisite: MHAЕ 255, 255B or equivalent, or permission of adviser.

312. *Contracting and Negotiating the Managed Care Environment* 3 s.h.
Fall, Spring

The purpose of the course is to give the student a general understanding of managed care principles, and how to apply these principles in the managed care contractual environment. The complex relationships between hospitals, PPO's and HMO's are explored. For students matriculated in the Professional Diploma in the Managed Care Program. Prerequisite: MHAЕ 255, 255B or equivalent, or permission of adviser.

313. *Comparative Healthcare Policy* 3 s.h.
Fall, Spring

The course focuses on comparative healthcare policy at the national and international levels. Covered are recent national healthcare reform initiatives both proposed and implemented, H.C.F.A. and the administration of the Medicare program and foreign healthcare policies (e.g., Canada, United Kingdom, Germany, Netherlands) and their applicability to the United States healthcare system. Special attention is paid to adaptability of United States system to a single payor and/or that of managed competition and a managed care model. For students matriculated in the Professional Diploma in the Managed Care Program. Prerequisite: MHAЕ 255, 255B or equivalent, or permission of adviser.

314. *Case Studies in Managed Health Care* 3 s.h.
Fall, Spring

Using the case study method, this course focuses on current examples of managed care models in operation in the United States. Through case examples, the course explores the development, implementation and operations of managed care models, HMO's, PPO's, and integrated systems. Students are able to identify and evaluate the challenges and successes in various managed competition, cost, service population, provider population, institutional structure. Through the use of cases, students are provided with an opportunity to develop their analytic, problem solving and decision-making skills. Prerequisite: permission of adviser.

315. *Advanced Seminar in Managed Care* 3 s.h.
Fall, Spring

This course provides the "capstone" experience for students completing the Professional Diploma in Managed Care. The seminar offers students the opportunity to review and integrate the knowledge they have gained from the courses they have taken in the managed care sequence. Students are required to undertake research that produces a decision paper that addresses a current issue or problem in managed care. Prerequisite: permission of adviser.

316. *Managed Care Administrative Residency* 3 s.h.
Fall, Spring

This is a guided administrative residency in a managed care environment that focuses on providing the student with an experience in the planning, policy and decision making. The

residency requires a student participation commitment of a minimum of 150 hours. The student and the faculty supervisor contracts with an approved preceptor who is the on-site supervisor. The preceptor mentors the student on a regular basis and includes the student in meetings and other professional activities. Prerequisite: permission of adviser.

317. *Independent Study in Managed Care* 3 s.h.
Fall, Spring

Independent inquiry and report on advanced managed care topics. Open only to students matriculated in the Professional Diploma in Managed Care. Prerequisite: permission of supervisor.

Hebrew, Modern (HEBR)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

B.A. SPECIALIZATION IN HEBREW: 24 semester hours in Hebrew beyond HEBR 4, plus six semester hours, chosen under advisement, from all Jewish Studies and the following courses:

- | | |
|-------|--|
| ANTH | 106. <i>Peoples & Cultures of the Middle East and North Africa</i> , 3 s.h. |
| CLIT | 151. <i>Studies in Literature</i> , 3 s.h.
39. <i>Mythologies & Literature of the Ancient World</i> , 3 s.h. |
| ENGL | 193. <i>Classical Influences on Modern Literature: the Bible & Greek & Roman Classics</i> , 3 s.h. |
| LING | 101. <i>Introduction to Linguistics</i> , 3 s.h. |
| HIST | 31. <i>Jewish History from the Patriarchal Period to the Age of Emancipation</i> , 3 s.h. |
| JW ST | 105. <i>The Ancient Egyptians, Hebrews & Greeks</i> , 3 s.h.
21. <i>Jewish Themes in American Literature</i> , 3 s.h. |
| PSC | 108. <i>Politics of the Middle East</i> , 3 s.h. |
| PHIL | 60. <i>Introduction to Eastern Religious Traditions</i> , 3 s.h.
61. <i>Introduction to Western Religious Traditions</i> , 3 s.h. |

The adviser may direct the student to take additional courses to provide an integrated program.

See complete B.A. requirements, page 75.

Minor in Hebrew, see page 150.

B.A. SPECIALIZATION IN JEWISH STUDIES, see page 260.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

- | | |
|-------------------------------|--|
| 1. <i>Elementary Hebrew</i> | 3 s.h. |
| Fall | Fundamentals of grammar and pronunciation. Simple conversational patterns. |
| 2. <i>Elementary Hebrew</i> | 3 s.h. |
| Spring | Continuation of 1. Selected readings. Prerequisite: HEBR 1 or equivalent. |
| 3. <i>Intermediate Hebrew</i> | 3 s.h. |
| Fall | Review of grammar. Reading and translation of prose of average difficulty. Prerequisite: HEBR 2 or equivalent. |
| 4. <i>Intermediate Hebrew</i> | 3 s.h. |
| Spring | Readings of selected materials and vocalized texts. Prerequisite: HEBR 3 or equivalent. |

101, 102, 103, 104, 151, 152, 153.

Hebrew Language and Literature 3 s.h. each
One course each semester

An integrated sequence of courses emphasizing both advanced language skills and literature. This sequence aims at gradually developing the student's proficiency in oral expression, composition (including grammar and syntax) and reading. The individual student's needs, interests and prior experience determine the exact nature, pace and contents of each course. A detailed personal record is maintained to assure the development of each student's skills. Prerequisite: HEBR 4.

To be offered one per semester in a three and one-half year cycle; may be taken in any order.

112 through 119. *Hebrew Readings* 1 s.h. each
Periodically

Readings from masterpieces to keep alive the student's interest in the language and literature. Prerequisite: successful completion of HEBR 4 or equivalent.

199. *Seminar: Problems of Jewish Studies* 3 s.h.
Periodically

This course presupposes an extensive background in Hebraica/Judaica. The subject varies and depends on the special interest of the student.

History (HIST)

Professor Jackson, *Chairperson*

Professors D'Innocenzo, Kern, Moore, Thorn; Associate Professors Eisenberg, Jeanneney, Walsh, Yohn; Assistant Professors Cheng, Pugliese.

The study of history is intended to give one a better understanding of oneself and the world. It is also intended to help one to think critically, to evaluate evidence, and to express oneself clearly and cogently. Understanding, thinking, speaking, writing—these are fundamental human skills useful in personal life and in any profession. The history courses listed below are all taught in ways that emphasize and assist student development of these skills.

Students may major in history, take a minor in history or simply enroll in a few courses of special interest. Basic courses in European, American, Asian or African civilization provide useful foundations for studies in many other disciplines. Advanced courses enable the student to get a closer look at the remnants of the past and at how historians go from those remnants—art, buildings, written documents—to conclusions about the past and present.

B.A. SPECIALIZATION IN HISTORY: 30 hours in history courses including the following:

- 1) at least 6 hours in European history;
- 2) at least 6 hours in American history;
- 3) at least 6 hours in one or two of the following: Asian, African, Russian or Latin-American history, including at least 3 hours in Asian or African history;
- 4) seminar, ordinarily taken during the junior year.

A grade of C- or better is required in each course and at least 18 of the 30 hours must be on the advanced level (three-digit courses).

Since history touches on every facet of human experience, majors should also take courses in other areas. Required: 3 hours of philosophy and 12 additional hours chosen from at least three other social sciences (see Academic Organization, page ●). Students are urged to take six hours of advanced courses in the literature of their field of interest. History majors can easily take minors in one of these areas or in another area such as computer science or business.

See complete B.A. requirements, page 75.

A MINOR IN HISTORY consists of the successful completion of 18 semester hours in history, under advisement, including no more than six hours of introductory courses. At least six hours must be in residence.

TEACHING OF HIGH SCHOOL SOCIAL STUDIES, see page 332.

PHI ALPHA THETA: an international history honor society, see page 64.

MASTER OF ARTS IN HISTORY WITH CONCENTRATIONS IN AMERICAN, EUROPEAN, AND PUBLIC HISTORY*

ADVANCED CERTIFICATE IN PUBLIC HISTORY*

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

TRANSFERRED COURSES

The following course numbers are used exclusively to identify courses which Hofstra students have taken elsewhere and for which there are no other Hofstra equivalents:

- 1A, 1B. Introductory European History, 3 s.h. each
- 3A, 3B. Introductory American History, 3 s.h. each
- 101A, 101B. Advanced European History, 3 s.h. each
- 103A, 103B. Advanced American History, 3 s.h. each

MINI-COURSES

- Periodically
- 6A through 6Z. *Changing Societies* 1 s.h. each
- 7A through 7Z. *Personalities in History* 1 s.h. each
- 8A through 8Z. *Key Events in History* 1 s.h. each

INTRODUCTORY COURSES

- 11. *Western Civilization I#* 3 s.h.
Fall, Spring

Formation of the western tradition from classical antiquity, merging Judaic, Greek, Roman and Christian elements, to the derivation of a distinctive and dynamic European offshoots in medieval and early modern times. Topics include Hebraic religion, civilization of the Greek city-states, Roman imperialism and law, the role of Christianity in western life, institutions and ideas of the middle ages and early modern Europe.

- 12. *Western Civilization II#* 3 s.h.
Fall, Spring

The rise of the modern west and the crises of the twentieth century: the struggles and contradictions which have led to continuing change in western civilization. Topics include the formation of the state, development of a capitalist economy, impact of technology on social change, development of science and philosophy, rise of industry and the emergence of a mass-society, modern nationalism, imperialism and war. A recurrent theme will be the role of revolution and the attempts to reconstruct society according to various ideal models including socialism, fascism and communism.

- 13. *American Civilization I#* 3 s.h.
Fall

Intensive study of controversial issues from the colonial period through the Civil War. Conflicting points of view are presented in lectures and readings followed by seminar discussions.

*Applications not accepted in 1997-98. For further information, contact the History Department.

#Core course

14. *American Civilization II* # 3 s.h.
Spring

Intensive study of controversial issues from Reconstruction through the 1960's. Lectures, readings and seminars emphasize interpretive differences.

20. *The Present in Historical Perspective* 3 s.h.
Periodically

Contemporary problems seen in relation to their historical origins. The content of this course will change to reflect current developments.

29. *American Lives in Historical Perspective* # 3 s.h.
Fall, Spring

A biographical approach to pre-twentieth-century America that explores the role of key individuals and/or important families in the development of American society and culture. Persons studied might include: Benjamin Franklin, Thomas Jefferson, John Adams, Stephen A. Douglas, Elizabeth Cady Stanton, John Brown and Harriet Tubman. A familial focus might examine the Mathers, the Byrds, the Adamases, the Beechers, the Jameses, etc. Mutual influence of individuals on one another and the ways in which they both shape and are shaped by American thought and historical experience, are the central concerns of the course. Where appropriate materials are available, biographical and autobiographical readings are supplemented by films, sound recordings and visits to historical sites.

30. *Contemporary American Lives* 3 s.h.
Spring

In a biographical approach to historical understanding, the course considers the lives of four to six American men and women, chosen by the instructor to represent important aspects of American society since 1920. In a particular semester the persons studied might include Eleanor Roosevelt, Margaret Sanger, Jackie Robinson, Joseph McCarthy and John Kennedy. Individuals are examined in regard to their interaction with society and one another, in the light not only of biographical and autobiographical reading, but also of sound recordings, films and visits to historical sites.

31. *Jewish History from the Patriarchal Period to the Age of Emancipation* 3 s.h.
Periodically

Hebrew civilization in ancient and medieval times and its impact on the western world. An analysis of the socioeconomic and cultural development of the Babylonian, Spanish, Franco-German and Eastern European Jewish communities within the context of their contemporary societies.

71. *China and Japan to 1800* # 3 s.h.
Fall

A study of Chinese and Japanese history from ancient times to 1800. Focus is on the formation and evolution of the Confucian world and its lasting but differing impressions on the political and social institutions of China and Japan. (Formerly *India, China and Japan of Tradition*.)

72. *China and Japan Since 1800* # 3 s.h.
Spring

An examination of the modern transformations of China and Japan in response to the challenge of the West and the quest of modernity. Emphasis on China's and Japan's contrasting approaches to the redefined problems of state and society, nation formation, cultural orientation and modernization. (Formerly *India, China and Japan in Modern Revolution*.)

ADVANCED COURSES

(Open to freshmen only with permission.)

100. *Honors Essay* 3 s.h.
Fall, Spring

Research and writing of a substantial historical essay, under tutorial supervision. Open only to history majors desiring to

graduate with departmental honors. Students should normally start work with their faculty adviser in the semester preceding their registration in HIST 100. Permission prior to registration is required.

105. *Ancient Egyptians, Hebrews and Greeks* # 3 s.h.
Fall

Myth and religion, epic and tragedy, art and philosophy. Designed to provide an historical background for students of art, drama, literature, archaeology, philosophy or religion, as well as of history. Credit given for this course or New College SH 3, not both.

106. *Hellenistic and Roman Worlds* 3 s.h.
Spring

The conquests of Alexander and the spread of Greek culture, the expansion of Rome's control over the ancient world and the creation of the Roman Empire and the eventual acceptance of Christianity by most of the Empire—400 B.C. to 400 A.D.

107. *Medieval Europe, 400 A.D. to 1300 A.D.* 3 s.h.
Periodically

Formative period of European culture stressing the incorporation of Christian and classical traditions into European creations. Topics usually include feudal society and chivalric culture, medieval boom, twelfth-century renaissance, papal-imperial struggle, princely and urban government, crusades, heresy.

108. *Renaissance Europe, from St. Louis to Luther* 3 s.h.
Periodically

The emergence of a society in which leadership was shifted from clergy to laymen in economy, government, religion, literature and art. Stress is laid on the impact of the Black Death, the rise of religious dissent, the Hundred Years War, the rise of parliamentary institutions and the city states of Renaissance Italy. The evidence of visual arts is drawn on throughout.

109. *The Old Regime in Western Europe, 1648-1789* 3 s.h.
Periodically

Changing forms of social life under the tensions created by population growth, war, the making of the modern state and the subversion of the old moral order.

112. *The French Revolution and Napoleon* 3 s.h.
Periodically

Transformation of European consciousness in the violent years of the first social revolution as France embraced and then abandoned its new belief in freedom and the common man.

113. *Europe, 1800-1848* 3 s.h.
Every other year

Romanticism and revolution: the search for beauty and justice in the era of reaction between Napoleon's Empire and the Revolutions of 1848.

114. *Europe, 1848-1914* 3 s.h.
Every other year

The struggle against the loss of individual identity in a world of big cities, big business and big government. Emphasis on those social changes and cultural achievements which affect our contemporary world.

115. *The Afro-American in American History, 1619-1865* 3 s.h.
Every other year

From the African origins of black slavery through emancipation and the Civil War. Emphasis is given to the slave trade, the nature of black society under slavery in both North and South, the

#Core course

relation of the American Revolution to the antislavery movement, and the role of blacks in Abolitionism and the Civil War.

116. *The Afro-American in American History, 1865 to the Present* 3 s.h.
Every other year
Emphasis is given to the end of slavery in the successes and failures of Reconstruction, the nature of black society in the era of national segregation and the changes developing during and after the two World Wars. The struggle for civil, educational, economic and political equality is traced in the context of an emerging diversified black leadership, provided by such figures as Booker T. Washington, W. E. B. DuBois, Marcus Garvey, Malcolm X and Martin Luther King, Jr.
- 117A. *History of Africa to 1800* # 3 s.h.
Every other year
History of Africa from the traditional period to the beginning of the modern era. Emphasis on Bantu migration, precolonial society and the slave trade. Credit given for this course or HIST 117, not both. (Formerly 117, *History of Southern Africa to 1850*.)
- 118A. *History of Africa, 1800 to the Present* 3 s.h.
Every other year
The colonial period, African nationalism, independence and the apartheid system. Credit given for this course or HIST 118, not both. (Formerly 118, *History of Southern Africa, 1850 to the Present*.)
120. *Reformation Europe, from Luther to Richelieu* 3 s.h.
Periodically
Religious revolution in Europe furthering the dominance of laymen and the acceptance of the ethical value of secular life. Stress is laid on the Protestant and Catholic religious controversies within the context of these other major developments: the rise and fall of the Hapsburg political ascendancy; the oceanic discoveries and the new colonial empires; scientific breakthroughs from Copernicus to Galileo; the new technology of printing, guns and clocks; the development of Renaissance into Baroque culture.
121. *History of England to 1688* 3 s.h.
Periodically
England considered as a sample of the European experience, as a study in the emergence of political unity, as a classic instance of economic modernization, as the creator of a great language, literature and law. Emphasis on the Tudor and Stuart period after 1485.
122. *Modern Britain* 3 s.h.
Periodically
Transformation of Britain into a complex, crowded industrial nation, with emphasis on social cultural and political developments which have accompanied this process.
123. *Origins of Modern Law* 3 s.h.
Periodically
Roman, Canon, Germanic Customary, Feudal and English Common Law. Moved by the needs of an expanding and evolving society, Europeans of the 11th through 13th centuries created new legal systems. They drew on the legal wisdom of the ancient Romans and on the written and unwritten traditions of the early middle ages. The legal systems they created gave shape and direction to the society of early Europe, still observable in the modern world, especially in Europe and America.
124. *American Way of War: United States Military Experience, 1670 to the Present* 3 s.h.
Once a year
American military experience from the perspective of the "new" military history that is focused upon the complex interrelationship of warfare with political, economic and social institutions.

- 128, 129. *Christian Churches from the New Testament Era to the Present* 3 s.h. each
Periodically
Efforts of Christians in different eras and cultures to give their faith concrete expression in doctrine, institutions, liturgy and the arts. 129 begins with the Protestant Reformation.
131. *Europe, 1914-1939: Nazism, Stalinism and Democracy* 3 s.h.
Every other year
Emphasis on the crisis of parliamentary democracies and the disintegration of 19th-century social values. The focus of the course will be on the rise of totalitarian movements.
132. *Europe, 1939 to Present: World War, Cold War and Beyond* 3 s.h.
Every other year
World War II and the Holocaust, origins and course of the Cold War, the Soviet Union and Eastern Europe from Stalin to Gorbachev. Decolonization and relations with the Third World, American influences and consumerism, European unity and its failings, de Gaulle and "neutralism." The 1968 student uprising and Eurocommunism, decentralization and Soviet control in the Communist bloc, the problems of a European identity.
135. *Intellectual History of Europe, Reformation to Enlightenment* 3 s.h.
Periodically
Intellectual and cultural formation of modern western consciousness, from the 16th to the 18th century. The nature of the state, the basis of scientific thought as a way of finding order in nature, and the revelation of totalitarian traits in radical religious sects. Major beliefs about the significance of human experience.
136. *Intellectual History of Europe, French Revolution to 20th Century* 3 s.h.
Periodically
Intellectual and cultural crystallization of modern European consciousness into the ordering principles of pre-World War I society. The romantic view of nature and the individual, the historicization of western thought and the secular religions of new political and social mass-movements are analyzed. The achievement of a cultural synthesis and the signs of cultural dislocation in pre-World War I life.
137. *History of Russia from Its Origins to 1856* 3 s.h.
Every other year
A study of such influences as Greek orthodoxy and the Tartar Conquest on the development of Russian society and its institutions. The role of "economic backwardness" and the compulsion toward modernization. The development of the autocracy and the rural peasant-serf style of life. The blossoming of Russian culture in the Age of Enlightenment and the French Revolution up through the Crimean War.
138. *Modern Russia: Reform and Revolution from the Russian Empire to Modern Times, 1856 to the Present* 3 s.h.
Every other year
Historical roots of Russian society and institutions as transformed by the Great Reforms of the 19th century, the revolutions of the 20th century, the Stalin Era and the reforms of Khrushchev and Gorbachev. Examination of traditional Russian culture and government in the 19th and 20th centuries with an emphasis on continuity and change. Russia is compared and contrasted to the West. One of the themes is the gradual evolution of civil society up to and including the era of perestroika. (Formerly *Russia in the Age of Lenin and Stalin*.)

139. *Economic History of Europe* 3 s.h.
Periodically
The changing economic framework of European institutions and culture studied in selected pivotal periods such as the 11th-12th, 14-15th and 17th-19th centuries. Prerequisite: ECO 1 or HIST 11, 12; or for seniors, permission of instructor. Same as ECO 139.
140. *Economic History of the United States* 3 s.h.
Periodically
Trends and patterns in the production, distribution and consumption of material wealth that mark the economic development of the United States from colonial times to the 20th century. These matters are subjected to economic analysis, but are also seen in relation to changing social and political institutions and moral values. Prerequisite: ECO 1 or HIST 13, 14, or permission of instructor. Same as ECO 140.
142. *Latin America: 1810 to the Present* 3 s.h.
Periodically
The transformation of Latin-American society and culture in the crucible of revolution; the struggles of emerging nationhood; social, political, economic and cultural trends in the context of governmental experimentation and the quest for stability. Special attention is given to regional problems of modernization, urbanization, political unrest and revolution.
143. *American Colonial History* 3 s.h.
Every other year
Interplay of European heritage and frontier environment in the shaping of American institutions. Focus on how English colonies became "American"; political developments examined in the changing social contexts of the times.
144. *American Revolution* 3 s.h.
Once a year
Emergence of the United States out of the struggle between the colonies and Great Britain. The "Great Debates" prior to 1776; the Revolution as an internal and external struggle; the origin of political parties; state's rights vs. national government; cultural nationalism. Particular attention will be devoted to assessing the roles of individual leaders.
145. *Early 19th-Century America* 3 s.h.
Every other year
The evolution of antebellum political, economic and social institutions and their transformation by the forces of geographic expansion and industrialization. Attention is given to the culture of Federalism and Jeffersonianism, the Jacksonian era and the reform impulse, and nationalism and Manifest Destiny.
146. *Late 19th-Century America* 3 s.h.
Every other year
The rise of a modern America in the wake of the Civil War as a result of rapid industrialization, immigration and urbanization. Topics include the Civil War and reconstruction; the Gilded Age; labor organization, socialism and labor violence; urban life and social reform; agricultural unrest and populism.
147. *The United States: 1900-1945* 3 s.h.
Once a year
Politics and society in America from the turn of the century to 1945. Emphasis on changing political thought and trends in business, labor, family life and popular culture.
148. *The United States: 1945 to the Present* 3 s.h.
Once a year
Social trends and political thought in the U.S. since World War II. Emphasis on the background of contemporary issues including the impact of the Cold War on American society, development of right and left wing thought, emergence of mass culture and roots of contemporary feminism.
149. *Women in America* 3 s.h.
Every other year
An introduction to the history of women in the United States, focusing on four interrelated themes: evolving theories of feminism, patterns of women's paid and unpaid work, changes in views of sexuality and movements for political change. Covers the span of American history emphasizing the period from the Civil War to the present. Credit given for this course or HIST 41 or New College SHG 5. (Formerly 41.)
151. *Social and Intellectual History of the United States: Colonial Period to 1870* 3 s.h.
Every other year
Origins and development of the major social institutions of American life, evolution of the religious tradition, sources, content and impact of significant American beliefs and ideas. Topics include Puritanism, the Great Awakening, the Enlightenment, the rise of political and cultural nationalism, the impact of technology and early industrialism, the social myth of the "self-made man."
152. *Social and Intellectual History of the United States: 1870 to the Present* 3 s.h.
Every other year
Dynamic change in the American environment of modernization, mass production and postindustrial culture. Prominent themes are Pragmatism, Social Darwinism, the Social Gospel Movement, the challenge of organized labor and agrarian unrest, populism, progressivism and liberal reform, existentialism, the changing role of institutions and individuals in contemporary American life.
153. *Diplomatic History of the United States: 1776-1914* 3 s.h.
Periodically
American foreign policy and diplomacy from the Revolution to the beginning of World War I. Emphasis is given to diplomatic aspects of the Revolution, the Federalist Era, Louisiana Purchase, War of 1812, Monroe Doctrine, Civil War and American expansionism in the era of the Spanish-American War and the Panama Canal.
154. *Diplomatic History of the United States: 1914 to the Present* 3 s.h.
Periodically
America's changing role in world affairs from the onset of World War I to the contemporary Cold War Era emphasizing the nation's rise to the rank of a major power and the ensuing problems. Particular attention is given to U.S. involvement in two World Wars, Cold War diplomacy, the arms race and disarmament attempts, the Korean War, the Cuban crises, the Vietnam conflict, America's present and probable future role in international affairs.
157. *History of Labor in the United States* 3 s.h.
Periodically
Work and workers from the colonial period to the present: social and economic forces interacting with changes in technology to shape changes in the structure of work and the work place and in the composition of the work force. Special attention is given to the rise of the labor movement, the emergence of labor leaders such as Samuel Gompers and John L. Lewis, and the impact of contemporary developments on the organization of work.
158. *Psychohistory* 3 s.h.
Periodically
A biographical account and analysis of several 20th-century world leaders based on biographies and historical studies which make use of a psychological approach as one tool for understanding their character and their role in history.

160. *Screening American History* 3 s.h.
Periodically
Through the medium of the popular film, this course provides viewpoints into the social and cultural history of Northern America. The images, thematic concerns and ideological presuppositions of selected American films (1890's to present) are examined for evidences of continuity and change in social and cultural attitudes. Students should expect to commit some time beyond the scheduled class hours in order to view some of the longer films that are shown. Class meets twice a week; each class period lasting 120 minutes.
162. *Protest and Reform in American History #* 3 s.h.
Periodically
Exploration of the broad theme of social change in American historical experience. Through a consideration of selected aspects of radical and meliorist reform traditions, the dynamics of the interrelationships between individual conscience and social institutions, and the role of personal and collective idealism and commitment in the attempt to redirect cultural traditions and transform social institutions are studied. Movements examined might include: abolitionism, temperance, anti-war movements and pacifism, civil rights and social equality movements, women's rights and feminism, anarchism and socialism, Populism, Progressivism and the New Deal.
163. *American Popular and Material Culture* 3 s.h.
Periodically
The artifacts and processes of handcraft culture, their transformation by industrialism and mass production and the rise of mass culture in the post-industrial era. Special attention is given to the tools and objects of everyday life, popular amusements and recreations, folklore and popular literature, advertising and the cult of personality, the impact of the mass media, the commercialization of sex and pornography and the video revolution.
165. *The American Civil War and Reconstruction* 3 s.h.
Periodically
The disruption of the Union, an intensive study of the war, with emphasis upon its nonmilitary aspects, and the restoration and readjustment of the American society after the war.
166. *Re-Viewing Vietnam* 3 s.h.
Periodically
An historical reconsideration of America's longest, most unpopular, and most divisive war in the context of the impact of Imperialism and Westernization on the traditional societies of Southeast Asia. Since special attention is given to the role of the media in shaping the popular understanding of the war, a television history of the conflict and selected cinematic materials are incorporated into class sessions.
167. *History of New York State* 3 s.h.
Periodically
Emphasis is on the 17th-19th century era, with selective examination of later developments in New York history. Attention is paid both to ways in which the State was distinctive and to ways in which it was representative of its region and the nation.
169. *Immigrants and American Society* 3 s.h.
Once a year
An appraisal of the greatest movement of people in the history of the world. Experiences of immigrants and ethnic adjustments over generations are analyzed from comparative perspectives. Focus primarily on immigration of the 19th and 20th centuries.
173. *Modern China #* 3 s.h.
Periodically
An examination of modern Chinese history from the Opium war to the era of Communist revolution with special focus on the interwoven imperatives of reform and revolution in China's encounters with the West and the demands of modernity.
174. *Modern Japan* 3 s.h.
Periodically
Political and social history since 1867, with emphasis on the selectivity of and contradictions within the Japanese response to the western challenge, culminating in the post-World War II synthesis. Independent research an option.
175. *Confucian China: Origins to the 18th Century* 3 s.h.
Periodically
The great stable societies: the Confucian Chinese example in historical perspective. Stress is placed on the emerging interlock of the philosophical, political, familial and technological components of a society distinct from and highly resistant to western civilization.
- 177, 178. *Special Studies in History* 3 s.h. each
Periodically
Studies in periods, countries or special themes in history such as the Revolutions of 1848, peasant reform in Russia, changes in values after the first World War, geography as a force in cultural development, or a comparison of the American, French and Russian revolutions. Subjects to be announced yearly.
- SEMINARS: seminars generally are small classes that concentrate attention upon a particular period of history. Students read, reflect upon and write research papers about selected topics, and discuss and defend their views in weekly class meetings. Ordinarily not open to freshmen and sophomores. The seminar meets as a class for two hours per week with one additional hour each week for individual consultation with each student.
180. *Seminar: British History* 3 s.h.
Periodically
181. *Seminar: Medieval Europe, 400 A.D. to 1300 A.D.* 3 s.h.
Periodically
182. *Seminar: Early Modern Europe, 1300 A.D. to 1600 A.D.* 3 s.h.
Periodically
183. *Seminar: Modern European History* 3 s.h.
Periodically
184. *Seminar: 18th-Century America* 3 s.h.
Periodically
185. *Seminar: 19th-Century America* 3 s.h.
Periodically
186. *Seminar: American Society and Thought* 3 s.h.
Periodically
187. *Seminar: 20th-Century America* 3 s.h.
Periodically
196. *Seminar: Ancient History* 3 s.h.
Periodically
- READING COURSES
192. *Readings in History I* 3 s.h.
Fall, Spring
Individualized course designed to fill gaps in the student's knowledge of history. Ordinarily open only to seniors who are exceptionally capable of independent work. Before registering for this course, the prospective student must find a member of
- _____
#Core course

the department who will agree in writing to serve as the tutor. This course may not be used to satisfy the department's seminar requirements.

194. *Readings in History II* 3 s.h.
Fall, Spring

Individualized course limited to students who have taken 192 and who have secured agreement in writing from a member of the department to serve as tutor for this course. May not be used to satisfy the department's seminar requirements.

235. *Studies in Long Island Regional History* 3 s.h.
Once a year

Long Island from the native Indian inhabitants and early Dutch and English settlements to present day suburbs, the New York metropolis and exurbs. Variety of topics selected by the instructor. Introduction to methods and sources for local history: family history, artifacts and material culture, and oral history. Students are encouraged to study local subjects in relation to regional and national patterns with attention to both similarities and differences. Open to all graduate students.

GRADUATE READING COURSES: these courses are designed to permit students to pursue an individualized plan of reading in subject areas of interest under the guidance of a member of the history faculty. Students prepare a list of suitable readings in consultation with their tutor with whom they will confer periodically about the progress of their work. Limited to those who have attended at least one semester as a matriculated student in the M.A. program in history and has been accepted for a reading course by a member of the department before registration. Students are normally expected to use sources in the language of the area which they are studying.

251, 252. *Readings in American History* 3 s.h. each
Fall, Spring

253, 254. *Readings in European History* 3 s.h. each
Fall, Spring

255, 256. *Readings in Russian History* 3 s.h. each
Fall, Spring

291, 292. *Special Studies in History* 3 s.h. each
Studies in periods, personalities on themes in history. Subjects to be announced yearly.

Humanities (HUM)

Administered by the Department of Fine Arts, Art History and Humanities. Professor Infield, *Chairperson*

MASTER OF ARTS IN HUMANITIES: this program involves an interdisciplinary approach toward the areas of English, languages, music, drama, art history and fine arts. It is designed for teachers seeking advanced degrees as well as for those who desire a more complete understanding of the humanities.

Admission requirements appear on page 66. The candidate must complete 33 semester hours of courses numbered 200 or above, of which at least 27 hours must be completed at the University.

Professor Masheck, *Coordinator*

The program requirements are as follows:

HUM 203. *Philosophy of Criticism*
301. *Master's Essay*

one course selected from the HUM 231-234 series

at least 18 credits must be completed in courses taken in the Division of Humanities. (See Academic Organization, page 8)

the remaining credits may be taken in the humanities

only six credits of fine arts studio courses may be applied toward the degree
six credits of electives may be chosen from divisions other than the humanities

See complete graduate information, page 66.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1, 2. *Arts and Artists* 3 s.h. each
Periodically

The perception, interrelationships and aesthetics of the visual arts: sculpture, painting, prints, photography and film. Emphasis on style, technique, purpose, terminology, and criticism of major artists and periods.

100. *Arts of the Jazz Age* 3 s.h.
Periodically

The arts in America during the first quarter of the twentieth century. Emphasis is on the work of writers, musicians, painters and architects who best captured the spirit of the country, e.g., Fitzgerald, Hemingway, Mencken, Duncan, Davis, Armstrong and other jazz musicians.

141. *History of Photography: the 19th and 20th Centuries* 3 s.h.

Every other year
From the invention of photography, its early processes and emergence as an independent art form. Its development in the 20th century into a dominant social force, and influences on painting, film and television. (Formerly *History of 19th-Century Photography*.)

142. *Fiction and Film* 3 s.h.
Periodically

Selected readings in the novel and analysis of films that have been made from these works.

201. *Arts of the Early Renaissance* 3 s.h.
Periodically

The study of architecture, sculpture and painting is correlated with literature, drama and music, to reconstruct the spirit and society of Europe from 1000 A.D. to 1500 A.D. Open to qualified students.

202. *Arts of the High Renaissance and Baroque* 3 s.h.
Periodically

The study of architecture, sculpture and painting is correlated with major works of literature, drama and music, to reconstruct European culture from 1500 A.D. to 1700 A.D.

203. *Philosophy of Criticism* 3 s.h.
Spring

Exploration of criteria for making value judgments in the major arts including a survey of contemporary art criticism. Open to qualified students.

207. *The Art of the 19th Century* 3 s.h.
Periodically

A study of painting, sculpture and architecture is correlated with the major works of literature, drama and music, produced in France, England and the United States.

208. *The Art of the 20th Century* 3 s.h.
Periodically

Development of modern art, especially painting, from its postimpressionist origins in late 19th-century France down to the

postmodernism of the late 20th century in Europe and America, with attention to modern sculpture. Analytical scrutiny of works of art combined with critical and theoretical readings and discussion, including correlations to the wider fields of modern culture.

210. *Art in America, 1900 to the Present* 3 s.h.
Periodically

Interrelationships between literature and the visual arts in the United States. Representative works of major writers and artists are analyzed as are art forms and reflections of the attitudes, tastes and values of American society.

230. *20th-Century Photography in America* 3 s.h.
Periodically

The development of photography with emphasis on style. Consideration is given to the interrelationship of photography with the aesthetics of the visual arts, film and television.

231, 232, 233, 234. *Interdisciplinary Studies in the Humanities* 3 s.h. each

231, 232: Fall; 233, 234: Spring
Analysis of style, significance and milieu in the various arts. While the program seeks to produce a cycle of related general themes, the content of these courses may vary from year to year. 231: antiquity and the classical tradition; 232: alternative traditions (e.g., Germanic expressionism); 233: Modernism and postmodernism; 234: modern architecture and design. May be repeated for credit when topics vary.

251. *Readings* 3 s.h.
Fall, Spring

In consultation and under the guidance of a faculty member, students prepare a list of readings on themes in humanities. Students and faculty periodically review readings and research. Limited to those who have attended at least one semester as a matriculated student in the M.A. in Humanities program.

268. *Internship* 6 s.h.
Fall, Spring

Open only to students majoring in the art/antique appraisal program. Work two days a week with a specialist in a leading auction house or gallery and learn how to appraise, insure, and authenticate art and antiques as well as the preparation of the auction catalog. In addition, students will write a research paper. Pass/Fail grade only.

301. *Master's Essay* 3 s.h.
Fall, Spring

Each candidate for the M.A. in Humanities is required to write a graduate essay (in addition to course papers) under the supervision of the adviser. This paper will resemble the master's thesis in thoroughness of scholarship, but need not require an original subject.

Interdisciplinary Studies at New College

MASTER OF ARTS PROGRAM (MAP) IN INTERDISCIPLINARY STUDIES: serves students with a bachelor's degree and a strong undergraduate record who share a commitment to the intellectual and practical dimensions of the liberal arts. Students are assisted in achieving their liberal arts goals through curricula more individualized in response to student needs and interests, more flexible in requirements and more varied in modes of learning than normally found in traditional graduate-level programs. Senior Assistant Dean Fellman, *M.A.P. Administrator*

Components leading to the degree are:

MAP 200. An Initial Study of research and performance skills at a graduate level through a series of on-campus seminars and a library-research project.

MAP 201-203. Three learning contracts, individually constructed with the assistance of University faculty members and supervised by professionals either at the University or at an appropriate site. Contracts include library research, field research, apprenticeships, internships, laboratory work, studio participation and course attendance.

MAP 205. A master's thesis, with the theme or topic approved by the Program's core faculty, a contractual project reflecting the accumulation of research and performance skills from the preceding three contracts. For additional information, consult the New College *Master of Arts Addendum*. See also page 94.

Interdisciplinary Undergraduate Programs

FRESHMAN LEVEL PROGRAM (FLP)

MIXED LEVEL PROGRAM (MLP)

The Hofstra College of Liberal Arts and Sciences offers freshmen and upper-class students several interdisciplinary programs that provide academic opportunities not available anywhere else in the curriculum. Four are for freshmen exclusively (FLP or Freshman Level Program) and one is for all class levels (MLP or Mixed Level Program).

Each unit consists of three courses from different departments, offered in a cluster, where the instructors coordinate and integrate the subject matter and style of instruction. Those who enroll in one of these units have the advantage of joining a small community in which students get to know one another. Because students take the same courses, it is a closer and more intimate learning experience. Information can be obtained in the University Advisement Office.

Units and courses include the following; (courses may change from semester to semester):

FLP 1. *Principles of Economics* (ECO 1)

American Politics # (PSC 1)
(English) *Composition* (ENGL 1)

FLP 2. *Introduction to Ethics I* # (PHIL 9)

Contemporary Society # (SOC 4)
(English) *Composition* (ENGL 1)

FLP 3. *Human Evolution in Philosophical*

Perspective # (ANTH 1)
Biology in Society # (BIO 3)
(English) *Composition* (ENGL 1)

FLP 4. *The American Experience in Context* # (ENGL 52)

American Civilization II # (HIST 14)
(English) *Composition* (ENGL 1)

MLP 1. Man, Myth and Religion in the Ancient World

Mythologies and Literature of the Ancient World #
(CLIT 39)
Literature of the Emerging Europe # (CLIT 40)
Ancient Egyptians, Hebrews and Greeks # (HIST 105)
Hellenistic and Roman Worlds (HIST 106)

In contrast to FLP and MLP, the following interdisciplinary programs (listed alphabetically in this *Bulletin*) can be chosen for either academic majors or academic minors (see page 75). Courses used for a minor in one of these areas must be outside the student's major field and must be approved by the minor's program director. Minors may also be taken in the Zarb School

#Core course

of Business (see page 98), the School of Communication (see page 105), and in the School of Education (see page 107).

Africana Studies*
 American Studies*
 Asian Studies*
 Earth Resources**
 Ibero-American Studies*
 International Affairs†
 Italian Studies†
 Jewish Studies*
 Liberal Arts**
 Philosophy of Science†
 Religious Studies†

International Affairs

Administered by the Department of Political Science. Professor Landis, *Chairperson*

Assistant Professor of Political Science Burgess, *Adviser*

MINOR IN INTERNATIONAL AFFAIRS is an interdisciplinary program consisting of the successful completion of 18 semester hours, with at least six credits taken in residence. At least 12 semester hours must be outside the major. Study of at least one foreign language beyond level 4 is strongly recommended.

A. Required

PSC 135. *International Politics*, 3 s.h.

B. Six semester hours chosen from the following:

- ECO 110. *Economics of Latin America*, 3 s.h.
 111. *Economic Development in Sub-Saharan Africa*, 3 s.h.
 112. *Economic Development of China*, 3 s.h.
 114. *Japan's Modern Economy*, 3 s.h.
 115. *Economy of Western Europe*, 3 s.h.
 116. *Economics of the Middle East*, 3 s.h.
 PSC 108. *Politics of the Middle East*, 3 s.h.
 110. *African Politics #*, 3 s.h.
 130. *Latin-American Politics*, 3 s.h.
 132. *Comparative European Governments*, 3 s.h.
 144. *Asian Politics & Government #*, 3 s.h.

C. Nine semester hours chosen from the courses listed below:

- ECO 137. *Transnational Enterprise in World Economy*, 3 s.h.
 142. *International Economics*, 3 s.h.
 GEOG 102. *Population, Resources & Environment*, 3 s.h.
 113. *Economic Geography of East & Southeast Asia*, 3 s.h.
 122. *Western Europe*, 3 s.h.
 123. *Eastern Europe and the Republics of the Former Soviet Union*, 3 s.h.
 131. *Japan*, 3 s.h.
 140. *Geography of Latin America*, 3 s.h.
 HIST 118A. *History of Africa, 1800 to the Present*, 3 s.h.
 132. *Europe, 1939 to Present: World War, Cold War and Beyond*, 3 s.h.
 138. *Modern Russia: Reform & Revolution from the Russian Empire to Modern Times: 1856 to the Present*, 3 s.h.
 142. *Latin America: 1810 to the Present*, 3 s.h.
 154. *Diplomatic History of the United States: 1914 to the Present*, 3 s.h.
 173. *Modern China #*, 3 s.h.
 174. *Modern Japan*, 3 s.h.
 IB 150. *Introduction to International Business*, 3 s.h.
 154. *Analysis of the International Environment and Global Business Research*, 3 s.h.

157. *A-Z. Seminar: Special Topics in International Business*, 3 s.h.

160. *African Business*, 3 s.h.

NOTE: no more than one of the IB 160 series may count toward this minor.

161. *Asian Business*, 3 s.h.

162. *European Business*, 3 s.h.

163. *Latin-American Business*, 3 s.h.

170. *International Marketing*, 3 s.h.

175. *Global Business Policies, Planning and Strategies*, 3 s.h.

MASS 101. *Understanding Global Media & News Systems*, 3 s.h.

PSC 133. *Politics of the Common Market*, 3 s.h.

134. *American Foreign Policy*, 3 s.h.

137. *World Organization & International Law*, 3 s.h.

152. *Seminar: International Politics*, 3 s.h.

192. *Workshop: United States in the United Nations*, 3 s.h.

International Business (IB)

Administered by the Department of Marketing and International Business. Associate Professor Barak, *Chairperson*

Distinguished Professor Emerita Cohen; Professors Berman, Evans, James, Neelankavil, Sherman; Associate Professors Forman, Moore; Assistant Professors Lee, Mathur, Zhang.

B.B.A. SPECIALIZATION IN INTERNATIONAL BUSINESS: the core requirements are: IB 150, 154; one of the following four courses: IB 160, 161, 162, or 163; IB 175, FIN 165, MGT 171, and MKT/IB 170. In addition, a three-credit IB elective not part of IB core is required. Only one additional IB 160-level course can be taken as an elective.

See complete B.B.A. requirements, page 96.

MINORS IN BUSINESS, see page 98.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see page 98.

COURSES

These courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

150. *Introduction to International Business* 3 s.h.
 Fall, Spring

Course focuses on exploring terminology, scope, status and evolving patterns of international business. Specifically, the course addresses the role of social, cultural, political, ethical, technological, environmental and economic factors in the international context; the impact of global forces on businesses at home and abroad; role of governments in promoting and predicting business interests at home and abroad; role of international agencies in the functioning of business; and the interlink between managerial, operational, marketing, and financial functions in doing business abroad. Prerequisite: sophomore class standing or above.

151, 152. *Readings* 1-3 s.h. each
 Fall, Spring

Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: IB 150 and permission of department chairperson.

#Core course

*Major and minor programs.

**Majors only.

†Minor program only.

154. *Analysis of the International Environment and Global Business Research* 3 s.h.

Fall, Spring

Techniques, concepts, and analytical tools needed to understand the global business environment and markets. Focus on an overview of international business research; research techniques available; development of skills in gathering and analyzing information; and demonstration of the pitfalls inherent in international research. Prerequisites: junior class standing or above; IB 150 and QM 1.

157. A-Z. *Seminar: Special Topics in International Business* 3 s.h.

Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: IB 150, junior class standing or above, and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

BUSINESS IN FOREIGN CONTINENTS

160. *African Business* 3 s.h.

161. *Asian Business* 3 s.h.

162. *European Business* 3 s.h.

163. *Latin-American Business* 3 s.h.

Each offered every other year

Intensive study of the unique aspects of doing business in foreign continents. Topics include managing capital sources, assets, pricing and employee compensation; coordinating multinational production and marketing strategy in the context of export and import protectionism and regional integration; conducting relations with central banks, planning agencies, political and economic elites, trade associations and labor unions. Marketing in a heterogeneous socioeconomic environment; organizational design; worker/management relations; building data bases for supporting continental operations. Prerequisites: junior class standing and IB 150.

170. *International Marketing* 3 s.h.

Fall, Spring

Conditions affecting the international marketing position of the United States and other selected countries, development of multinational marketing policies, trade with developed and developing countries. Foreign market research, channels of international marketing, international advertising media, mechanics and documentation of foreign trade. Organization and management of international marketing intermediaries. Emphasis on case studies and experiential exercises. Prerequisites: MKT 101; junior class standing or above. Same as MKT 170.

175. *Global Business Policies, Planning and Strategies* 3 s.h.

Fall, Spring

An integrating course addressing global issues that challenge today's international business people. Focus on learning concepts, techniques, and the process involved in developing business plans and strategic options for global markets. Specifically, the following key areas are covered: how to recognize and evaluate world markets; how to obtain a working knowledge of analytical techniques for strategic business decisions, and how to develop a comprehensive and strategic business plan for the global market. Prerequisites: senior class standing; IB 154, 6 semester hours of additional international business major electives.

185. *Internship* 3 s.h.

Fall, Spring

A work-study program open to senior international business majors. Students work a minimum of 120 hours in a structured international business training program offered by a for-profit or not-for-profit organization. Prerequisites: IB 150, 154; a minimum grade-point average of 3.0 in international business courses and 3.0 overall or permission of department chairperson. Corequisite: related course in the area of internship.

190. *Honors Essay* 3 s.h.

Fall, Spring

Research for and the writing of a substantial essay in the field of international business. Open only to senior international business majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade-point average of 3.5 in international business and a 3.4 overall, IB 154.

210. *Environmental Analysis for International Business** 3 s.h.

Periodically

An intensive course in the techniques of analyzing the complex aspects of foreign and global business environments. Emphasis on the cultural, political and social characteristics of foreign regions, and how these affect the multinational firm, its operations and decisions. The central focus is on systematic development of skills and tools (e.g., scanning, cultural assessment, forecasting, risk appraisal) that international managers find useful in analyzing environmental conditions, threats and opportunities. Awareness of complexities involved in international business decisions. Prerequisites: MGT 201C, MKT 201.

219. *Global Business Decision Making** 3 s.h.

Fall, Spring

Course applies a cross-functional integrative approach to analyzing, formulating and implementing organizational strategy for different sizes and types of organizations in a global setting. Course reviews the concept of global strategy and analyzes the crucial linkages between strategy development and organizational design. Production, marketing, finance, accounting, information technology, and human resources strategies are formulated and implemented in the global context. Other topics include competitive analysis, industry and firm value chain, leadership, financial and market analysis, and organizational structure and culture in the context of technological, ethical and ecological factors affecting international and global organizations. Students assess the effectiveness of different approaches to strategy by using them to examine performance of multinational companies. Prerequisites: 12 s.h. in M.B.A. advanced core courses.

257. A-Z. *Seminar: Special Topics in International Business** 3 s.h.

Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MKT 207 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

304. *Advanced Research Seminar in International Business** 3 s.h.

Fall, Spring

(NOTE: IB 306-308 may be offered in place of 304.) Students write an integrative paper on an assigned topic based on second-

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

ary research and then formulate a written primary data research design to investigate a specific key issue. They must formulate research questions and hypotheses, construct survey instruments and experimental designs, draft sample plans, outline data handling procedures, and prepare a comprehensive research proposal, furnishing justifications for its theoretical as well as practical significance. An oral presentation of each project is required at the conclusion of the semester. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

305. *M.B.A. Honors Research Thesis in International Business** 3-6 s.h.
Periodically

Student selects and designs an integrative research project with the approval and guidance of a faculty member in the area of specialization. Student is required to justify the project's significance within a decision-making framework and define the management applications of the research findings. An oral report of the research findings is presented to a faculty committee. With joint permission of the department chairperson and thesis adviser, a student may expand the M.B.A. Honors Research Thesis from 3 to 6 s.h.; the additional 3 s.h. may be counted toward elective requirements in the area of concentration. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

306. *Case Focused Research Seminar in International Business** 3 s.h.
Periodically

Emphasis on multiple functional areas that are taught in the Zarb School of Business. A case study approach is utilized in this course, and students are challenged to understand how decisions and policies from different functional areas are integrated within an organization. Students present detailed recommendations toward resolution of complex business problems within an industry or company which must be supported by appropriate documentation of research and analysis. Written and oral reports are required. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 306, BCIS 306, FIN 306, MGT 306, MKT 306.

307. *Consulting Research Project in International Business** 3 s.h.
Periodically

Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client for one semester. The students and the business or not-for-profit entity to which they are assigned will identify specific problems and objectives of the organization. Students design and complete one or more integrative consulting projects involving various business principles and conduct research. A written consulting report and an oral presentation are made to a faculty committee and the senior management of the organization. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the senior assistant dean and director of graduate programs and the department chairperson. Same as ACCT 307, BCIS 307, FIN 307, MGT 307, MKT 307.

308. *Computer Simulation (Management Game) in International Business** 3 s.h.

Periodically
Course utilizes a comprehensive computer simulation to create a variety of complex multifunctional business problems to which students must respond under varying conditions of uncertainty. A team-based approach to decision making is used in resolving problems created by the computer model. Students are required to provide detailed reports on decisions made and to provide quantitative and qualitative justifications for their decisions. These justifications must be supported through the use of research and must be presented orally and in writing. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 308, BCIS 308, FIN 308, MGT 308, MKT 308.

330. *Graduate Internship** 3 s.h.
Fall, Spring

A work-study program open to graduate students who are specializing in international business.

Students work a minimum of 100 hours in the semester for selected business organizations in their area of specialization. A written evaluation of a complex international business decision is prepared by the student at the completion of the course. Most internship opportunities involve some form of monetary remuneration. Prerequisites: all core competency courses or approved equivalents, 24 graduate-level credits with a 3.3 average and permission of department chairperson. (Formerly GBUS 330.)

Italian (ITAL)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Assistant Professor Palma, *Adviser*

Major and minor requirements in Italian, see page 150.

For Italian Literature in Translation courses, see page 265.

SUMMER STUDY IN ITALY, see International Study, page 17.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Elementary Italian* 3 s.h.
Fall, Spring
Fundamentals of structure. Oral drill.

2. *Elementary Italian* 3 s.h.
Fall, Spring
Continuation of 1; selected readings. Prerequisite: ITAL 1 or equivalent.

3. *Intermediate Italian* 3 s.h.
Fall, Spring
Structural review, readings and conversations on culture. Prerequisite: ITAL 2 or equivalent.

4. *Intermediate Italian* 3 s.h.
Spring
Readings from contemporary authors. Conversational topics. Prerequisite: ITAL 3 or equivalent.

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

†Full-time students may take IB 219 as a corequisite.

5. *Advanced Reading* 3 s.h.
Periodically

Development of the reading skill. While the foreign language, spoken and written is the basis of classwork and written assignments, the course aims at attaining the stage of liberated reading.

13. *Summer Workshop in Italian Language and Civilization* 3-4 s.h.
Summer

Given in conjunction with the Hofstra Summer Program in Italy (see International Study, page 17). Conversational topics will be supplied by daily contact with Italian life and newspapers. Designed to train students in understanding contemporary Italian usage. Additional work can earn student an additional hour credit. Prerequisite: ITAL 2 or permission of instructor.

100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial essay in the field of Italian. Open only to senior majors who are eligible for departmental honors and who secure, before registration, written permission of the faculty adviser who will supervise the essay.

Prerequisites for all courses numbered 101 through 106: successful completion of 4 or permission.

101 through 106. *Advanced Italian Language* 3 s.h. each
One course each semester

An integrated sequence of courses, rather than six individual courses, this sequence gradually develops the student's proficiency in the spoken language, in writing (including grammar) and in reading. Text material ranges from simple stories to more sophisticated language and includes culture and civilization topics. The individual student's needs and wishes determine the exact nature of each course. A detailed personal record is maintained to assure the development of each student's skills.

To be offered one per semester in a three-year cycle; may be taken in any order.

109, 110. *Italian Conversation and Oral Practice* 3 s.h. each
Once a year

Intensive training in oral practice and self-expression. Prepared discussion on assigned topics with definite vocabulary preparation, oral reports and oral criticism of Italian literature.

116, 117. *Advanced Readings* 1 s.h. each
Periodically

Designed to help the student maintain proficiency in Italian and at the same time enhance the reading facility within the specific field.

Prerequisites for the courses listed below: 101 and 102 or permission.

151 through 156. *Masterpieces of Italian Literature* 3 s.h. each

One course each semester

The primary object is to develop each student's ability in the critical reading of outstanding authors from the beginning to the present. Readings are chosen according to each student's prior experience and interests. Rather than a chronological approach, with division into literary movements, the student chooses, upon advisement, one or more themes (e.g., the artist and society, literature of social protest, the role of women, the search for identity) which is pursued by reports to the whole class. A detailed personal record of reading progress is maintained to assure the systematic development of each student's facility in literary criticism.

To be offered one per semester in a three-year cycle; may be taken in any order.

160. *Translation I* 3 s.h.
Every other year

Analysis and study of techniques and problems inherent to the translation process. Intensive exercises from Italian into Eng-

lish and English into Italian. Journalistic, editorial and literary texts are used.

Italian Studies (IT ST)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Professor D'Acerno, *Adviser*

MINOR IN ITALIAN STUDIES: an interdisciplinary program which explores the richness and variety of Italian culture as it developed in Italy and influenced other societies, notably the United States.

The course of study focuses attention on academic courses offered by various departments as well as on programs such as Summer in Italy, (see International Study, page 17) and Italian Heritage Day.

The program consists of the successful completion of 18 semester hours of required and elective courses listed below and six hours in residence.

A. Required

- HIST 6P. *Ancient Italy*, 1 s.h. or
- 106. *Hellenistic & Roman Worlds*, 3 s.h.
- 6Q. *Christian Italy*, 1 s.h.
- 6R. *National Italy*, 1 s.h.

- IT ST 131. *Italian Civilization: the Middle Ages to the Renaissance*, 3-4 s.h.
- 132. *Italian Civilization: the Age of Baroque to the Present*, 3-4 s.h.

B. Electives, 6-9 semester hours chosen from the following:

- ANTH 132. *Contemporary Italy: an Anthropological View*, 3 s.h.
- AH 106. *Italian Renaissance Art*, 3 s.h.
- CLIT 40. *Literature of the Emerging Europe*, 3 s.h.
- 161. *Renaissance*, 3 s.h.
- HIST 6S. *The Italian-American Immigrant*, 1 s.h.
- 106. *Hellenistic & Roman Worlds*, 3 s.h.
- 108. *Renaissance Europe from St. Louis to Luther*, 3 s.h.
- ITAL 4. *Intermediate Italian*, 3 s.h.
- 5. *Advanced Reading*, 3 s.h.
- 13. *Summer Workshop: Italian Language & Civilizations*, 3-4 s.h.
- 101 through 106. *Advanced Italian Language*, 3 s.h. each
- 109, 110. *Italian Conversation & Oral Practice*, 3 s.h. each
- 116, 117. *Advanced Readings*, 1 s.h. each
- 151 through 156. *Masterpieces of Italian Literature*, 3 s.h. each
- IT ST 141. *Italian Cinema from Neorealism to the Present*, 3 s.h.
- LAT 4. *Vergil*, 3 s.h.
- 112 through 117. *Latin Readings*, 1 s.h. each
- 120. *Lyric & Elegiac Poetry*, 3 s.h.
- 121. *Roman Drama*, 3 s.h.
- 122. *Roman Philosophy*, 3 s.h.
- 123. *Roman Novelists*, 3 s.h.
- 124. *Roman Historiography*, 3 s.h.
- 125. *Roman Satire*, 3 s.h.
- LIT 5. *Italian Culture & Civilization*, 3-4 s.h.
- 35. *Myth, Literature & Culture of the Roman World*, 3 s.h.
- 68. *Highlights of Italian Literature*, 3 s.h.
- MUS 129. *Opera*, 3 s.h.

NOTE: substitutions for and additions to the courses on this list may be made with the approval of the Italian Studies Advisory Committee.

COURSES

131. *Italian Civilization: the Middle Ages to the Renaissance* 3-4 s.h.
See course description, page 371.
132. *Italian Civilization: the Age of Baroque to the Present* 3-4 s.h.
See course description, page 371.
141. *Italian Cinema from Neorealism to the Present* 3 s.h.
See course description, page 371.

Japanese (JPAN)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Given only upon sufficient demand.

COURSES

Courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Elementary Japanese* 3 s.h.
Fall
Fundamentals of structure. Oral drill.
2. *Elementary Japanese* 3 s.h.
Spring
Continuation of 1. Prerequisite: JPAN 1 or equivalent.
3. *Intermediate Japanese* 3 s.h.
Fall
Continuation of 2. Emphasis on Kogotai (modern colloquial Japanese). Readings and translation of material of average difficulty. Prerequisite: JPAN 2 or equivalent.
4. *Intermediate Japanese* 3 s.h.
Spring
Introduction to Bungotai (modern literary Japanese). Brief survey of Japanese culture. Prerequisite: JPAN 3 or equivalent.

Jewish Studies (JW ST)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

For related Literature in Translation courses, see page 265.

B.A. SPECIALIZATION IN JEWISH STUDIES: three semester hours in Hebrew beyond HEBR 4; 15 semester hours chosen from the following: JW ST 10, 13, 15, 16, 19, 140 (*Senior Seminar: Jewish Studies*, 3 s.h.), 155; LIT 20, 24. In addition the student will select, under advisement, 12 semester hours from the pertinent courses given by other departments as listed under the B.A. Specialization in Hebrew, page 248.

See complete B.A. requirements, page 75.

A MINOR IN JEWISH STUDIES consists of the successful completion of 18 semester hours in this department, under advisement, with at least six hours in residence.

COURSES

Courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

10. *The Bible: Ancient and Modern Perspectives #* 3 s.h.
Every other year
Various genres of biblical literature and teachings are studied against the background of contemporary Near Eastern civiliza-

tions and in light of the findings of modern biblical research and archaeology.

- 13, 14. *The Bible and Its Interpretation through the Ages* 3 s.h. each
Every other year
A comparative literary study of the various interpretations of the Bible with special reference to the Septuaginta, Aramaic Targumim and the commentaries that are based on the rabbinic tradition.

- 15, 16. *Foundations of Jewish Tradition and Culture* 3 s.h. each
Once a year
The Jewish heritage in terms of its beliefs, laws and folkways as reflected in classical and modern Hebrew literature.

19. *Post-Biblical Literature* 3 s.h.
Every other year
Selections from post-Biblical works in prose and poetry. Readings from medieval, philosophical, mystical and ethical writings with special reference to Judah Halevi and Maimonides.

21. *Jewish Themes in American Literature* 3 s.h.
Periodically
An examination of Old Testament themes in American literature and an assessment of the distinctive values and assumptions of historical Judaism, which have been introduced into American literature by Jewish-American writers of the 20th century. The origin and development of literary stereotypes are explored. Prerequisite: one semester of American history or American literature. (Formerly *Hebraic Values in American Culture and Literature*.)

30. *Literature of the Holocaust #* 3 s.h.
See course description, page 371.

100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial essay in the field of Jewish Studies. Open only to senior majors who are eligible for departmental honors and who secure, before registration, written permission of the faculty adviser who will supervise the essay.

101. *Special Topics in Jewish Studies* 3 s.h.
Once a year
Designed to treat special subjects or themes dealing with some major spiritual, political and social issues facing the Jewish people. The subject is chosen at the discretion of the department but with the students' interest in view. Such themes as the dynamics of rabbinic Judaism; philosophy of ancient Israel; foundations of Jewish mysticism, etc., are considered. This course may be repeated when topics vary.

115. *Special Topics in Jewish Studies* 1 s.h.
Periodically
Designed to treat special subjects or themes dealing with some major spiritual, political and social issues facing the Jewish people. The subject is chosen at the discretion of the department but with the students' interest in view. Such themes as women in Jewish tradition, The Book of Splendor, etc., are considered. This course may be repeated when topics vary.

140. *Senior Seminar: Jewish Studies* 3 s.h.
Periodically
Concentration on a particular topic of interest and small group discussions leading to a required essay on a topic chosen by the student.

#Core course

155. *Judaism and Islam: Jews and Arabs* 3 s.h.
Every other year
Dynamics of the relationship between Islam and Judaism. Arab-Israeli conflict viewed against the multidimensional aspect of the Jewish existence in the Middle East.
156. *The Golden Age of Jewish Culture and Literature* 3 s.h.
Every other year
Introduction to various genres of literature of the Jewish Golden Age in Spain. Readings from works of poetry, prose, ethics, philosophy, Jewish law and responsa. Emphasis on the writings of Saadya, Halevi, Idn Gabirol, Ibn Ezra, Maimonides and Karo. The historical development and its interplay with contemporary Arabic literature and Islamic civilization.

Journalism (JRNL)

Administered by the Department of Journalism and Mass Media Studies

Associate Professor Rubenstein, *Chairperson*

Professor Greene; Associate Professors Frasca, Knowlton; Assistant Professor Bird.

Candidates for graduation from the School of Communication with the degree of Bachelor of Arts must fulfill the B.A. requirements as listed under the School of Communication on page 104. In addition, students majoring in Journalism must complete the program requirements listed below plus a liberal arts minor from one of the following: any minor in the College of Liberal Arts and Sciences, or the Department of Speech Communication and Rhetorical Studies. The minor must consist of 18 semester hours as defined by that discipline, of which at least 6 hours must be taken in residence.

(NOTE: Major and minor fields will be listed on the student's record. Only courses acceptable for the major may be applied toward the minor, and only with grades of C- or better. Pass/D+/D/Fail credit will be given toward an academic minor for courses offered only on this basis.)

B.A. MAJOR IN PRINT JOURNALISM: 36 s.h.
27 s.h.—SCO 2, JRNL 1, 11, 13, 15, 53, 72, 170, and MASS 104
6 s.h.—Chosen under advisement
3 s.h.—selected from the following: MASS 101, 112, 120, 199

B.A. MAJOR IN ELECTRONIC JOURNALISM: 36 s.h.
27 s.h.—SCO 2, JRNL 1, 11, 13, 15, 17, 120, 170, and MASS 104
6 s.h.—Chosen under advisement
3 s.h.—selected from the following: MASS 101, 112, 120, 199

Journalism majors must also take SCO 1, 3, and 4 under advisement. See page 106.

NOTE: For students interested in majoring in combined specializations, inquiry should be made in the School of Communication Dean's office, Room 318, Dempster Hall.

For additional programs offered in the Department of Journalism and Mass Media Studies, see page 277.

A **MINOR IN JOURNALISM** consists of the successful completion of 18 semester hours in journalism, with at least 6 semester hours in residence, under advisement and with the approval of the adviser.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions.

Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Historical and Ethical Principles of the American News Media* 3 s.h.
See course description, page 375.

11. *News Writing and Reporting* 3 s.h.
Fall, Spring
Practice and criticism in gathering, evaluating and writing well-rounded news, features, interviews, including considerations of interpretive and objective reporting and the responsibilities of journalists. Prerequisites: ENGL 1-2. (Formerly COMM 76; *Elements of Journalism.*)

13. *Advanced News Writing and Reporting* 3 s.h.
Fall, Spring
Theory and development of news stories, with special emphasis on interviewing, observation, document research, source development, and other standard reporting techniques. Students cover community beats and report and write news stories from these beats. The course concentrates on public affairs reporting and features field visits to criminal courts, in-class press conferences with government officials, and on-the-scene coverage of governmental meetings. Students are also versed in the theory, history, and use of Freedom of Information laws, shield protection laws, and open meeting laws, and are introduced to libel and invasion of privacy statutes. Prerequisites: JRNL 11, PSC 1. (Formerly COMM 77; *Intermediate Journalism.*)

15. *Broadcast Journalism* 3 s.h.
Fall, Spring
Theory and practice of the news in sound and video broadcasting. Emphasis is on the special qualities of broadcast media used to enhance audience understanding of issues and ideas in news and documentary programs by means of effective verbal and pictorial approaches. Prerequisite: JRNL 11 or permission of instructor. No liberal arts credit. (Formerly COMM 78.)

17. *Intermediate Broadcast Journalism* 3 s.h.
Fall, Spring
This course emphasizes interview techniques, the series, and short documentary news formats for radio and television and the writing and production of the film story for television news. Professional and ethical considerations for the electronic journalist is considered. Prerequisite: JRNL 15. (Formerly COMM 193, *Advanced Broadcast Journalism.*)

20. *Survey of News Issues* 3 s.h.
Periodically
An examination of six to ten important, current news stories—regional, national and international—their contexts, the issues involved, and how these stories are being pursued, developed, and presented by newspapers, radio, TV, online, and other mainstream news sources. A critical assessment of the various approaches to these stories provides the focus to evaluate the various factors influencing news handling, writing, editing, and play. Prerequisites for Journalism majors: JRNL 13, 15. Same as MASS 20. (Formerly COMM 80: *Survey of the News Media.*)

21. *Critical View of Electronic Media* 3 s.h.
Fall, Spring
Critical survey of the electronic media. Broadcast regulations and access, politics, news and investigative reporting, advertising and audience measurement, sex and violence, television drama, children's and public broadcasting are discussed and analyzed. Current issues and the electronic media's approach to them are also discussed. Same as MASS 21. (Formerly COMM 9, *Critical View of the Electronic Media: Television, Cable and Radio.*)

50. *Feature and Magazine Writing* 3 s.h.
Once a year
This course emphasizes reporting the interpretive story. Prerequisite: JRNL 13. (Formerly COMM 186; *Feature Writing*.)
53. *Copy Editing* 3 s.h.
See course description, page 375.
54. *Advanced Feature and Magazine Writing* 3 s.h.
Once a year
Workshop experience in the preparation of material for periodical publication from concept to final appearance in print. Each student will conceive, write and edit publishable nonfiction articles on a variety of topics. Prerequisite: JRNL 11 or permission of instructor. (Formerly COMM 188; *Magazine Writing and Editing*.)
56. *Desktop Publishing* 3 s.h.
See course description, page 375.
58. *Editorial and Review Writing* 3 s.h.
Fall
The theory and practice of writing opinion and criticism. Examination of the work leading editorial writers and critics. Emphasis is placed on the reporting and writing required to marshal evidence to build a cogent and convincing case. Requires several evening assignments of cultural events. (Formerly COMM 102, *Critical Practices in the Communication Arts; Review Writing*.)
60. *Public Information and Public Response* 3 s.h.
Periodically
Focusing on public information from two viewpoints—the communicator's and the receiver's—this course explores the dissemination of public information and its effect on contemporary culture. Lectures, discussions, and practical projects provide, from social and ethical perspectives, firsthand experience in the analysis of public information and media employed. Seminar-workshop includes student evaluation of case studies and guest lectures. Prerequisites: JRNL 11, 13. (Formerly COMM 190.)
70. *The New Journalism* 3 s.h.
Periodically
A detailed examination of the recent trend toward subjective journalistic coverage of issues and events held against older ideals of objectivity and impersonal writing with emphasis on the reportorial works of such writers as Truman Capote, Norman Mailer, Tom Wolfe, et al. News assignments are covered in both a subjective and objective manner, thus contrasting both old and new trends in reporting, feature writing, and other news formats. Prerequisites: JRNL 11, 13, MASS 11. (Formerly COMM 191.)
72. *Investigative and Depth Reporting* 3 s.h.
See course description, page 375.
76. *Advanced Broadcast Journalism* 3 s.h.
See course description, page 375.
110. *Print News Laboratory* 3 s.h.
Fall, Spring
An intensive workshop where students practice their skills in researching, writing, editing and production of an actual newspaper. Participants rotate through each aspect of creating this publication. Attendance is required at weekly staff meetings, and students are expected to spend additional hours outside of class. No liberal arts credit. Prerequisite: JRNL 53. (Formerly COMM 195, *News Laboratory I; Print News Laboratory I*.)

120. *Electronic News Laboratory I* 3 s.h.
See course description, page 375.

150, 151. *Independent Study/Readings in Mass Media Studies* 1-3 s.h. each

Fall, Spring, Summer
Individualized projects in mass media including historical, critical and analytical studies. Open only to juniors and seniors in the Department of Journalism and Mass Media Studies who secure, before registration, written permission of the instructor who will supervise the study. May be repeated up to 6 s.h. in different subject areas. Prerequisite: permission of department chairperson. (Formerly COMM 110, *Readings in Communications*.)

170, 171. *Internships* 1-3 s.h. each
Fall, Spring, Summer

An internship program that affords students an opportunity to apply their classroom experience in an appropriate professional work setting. Students must work a requisite number of hours and complete a paper relevant to their work experience. Periodic meetings with supervising faculty are required. Prerequisites: JRNL 1, SCO 2, MASS 104, JRNL 11, and must have completed or is taking JRNL 13; junior class standing, successful completion of 21 credits in major, and permission of adviser.

180-189, A-Z. *Special Topics* 1-4 s.h. each
Periodically

Designed to meet the needs of individual and specific groups of students interested in special topics not covered by other course offerings.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times as long as there is a different letter designation each time it is taken.

199. *Departmental Honors* 3 s.h.
Fall, Spring

Research in and the writing of a substantial essay into well delimited problems concerning films, broadcasting or journalism, or the execution and presentation of a creative project and a written analysis. Open only to seniors in the Department of Journalism and Mass Media Studies who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the essay or project. Cumulative grade point average must conform with departmental honors as defined on page 62 under eligibility requirements. (Formerly COMM 199.)

Languages, Foreign

SEE PAGE 149.

Latin (LAT)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Major and minor requirements in Latin, see page 150.

For Latin Literature in Translation courses, see page 265.

COURSES

Courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1, 2. *Elementary Latin* 3 s.h. each
1: Fall; 2: Spring

The elements of grammar and syntax. Selected readings. Latin as a source for English vocabulary.

2A. *Intensive Elementary Latin* 6 s.h.
Summer

Intensive exposure to the fundamentals of elementary Latin; will be covered in one semester. No credit for both this course and 1 and/or 2.

3. *Latin Prose* 3 s.h.
Fall

Review of grammar and syntax. Readings in Cicero and other prose writers. Rome as a republic.

4. *Vergil* 3 s.h.
Spring

Introduction to Latin poetry. Vergil's *Aeneid*. Rome at the time of the Empire.

100. *Honors Essay* 3 s.h.
Fall, Spring

Research and writing of a substantial essay in the field of Latin. Open only to senior majors who are eligible for departmental honors and who secure, before registration, written permission of the faculty adviser who will supervise the essay.

Prerequisite for the courses listed below: 4 or equivalent.

112 through 117. *Latin Readings* 1 s.h. each
Periodically

Readings from masterpieces to maintain the student's interest and proficiency in the language and literature.

118, 119. *Prose Composition I, II* 1 s.h. each
Periodically

Fundamentals of syntax and style. Translation of continuous passages into Latin.

120. *Lyric and Elegiac Poetry* 3 s.h.
Periodically

Poetry of Catullus, Horace, Tibullus and Propertius.

121. *Roman Drama* 3 s.h.
Periodically

Reading of selected plays of Plautus, Terence and Seneca.

122. *Roman Philosophy* 3 s.h.
Periodically

Main currents in Roman philosophical thought during the Republic and Empire. Selections from Lucretius, Cicero and Seneca.

123. *Roman Novelists* 3 s.h.
Periodically

Examination of the style and form of Petronius' *Cena Trimalchionis* and Apuleius' *The Golden Ass*. Influence on the development of the novel.

124. *Roman Historiography* 3 s.h.
Periodically

Development of Roman historical writing. Analysis of the style and attitudes of Caesar, Sallust, Livy and Tacitus.

125. *Roman Satire* 3 s.h.
Periodically

Satires of Horace and Juvenal.

Law, School of

SEE PAGE 116.

Liberal Arts and Sciences, College of

SEE PAGE 74.

Liberal Arts Colloquia (LA)

Administered by the Dean and the curriculum committees of Hofstra College of Liberal Arts and Sciences.

These courses present topics which span numerous disciplines or have substantial contemporary interest.

15. *Multidisciplinary Regional Study* 3 s.h.
Periodically

A particular nation or region, for example Canada or the West Indies, presented for introductory study in a variety of approaches drawn from the disciplines of the social sciences and humanities. Emphasis on the present century. Reserved for nations or regions not already the focus of Hofstra programs. Particular subject for each offering announced in advance.

20, 21. *Liberal Arts Colloquium* 1 s.h. each
Periodically

Play-readings, panel discussions, films, guest-lectures, museum studies, etc. Pass/D+/D/Fail grade only.

110. *Peer Teaching* 3 s.h.
Fall, Spring

Open only to very highly qualified students. Preparation to enable students to teach a 1- or 2-semester hour course in a subject in which the student is especially qualified. The student must obtain the approval of a faculty member who is willing to act as supervisor and also approval of the department. The planning for this course must begin a full semester in advance.

Liberal Arts Major

Administered by the Dean of Hofstra College of Liberal Arts and Sciences.

B.A. SPECIALIZATION IN LIBERAL ARTS: designed for students who wish to pursue studies in several areas rather than concentrate in one discipline. It offers more options than the traditional major for students with diverse interests.

The major consists of at least 60 credits in nonintroductory courses for which liberal arts credit is given. Only courses permitted for the major or minor may be applied to the Liberal Arts major. (A list of introductory-level courses, which do not count toward this major, can be obtained at the Office of the Dean of Hofstra College.) Students must take a minimum of 18 credits in each of three departments or programs in the College of Liberal Arts and Sciences chosen from the same or from different divisions. At least six semester hours in each of these areas of concentration must be completed in residence at Hofstra. In departments that require eight or more credits of introductory courses as a prerequisite for all further courses, only 15 credits above the introductory level are required, but the total of 60 credits still applies.

Candidates for this degree may take no more than one course among all three areas of study on a Pass/D+/D/Fail basis, not counting those courses normally given on the Pass/D+/D/Fail basis.

Students who wish to elect this major should apply to the Office of the Dean of the College, preferably no later than the sophomore year.

Transcripts will read Bachelor of Arts in Liberal Arts with the three areas of study listed.

See complete B.A. requirements, page 75.

Linguistics (LING)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Professor Leonard, *Adviser*

MINOR IN LINGUISTICS, see page 150.

MASTER OF ARTS IN APPLIED LINGUISTICS (TESL): this program is designed to broaden the theoretical and practical base of people involved in all aspects of working with adult or college-level non-native speakers of English including teaching, materials development and publishing or related areas. The program shares a common core of courses with the M.S. in Ed. program leading to primary and secondary school certification in TESL for New York State.

For further information, contact Assistant Professor Greaney, English Language Program.

ADMISSION REQUIREMENTS

- 1) A bachelor's degree from an accredited institution with a background in linguistics and a major in TESL, English, a foreign language, linguistics, reading or other related area;
- 2) Proficiency in English including reading, writing, and speaking;
- 3) 12 semester hours of foreign language study including at least 6 hours at the 100-level or equivalent;
- 4) A letter of recommendation from a college instructor and an interview with the coordinator of the master's program;
- 5) If the student's background shows deficiencies in foreign language study or linguistics, admission will be conditional until deficiencies are made up by taking some undergraduate courses without graduate credit, as specified by the adviser.

DEGREE REQUIREMENTS

- 1) The completion of a minimum of 36 semester hours, of which a total of 30 must be taken in the primary courses and linguistic track;
- 2) Completion of a supervised research project in conjunction with the LING 299 seminar course.

PROGRAM REQUIREMENTS

- 1) Primary Courses
 - A. Methodological component, 9 s.h.

CT	266. <i>The Learner in the School</i>
SED	267. <i>Teaching English to Adolescent & Adult Speakers of Other Languages</i>
READ	239. <i>Psycholinguistic Foundations for Reading & Writing Instruction</i>
 - B. Linguistic component, 9 s.h.

ENGL	203. <i>Approaches to English Grammar</i>
LING	210. <i>Second Language Acquisition</i>
SPCH	209. <i>Developmental Psycholinguistics</i>
- 2) Applied linguistics track, 12 s.h.

LING	212. <i>Workshop: English Language Program</i>
	262. <i>Applied Linguistics</i>
	299. <i>Seminar: Applied Linguistics</i>
SPAN	213. <i>Development of Social & Psychological Bilingual Trends in the United States</i>
- 3) Recommended electives, 6 s.h., to be chosen under advisement, according to student's interests:

RES	241. <i>Testing & Evaluation of Bilingual Students</i>
ELED	246. <i>Methods & Materials for Bilingual Teaching of Reading in a Bicultural Setting</i>
	247. <i>Social Studies & Communication Arts for Bilingual/Bicultural Children</i>
	248. <i>Methods & Materials for Bilingual Teaching of Mathematics & Science</i>
READ	223. <i>Advanced Reading Instruction for Teachers of Bilingual Children & Adolescents</i>

255. *Psychological Foundations of Reading & Writing Instruction*

256. *Psycholinguistics, Sociolinguistics, & the Processes of Reading & Writing*

SPAN 212. *Contrastive Bilingualism*

214. *Bilingualism in Perspective*

and appropriate 200-level courses chosen from English, Comparative Literature, French, etc.

See complete graduate information, page 66.

COURSES

Courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

7. *The History of Chinese Calligraphy and Language* 3 s.h.
Once a year
The nature and evolution of the Chinese language and written characters.

10. *Elementary Esperanto* 3 s.h.
Periodically
Fundamentals of structure. Oral drill.

71. *Language and Society in Africa, Asia and Latin America #* 3 s.h.
See course description, page 371.

101. *Introduction to Linguistics* 3 s.h.
Fall, Spring
Principles of general linguistics. Essentials of phonology, morphology, syntax and semantics. Language change and language diversity. Language, culture and language universals. Credit given for this course or New College SLB 1/HGB 1.

103. *The Classical Roots of English Words* 3 s.h.
See course description, page 372.

111. *Scientific Terminology and Etymology* 3 s.h.
See course description, page 372.

125. *Natural Languages vs Programming Languages* 3 s.h.
Periodically
Formal definition of language and the concept of grammar as they apply to both natural and programming languages. The syntax of English and how it might be handled in computer programs. Prerequisite: CSC 120.

151. *Phonology* 3 s.h.
Periodically
An introduction to structural phonemics and generative phonology with emphasis on: a) distinctive oppositions and their relevance for signaling differences, and b) phonological rules and their implications.

152. *Syntax* 3 s.h.
Periodically
An introduction to the analysis of sentence structure, with emphasis on current theoretical approaches to various problems. The concentration is on English although other languages are attempted.

161. *Historical Linguistics* 3 s.h.
Periodically
Introduction to the principles and methods of historical and comparative linguistics with emphasis on the Indo-European languages. Theories of phonological, grammatical and semantic evolution.

#Core course

162. *Applied Linguistics* 3 s.h.
Periodically
Theories of linguistics applied to anthropology, sociology, neu-
rology, literature and education. Focus on areas of ethnic inter-
action such as teaching English to speakers of other languages
(TESL). Prerequisite: LING 101, ENGL 103 or permission of
instructor.
171. *Sociolinguistics* 3 s.h.
Once a year
Relations between language and society; investigation of the
linguistic correlates of social behavior as well as the influence of
society on the nature of language. Prerequisite: LING 101.
181. *Special Studies in Linguistics* 1-3 s.h.
Periodically
Directed investigation of topics in any of the various subfields of
linguistics such as phonological rules and representations, syn-
tactic change, semantics, language and social/psychological be-
havior, and artificial intelligence and natural language process-
ing. Subjects to be announced yearly. May be repeated when
topics vary.
190. *Formal Grammars* 3 s.h.
Periodically
Natural language as a formal system. Various types of grammars:
finite state, context-free and transformational grammars. These
systems are studied from the algebraic, automata and the rewrit-
ing rule points of view. Prerequisite: a total of 6 s.h. from
linguistics, mathematics or computer science courses.
210. *Second Language Acquisition* 3 s.h.
Once a year
Designed to familiarize students with current issues in second
language acquisition. The course examines the linguistic, psycho-
logical and sociocultural processes that relate to second language
acquisition. The relevance of such findings for classroom teach-
ers is explored.
212. *Workshop: English Language Program* 3 s.h.
Every other year
Field experience in the tutorial component of the English
Language Program and classroom observations. Overview of the
various methods and materials used in teaching English as a
second language to college students.
262. *Applied Linguistics* 3 s.h.
Every other year
Application of current linguistic theory to problems in the
teaching and learning of language. Topics include varieties,
contrastive studies, the learner's language, the syllabus and
pedagogic grammars, evaluation and testing and computer as-
sisted language instruction.
299. *Seminar: Applied Linguistics* 3 s.h.
Every other year
Reading and analysis of research literature in applied linguistics.
Individual supervised research and discussions of investigations
undertaken by students in their areas of specialization. Prerequi-
site: 15 s.h. in linguistics or related areas in 200-level courses.

Literature in Translation (LIT)

Administered by the Department of Comparative Literature and
Languages. Associate Professor Waysek, *Chairperson*

COURSES

In addition to semester notations next to each course, several
courses are offered during the January and Summer sessions.
Consult the *January* and *Summer Sessions* bulletins for these
schedules.

Literature in Translation courses are given in English.

5. *Italian Culture and Civilization* 3-4 s.h.
Once a year
Given in conjunction with the Hofstra Summer Program in Italy
(see International Study, page 17). Readings in history and
literature pertaining to the specific Italian surroundings in which
the student will live. Additional work can earn student an
additional hour of credit.
20. *Modern Hebrew Literature* 3 s.h.
Once a year
The period of Enlightenment (Haskalah): Hassidism, Hebrew
Renaissance, contemporary essays, poetry, short stories, novels.
Readings from the works of Bialik, Ahad Ha-am, Agnon and
Hazaz.
24. *Israeli Literature* 3 s.h.
Once a year
Fiction, essays, poetry, literary criticism.
26. *Yiddish Literature* 3 s.h.
Once a year
Fiction, essays, poetry, literary criticism. Hassidic tales and hu-
mor.
31. *Myth, Literature and Culture of the Greek World* 3 s.h.
Periodically
Greek epic, lyric and dramatic poetry, with emphasis on the
cultural and historical life of Greece from the Mycenaean period
through the age of Alexander.
35. *Myth, Literature and Culture of the Roman World* 3 s.h.
Periodically
Roman drama, epic, lyric, satire and the novel, with emphasis on
the major events and figures of the late Republic and early
Empire.
- Descriptions for French Literature and Translation courses ap-
pear under the French Department on page 220.
- FRLT 41. *Me, Myself, and I: Autobiographical Expressions*
from the French # 3 s.h.
42. *Heroines Exotic and Erotic: Romantic Women*
in 19th-Century French Narrative Prose # 3 s.h.
43. *Decolonizing the Mind: Contemporary*
Literature from Africa, Southeast Asia, and
the Caribbean # 3 s.h.
44. *Major Works of French Literature to 1800* 3 s.h.
45. *Major Works of French Literature Since*
1800 3 s.h.
46. *Sex, Gender & Love in 20th-Century*
French Prose # 3 s.h.
47. *French Literature & the World of Music* # 3 s.h.
48. *The Knightly Heritage in French Literature* # 3 s.h.
49. *Irony in Modern French Literature* # 3 s.h.
60. *Modern French Feminist Thought* 3 s.h.
120, 121. *Special Topics in French*
Literature & Civilization 3 s.h. each

Descriptions for Spanish Literature in Translation courses ap-
pear under the Spanish Department on page 347.

- SPLT 51. *Don Quixote & the Modern Novel* # 3 s.h.
52. *Interpreting the Hispanic Legacy* # 3 s.h.
53. *Early Spanish-American Heritage* 3 s.h.
54. *19th- and 20th-Century Latin-American*
Literature 3 s.h.
55. *20th-Century Spanish Outlook* 3 s.h.
56. *Spain Since the Civil War* 3 s.h.
57. *Gender & Culture: Women Through the Lens*
of Spanish Female Writers # 3 s.h.

#Core course

67. *Italian Literature of Medieval and Renaissance Periods* 3 s.h.
Every other year
St. Francis, stilnovismo, Dante, Petrarch, Boccaccio, Ariosto, Tasso. To acquaint those students of literature who have no knowledge of the language with the importance of Italian literature, especially the Renaissance.
68. *Highlights of Italian Literature* 3 s.h.
Every other year
From Marinismo to the present: Goldoni, Foscolo, Manzoni, verismo, Pirandello, Moravia, Buzzati.
69. *Highlights of Italian Dramatic Literature* 3 s.h.
Every other year
Emphasis will be on the period of the renovation of comedy and tragedy (Il Rinnovamento): Machiavelli, Aretino, Le Academie, Alfieri, Goldoni.
70. *Brecht and His Epic Theater* 1 s.h.
Periodically
International influence of Brecht's plays and stage technique. Development of Brecht from anarchist to Marxist.
74. *Romanticism and Realism in German Literature* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
The late 18th and 19th centuries: Sturm und Drang, romanticism and realism. Goethe, Schiller, Kleist, Hoffmann, Fontane and other representative writers.
75. *German Literature of the 20th Century: the First Fifty Years* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
The individual versus society in peace and war. Hermann Hesse, Thomas Mann, Erich Maria Remarque, Alfred Doebelin, Wolfgang Borchert and other representative writers.
76. *The Romantic Mind* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
An investigation of the literature, philosophy, music, visual arts and social mores of German Romanticism, which more than any other movement influenced and shaped the German mind throughout the 19th and 20th centuries.
77. *The 20th Century: from the Establishment of the Two German States to the Present* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
An exploration of the literature of the two Germanys. Stefan Heym, Johannes Bobrowsky, Wolf Biermann, Siegfried Lenz, Christa Wolf, Hermann Kant, Guenter Grass, Heinrich Boell.
78. *Contemporary German Literature and Film as Mirrors of Social Life* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
A study of the present German cultural scene through the writings of major contemporary authors and the films of leading German directors.
80. *Chinese Literature in Translation* 3 s.h.
Periodically
Survey course: from the ancient Book of Songs through Zen experience to the contemporary experiments of communist writers. Readings will be grouped around special topics such as love and death, nature and women.
85. *Oriental Literature in Translation* 3 s.h.
Periodically
Reading and discussion of major works which have helped shape the view of man, the human condition and disciplines of self-cultivation in one of the following cultures: the Islamic world, India, Japan.

89. *Beauty and Sadness in Japanese Literature and Culture #* 3 s.h.
See course description, page 372.
90. *Modern Arabic Literature #* 3 s.h.
See course description, page 372.
- 98, 99. *Russian Literature in Translation* 3 s.h. each
Once a year
Literature of the 19th and 20th centuries reflecting the political and cultural background of the period. No credit toward major in Russian.
190. *Special Studies in Nonlisted Literatures* 3-4 s.h.
Periodically
Readings in translation in some of the lesser known literatures such as Icelandic, Yugoslav, Dutch, Polish. Open only to juniors, seniors and graduate students.

Managed Care

SEE HEALTH STUDIES, SPORT SCIENCES, AND PHYSICAL EDUCATION

Management and General Business

MANAGEMENT courses are listed below.

GENERAL BUSINESS courses are listed alphabetically.

Associate Professor Comer, *Chairperson*

Professors Lazarus, Montana, Roukis, Sonfield; Associate Professors Blonder, Charnov, Farid, Flynn, Gao, Smith, Wahba; Assistant Professors Buda, Ferguson.

THE ROBERT F. DALL DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Sonfield. See page 388.

THE MEL WEITZ DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Lazarus. See page 390.

Management (MGT)

Administered by the Department of Management and General Business. Associate Professor Comer, *Chairperson*

B.B.A. SPECIALIZATION IN MANAGEMENT: (All specializations must have prior approval of adviser.) Any six three-credit undergraduate elective courses in management and/or general business (except GBUS 1 and 180) based on the student's specified concentration.

See complete B.B.A. requirements, page 96.

MINORS IN BUSINESS, see page 98.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see page 98.

BUSINESS HONOR SOCIETIES, see pages 63, 69.

COURSES

In addition to semester notations next to each course, several courses are offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

#Core course

47. *Personal Career Planning* 3 s.h.
Periodically
Conceptual and experiential learning are combined to provide a focused process for career planning and decision making. Students assess their individual values, skills, strengths, aptitudes, interests, and styles of behavior in order to develop appropriate career goals; and learn the job search strategies of preparing resumes, interviewing, writing letters of application and follow up, evaluating job offers, and selecting an organization. Participants engage in a process of career life planning applicable to all stages of life and career. Cannot be used toward major or minor credit.
101. *Introduction to Management* 3 s.h.
Fall, Spring
A comprehensive analysis of the functions and processes of management in profit and not-for-profit organizations. Classical and contemporary theories of organizational behavior and design; ethical, political, global, social and environmental considerations. Prerequisite: sophomore class standing or above.
110. *Introduction to Operations Management* 3 s.h.
Fall, Spring
Management of the operations function of an organization. Operations system design, capacity planning, job scheduling, inventory control, project planning, technological issues, and total quality management. Social, environmental, ethical, and international considerations. Prerequisites: MGT 101, BCIS 10, junior class standing or above. (Formerly *Advanced Concepts of Management*.)
114. *Management Systems* 3 s.h.
Once a year
The organization is examined as a total system, and the role of information and computers are explored to facilitate decision making in planning, control and operations. Prerequisites: MGT 101, BCIS 10; junior class standing or above.
118. *Litigation and Alternate Dispute Resolution* 3 s.h.
Periodically
A consideration of domestic and international litigation, negotiation, mediation, fact-finding, arbitration, and recently developed variations of the foregoing. Emphasis on the extent to which these various methods of dispute resolution can be developed and controlled by the disputing parties themselves and/or by the courts. Historical development of ADR and emerging ethical issues are considered. Prerequisite: BLAW 20. Same as BLAW 118.
121. *Personnel Administration* 3 s.h.
Fall, Spring
Personnel function as it relates to industrial organization: selection and placement of workers, supervision, wage and salary administration, union-management relations, management development. Prerequisites: MGT 101; junior class standing or above.
122. *Advanced Topics of Organizational Recruitment and Selection* 3 s.h.
Once a year
Foundations of recruitment and selection of individuals in organizations. Emphasis on effective management and business practices. Recruitment methods including planning, analysis of internal and external labor markets, applicant screening, interviewing, and evaluation. Ethical and diversity-related aspects of staffing and downsizing in national and multinational corporations. EEO considerations, job descriptions, job analysis, personnel testing, internal selection, placement, reliability and validity, and utility of selection practices. Prerequisites: MGT 121 and junior class standing or above.
127. *Work Analysis—Time and Motion Study and Job Evaluation* 3 s.h.
Once a year
Factors and techniques affecting utilization of human effort, principles of motion economy, time study, performance rating, ratio delay studies, techniques of job analysis, evaluation, specifications and description; motivation and job enlargement techniques. Prerequisites: MGT 110, QM 1.
130. *Human Relations in Organizations* 3 s.h.
Fall, Spring
Formal and informal organization; theories of leadership and motivation, interpersonal communication, participation, counseling and morale. Prerequisites: MGT 101; junior class standing or above.
142. *Production Management* 3 s.h.
Once a year
Methods of planning, routing, scheduling and controlling industrial production processes; demand forecasting and inventory control; and the design of production management control systems. Students design production systems and use them to manage production operations in a computer simulated manufacturing environment. Prerequisites: MGT 110, QM 1, BCIS 10. QM 122 suggested as corequisite or prerequisite.
145. *Purchasing Management* 3 s.h.
Fall, Spring
Analysis of the activities and mechanics of purchasing and materials management. Emphasis on buy-make decisions in the private and public sector, single vs. multiple sourcing, competitive bidding vs. negotiations, the logistics of delivery systems, purchasing ethics and vendor relations, international purchasing, ISO 9000 and computerized inventory systems. Prerequisite: MGT 110. (Formerly 155, *Purchasing*.)
- 150, 151. *Field Research in an Industrial Society* 3 s.h. each
Periodically
Field trip to study production processes, distribution, organization and interpersonal relationships in business. Examination of the role of management, labor unions, trade associations and government agencies in the solution of business and community problems. Prerequisite: MGT 110.
- 152, 153. *Readings* 1-3 s.h. each
Periodically
Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: MGT 110 and permission of department chairperson.
- 157, A-Z. *Seminar: Special Topics in Management* 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MGT 101, junior class standing or above, and permission of department chairperson.
As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.
160. *Managing Nonprofit Organizations* 3 s.h.
Once a year
Development of skills useful in the management of nonprofit institutions. With the use of lectures, cases, films, role-playing and selected readings, students develop and demonstrate their competency to deal with and institute change in such organizations as government agencies, hospitals and universities. Presents a management system for achieving results in managing nonprofit organizations, not isolated management tools. Prerequisites: MGT 101 and junior class standing or above. (Formerly *Public Management*.)

165. *Managing Industrial Development* 3 s.h.
Periodically
Strategic role corporate and government planners perform in managing regional industrial development. Consideration is given to effective policy development and implementation in the United States and overseas. Problems of specific industries are also examined. Prerequisites: MGT 101 and junior class standing or above. (Formerly 125, *Industrial Development*.)
171. *Problems in International Management: Strategy Formulation and Business Negotiation* 3 s.h.
Fall, Spring
Analysis and practice of intrafirm and external negotiating processes involved in implementing multinational corporate objectives, strategies and tactics. Uses negotiation simulation technique based on intensive student interaction within the context of actual business case situations. Focus on international business strategy models, negotiating tactics and negotiating processes related to international investment, cartel and joint-venture management, sales, purchasing, labor-management relations, governmental policy formulation and pressures from nationalist, consumer and environmentalist groups. Prerequisites: MGT 101 and junior class standing or above.
172. *Collective Bargaining* 3 s.h.
Fall, Spring
Labor-management negotiations; the evolution of the modern labor contract, labor law analysis, grievance procedures, techniques of conciliation, mediation and arbitration. Prerequisites: MGT 101 and junior class standing or above.
175. *Management of Change and Innovation in Organizations* 3 s.h.
Once a year
Presents theoretical and managerial approaches to the successful management of change and innovation, primarily within the context of technological and service-based organizations. Major theories, trends and research findings related to the management of change and of innovation are explored. Prerequisites: MGT 101 and junior class standing or above.
179. *Managerial Skill Development* 3 s.h.
Once a year
Course focuses on developing cognitive insights and skills necessary for managing organizations in a culturally diverse global environment. Experiential learning activities at the individual and group levels are emphasized to enhance students' capacities to set and achieve goals, communicate, delegate, motivate, manage conflict, and build productive teams. Prerequisite: MGT 110 and junior class standing or above.
184. *Deterministic Models in Operations Research* 3 s.h.
Periodically
Same as QM 184.
185. *Internship* 3 s.h.
Fall, Spring
A work-study program open to senior management majors. Students work a minimum of 120 hours in a structured management training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade-point average of 3.0 in management courses and 3.0 overall, MGT 110. Corequisite: related course in the area of internship.
190. *Honors Essay* 3 s.h.
Fall, Spring
Research for and the writing of substantial essay in the field of management. Open only to senior management majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the depart-

ment chairperson. Prerequisites: a minimum grade-point average of 3.5 in management and 3.4 overall.

- 201C. *Operations, Technology and Quality Management** 3 s.h.
Fall, Spring
Examination of how manufacturing and service processes utilize human resources, technology, equipment, materials, information and capital to create goods and services. Operations systems, objectives and incentives, production management, inventory management, quality management and management of operations to meet special market needs in a global economy are covered, as well as the influence of new technology on organizational efficiency and growth. (Formerly 201, *Introduction to Administration*; 201A, *Introduction to Production and Operations Management*.)
202. *Innovative Management of Contemporary Organizations** 3 s.h.
Fall, Spring
An empowering, interactive workshop in which management assumptions are questioned, hypothesis-testing research is designed and research findings are applied for the prevention or solution of current and possible future problems facing organizations. Course builds a sense of community within teams and with the rest of the class in a cooperative, win-win environment; explores ethical issues related to globalization, diversity and the environment; and exercises participants' competence to innovate and to institute constructive change. Topics include leadership, communication, decision making, trust, management by objectives, meetings and time management, organization principles and structure, motivation and contingency planning, all applicable to business and not-for-profit organizations. Prerequisite: MGT 201C or approved equivalent. (Formerly *Organization Theory*.)
204. *Individual and Group Behavior in Organizations** 3 s.h.
Once a year
Intensive analysis of interfaces between individuals, groups, and organizational processes and systems. Foundation theories and current research findings. Topics include personality, perception and attitude formation; motivation, stress, and rewards; intergroup dynamics, stereotyping, and demographic diversity; effect of organizational politics, leadership and decision making. Global perspectives and experiential learning emphasized. Prerequisite: MGT 202.
205. *Current Problems in Managing Nonprofit Organizations** 3 s.h.
Once a year
Applications of management techniques, concepts, and research findings to the solution of current problems faced by administrators in government agencies, hospitals, colleges, labor unions, charitable and religious institutions and associations. Similarities and differences in the administration of profit and nonprofit organizations are explored. Prerequisite: MGT 202. (Formerly *Current Problems in Public Management*.)
206. *Evaluation and Accountability of Public Management Programs** 3 s.h.
Periodically
Review of the Federal Office of Management and Budget, Congressional Budget Office and General Accounting Office (GAO) systems of program evaluation. Study to determine the techniques of standards formulation to rate program achievement and operations efficiency and to develop the skills and knowledge

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

to measure and ascertain program impact. Prerequisite: MGT 202.

208. *Training and Development** 3 s.h.
Once a year

Concepts, principles and conditions of learning as applied to the training, education and development of human resources in profit and nonprofit organizations. Train-the-trainer instruction is provided for developing and implementing practical programs used in these organizations including needs analyses, program design, subject matter, resources, facilities, materials, evaluation and follow-up. Prerequisite: MGT 202. (Formerly *Employee Training and Development*.)

209. *Management Communication** 3 s.h.
Periodically

Examine communication in business organizations and nonprofit institutions by in-depth study of interpersonal communication, communication in small groups and organizationwide communication. Consideration is given to models and theories of the role of communication systems in the formulation of management policies relative to internal and external relationships. Prerequisite: MGT 202.

210. *Human Resources Management** 3 s.h.
Once a year

In-depth examination of the activities involved in the management of the human resources function. Models for thinking, analyzing and managing these activities are studied in theory and for practical application in organizations. Prerequisite: MGT 202. (Formerly *Advanced Personnel Management*.)

211. *Production Planning and Control** 3 s.h.
Periodically

Production and operations management decision problems using current analytical techniques. Topics include design decisions, production functions, facility location and layout, capacity decisions, work and human resource input, inventory management, scheduling, allocation, quality control. Prerequisites: QM 210, MGT 202.

212. *Executive Leadership Skills** 3 s.h.
Periodically

An intensive experiential forum for examining, assessing, and developing practical and personal executive leadership skills. Participants are guided in linking cognitive models of "people skill" techniques, awareness exercises of personal skill proficiency and intensive skill improvement workshops. Topics include personal problem-solving skills, motivating others, communicating supportively, gaining power and influence, managing stress, bridging multicultural differences in the workplace. Prerequisite: MGT 202.

214. *Ethics, Environmental Responsibility and Sociopolitical Diversity in Business Organizations** 3 s.h.
Fall, Spring

An exploration of the political and social foundations of the development of organizations and the ethical duties of managers in a multinational business environment. A consideration of the serious social responsibilities borne by leaders for ensuring the welfare of customers, suppliers, employees, communities, and the natural environment; meeting environmental regulations; using technology responsibly; and developing an appreciation for cultural and ethnic diversity in the workplace. Prerequisites: completion of core competency courses or approved equivalents.

215. *Multinational Business Management** 3 s.h.
Once a year

Analysis of fundamental concepts and decision processes. Emphasis on operational and behavioral distinctions with view

toward developing international planning specialization and regional adaptation skills in the student. Examination of trade patterns and partners, especially the European Economic Community. Prerequisites: MGT 202, MKT 207.

216. *Strategic Planning** 3 s.h.
Once a year

An introduction to the strategic planning process and an insight into its nature. Background for line managers who will do such planning, staff who will aid in the process and others interested in understanding present and future corporate performance. As the components of the organization are increasingly integrated into an effective strategic management system, creative strategic planning becomes a major management tool for (1) formulation and implementation of corporate strategy, (2) discovery and development of opportunity and growth, and (3) avoidance of confrontations with society over unintended impacts from the corporate operations. Prerequisites: MGT 202, FIN 202.

217. *Developing Leadership and Communication Skills** 3 s.h.
Fall, Spring

An experiential forum for examining, assessing, and developing practical and personal leadership skills. Participants are guided in linking cognitive models of "people skill" techniques, awareness exercises of personal skill proficiency, and skill improvement workshops. Topics include personal problem-solving skills, motivating others, communicating supportively, negotiating, gaining power and influence, managing stress, and bridging multicultural differences in the workplace. Prerequisites: completion of core competency courses or approved equivalents.

220. *Organizational Development and Change** 3 s.h.
Once a year

Examines planned approaches to organizational change as an ongoing, interactive process. Topics include introduction to organization development, theory and concepts underlying organization development, goal setting, planning, research findings dealing with the results of OD interventions, OD approaches in different types of organizations and consultant-client relationships. Prerequisite: MGT 202.

248. *Human Engineering** 3 s.h.
Periodically

Application of findings and methods of experimental psychology to design, and operation of equipment and operator-machine systems. Prerequisite: MGT 202. Same as PSY 248.

257. *A-Z. Seminar: Special Topics in Management** 3 s.h.
Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MGT 202 and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

262. *Seminar in Business Management** 3 s.h.
Periodically

Analysis of problems of top management. Discussions and written reports based on individual student research. Prerequisites: MGT 202 and permission of department chairperson.

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

274. *Labor Relations and the Law** 3 s.h.
Once a year
Federal and state labor legislation affecting wages and conditions of all employees unionized or not, management's interest in constructive employee relations within the frame of the Labor Management Relations Act, dispute settlement techniques. Prerequisite: MGT 202.

275. *Alternatives to Litigation** 3 s.h.
Periodically
Nature and sources of conflicts amenable to alternative dispute resolution techniques. Examination of the techniques of negotiations, conciliation, mediation, fact-finding, med-arb and arbitration; fashioning procedures for handling recurring conflicts in particular business organizations and settings. Emphasis on developing skills and understandings needed to effectively resolve disputes normally handled in civil litigation. Students engage in mock problem situations. Prerequisite: MGT 202.

304. *Advanced Research Seminar in Management** 3 s.h.
Fall, Spring
(NOTE: MGT 306-308 may be offered in place of 304.) Students write an integrative paper on an assigned topic based on secondary research and then formulate a written primary data research design to investigate a specific key issue. They must formulate research questions and hypotheses, construct survey instruments and experimental designs, draft sample plans, outline data handling procedures, and prepare a comprehensive research proposal, furnishing justifications for its theoretical as well as practical significance. An oral presentation of each project is required at the conclusion of the semester. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the department chairperson.

305. *M.B.A. Honors Research Thesis in Management** 3-6 s.h.
Periodically
Student selects and designs an integrative research project with the approval and guidance of a faculty member in the area of specialization. Student is required to justify the project's significance within a decision-making framework and define the management applications of the research findings. An oral report of the research findings is presented to a faculty committee. With joint permission of the department chairperson and thesis adviser, a student may expand the M.B.A. Honors Research Thesis from 3 to 6 s.h.; the additional 3 s.h. may be counted toward elective requirements in the area of concentration. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

306. *Case Focused Research Seminar in Management** 3 s.h.
Periodically
Emphasis on multiple functional areas that are taught in the Zarb School of Business. A case study approach is utilized in this course, and students are challenged to understand how decisions and policies from different functional areas are integrated within an organization. Students present detailed recommendations toward resolution of complex business problems within an industry or company which must be supported by appropriate documentation of research and analysis. Written and oral reports are required. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 306, BCIS 306, FIN 306, IB 306, MKT 306.

307. *Consulting Research Project in Management** 3 s.h.
Periodically

Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client for one semester. The students and the business or not-for-profit entity to which they are assigned will identify specific problems and objectives of the organization. Students design and complete one or more integrative consulting projects involving various business principles and conduct research. A written consulting report and an oral presentation are made to a faculty committee and the senior management of the organization. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the senior assistant dean and director of graduate programs and the department chairperson. Same as ACCT 307, BCIS 307, FIN 307, IB 307, MKT 307.

308. *Computer Simulation (Management Game) in Management** 3 s.h.
Periodically

Course utilizes a comprehensive computer simulation to create a variety of complex multifunctional business problems to which students must respond under varying conditions of uncertainty. A team-based approach to decision making is used in resolving problems created by the computer model. Students are required to provide detailed reports on decisions made and to provide quantitative and qualitative justifications for their decisions. These justifications must be supported through the use of research and must be presented orally and in writing. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 308, BCIS 308, FIN 308, IB 308, MKT 308.

330. *Graduate Internship** 3 s.h.
Fall, Spring
A work-study program open to graduate students who are specializing in management.

Students work a minimum of 100 hours in the semester for selected business organizations. A written evaluation of a complex managerial decision is prepared by the student at the completion of the course. Most internship opportunities involve some form of monetary remuneration. Prerequisites: all core competency courses or approved equivalents, 24 graduate-level credits with a 3.3 average and permission of department chairperson. (Formerly GBUS 330.)

Marketing and International Business

Marketing courses are listed below.

INTERNATIONAL BUSINESS courses are listed alphabetically.

Associate Professor Barak, *Chairperson*

Distinguished Professor Emerita Cohen; Professors Berman, Evans, James, Neelankavil, Sherman; Associate Professors Forman, Moore; Assistant Professors Lee, Mathur, Zhang.

THE WALTER H. "BUD" MILLER DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Berman. See page 389.

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

†Full-time students may take IB 219 as a corequisite.

THE RMI DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Evans. See page 389.

Marketing (MKT)

Administered by the Department of Marketing and International Business. Associate Professor Barak, *Chairperson*

B.B.A. SPECIALIZATION IN MARKETING: (All specializations must have prior approval of adviser.) The requirements are: MKT 124, 144, 175; and four additional three-credit courses in marketing (may include GBUS 170).

See complete B.B.A. requirements, page 96.

MINORS IN BUSINESS, see page 98.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see page 98.

BUSINESS HONOR SOCIETIES, see pages 63, 69.

COURSES

In addition to semester notations next to each course, several courses are offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

101. *Principles of Marketing* 3 s.h.
Fall, Spring

An intensive analysis of the concepts, structure and operation of the domestic and international marketing system, the development and evaluation of marketing plans, industrial and final consumers, product planning, agencies and functions of distribution, promotion and publicity, pricing, legislation, ethics, social responsibility and environmental issues. Prerequisite: sophomore class standing or above.

124. *Consumer Behavior* 3 s.h.
Fall, Spring

An examination and analysis of the theories and concepts that contribute to successful domestic and international marketing approaches. Explores consumer issues concerning the acquisition, consumption, and disposition of goods, services and ideas both domestically and from a cross-cultural perspective. Topics include segmentation, perception, motivation, and decision making. Examines ethical practices on behalf of business and consumers. Prerequisites: MKT 101 and junior class standing or above. (Formerly *Behavioral Science in Marketing*.)

131. *Principles of Advertising* 3 s.h.
Fall, Spring

Design and evaluation of advertising strategies based upon knowledge of consumer demand, advertising methods, mechanics and institutions with emphasis on media selection, copy selection, budgetary planning, legal and ethical constraints and research to determine advertising effectiveness. Prerequisites: MKT 101 and junior class standing or above.

135. *Foundations of Direct Marketing* 3 s.h.
Fall, Spring

An examination of the concepts, strategies and applications involved in direct marketing. Topics include the scope of direct marketing, launching direct marketing programs, planning and market segmentation, developing and managing products and services, promotion and multimedia plans, creativity production, pricing, customer service, and responses and performance measures. Analysis includes both industrial and final consumer direct marketing. Prerequisites: MKT 101 and junior class standing or above.

140. *Sales Management* 3 s.h.
Fall, Spring

Organization, administration and evaluation of the sales function within the firm. Selection, training, motivation, performance evaluation, and compensation of the sales force. Effective selling and the relationship of sales to other marketing functions. Ethical issues and international perspectives within the sales context. Prerequisites: MKT 101 and junior class standing or above.

141. *Retail Management* 3 s.h.
Fall, Spring

Examination of the framework of retailing, retail institutions, strategic retail planning, trade-area and site-selection analysis, retail organizations, merchandise planning and management, service retailing, store image, promotion, pricing, retail audit and retailing in the future. Prerequisites: MKT 101 and junior class standing or above.

144. *Marketing Research* 3 s.h.
Fall, Spring

Design and implementation of market research investigations to help solve conceptual and operational marketing problems. Topics include development of research proposals, sources of primary and secondary data, questionnaire construction, sampling considerations, application of statistical analysis including computer-based techniques, and report writing. Prerequisites: MKT 124, QM 122.

149. *Public Relations* 3 s.h.
Fall, Spring

Objectives and methods of communication between the firm and its publics, i.e., stockholders, employees, consumers, general public. The role of social, political, ethical and ecological considerations in formulating public relations policy. Prerequisites: MKT 101 and junior class standing or above.

151. *Readings* 1-3 s.h. each
Fall, Spring

Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: MKT 101, junior class standing or above, and permission of department chairperson.

157. *A-Z. Seminar: Special Topics in Marketing* 3 s.h.
Periodically

An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MKT 101, junior class standing or above, and permission of department chairperson.

As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

168. *Business-to-Business Marketing* 3 s.h.
Periodically

A managerial approach to marketing decision making in an industrial market. Topics include vendor and value analysis, inventory control, sales forecasting, industrial market planning, market auditing, sales-force planning and channel management. Prerequisites: MKT 101 and junior class standing or above. (Formerly *Industrial Marketing*.)

169. *Marketing of Services* 3 s.h.
Periodically

This course focuses on the difference between goods and services and the impact of these differences on marketing of services. Topics include service quality, customer service/satisfaction, ethical issues in marketing of services, and marketing of services internationally. Prerequisites: MKT 101, junior class standing or above.

170. *International Marketing* 3 s.h.
Fall, Spring
Conditions affecting the international marketing position of the United States and other selected countries, development of multinational marketing policies, trade with developed and developing countries. Foreign market research, channels of international marketing, international advertising media, mechanics and documentation of foreign trade. Organization and management of international marketing intermediaries. Emphasis on case studies and experiential exercises. Prerequisites: MKT 101; junior class standing or above. Same as IB 170.
175. *Marketing Planning and Product Strategies* 3 s.h.
Fall, Spring
Examination of the environment in which the firm operates and the impact of these conditions on marketing strategy decisions. Student's analytical skills and decision-making abilities in marketing are enhanced through a combination of high level reading assignments, class discussions and participation, term projects and/or assignments, and written examinations. Prerequisites: MKT 101, 124, senior class standing, and 6 additional semester hours of marketing electives.
185. *Internship* 3 s.h.
Fall, Spring
A work-study program open to senior marketing majors. Students work a minimum of 120 hours in a structured marketing training program offered by a for-profit or not-for-profit organization. Prerequisites: MKT 124; a minimum grade-point average of 3.0 in marketing courses and 3.0 overall or permission of department chairperson. Corequisite: related course in the area of internship.
190. *Honors Essay* 3 s.h.
Fall, Spring
Research for and the writing of a substantial essay in the field of marketing. Open only to senior marketing majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade-point average of 3.5 in marketing and 3.4 overall, MKT 124.
201. *Marketing Principles and Concepts** 3 s.h.
Fall, Spring
Intensive coverage of the theory and practice of marketing. Topics include marketing strategy determination, the role of market research, consumer behavior, marketing and the law, consumerism, social and ethical responsibility of marketers, environmental considerations in marketing decision making, international marketing, as well as product, promotion, pricing, distribution, and channel policy. (Formerly *Survey of Marketing*.)
207. *Marketing Management** 3 s.h.
Fall, Spring
Managerial decisions in the marketing area and approaches to making those decisions. Included are identification of opportunities and threats in a global environment; ethical and environmental considerations in marketing; analytical techniques in developing, implementing and controlling marketing plans; integration and coordination of the planning process with other functions; and market plan auditing. Prerequisite: MKT 201 or approved equivalent. (Formerly *Management of the Marketing Process*.)
211. *Advertising Management** 3 s.h.
Periodically
Appraising the promotional opportunity, selecting the target market, media selection and strategy, developing and evaluating advertising messages, social and ethical considerations. Prerequisite: MKT 207.
212. *Strategic Marketing of Services** 3 s.h.
Periodically
A specialized course dealing with the strategic decision making for marketing of services. The course deals with the special nature of services and their marketing implications. Topics include strategic analysis of services, service quality and standardization, issues related to customer satisfaction, industrialization of services, use of technology in service delivery, ethical considerations, and service marketing in global markets. Applications of these concepts to specific industries (e.g., health care, hospitality) are also discussed. Prerequisite: MKT 207.
220. *International Marketing** 3 s.h.
Once a year
Organizing and managing international marketing operations. Stresses concepts, terminology, institutions and trends. Comparative analysis of consumer and institutional behavior in selected industrial and nonindustrial countries. Emphasizes data sources and cross-cultural research methodology. Examines organizational models, North-South dialogue, protectionism, commodity trading, marketing consortia, East-West trade, regional integration, development of under-sea resources and socioeconomic impact of multinational marketing. Prerequisite: MKT 207.
221. *Distribution Management** 3 s.h.
Periodically
Analysis and management of distribution systems for products and services. Evaluation of objectives and functions of manufacturers, wholesalers, retailers and consumers. Stresses systems analysis, historical evolution of U.S. distribution system, channel power, control and conflict, physical distribution, distribution costs and international comparisons of marketing systems. Socio-economic costs and benefits of public and private distribution systems emphasized. Prerequisite: MKT 207.
230. *Pricing Theory and Practice** 3 s.h.
Periodically
A managerial approach to pricing decisions. Topics include a legal and ethical environment of pricing decisions; demand curve estimation; psychological pricing; demand, cost and competitive approaches to pricing; decision model in pricing models and decisions by channel members. Prerequisite: MKT 207.
240. *Advanced Sales Management** 3 s.h.
Periodically
An analytical and quantitative course in managing sales. Topics include complex organizational structures, recruitment and motivation techniques, sales forecasting methods, budgeting, quotas, territory allocation and management, marketing models, compensation packages, expense accounts, sales and cost analysis, and the legal environment. Prerequisites: MKT 207, QM 210.
245. *Research for Marketing Decisions** 3 s.h.
Fall, Spring
Principles, procedures and techniques of defining and solving marketing problems; research designs and analytical methods; statistical techniques in market research. Prerequisites: MKT 207, QM 210.
246. *Marketing Theory and Applications** 3 s.h.
Periodically
Contributions of the behavioral sciences and operations research to decision making in marketing. Prerequisite: MKT 245.

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

247. *Consumer Behavior** 3 s.h.
Periodically
A survey of the role of psychology, sociology and economic-based theories in the explanation of consumer decision making. Topics include perception; learning; presearch, search and use processes; postpurchase behavior; and brand loyalty. Emphasis on marketing strategy implications. Prerequisite: MKT 207.
249. *Product Innovation and Planning** 3 s.h.
Once a year
Product policy and strategy as the keystone of corporate planning. The product planning and development sequence: search for opportunity, screening, economic evaluation, development of product, development of marketing plan testing, commercialization. Organization of the product planning function. Prerequisite: MKT 207.
250. *Healthcare Marketing* 3 s.h.
Periodically
An introductory marketing course for healthcare professionals, such as administrators dealing with the elderly who need to understand their markets. This course examines the healthcare environment directed towards the needs of the aging. Emphasis is on how to develop effective programs to meet the needs of this market. Specific areas examined include the changing health and medical marketing environment, the elderly as a viable market, new product development, pricing, promotional planning, channels of distribution, decision making of healthcare services and future trends for this market. Open only to students matriculated in the Gerontology Program. Not for M.B.A. degree credit.
257. A-Z. *Seminar: Special Topics in Marketing** 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MKT 207 and permission of department chairperson.
As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.
270. *Marketing Problems Seminar** 3 s.h.
Periodically
A systematic examination of marketing planning and analysis. Includes decision-making problems and projects, analysis of contemporary marketing policies and issues, and the integration of institutional and quantitative information. Prerequisite: MKT 207.
275. *Strategic Planning in Marketing** 3 s.h.
Periodically
A thorough examination of strategic planning in marketing—the process by which sustainable customer-driven competitive advantages are achieved over time by building relationships, offerings, timing, and resources. Particular emphasis placed on planning, integrating, implementing, and analyzing marketing strategies; the context of strategic marketing management within a firm; alternative strategic approaches to marketing; such marketing models as PIMS; the value chain; benchmarking; customer satisfaction; strategic marketing audits; the global context of strategic marketing; ethical dimensions of marketing strategies; and other key concepts. Individual and group assignments, including a computer simulation. Prerequisite: MKT 207.
304. *Advanced Research Seminar in Marketing** 3 s.h.
Fall, Spring
(NOTE: MKT 306-308 may be offered in place of 304.) Students write an integrative paper on an assigned topic based on second-

ary research and then formulate a written primary data research design to investigate a specific key issue. They must formulate research questions and hypotheses, construct survey instruments and experimental designs, draft sample plans, outline data handling procedures, and prepare a comprehensive research proposal, furnishing justifications for its theoretical as well as practical significance. An oral presentation of each project is required at the conclusion of the semester. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

305. *M.B.A. Honors Research Thesis in Marketing** 3-6 s.h.
Periodically
Student selects and designs an integrative research project with the approval and guidance of a faculty member in the area of specialization. Student is required to justify the project's significance within a decision-making framework and define the management applications of the research findings. An oral report of the research findings is presented to a faculty committee. With joint permission of the department chairperson and thesis adviser, a student may expand the M.B.A. Honors Research Thesis from 3 to 6 s.h.; the additional 3 s.h. may be counted toward elective requirements in the areas of concentration. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

306. *Case Focused Research Seminar in Marketing** 3 s.h.
Periodically
Emphasis on multiple functional areas that are taught in the Zarb School of Business. A case study approach is utilized in this course, and students are challenged to understand how decisions and policies from different functional areas are integrated within an organization. Students present detailed recommendations toward resolution of complex business problems within an industry or company which must be supported by appropriate documentation of research and analysis. Written and oral reports are required. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 306, BCIS 306, FIN 306, IB 306, MGT 306.

307. *Consulting Research Project in Marketing** 3 s.h.
Periodically
Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client for one semester. The students and the business or not-for-profit entity to which they are assigned will identify specific problems and objectives of the organization. Students design and complete one or more integrative consulting projects involving various business principles and conduct research. A written consulting report and an oral presentation are made to a faculty committee and the senior management of the organization. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the senior assistant dean and director of graduate programs and the depart-

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

†Full-time students may take IB 219 as a corequisite.

ment chairperson. Same as ACCT 307, BCIS 307, FIN 307, IB 307, MGT 307.

308. *Computer Simulation (Management Game) in Marketing** 3 s.h.
Periodically

Course utilizes a comprehensive computer simulation to create a variety of complex multifunctional business problems to which students must respond under varying conditions of uncertainty. A team-based approach to decision making is used in resolving problems created by the computer model. Students are required to provide detailed reports on decisions made and to provide quantitative and qualitative justifications for their decisions. These justifications must be supported through the use of research and must be presented orally and in writing. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson. Same as ACCT 308, BCIS 308, FIN 308, IB 308, MGT 308.

330. *Graduate Internship** 3 s.h.
Fall, Spring

A work-study program open to graduate students who are specializing in marketing.

Students work a minimum of 100 hours in the semester for selected business organizations in their area of specialization. A written evaluation of a complex marketing decision is prepared by the student at the completion of the course. Most internship opportunities involve some form of monetary remuneration. Prerequisites: all core competency courses or approved equivalents, 24 graduate-level credits with a 3.3 average and permission of department chairperson. (Formerly GBUS 330.)

Marriage and Family Therapy (MFT)

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Wong, *Chairperson*

Professor Atwood, *Program Coordinator and Adviser*

MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY AND PROFESSIONAL DIPLOMA IN MARRIAGE AND FAMILY THERAPY CERTIFICATE IN FAMILY THERAPY

The M.A. program in Marriage and Family Therapy provides the skills necessary to function as a marriage and family therapist. Marriage and family therapy is one of the fastest growing mental health fields and focuses on the emotional life of the family unit rather than the individual client. The program at Hofstra combines classroom instruction with intensive field experience and includes individual supervision in a field setting. The program, which was approved by the New York State Education Department in 1982, has been designed in accordance with the guidelines of the American Association for Marriage and Family Therapy.

The Professional Diploma in Marriage and Family Therapy provides the student with a diploma beyond the master's level. This program is available to experienced practitioners who, at the time of application, are currently employed in therapy activities.

The Professional Diploma is awarded after a candidate has completed individualized program of study. Candidates for this diploma may transfer a maximum of 30 semester hours of courses on the graduate level taken at Hofstra or elsewhere if they satisfy the program requirements. All candidates are interviewed

by a faculty member to assess depth of knowledge and practice skills.

MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY

ADMISSION REQUIREMENTS

1. Bachelor's degree from an accredited institution.
2. Graduate record examination scores of 450 on the verbal and 900 on the combined verbal and numerical tests.
3. Letters of recommendation.
4. Personal interview with a faculty member.

DEGREE COMPLETION

The program may be completed on a part or full-time basis with courses offered during the fall, spring and summer sessions. The program requires 61 credits of graduate study in addition to the prerequisites listed below. The degree is awarded after successful completion of course work and a comprehensive examination.

PREREQUISITE REQUIREMENTS

NOTE: students may satisfy any or all of the prerequisites listed below by having completed courses in these areas as part of their undergraduate program at an accredited institution or by completing them at Hofstra. Prerequisite courses do not carry graduate degree credit toward this program and may be satisfied with 100-level courses.

Prerequisites

- 1) one course from *each* of the following areas, 9 s.h.:
 - child psychology
 - adolescent psychology
 - personality theory
- 2) additional courses, as needed, selected under advisement, from the following areas, 9 s.h.:
 - sociology
 - anthropology
 - psychology

PROGRAM OF STUDY

	<i>Sem. Hrs.</i>
A. Personality, Behavior and Counseling	18
COUN 223. <i>Theories & Principles of Counseling</i> , 6 s.h.	
279. <i>Human Sexuality & Counseling</i> , 3 s.h.	
MFT 204. <i>Family Life Cycle Development</i> , 3 s.h.	
PSY 206. <i>Theories of Personality</i> , 3 s.h.	
216. <i>Behavior & Personality-Normal & Abnormal</i> , 3 s.h.	
B. Family Development and Counseling	22
MFT 205. <i>Historical & Sociocultural Aspects of Family Development & Theory</i> , 3 s.h.	
238. <i>Couple Therapy</i> , 4 s.h.	
239. <i>Families In Transition</i> , 3 s.h.	
266. <i>Family Therapy</i> , 4 s.h.	
267, 268. <i>Seminar: Diagnosis, Assessment & Intervention in Marriage & Family Therapy</i> , 4 s.h. each	
C. Supervised Clinical Practice	12
MFT 269, 270. <i>Practicum in Marriage & Family Therapy</i> , 3 s.h. each	
298, 299. <i>Individual Supervision in Marriage & Family Therapy</i> , 3 s.h. each	

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

†Full-time students may take IB 219 as a corequisite.

D. Research Methodology	3
RES 258. <i>Understanding Research Methodology</i> , 3 s.h.	
E. Electives, two 3-credit courses or 4 mini- courses (1.5 s.h. each) chosen under advisement.	<u>6</u>
	61

PROFESSIONAL DIPLOMA IN MARRIAGE AND FAMILY THERAPY

ADMISSION REQUIREMENTS

1. Master's degree in counseling or a related field.
2. Three current letters of recommendation from someone who has knowledge of your counseling skills.
3. A detailed resume of professional, clinical and related experiences.
4. A statement of professional goals and objectives (all to be typed).

PROGRAM COMPLETION

The program may be completed on a part or full-time basis with courses offered during the fall, January, spring and summer sessions. The degree is awarded after successful completion of course work.

The following program is a guide for those individuals who already hold a master's degree in counseling or a related area from Hofstra or another accredited institution and where 30 credits have already been accepted. For those individuals who need to make up additional course work, the remaining credits are to be taken in the area of counseling, psychology, sociology or a related social science area, under advisement.

PROGRAM OF STUDY	<i>Sem. Hrs.</i>
A. Required Courses	18
MFT 205. <i>Historical & Sociocultural Aspects of Family Development & Theory</i> , 3 s.h.	
238. <i>Couple Therapy</i> , 4 s.h.	
239. <i>Families in Transition</i> , 3 s.h.	
266. <i>Family Therapy</i> , 4 s.h.	
268. <i>Seminar: Diagnosis, Assessment & Intervention in Marriage & Family Therapy</i> , 4 s.h.	
B. Supervised Clinical Practice	6
MFT 269 or 270. <i>Practicum in Marriage & Family Therapy</i> , 3 s.h. each	
298. <i>Individual Supervision in Marriage & Family Therapy</i> , 3 s.h.	
C. Electives, two 3-credit or four (1.5 s.h.) mini- courses	<u>6</u>
	30

See complete graduate information, page 66.

POST-MASTER'S DEGREE STUDY

Satisfactory completion of the program will be recognized with the awarding of a certificate by Hofstra University.*

Application for admission is made to the Graduate Admissions Office. An interview by a member of the department is required.

FAMILY THERAPY

	<i>Sem. Hrs.</i>
Required	
MFT 266. <i>Family Therapy</i>	4
267, 268. <i>Seminar: Diagnosis, Assessment & Intervention in Marriage & Family Therapy</i>	8

269. <i>Practicum in Marriage & Family Therapy</i>	<u>3</u>
	15

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

204. *Family Life Cycle Development* 3 s.h.
 Periodically
 Eight stages of family-life cycle are examined at three different levels of analysis: individual, systemic and relational ethical. Major psychological tasks of each stage are presented with an examination of the potential problems. Family dysfunctions at each stage are considered from a systemic point of view as compared to other, more individually-oriented theories such as behaviorism, psychodynamic and developmental theories. (Formerly MFC; CPRE.)

205. *Historical and Sociocultural Aspects of Family Development and Theory* 3 s.h.
 Fall
 Study of the institution of family and marriage from the 18th century to the present with emphasis on the effect of differing social and economic conditions on the written and implied marital contract, and their relation to current theories of marriage and family therapy. (Formerly MFC; CPRE.)

232. *Family Therapy With Children of Divorce* 1½ s.h.
 Once a year
 Teaches therapists how to counsel parents about various problems their children may have during separation and divorce. Focus on how to counsel children who are going through the divorcing process. Discussion of the various denial processes a child may use, feelings of abandonment a child may experience when his/her parents are separating or divorcing and the therapeutic techniques associated with each. (Formerly MFC, *Family Counseling With Children of Divorce*, CPRE.)

233. *Therapy With Families in Crisis: a Clinical Approach* 3 s.h.
 Once a year
 Explores various symptoms of families in crisis who are seen in a clinical setting. Major theoretical approaches are examined, along with intervention strategies for helping these families. Some family crises explored are suicide, child or spouse abuse, rape, natural and accidental disaster, illness, relationship dissolution and death. (Formerly MFC, *Counseling Families in Crisis: a Clinical Approach*, CPRE.)

233A. *Therapy With Families in Crisis: a Clinical Approach* 1½ s.h.
 Once a year
 Provides non-Marriage and Family Therapy majors with information on crisis counseling in various situations such as suicide, child or spouse abuse, rape, natural or unnatural disasters, illness, relationship dissolution, domestic violence, and death. The course educates the student about recognizing the symptomology of each situation; provides information on initial steps to be taken and gives them guidelines for appropriate referral sources. Credit given for this course or MFT 233, not both. (Formerly MFC, *Counseling Families in Crisis: A Clinical Approach*.)

234. *Brief Family Therapy* 3 s.h.
 Once a year
 Focus is on the potency and efficacy of brief family therapy as a therapeutic model which promotes change in families who have

*Since this is not a degree program, it may not be used toward permanent certification by persons who hold provisional teaching certificates.

become stabilized around the maintenance of a symptom or a problem in one or more of its members. (Formerly MFC, *Brief Family Counseling*; CPRE.)

236. *Family Therapy and Ethnicity* 3 s.h.
Spring

Ethnicity relates family process to the broader context in which it evolves. Coming to terms with ethnicity for therapists is necessary in order to gain a perspective on the relativity of our belief systems. Cultural groups vary in the emphasis they place on different transitions. Different groups vary as to what behaviors they see as problematic as well as solutions to problems. Describes the difference between various groups with regard to problems typically presented in therapy. Specific interventions are discussed with the primary goal being to help therapists understand people's behavior in an ethnic context. (Formerly MFC, *Family Counseling and Ethnicity*; CPRE.)

238. *Couple Therapy* 4 s.h.
Fall

Comprehensive and thorough couple therapy workshop. Through the use of role playing, videotape, lectures and demonstrations, students are exposed to relevant theories of couple therapy. Focus is on interviewing, assessment of interactional dynamics and intervention. Topics covered are: creation of positive expectancies and exchanges, cognitive restructuring, contingency contracting and marriage enrichment. Treatment strategies are examined for a variety of problem areas such as sexual dysfunctions, child-rearing problems, partner abuse (emotional and physical), jealousy and conflicts regarding affiliation and independence. Prerequisite: COUN 223 or permission of the program coordinator. (Formerly MFC, *Couple Counseling*; CPRE.)

239. *Families in Transition* 3 s.h.
Spring, Summer

Separating, divorcing and families suffering a loss through death of a member are the focus of this course. Relevant theories of separation and divorce are considered, along with incidences and sociocultural information. Emotional responses, identity change, responses of children and family structural changes are discussed, with the appropriate treatment approaches. Also considered are familial grief responses and short-term crisis intervention with families. (Formerly MFC; CPRE.)

251, 252. *Readings* 2-3 s.h. each
Fall, Spring, Summer

Directed readings on topics of interest to the student. Prerequisite: permission of instructor.

260. *Sexual Issues in Marriage and Family Therapy* 3 s.h.
Spring

This course is separated into three sections in the field of sexuality issues on marital and family therapy. 1) Describes the history of sex research and sex therapy, developing a historical context for the contemporary field of sex therapy, along with a consideration of the methodological problems inherent in this type of research. 2) It defines the common sexual issues and sexual dysfunctions seen by marriage and family therapists. In so doing, it presents a thorough, detailed investigation of the basic traditional therapeutic models for the treatment of such problems. 3) And most importantly, the course explores the systemic basis of sexual issues placing them in a relational, interpersonal context, and describes systemic assessment, diagnosis, and treatment. In so doing, the possibility of combining of the fields of sexual and marital therapy is examined. Prerequisites: MFC 266 and either an undergraduate course in Human Sexuality or COUN 279 and permission of the adviser.

266. *Family Therapy* 4 s.h.
Fall, Summer

Course includes an intense examination of theories, rationale, assumptions, goals and interventive strategies used in family

treatment. Students are introduced to concepts and techniques of the family approach to therapy through family roleplaying, videotapes, readings and demonstrations. Prerequisite: COUN 223 or permission. (Formerly MFC, *Family Counseling*; CPRE.)

267, 268. *Seminar: Diagnosis, Assessment and Intervention in Marriage and Family Therapy* 4 s.h. each
Fall, Spring

Intense and thorough examination of diagnosis, assessment and treatment strategies from each of the major schools of family therapy. Demonstrations of various assessment techniques such as the genogram, eco-map and sculpting. Various types of dysfunctional family systems are presented and analyzed. Treatment strategies explored. Therapeutic-alliance patterns, destructive interactions and distracting subgroups are examined. Prerequisites: MFT 238, 266 or permission. (Formerly MFC, *Seminar: Diagnosis, Assessment and Intervention in Marriage and Family Counseling*; CPRE.)

269, 270. *Practicum in Marriage and Family Therapy* 3 s.h. each
Fall, Spring

Practice in marriage and family therapy. Classroom presentation of case material. Through student involvement in role playing, videotapes and demonstrations of frequently observed marriage and family problems, clinical techniques, strategies and interventions used to deal with specific problems are presented and explored. Prerequisites: MFT 267, 268 or permission. (Formerly MFC, *Practicum in Marriage and Family Counseling*; CPRE.)

280 through 289, A-Z. *Workshops* 1-4 s.h. each
Periodically

Designed to meet the needs of specific groups of students or educators.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken. (Formerly MFC.)

298, 299. *Individual Supervision in Marriage and Family Therapy* 3 s.h. each
Fall, Spring

Practice in marriage and family therapy in a social agency. Fieldwork supervision is provided by an agency staff member approved by the University. The student is supervised on a weekly basis by a faculty member. Assignment is determined by the student's interest and readiness. A minimum of 300 hours is required. Prerequisites: MFT 267, 268. (Formerly MFC, *Individual Supervision in Marriage and Family Counseling*; CPRE.)

311. *Family Therapy With the Single-Parent Family System* 1½ s.h.
Periodically

Study of the phenomena of the single, custodial-parent family system, how it has evolved, how this family differs in function and structure from the traditional two-parent family. The unique qualities and problems of the single-parent family are examined in relation to family roles, alliances, interactional patterns and therapeutic interventions. (Formerly MFC, *Family Counseling with the Single-Parent Family System*; CPRE.)

312. *Family Therapy With Psychosomatic Families* 3 s.h.
Periodically

Course presents the treatment of psychosomatic families as done in the Structural, Strategic and the Milan Systemic Schools. Similarities and differences in the approaches are examined, along with an examination of attempts to do verifiable research. Prerequisite: MFT 266 or permission of instructor. (Formerly MFC; CPRE.)

Mass Media Studies (MASS)

Administered by the Department of Journalism and Mass Media Studies.

Associate Professor Rubenstein, *Chairperson*

Associate Professor Frasca.

Candidates for graduation from the School of Communication with the degree of Bachelor of Arts must fulfill the B.A. requirements as listed under the School of Communication on page 104. In addition, students majoring in Mass Media Studies must complete the program requirements listed below *plus* a liberal arts minor from one of the following: any minor in the College of Liberal Arts and Sciences or the Department of Speech Communication and Rhetorical Studies. The minor must consist of 18 semester hours as defined by that discipline, of which at least 6 hours must be taken in residence.

(NOTE: Major and minor fields will be listed on the student's record. Only courses acceptable for the major may be applied toward the minor, and only with grades of C- or better. Pass/D+/D/Fail credit will be given toward an academic major and minor for courses offered only on this basis.)

B.A. MAJOR IN MASS MEDIA STUDIES: 36 s.h.

12 s.h.—SCO 1, 2, 3, 4

15 s.h.—MASS 11, 20, 21, 101, 104, 112, 120

9 s.h.—Chosen under advisement

NOTE: For students interested in majoring in combined disciplines, inquiry should be made in the School of Communication Dean's office, Room 318, Dempster Hall.

For additional programs offered in the Department of Journalism and Mass Media Studies, see page 261.

A **MINOR IN MASS MEDIA STUDIES** consists of the successful completion of 18 semester hours in mass media studies with at least 6 semester hours in residence, under advisement and with the approval of the adviser.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

11. *Mass Communications in Contemporary Society* 3 s.h.
Fall, Spring

An intensive study of various tested theories and modes of analysis. Analyzes the functions, nature, and content of the media and the social, political and economic impact of modern communication technologies. Examines the effects of media on our political, legal, economic, social, and value systems. The emphasis is on ideas, relationships and issues. Prerequisite: SCO 2. (Formerly COMM 100.)

20. *Survey of News Issues* 3 s.h.
Periodically

An examination of six to ten important, current news stories—regional, national and international—their contexts, the issues involved, and how these stories are being pursued, developed, and presented by newspapers, radio, TV, online, and other mainstream news sources. A critical assessment of the various approaches to these stories provides the focus to evaluate the various factors influencing news handling, writing, editing, and play. Prerequisites for Journalism majors: JRNL 13, 15. Same as JRNL 20. (Formerly COMM 80; *Survey of the News Media*.)

21. *Critical View of Electronic Media* 3 s.h.
Fall, Spring

Critical survey of the electronic media. Broadcast regulations and access, politics, news and investigative reporting, advertising and

audience measurement, sex and violence, television drama, children's and public broadcasting are discussed and analyzed. Current issues and the electronic media's approach to them are also discussed. Same as JRNL 21. (Formerly COMM 9, *Critical View of Electronic Media: Television, Cable and Radio*.)

60. *Public Information/Public Response* 3 s.h.
Periodically

Focusing upon public information from two viewpoints, the communicator's and the receiver's, the means by which public information is disseminated and its effect upon contemporary culture are explored. Lectures, discussions and practical projects provide firsthand experience in the analysis of public information and media employed from social and ethical perspectives. Seminar-workshop includes student evaluation of case studies and guest lectures. Prerequisite: JRNL 11, 13. Same as JRNL 60.

101. *Understanding Global Media and News Systems* 3 s.h.
Once a year

Focuses on the mass media, global news flows, problems of international journalism and challenges to press freedoms. The course is designed to enhance understanding of intercultural dynamics and their relationship to the media systems of other countries and to international communication in general. Prerequisite: MASS 11. (Formerly COMM 101, *International Communication and Cultural Exchange; Global Communication and Cultural Exchange*.)

104. *Media and the Law* 3 s.h.
Fall, Spring

This course is designed to acquaint the student with censorship issues and the way in which the United States Supreme Court has dealt with these cases. Sample cases will be analyzed with a view to understanding the evolution of certain attitudes and policies regarding freedom of speech and press in the United States. Controversial subjects, such as prior restraint, obscenity, public access to the media, invasion of privacy, libel, etc., will be discussed. Prerequisite: MASS 11 or permission of instructor. (Formerly *Censorship and the Media*; COMM 104, *Censorship and Communications*.)

112. *Surveying Public Opinion: Introduction to Public Opinion Research* 3 s.h.
Once a year

Introduction to the subject of commercial, social and political opinion research; methodologies and their pitfalls; uses of public opinion studies; relationship between such studies and their influence in the marketplace of ideas, services and products. Other topics include effect of the polling phenomenon on the press and how news is created out of polling results. Prerequisite: MASS 11 or permission of instructor. Strongly recommended for journalism majors. (Formerly COMM 107.)

120. *Research in Mass Media Studies* 3 s.h.
Fall, Spring

Written and oral reports on selected topics concerning major issues relating to the functions and influence of mass communications. Comprehensive studies of areas not covered or only briefly touched in preceding courses. Open only to juniors and seniors. Prerequisite: MASS 11. (Formerly COMM 105, *Research Seminar in Communication Problems*.)

150, 151. *Independent Study/Readings in Mass Media Studies* 1-3 s.h. each

Fall, Spring, Summer
Individualized projects in mass media including historical, critical and analytical studies. Open only to juniors and seniors in the Department of Journalism and Mass Media Studies who secure, before registration, written permission of the instructor who will supervise the study. May be repeated up to 6 s.h. in different subject areas. Prerequisite: permission of department chairperson. (Formerly COMM 110, *Readings in Communications*.)

170, 171. *Internships* 1-3 s.h. each
Fall, Spring, Summer

An internship program that affords students an opportunity to apply their classroom experience in an appropriate professional work setting. Students must work a requisite number of hours and complete a paper relevant to their work experience. Periodic meetings with supervising faculty are required. Prerequisites: JRNL 1, SCO 2, MASS 104, JRNL 11, and must have completed or is taking JRNL 13; junior class standing, successful completion of 21 credits in major, and permission of adviser.

180-189, A-Z. *Special Topics* 1-4 s.h. each
Periodically

Designed to meet the needs of individual and specific groups of students interested in special topics not covered by other course offerings.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times as long as there is a different letter designation each time it is taken.

199. *Departmental Honors* 3 s.h.
Fall, Spring

Research in and the writing of a substantial essay into well delimited problems concerning films, broadcasting or journalism, or the execution and presentation of a creative project and a written analysis. Open only to seniors in the Department of Journalism and Mass Media Studies who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the essay or project. Cumulative grade point average must conform with departmental honors as defined on page 62 under eligibility requirements. (Formerly COMM 199.)

Master's Programs

SEE PAGE 67.

Mathematics (MATH)

Professor Ostling, *Chairperson*

Professors Bumcrot, Grassi, Greenwell, Hastings, Knee, Waner, Weiss, Wu; Associate Professors Akbik, Bhargava, Bohannon, Costenoble, Eswarathasan, Frangos, Michaels, Orr, Vassalotti; Assistant Professors Elston, Ishiguro, Seabold, Slome, Steiner.

The mathematics major or minor can be an entry to many fields. Recent graduates with majors in mathematics have gone on to careers in industry, medicine and law as well as in school and university teaching and actuarial science. The department offers a wide range of courses in order that students be adequately prepared for the career or future study of their choice. Students should develop a plan of studies in consultation with an adviser in the mathematics department as early as possible in their undergraduate program. Although guidelines cannot replace professional advice, here are a few guidelines.

The Department offers the following programs:

B.A. in Mathematics

B.S. in Mathematics with a choice of seven options:

Mathematics: for students with a strong interest in mathematics, an option for those interested in careers requiring graduate education in mathematics.

Actuarial Science: for students interested in actuarial science and related careers. Prepares the student for the first examinations administered by the Society of Actuaries, and thus begins the path toward Fellowship in the Society of Actuaries.

Applied Mathematics: for students with a strong interest in

applied mathematics, an excellent option for those interested in careers requiring graduate education in applied mathematics or the sciences.

Four options for students with a strong interest in the following sciences: Chemistry, Computer Science, Engineering, Physics.

B.S. in Computer Science and Mathematics (jointly with the Department of Computer Science)

M.A. in Applied Mathematics

M.S. in Applied Mathematics

All of the undergraduate mathematics major programs have a common foundation: three semesters of calculus (MATH 19, 20, and 29), differential equations (MATH 131), and linear algebra (MATH 135A). Majors should complete these courses by the end of their sophomore year. The mathematics minor also has three semesters of calculus courses as a foundation.

In addition, students should satisfy University requirements early in their careers, especially science and foreign language. Taking a mathematically-oriented science course (physics is especially recommended for B.S. students) in parallel with the calculus sequence will enhance student performance in both areas. Students interested in careers in actuarial science, applied mathematics, science or industry should also take some computer science courses under advisement.

Students interested in actuarial science should take the statistics sequence, MATH 137 & 138, in their junior year and take MATH 103 as early as possible. With appropriate study and advice, they may be able to complete several actuarial examinations before graduation. Summer internships in actuarial science are widely available for students with good records through the junior year. Professor Ostling and Associate Professor Frangos advise actuarial students.

Students seeking careers in elementary and secondary education should consult the Department of Curriculum and Teaching in the School of Education to be advised on the education sequence that culminates with student teaching. Students seeking careers in elementary education should also consult the mathematics department chairperson as early as possible. Professors Ayers and McKeough of the Department of Curriculum and Teaching act as co-advisers with Department of Mathematics advisers for these students.

Careers such as college teaching and advanced industrial research require the Ph.D. degree. Our best students frequently qualify for fellowships for Ph.D. study. Students seeking these careers are encouraged to obtain research and science experience early in their careers. Many internships are available for well qualified students after their junior year. Interested students should see the chairperson of the mathematics department during their junior year.

Students seeking careers in medicine or law should consult University advisers in these areas. Premedical students should take a one-year sequence in each of the following: biology, general chemistry, organic chemistry and physics.

B.A. SPECIALIZATION IN MATHEMATICS: mathematics courses including MATH 131, 135A, 145, 171, 146 or 172, 3 additional hours in intermediate or advanced mathematics numbered 100 or above, and 9 additional hours in advanced mathematics numbered 110 or above, chosen under advisement. At least six semester hours chosen from the category of natural sciences core courses as listed on page 79. Mathematics majors are advised to take at least one course in computer science.

All mathematics courses presented toward the fulfillment of the degree must be completed with a minimum grade of C-.

See complete B.A. requirements, page 75.

B.S. SPECIALIZATION IN MATHEMATICS: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 62 semester hours of liberal arts courses. At least 55 of these credits must be completed in courses other than mathematics.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The following general requirements:
ENGL 1-2*
Humanities electives, 6 s.h. of core courses including 3 semester hours from the appreciation and analysis category, and 3 semester hours from the creative participation category
Foreign language (same as for B.A., see page 75)
Social science electives, 6 s.h. of core courses including 3 semester hours from the contemporary category, and 3 semester hours from the perspective category
Natural science electives, excluding mathematics and computer science, 6 s.h.
(For listing of core courses, see page 78.)
5. The successful completion of all mathematics courses required for the B.A. in Mathematics including MATH 131, 135A, 145, 171 and 146 or 172, 3 additional hours in intermediate or advanced mathematics numbered 100 or above, and 9 additional hours in advanced mathematics numbered 110 or above, chosen under advisement.
6. The successful completion of one of the options listed below. It is the intent of the science options to allow students interested in the applications of mathematics to develop that interest.

Mathematics Option: completion of 9 additional hours of advanced mathematics courses, chosen under advisement.

Actuarial Science Option: completion of 9 additional hours of advanced mathematics courses including at least two courses selected from MATH 137 & 138, 147, 181, or 188. Students are strongly recommended to include MATH 103 and 172 in their programs.

Applied Mathematics Option: completion of 9 additional hours of advanced mathematics, including within the program at least four courses selected from MATH 137 & 138, 141 & 142, 147, 163, 165, or 166. Demonstrated ability in computer applications, a requirement which may be met by MATH 147, CSC 16, or an appropriate project within another mathematics class.

Chemistry Option:** completion of CHEM 3A & 4A, 3B & 4B, 141-142.

Computer Science Option: completion of CSC 15, 16, and three courses selected from CSC 110, 111, 112, 120.

Engineering Option:** completion of PHYS 11A, 11B, 12A, 12B, and at least 9 hours of ENGG with MATH 131 as a prerequisite or corequisite.

Physics Option:** completion of PHYS 11A, 11B, 12A, 12B, plus 2 courses selected from PHYS 104, 118, 140. All mathematics courses and all advanced courses in other areas presented toward the fulfillment of the B.S. in Mathematics must be completed with a minimum grade of C-.

B.S. SPECIALIZATION IN COMPUTER SCIENCE AND MATHEMATICS: candidates for graduation with this dual major must fulfill the following requirements:

1. The successful completion of at least 134 semester hours and a cumulative grade point average of at least 2.0 in work completed at Hofstra.
2. At least 40 semester hours must be completed in the liberal arts excluding courses in computer science or mathematics.
3. There are three requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in computer science, 15 semester hours in mathematics, and the last 30

- hours. The computer science and mathematics hours need not be included within the last 30 hours.
4. The following general requirements:
ENGL 1-2; (If the ENGL 1-2 requirements is fulfilled by passing the placement examination, 3 semester hours in literature or literature in translation must be taken with adviser's approval. See University Degree Requirements, page 59.)
PHIL 165;
Core requirements-humanities: SPCM 7, 3 semester hours in appreciation and analysis (literature), 3 semester hours in any category;
social science: PHIL 9 and 3 semester hours in contemporary; cross-cultural: 3 semester hours;
Foreign language: completion of level 2, or placement beyond level 2.
 5. CSC 14, 15, 16, 110, 110A, 111, 112, 120, 123, 132, 158, 161, 163, 170, 175, 190.
 6. MATH 19, 20, 29, 131, 135A, 145, 171, 146 or 172. Additionally, 3 semester hours in intermediate or advanced mathematics numbered 100 or above, and 6 semester hours in advanced mathematics numbered 110 or above, chosen under advisement of the department of mathematics.
 7. CSC 185 or MATH 137, and CSC 102 or MATH 147 or ENGG 101.
 8. Science requirements: PHYS 11A-12A with PHYS 11B, 12B laboratories; two additional courses (6 s.h.) from the natural sciences required of science majors.

TEACHING OF HIGH SCHOOL MATHEMATICS, see page 331.

A MINOR IN MATHEMATICS consists of the successful completion of 18 semester hours including MATH 19, 20 and 29; 3 credits of intermediate or advanced mathematics courses numbered 100 or above; 3 credits of advanced mathematics courses numbered 110 or above. At least six hours must be in residence.

KAPPA MU EPSILON: a national mathematics honor society, see page 64.

MASTER OF ARTS IN APPLIED MATHEMATICS: designed to provide a broad training in applicable and applied mathematics including numerical methods and computer applications with a focus on mathematical techniques and methods.

ADMISSION REQUIREMENTS

Applicants must hold a baccalaureate degree from an accredited institution with a strong background in mathematics including *Differential Equations* (MATH 131), *Linear Algebra* (MATH 135A) and *Advanced Calculus* (MATH 171). Students who are not mathematics majors but who have a strong mathematical background are encouraged to apply.

DEGREE REQUIREMENTS

1. Thirty semester hours of 200-level courses of which at least 18 must be in mathematics. The remaining credits, subject to the approval of the coordinator of the program, may be chosen from biology, computer science, economics, business or other appropriate graduate areas. Note: these areas may require prerequisites.
2. Satisfactory completion of MATH 211, 221, 241, 261 and at least one course chosen from MATH 212, 222 or 223.
3. Demonstration of proficiency in computer programming.
4. Completion of one of the following:
 - a) a comprehensive examination
 - b) a master's thesis including an oral defense.

*See University Degree Requirements, page 59.
**Completion of this option automatically fulfills the natural science requirement (in 4 above).

See complete graduate information, page 66.

MASTER OF SCIENCE IN APPLIED MATHEMATICS: this program is designed to meet the needs of those individuals who seek to initiate or enhance a career in applied mathematics in industry. It is also appropriate for students who may wish to seek the Ph.D. degree.

ADMISSION REQUIREMENTS

Applicants must hold a baccalaureate degree from an accredited institution, with a strong background in mathematics which includes *Differential Equations* (MATH 131), *Linear Algebra* (MATH 135A) and *Advanced Calculus* (MATH 171). Students who are not mathematics majors but who have a strong mathematical background are encouraged to apply.

DEGREE REQUIREMENTS

1. Thirty-three semester hours of 200-level courses of which at least 24 must be in mathematics. The remaining credits, subject to the approval of the coordinator of the program, may be chosen from biology, computer science, economics, finance or other appropriate graduate areas.
2. Satisfactory completion of MATH 211, 221, 241, 261; at least one course chosen from MATH 212, 222 or 242, and at least one course chosen from MATH 223, 262 or 267.
3. At least one course in computer programming or equivalent proficiency as determined by the department.
4. Completion of a master's thesis, requiring approval of two departmental readers and an oral defense.

See complete graduate information, page 66.

COURSES

In addition to semester notations next to each course, several courses are offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

NOTE: without the consent of the department, a student may not take a prerequisite of a completed course. Credit will not be granted for any two courses which are wholly or partly equivalent to each other.

INTRODUCTORY UNDERGRADUATE COURSES

- 3A. *Discovering Mathematics* 2 s.h.
 3B. *Discovering Mathematics* 1 s.h.
 Periodically

These courses, which must be taken concurrently, are open to all students. Designed to overcome mathematical anxiety and to develop mathematical skills. Topics include the nature of mathematical systems, logic and reasoning through an analysis of verbal problems, transfinite arithmetic, ordinary arithmetic, statistics, topology, and number theory. Does not fulfill the mathematics distribution requirements. Pass/D+/D/Fail grade only. No degree credit for either 3A or 3B.

- 4A. *Intermediate Algebra* 2 s.h.
 4B. *Intermediate Algebra* 1 s.h.
 Fall, Spring

These courses, which must be taken concurrently, cover arithmetic properties of real numbers; algebra of fractions and polynomials; exponents, roots and radicals; solution of first and second degree equations and applications, functions and their graphs. No degree credit for 4A.

8. *Elementary Mathematical Statistics* 3 s.h.
 Fall, Spring

Frequency distributions, averages, graphical representations, moments, measures of dispersion, types of distribution, curve fitting and correlation theory. Prerequisite: intermediate algebra with

ability to use logarithms and exponents. Credit given for this course or BIO 100 or QM 1 or PSY 140 or SOC 139 or New College S 91 or QTB 2.

9. *Linear Mathematics and Precalculus* # 3 s.h.
 Fall, Spring

Review of algebra, systems of linear equations, linear programming and functions including exponential and logarithmic functions. Applications to business and the biological and social sciences are included. Prerequisite: either level 9 placement on the mathematics department placement examination or MATH 4A and 4B. (Formerly *Finite Mathematics*.)

10. *Basic Calculus* # 3 s.h.
 Periodically

Functions, analytic geometry of the plane, limits, differentiation and integration. Applications to business and the biological and social sciences are included. Prerequisites: intermediate algebra and geometry. No credit for mathematics or physics majors. May not be taken after MATH 19; see MATH 19.

- 10E. *Basic Calculus with Applications* # 4 s.h.
 Fall, Spring

Limits, differentiation, integration and applications to business and the biological and social sciences. No credit for mathematics or physics majors. May not be taken after MATH 19. For those interested in continuing with calculus, see MATH 19B. Open only to students entering Hofstra before Fall 1996. Prerequisite: either MATH 9, or level 10 placement on the mathematics department placement examination. (Formerly *Basic Calculus with Review and Applications*.)

12. *Mathematical Excursions* # 3 s.h.
 Fall, Spring

A serious study of a limited number of topics designed to give the student a more than superficial, though elementary, appreciation of mathematics from the working mathematician's point of view. Some typical topics: algebraic systems, finite geometries, number theory, infinity, games and puzzles. Prerequisite: 2 years of high school mathematics or permission of instructor and a willingness to explore mathematical ideas.

15. *Elementary Set Theory, Logic and Probability* # 3 s.h.
 Fall, Spring

Sets, logic, probability. Prerequisite: 2 years of high school mathematics.

16. *Explorations in Mathematics* # 3 s.h.
 Periodically

Designed for students majoring in areas other than mathematics or science. This course uses a problem-solving approach for exploring the real number systems, number theory, geometry and measurement, numeration systems, mathematical structures, probability and statistics, and algebraic concepts. Prerequisite: two years of high school mathematics or permission of instructor. It is recommended that elementary education majors take this course prior to taking ELED 128. Credit given for this course or MATH 12, not both. (Formerly *Number Systems and Algebraic Structure*.)

PRECALCULUS AND CALCULUS COURSE SEQUENCES

Placement of students in precalculus and calculus courses is determined by the Department of Mathematics. Some students may be required to take 11 (*Precalculus*) before continuing with 19 (*Analytic Geometry and Calculus I*). The sequence 19, 20, 29 represents an integrated approach to the differential and integral calculus of functions of one and several variables, including applications and some theory.

#Core course

11. *Precalculus* 4 s.h.
 Fall, Spring
 Review of topics in intermediate algebra and trigonometry in addition to certain topics in advanced algebra and advanced trigonometry. A knowledge of the material in this course is necessary for analytic geometry and calculus. Prerequisites: acceptable preparation in intermediate algebra and trigonometry.

19. *Analytic Geometry and Calculus I #* 4 s.h.
 Fall, Spring
 Limits, derivatives, techniques of differentiation, curve sketching, applications of the derivative, integrals, applications of the integral, trigonometric functions. Meets five hours each week. Prerequisite: MATH 11 with a grade of C- or better or departmental placement. Credit given for MATH 19 or New College NMB 1 or QTB 3. Students wishing credit for both MATH 10 or 10E and MATH 19 must receive prior permission from the department chairperson. See MATH 10E. (Formerly 19 & 20, *Analytic Geometry and Calculus I and II*.)

20. *Analytic Geometry and Calculus II #* 4 s.h.
 Fall, Spring
 Exponential, logarithmic, and inverse trigonometric functions, introduction to linear differential equations, techniques of integration, improper integrals, parametric equations, polar coordinates, infinite sequences and series. Meets five hours each week. Prerequisite: MATH 19 with a grade of C- or better, or both MATH 10E and 19B, each with a grade of C- or better. (Formerly 19 & 20, *Analytic Geometry and Calculus I and II*.)

19B. *Bridge to Calculus II* 1 s.h.
 See course description, page 372.

19C. *Computing Supplement to Calculus* 1 s.h.
 Periodically
 Numerical aspects of introductory calculus are studied with the aid of computers. Topics may include a brief introduction to computers and programming, numerical differentiation and integration, locating zeros of functions, graphing functions, approximating functions and symbolic calculations by computers. No computing experience is necessary. Prerequisite: MATH 10E or 19.

29. *Analytic Geometry and Calculus III #* 4 s.h.
 Fall, Spring
 Three-dimensional analytic geometry, elementary vector analysis, partial derivatives, multiple integrals. Prerequisite: MATH 20 with a grade of C- or better.

INTERMEDIATE UNDERGRADUATE COURSES

101. *Logic in Mathematics* 2 s.h.
 Periodically
 Basic logical processes in mathematical practice; informal analysis of mathematical language and its abuses; nature of proof, proof procedures and problem-solving. Prerequisite: MATH 20.

103. *Applications of Calculus to Actuarial Problems* 2 s.h.
 Once a year
 Preparation for the first part of the examinations given by the Society of Actuaries. Corequisite: MATH 29 or permission of instructor.

107. *Mathematical Problem Solving* 1 s.h.
 Periodically
 Techniques and principles for solving mathematical problems. May be taken more than once for credit. Prerequisite or corequisite: MATH 29.

ADVANCED UNDERGRADUATE COURSES

119. *Mathematics of Computer Graphics* 3 s.h.
 Periodically

Mathematical techniques for computer graphics studied in terms of the underlying mathematical principles. Includes two and three-dimensional geometry, projections, perspective, curvilinear projections, fractals, irregular surfaces. Prerequisites: MATH 29 and CSC 15 or permission.

131. *Elementary Differential Equations* 3 s.h.
 Fall, Spring
 Methods for the solution of elementary types of ordinary differential equations with geometrical, physical and chemical applications. Prerequisite: MATH 29 or equivalent.

133. *Euclidean Geometry* 3 s.h.
 Fall
 Geometric problems in Euclidean spaces. Topics include one or more of the following: convexity, the isoperimetric problem, triangles and circles, geometric transformations. Prerequisite: MATH 29.

134. *Non-Euclidean Geometry* 3 s.h.
 Every other year
 Foundations of absolute Euclidean and non-Euclidean geometry. Models of non-Euclidean geometry. Topics from hyperbolic geometry or finite geometries. Prerequisite: MATH 135A. Note: this course can be taken without MATH 133.

135A. *Linear Algebra* 4 s.h.
 Fall, Spring
 Systems of linear equations, matrices, vector spaces, linear transformations, scalar products. Topics selected from determinants, game theory, graph theory, linear programming, Markov chains. Applications to one or more of curve fitting, economics, genetics, population distribution, production and assignment problems. Prerequisite or corequisite: MATH 29 or department permission.

136. *Theory of Numbers* 3 s.h.
 Every other year
 Properties of integers, congruences, diophantine equations, algebraic number fields. Prerequisite: MATH 29 or equivalent.

137 & 138. *Mathematical Probability and Statistics* 3 s.h. each
 137: Fall; 138: Spring
 Discrete and continuous probability distributions, characteristics of distributions, sampling theory, estimation, hypothesis testing, correlation, regression and other topics. Prerequisite or corequisite: MATH 29.

141 & 142. *Applied Finite Mathematics* 3 s.h. each
 Periodically
 Applications of finite mathematical models to problems in the social sciences, business, ecology and computer science. Techniques of counting, network flows, design of experiments, graphs and diagraphs, Markov chains, game theory and decision making. Prerequisites: MATH 29 and 135A.

143 & 144. *Engineering Mathematics I and II* 3 s.h. each
 Fall, Spring
 Vector calculus, functions of a complex variable, conformal mapping, Bessel and Legendre functions; expansions in orthogonal functions including Fourier series; solution of partial differential equations by separation of variables; elements of matrix theory; Laplace transform. Prerequisite: MATH 131.

145 & 146. *Higher Algebra* 3 s.h. each
 145: Fall; 146: Spring
 Abstract algebraic structures including groups, rings and fields and their application to the study of number systems, polynomial rings and solvability of equations. Prerequisite: MATH 135A.

#Core course

147. *Numerical Methods* 3 s.h.
Fall, Spring
Same as ENGG 101 and CSC 102. Prerequisite: CSC 15 or ENGG 10. Corequisite: MATH 131.

151 & 152. *Special Problems in Higher Mathematics* 1-3 s.h. each
151: Fall; 152: Spring
Independent and advanced nature in a field of mathematics. Topics vary from year to year. Prerequisite: permission of department chairperson.

155. *History of Mathematics* 3 s.h.
Every other year
Development of mathematical ideas and symbolism. Prerequisite: MATH 29 or permission of instructor.

163. *Intermediate Ordinary and Partial Differential Equations* 3 s.h.
Every other year
Simple existence and uniqueness theorems, linear equations, power series and numerical solutions, eigenvalue problems, classical equations. Boundary value problems in partial differential equations, generalized Fourier series, transform methods. Green's functions, initial value problems. Prerequisite: MATH 131.

165, 166. *Mathematical Modelling* 3 s.h. each
Periodically
An introductory course including the following topics. 165: Differential and difference equations as models, population growth models, linear systems and matrix models, Markov models. 166: Random-walk and diffusion models, analytic versus simulation models, introduction to hypothesis testing, selected topics from the literature. Prerequisites: MATH 131 and ability to program in BASIC, FORTRAN or PL/1.

167. *Elementary Topology* 3 s.h.
Every other year
Basic properties of sets and mappings in euclidean space such as continuity, compactness, connectedness. Metric spaces. Topological spaces and metrizable. The fundamental group functor. Prerequisite: MATH 29.

171 & 172. *Advanced Calculus* 3 s.h. each
171: Fall; 172: Spring
Topics more advanced than those of the beginning calculus sequences. Stress is placed on limits, continuity, uniform continuity, uniform convergence, implicit function theory, line integrals, series, partial differential, multiple integrals and Fourier series. Prerequisite: MATH 135A. Prerequisite for 172: MATH 131.

173. *Theory of Functions of a Complex Variable* 3 s.h.
Every other year
Complex numbers and the geometry of the complex plane: analytic, harmonic and other functions; power series, analytic continuation; mappings and applications. Prerequisite or corequisite: MATH 135A, 171.

181. *Multivariate Analysis* 3 s.h.
Periodically
An introduction to statistical analysis with applications to quantitative business methods and other areas. Factor analysis and analysis of variance are among the important techniques studied. Prerequisite or corequisite: MATH 138.

188. *Operations Research Optimization Techniques* 3 s.h.
Periodically
Same as ENGG 188. Prerequisite: ENGG 185 or MATH 137. Recommend taking CSC 187 prior to taking this course.

191. *Introduction to Set Theory* 3 s.h.
Periodically
Naive and axiomatic set theory as a foundation for mathematics; ordinal and cardinal numbers; well-ordering and the principle of choice; glimpses of results on consistency and independence. Prerequisite: MATH 135A or 101.

198, 199, A-Z. *Special Studies in Mathematics* 3 s.h. each
See course description, page 372.

GRADUATE COURSES

It is expected that students taking graduate courses will have taken courses equivalent to MATH 135A, 145, 171 & 172. Undergraduates wishing to take graduate courses must first obtain permission from the chairperson of the department.

202. *Mathematical Logic* 3 s.h.
Periodically
The propositional calculus: truth tables and axiomatizations. First order theories: completeness theorem, formal number theory, Goedel's incompleteness theorem. Same as CSC 201A. Prerequisite: MATH 145.

203. *Topology* 3 s.h.
Periodically
Topological spaces, convergence and completeness, separation axioms, homeomorphisms, metric spaces, compactness. Prerequisite: MATH 172 or permission of instructor.

211. *Linear Algebra* 3 s.h.
Every other year
Review of matrices and linear equations, solution of linear equations, applications, vector spaces and linear transformations, eigenvalues and geometry, canonical forms, linear machines. Prerequisites: MATH 131, 135A.

212. *Applied Algebra* 3 s.h.
Every other year
Finite state machines, relations and graphs, rings and Boolean algebras with applications, semigroups, groups and coding theory, linear machines, finite fields and algebraic coding theory. Prerequisite: MATH 211.

221, 222. *Analysis I, II* 3 s.h. each
Every other year
Analysis of functions of one and several variables with an introduction to functional analysis.
221: Euclidean space, differentiation and integration, vector-valued functions of several variables and applicable integration techniques. 222: Hilbert spaces, linear and convex programming, linear operators and semigroups, introduction to optimal control theory. Prerequisites: MATH 131, 135A, 171.

223. *Complex Analysis* 3 s.h.
Periodically
Formal power series, analytic functions, analytic continuation, complex integration and applications to evaluation of integrals, conformal mappings, flows and boundary conditions, polynomials and finding zeros. Prerequisite: MATH 171 or permission of instructor.

241. *Probability* 3 s.h.
Every other year
Graduate introduction to the basic concepts of probability theory aimed towards later applications. Review of needed set theory, counting principles, discrete and continuous probability, random variables, expectations, moment generating functions, distributions, central limit theorem. Prerequisites: MATH 131, 135A, 171.

242. *Statistics* 3 s.h.

Every other year

Applications of probability theory, inference, Bayesian techniques, hypothesis testing, regression, design of experiments, robustness, computer programs and packages, applications tailored to student interest. Prerequisites: MATH 241, or 131, 135A, 137 & 138 and 171.

251 & 252. *Independent Reading* 1-4 s.h. each

251: Fall; 252: Spring

Independent study course, under the guidance of a member of the department.

254. *Seminar* 3 s.h.

Periodically

Introduction to the literature of mathematical research. Prerequisite: consent of department.

261. *Ordinary Differential Equations* 3 s.h.

Every other year

Solutions to first and second-order equations, linear differential equations, transforms, systems, stability. Emphasis on interplay between theory and numerical methods. Prerequisites: MATH 131, 135A, 171.

262. *Partial Differential Equations* 3 s.h.

Every other year

Existence of solutions, basic techniques, Hilbert space and transform techniques, classification of equations, the Cauchy and Dirichlet problems, properties of solutions. Prerequisite: MATH 261 or permission of instructor.

265. *Numerical Methods I: Analysis* 3 s.h.

Periodically

Floating-point arithmetic. Finite-difference calculus. Polynomial, inverse, spline interpolation. Approximation: least-squares, polynomial, Chebyshev, rational functions. Numerical integration and differentiation. Solution of nonlinear equations. Solution of ordinary differential equations. Same as CSC 265. Prerequisite: CSC 102 or ENGG 101 or MATH 147.

267. *Optimal Control Theory* 3 s.h.

Every other year

Discussion of the maximum principle, maximum principle for nonautonomous systems, fixed time problems, system of variational equations and adjoining systems, linear time optimal processes, maximum principle and calculus of variations. Problems of Lagrange, optimal processes with restricted phase coordinates. Prerequisite: MATH 261.

271, 272. *Mathematical Models in the Natural Sciences* 3 s.h. each

Every other year

271: types of models, differential and difference equations as models: population growth models, linear systems and matrix models, Markov models.

272: random-walk and diffusion models, analytic versus simulation models; statistical hypothesis testing; selected topics from the literature. Prerequisites: MATH 131, 171 and ability to program in BASIC, FORTRAN or PL/1.

NOTE: courses numbered 280-288 carry no credit toward the M.A. in Applied Mathematics.

280, A-Z. *Workshop: Pre-College Mathematics* 1-3 s.h. each

Once a year

Intended for middle and secondary school teachers with a desire to strengthen their command of current and emerging mathematics curricula, for example, as put forward in the *National Council of Teachers of Mathematics Standards*. Topics taken from probability and statistics, number theory, geometry and graph theory, discrete mathematics, problem solving, the human di-

mension in mathematics, mathematics through computers, mathematical systems and the mathematics of change. Prerequisite: permission of department. No credit toward M.A. or M.S. in Applied Mathematics.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken. (Formerly 280, *Workshop: Integrated Mathematics Sequence*.)

285. *History of Ancient and Medieval Mathematics* 1 s.h.

Once a year

Mathematics from the dawning of human intelligence through the discoveries of the Renaissance. Designed for participants in a Hofstra teacher enhancement program or by permission of department. No credit toward M.A. or M.S. in Applied Mathematics.

286. *Development of Modern Mathematics* 2 s.h.

Once a year

Mathematics from the 17th century to modern times. Applications to the classroom. Designed for participants in a Hofstra teacher enhancement program or by permission of department. No credit toward M.A. or M.S. in Applied Mathematics.

287. *Problem Solving Through Computers and Calculators* 3 s.h.

Once a year

Problem-solving heuristics, estimation, discovery and pattern recognition via programming languages (e.g. BASIC, Pascal and Logo), spreadsheets, interactive software and hand-held calculators. Applications to the classroom. Designed for participants in a Hofstra teacher enhancement program or by permission of department. No credit toward M.A. or M.S. in Applied Mathematics. (Formerly *Problem Solving Through Pascal*.)

288. *Finite Mathematics and the Computer* 3 s.h.

Once a year

Finite mathematical bases of computing including binary arithmetic, elementary combinatorics, etc. A calculus based probability and statistics segment in which students write programs in Pascal and are introduced to statistics software. Monte Carlo methods random number generating algorithms, regression. Applications to the secondary school classroom. Open only to participants of the Teacher Training Institute or by permission of department chairperson. No credit toward M.A. in Applied Mathematics. Prerequisites: MATH 287 or knowledge of Pascal and departmental permission.

298, 299, A-Z. *Advanced Topics* 2 or 3 s.h. each

Periodically

Subjects to be announced. Prerequisite: MATH 172 or permission of instructor.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

301. *Master's Thesis* 3 s.h.

Meteorology (METR)

Administered by the Department of Physics. Associate Professor Edwards, *Chairperson*

Staff

1, 2. *Physical Meteorology and Climatology* 3 s.h. each

Fall, Spring

Conditions pertinent to weather phenomena and climate. Analysis of factors that enter into weather and climate; study of world-wide patterns: past, present and probable for the future.

Military Science (MS)

Professor Arata, *Chairperson*

Assistant Professors Barone, Nevarez, Schermerhorn.

The Hofstra Army Reserve Officer's Training Corps (ROTC) program qualifies students for appointment as an officer of the United States Army, Army Reserve or Army National Guard. Students attend military science classes during their regular course of studies. Students develop maturity, responsibility and dependability while earning the Gold Bar of an Army Second Lieutenant.

Army ROTC offers two different programs to all qualified college and university students. The traditional four-year program gives students the opportunity to take ROTC courses in each of their four years of college. The two-year program is available for any students who did not take ROTC during their first two years of college.

The four-year program consists of the Basic Course (MS 1A, 1B, 2A, 2B) and the Advanced Course (MS 3A, 3B, Advanced Camp, 4A, 4B). The Basic Course is open to all Hofstra students. It consists of training in leadership, management, military skills and physical fitness. Students learn to apply these skills in and outside the classroom. In addition, a variety of outside social and professional enrichment activities are available. ROTC textbooks, uniforms, and other essential materials for the Basic Course are furnished to the students. Sophomores who did not take 1A and 1B may compress 1A and 2A and 1B and 2B to complete the Basic Course. *There is no military obligation for enrolling in the Basic ROTC Course.*

After they have completed the Basic Course, students who have demonstrated the potential to become an officer and who have met the physical and scholastic standards are eligible to enroll in the Advanced Course. The Advanced Course is usually taken during the final two years of college. It includes instruction in management, tactics, ethics and further leadership development. Textbooks and uniforms in the Advanced Course are also furnished to students.

During the summer between their junior and senior years of college, Advanced Course cadets attend a paid six-week training session called Advanced Camp. Advanced Camp gives cadets the chance to practice what they have learned in the classroom, and introduces them to Army life "in the field."

The two-year program is designed for students who did not take ROTC during their first two years of school or students entering a two-year post-graduate course of study. To enter the two-year program, students must first attend a paid six-week Basic Camp, normally held during the summer between their sophomore and junior years of college. After they have successfully completed Basic Camp, students who meet all the necessary enrollment requirements are enrolled in the Advanced Course.

Active Army veterans, members of the National Guard, and the Reserves may qualify for credit for the Basic Course and be enrolled into the Advanced Course.

To receive full semester credit for the Advanced Course and Advanced Camp (12 semester hours) a student must be commissioned as a Second Lieutenant in the Army upon course completion. Partial credit may be awarded at the chairperson's discretion if the student fails to complete the Advanced Course.

NOTE: all basic Military Science courses include the appropriate number of class hours, plus a required leadership laboratory and additional classes in physical training each week. A field trip of approximately three days provides practical experience in small organization leadership. All students are expected to attend the leadership laboratory, physical training and the field trip.

ARMY ROTC SCHOLARSHIP PROGRAM

The Army Reserve Officers' Training Corp (ROTC) Scholarships offer assistance to meet the rising costs of school. Scholarships are

awarded for two, three, and four years, strictly on merit to the most outstanding students who apply as follows:

- Tuition and mandatory educational fees up to \$12,800.
- A specific amount for miscellaneous fees such as laboratory, student activity, transcript and graduation fees.
- A flat rate for textbooks, classroom supplies and equipment (approximately \$225 per semester).
- An allowance of \$150 a month each school year the award is in effect.

Like other organizations, the Army is oriented towards technological advancement.

Scholarship preference is given to students seeking degrees in engineering, the physical sciences, or nursing.

There are various types of scholarships students can be eligible for:

- Tier I \$12,800; Tier II \$9,000;
- Tier III \$5,000; Tier IV \$3,000.

For further information write or call the Hofstra University Military Science Department, 104 Roosevelt Hall, Hempstead, New York 11550-1090, (516) 463-5648 or FAX (516) 463-4937.

CREDIT TOWARD A LIBERAL ARTS DEGREE

MS 1A, 1B and 2A, 2B, totaling two semester hours credit, are designated nonliberal arts credits. These credits are acceptable toward a baccalaureate degree if they fall within the total nonliberal arts credits allowed for that degree. MS 3A, 3B, Summer Camp, and MS 4A, 4B total 12 semester hours credit. These credits are acceptable toward a degree as determined by advisement with the department chairperson.

ARMY COMMISSIONING REQUIREMENTS

In order to be commissioned as a Second Lieutenant, students must satisfactorily complete the Basic Course, Advanced Course and Advanced Camp or their equivalents. Students must also receive their college degree and ensure they have taken an approved course in written composition, human behavior, military history, computer fundamentals and mathematical reasoning. Cadets must be recommended for a commission by the department chairperson.

COURSES

BASIC COURSE

1A. *Introduction to the United States Army* ½ s.h.
Fall

Course offers an in-depth look at the organization and mission of the United States Army. An introduction to the basic techniques of leadership in small organizations is provided, as well as an introduction to military skills. No liberal arts credit.

1B. *Foundations of Leadership* ½ s.h.
Spring

Course continues the discussion of effective leadership. Leadership and basic ethical principles are discussed. An introduction to military skills is provided by instruction in first aid and land navigation. No liberal arts credit. (Formerly *Introduction to Military Science.*)

2A. *Leadership Principles* ½ s.h.
Fall

Course continues the discussion of effective leadership through a study of personal skills and historical examples. Emphasizes the principles of war as a tool of analysis. Continues instruction in the basic military skills of first aid, communications and land navigation. No liberal arts credit. (Formerly *Introduction to Military Science.*)

2B. *Requirements of the Junior Officer* ½ s.h.
Spring

Course examines the fundamental requirements of the decision-making process as it relates to the Junior Officer. The ability to

supervise and motivate the small organization is examined. No liberal arts credit.

BASIC CAMP

Basic Camp Training is used to give students who were not enrolled in the Basic Course (MS 1A, 1B, 2A, or 2B) an opportunity to receive placement credit to enter the Advanced Course. This is a voluntary six-week camp conducted at Fort Knox, Kentucky. The Basic Camp gives the student an in-depth look at the organization of the United States Army. Students receive instruction in basic military skills and leadership techniques. Successful completion of Basic Camp allows the student to enroll in the Advanced Course.

ADVANCED COURSE

3A. *Advanced Camp Preparation* 3 s.h.
Fall

Course examines in detail the leadership and military skills necessary to succeed at Advanced Camp. The leadership and military skills learned in the Basic Course are thoroughly reviewed. Emphasis on planning and controlling a small organization. Leadership laboratories, field trips and a written essay in military history are required. Prerequisites: MS 1A, 1B, 2A, 2B, or Basic Camp or the approval of department chairperson. (Formerly *Foundations of Leadership*.)

3B. *Advanced Camp Preparation II* 3 s.h.
Spring

Course examines the problems associated with situational ethics and control of the small organization. Continues to develop the leadership and military skills necessary to succeed at Advanced Camp. Throughout this semester the students are required to draft and develop correspondence, conduct oral presentations and prepare management programs which they will develop, conduct and evaluate. Leadership laboratories, field trips and precamp are required. Prerequisites: MS 1A, 1B, 2A, 2B, or Basic Camp and 3A or approval of department chairperson. (Formerly *Leadership Methodology*.)

ADVANCED CAMP

Advanced camp training gives the student an understanding of the practical aspects of Army life and supplements the theoretical work given during the school year. This is a six-week camp conducted at Fort Bragg, North Carolina. Successful completion of the Advanced Camp is a commissioning prerequisite. Subjects covered include practical exercises in the following:

- leadership
- weapons familiarization
- land navigation
- infantry tactics and techniques
- drill, parades and ceremonies
- physical training

Training is intensive in character, and methods are the same as followed in training units under field conditions. Emphasis on the development of leadership and individual confidence as may be required of any officer regardless of branch.

4A. *Organizational Command* 3 s.h.
Fall

Responsibilities of command at the organizational level. Provides detailed fundamentals of training, supply and personnel management techniques within large organizations. Emphasis on application and evaluation of command and staff relationships. Leadership laboratories and field trips are required. Prerequisites: MS 1A, 1B, 2A, 2B, or Basic Camp, 3A, 3B, and Advanced Camp or the approval of department chairperson.

4B. *Organizational Effectiveness* 3 s.h.
Spring

Ethical standards are discussed as the guide for effective leadership. Applications of leadership dimensions are taught. They fall into six categories: communications (written, oral, oral presentation); personal motivational behavior; interpersonal behavior (influence); administrative skills (planning and organization, delegation); and decision-making skills (problem analysis, decisiveness, judgment). Leadership laboratories, field trips and a written essay on professional ethics are required. Prerequisites: MS 1A, 1B, 2A, 2B, or Basic Camp, 3A, 3B, 4A and Advanced Camp or the approval of department chairperson.

Minors

SEE PAGE 75; also individual departments.

Modern Greek (MGRK)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Major and minor requirements in Greek, see page 150.

Greek Literature in Translation courses, see page 265.

1 & 2. *Modern Greek* 3 s.h. each
See course description, page 372.

Music (MUS)

Professor Deutsch, *Chairperson*

Professors Dittmore, Hettrick; Associate Professors Boonshaft, Cinnamon, Lalama, Ulrich; Assistant Professor Wagar.

Acceptance by the Music Department requires an audition in the candidate's principal area of performance, and completion of placement tests in music theory and ear training prior to enrollment.

B.A. SPECIALIZATION IN MUSIC: 40 to 44 semester hours of music courses as follows: MUS 48, 61 & 62 or 61A & 62A, 63-64, 69, 70A, 71-72, 143, 144.

3 semester hours, as advised, from the following: MUS 21, 22, 23;

3 semester hours, as advised, chosen from MUS 20 or in a 100-level music course;

4 semester hours of Private Instruction (P); MUS 35 & 35A, if required;

The humanities requirement may *not* be fulfilled by additional music courses.

See complete B.A. requirements, page 75.

B.S. SPECIALIZATION IN MUSIC: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 128 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 65 hours must be completed in liberal arts courses with no fewer than 40 outside the Department of Music.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.

4. The following general requirements:

	<i>Sem. Hrs.</i>
ENGL 1-2*	6
Humanities electives (excluding music) 3 semester hours must be in a core appreciation and analysis course. (For listing of core courses, see page 78.)	6
Social science electives all music majors must take 3 semester hours in contemporary and 3 semester hours in per- spective core courses, <i>except</i> that 1) music education majors take PSY 1 plus 3 semester hours in a perspective core course and 2) music merchandising majors must take ECO 1, 2 as their social science requirement.	6
Natural science core course	3
Mathematics/computer science core course	3
Foreign language (fulfillment of B.A. language requirement, see page 74.)	

5. The fulfillment of the following major requirements: 62-78 hours of music courses as follows: all music requirements for B.A. Specialization in Music including MUS 20, plus 154, and 133 or 169. The completion of the courses in *one* of the following concentrations:

A. PERFORMANCE

14 hours of music performance (advanced private instruction) with senior recital; at least 6, but not more than 12, hours of music elective courses, as advised.

B. THEORY/COMPOSITION

MUS 107, 108, 157, 165 or 166, 169; six hours of advanced private instruction; six hours of advanced theory courses as advised; 6-8 hours of music elective courses.

C. HISTORY/LITERATURE

18 additional hours in music history/literature courses as advised; independent study in music bibliography; MUS 193.

D. MUSIC MERCHANDISING

2 semesters of basic skills (MUS 31-38A), under advisement. (MUS 30 to be taken once with basic skills, no credit given.) MUS 154, 190, 191; 133 or 169 may be substituted for by 3 hours of music electives, under advisement. Business courses: ACCT 1, 2, MKT 101, 124, 131 or 141, MGT 101, FIN 101. The social science requirement is ECO 1, 2.

E. JAZZ AND COMMERCIAL MUSIC

MUS 105A, 105B, 107, 122, 157, 159, 160A, 160B; 6 semester hours of *Advanced Private Instruction* (101C-122C).

B.S. IN EDUCATION—SPECIALIZATION IN MUSIC EDUCATION, see page 332.

A **MINOR IN MUSIC** consists of the successful completion of 18 semester hours in music, with at least six hours in residence, under advisement by the chairperson of the Music Department. Students may select any music course *except* MUS 1, 3, 100, 153, 154, 165, 166, 169, 172.

NOTES

- Students who intend to enroll in MUS 61 or 61A and/or 69 or 70A must take a departmental entrance examination in rudiments, elementary theory and dictation before registering. A remedial course may be recommended.
- Students are assigned to MUS 61A in place of 61 by departmental advisement based on the entrance examination in aural perception. Credit will not be granted for both 61 and 61A or for both 62 and 62A.
- Students without previous keyboard experience should enroll in MUS 35 and 35A during the freshman year.

- Ensemble* (MUS 20), *University Band* (MUS 21), *University Symphony Orchestra* (MUS 22), *University Mixed Chorus* (MUS 23) and *University Wind Ensemble* (MUS 24) are organized for participation by the general student body, for credit or as cocurricular activities, as well as by music majors. Open to all qualified students by audition; students desiring credit must register in advance. (Credit of ½ s.h. per semester is on a Pass/D+/D/Fail basis only.) *No more than 6 semester hours may be applied to any degree.*
- All music majors must take *Ensemble* (MUS 20), under faculty advisement, for six semesters for a total of 3 s.h. All music majors must also participate every semester, under advisement, in *University Band* (MUS 21), *University Symphony Orchestra* (MUS 22), *University Mixed Chorus* (MUS 23), or *University Wind Ensemble* (MUS 24) with six semesters taken for credit for a total of 3 s.h. Candidates for the B.S. in Education (Music Education) degree who are band or orchestra instrumentalists are also required to participate for four semesters (either with or without credit) in one or more of the following choral organizations: *University Mixed Chorus* (MUS 23), *Chamber Singers*, or the *Collegium Musicum* chorus.
- All music majors must consult with the Music Department regarding Private Instruction (P) and must enroll in the course of their major performance area during the freshman and sophomore years. A special fee (see page 26) in addition to the semester-hour tuition will be charged for P and is nonrefundable.
- No more than 4 semester hours in P may be applied to the B.A. or B.S. in Education degree.
- Music courses numbered 30 through 39A, 101C-122C, 101D-120D, 122D, 107, 108, 160A, 160B, 172, 190 and 191 may not be applied toward liberal arts credit. Students will be enrolled in the appropriate courses only after consultation with an adviser.

NONMAJOR—the following courses are suited for the nonmajor:

Music appreciation and literature: MUS 1, 3, 48, 105A, 122, 123, 127, 128, 129, 130, 133, 134, 135, 136, 140, 142, 146, 157, 158.

Performance: MUS 20, 21, 22, 23 (see Note 4).

Basic Skills: MUS 31 through 38A, 173, 174 (these courses are designed for students without background or experience in the specific performance area; see Note 8).

PI KAPPA LAMBDA: a national music honor society, see page 64.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Introduction to Music* # (for nonmajors) 3 s.h.
Fall, Spring

The elements of music. Emphasis on basic theory, chord structure, melody line, form and stylistic devices. Attendance at concerts and recitals may be required.

3. *Music Appreciation* # (for nonmajors) 3 s.h.
Fall, Spring

A fundamental approach to the development of music listening skills through a study of representative musical masterpieces and of the principal genres, forms and styles of Western music. Independent listening and attendance at concerts required.

*See University Degree Requirements, page 59.

#Core course

20. <i>Ensemble #</i> Fall, Spring Special projects in music designed to give qualified students an opportunity to study performance techniques and to increase knowledge in the chamber literature of their instrument. Includes Collegium Musicum, Opera Theatre, Jazz Ensemble and Chamber Singers. Credit on Pass/D+/D/Fail basis only. See Note 4 and Musical Organizations, page 24.	½ s.h.	35 & 35A. <i>Piano Class</i> Fall, Spring No liberal arts credit. Prerequisite: ability to read music.	1 s.h. each
21. <i>University Band #</i> Fall, Spring Band plays at concerts, commencements and special events. Through practice and performance of band literature, students broaden their musical experience and raise the level of proficiency. Credit on Pass/D+/D/Fail basis only. See Notes 4, 5.	½ s.h.	36 & 36A. <i>Voice Class</i> Fall, Spring No liberal arts credit. Prerequisite: ability to read music.	1 s.h. each
22. <i>University Symphony Orchestra #</i> Fall, Spring Orchestra plays a range of literature, both classic and contemporary, and performs at concerts, assemblies and special affairs. Open to students, faculty and staff of the University, and to members of the community. Prerequisite: permission of instructor. Credit on Pass/D+/D/Fail basis only. See Notes 4, 5.	½ s.h.	37A. <i>Recorder Class</i> Spring No liberal arts credit. Prerequisite: ability to read music.	1 s.h.
23. <i>University Mixed Chorus #</i> Fall, Spring Chorus sings at assemblies, concerts, commencements and similar campus activities. Designed to provide significant musical experience for all participants. Credit on Pass/D+/D/Fail basis only. See Notes 4, 5.	½ s.h.	38A. <i>Guitar Class</i> Fall, Spring No liberal arts credit. Prerequisite: ability to read music.	1 s.h.
24. <i>University Wind Ensemble #</i> See course description, page 372.	½ s.h.	39A. <i>Singing for the Theater</i> Once a year Development of the voice as a musical instrument for use in the theater. Open to music or drama students. Prerequisite: permission of instructor. No liberal arts credit.	2 s.h.
<i>For courses numbered 30 through 39A, see Note 8.</i>		48. <i>Musical Styles and Structures</i> Fall, Spring A survey of the elements of music, the main formal structures and the principal musical genres found in the various style periods of Western music.	3 s.h.
30. <i>Conducting Ensemble</i> Fall The practical application of conducting skills and rehearsal procedures for students enrolled in MUS 107, <i>Orchestral Conducting</i> . The ensemble is to consist of students who are registered for one of the following courses: 31, 32, 33, 34. Must be taken concurrently with 107 for the first time, but 30 may be required for more than one semester. No liberal arts credit. NOTE: students enrolled in 31, 32, 33, 34 must participate in the required laboratory session, MUS 30. NOTE: students without previous keyboard experience should enroll in 35 & 35A during the freshman year. Music education specialists whose major performance area is <i>not</i> keyboard will take 2 semesters of Piano Class; keyboard majors will take 2 semesters of Voice Class.	1 s.h.	61 & 62. <i>Elementary Eartraining</i> Once a year Melodic and harmonic dictation, sightsinging and rhythmic training. See Notes 1, 2.	2 s.h. each
31. <i>String Class</i> Fall, Spring No liberal arts credit. Prerequisite: ability to read music.	1 s.h.	61A & 62A. <i>Elementary Eartraining</i> Once a year Melodic and harmonic dictation, sightsinging and rhythmic training. See Notes 1, 2.	3 s.h. each
32. <i>Percussion Class</i> Fall, Spring No liberal arts credit. Prerequisite: ability to read music.	1 s.h.	63-64. <i>Advanced Eartraining</i> Once a year Sightsinging, dictation, rhythm and aural harmony paralleling the work in <i>Harmony</i> . Students should register for 63 and 71 in the same semester and 64 and 72 in the following semester. Prerequisite: MUS 62 or 62A.	2 s.h. each
33. <i>Woodwind Class</i> Fall, Spring No liberal arts credit. Prerequisite: ability to read music.	1 s.h.	68. <i>Introduction to Jazz</i> Spring A fundamental analysis of the jazz style with a strong emphasis on its recorded performance practice and basic theoretical foundations.	3 s.h.
34. <i>Brass Class</i> Fall, Spring No liberal arts credit. Prerequisite: ability to read music.	1 s.h.	69. <i>Music Fundamentals and Species Counterpoint</i> Fall The first required course for all music majors that should be taken concurrently with 61 or 61A. It is organized in two parts: 1) an intensive and comprehensive survey of the fundamentals of music theory and notation; 2) training in the writing and analysis of two-part species counterpoint in the manner of Fux. Emphasis on the development of a general understanding of fundamental principles of music theory and notation, and on the principles of voice leading and melodic structure that are most useful in the study of tonal harmony. Enrollment limited to music majors or prospective music majors. May not be taken on a Pass/D+/D/Fail basis.	2 s.h.

#Core course

- 70A. *Introduction to Harmony and Analysis* 3 s.h.
Spring
Eighteenth- and 19th-century harmony from written and analytical perspectives, beginning with a review of rudiments and continuing through the study of fundamentals of diatonic harmony. Includes one hour per week of keyboard harmony that concentrates on drill at the keyboard designed to obtain a working performance familiarity with the materials presented in written and analytical phases of the course. Should be taken concurrently with 62 or 62A. See Note 1.
- 71-72. *Harmony* 4 s.h. each
Once a year
Eighteenth- and 19th-century harmony through 7th chords, extended dominants, chromaticism and modulation. Students should register for 63 and 71 in the same semester and 64 and 72 in the following semester. Prerequisite: MUS 70A. Credit given for these courses or 71A-72A and 73-74.
- 71A-72A. *Harmony* 3 s.h. each
Once a year
Eighteenth- and 19th-century harmony through 7th chords, extended dominants, chromaticism and modulation. Students should register for 63 and 71A in the same semester and 64 and 72A in the following semester. Prerequisites: MUS 70A, 73 and 74, or approval of department chairperson. Credit given for these courses or 71-72.
- 73-74. *Keyboard Harmony* 2 s.h. each
Periodically
Training in basic musicianship through use of the keyboard, paralleling the work of *Harmony* and *Advanced Eartraining*. Prerequisite: MUS 35A. Credit given for these courses or 71-72.
100. *Honors Essay* 3 s.h.
Fall, Spring
The research for and the completion of a substantial essay in the field of music. Open only to senior music majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the essay.
- 105A. *Jazz Improvisation I* 3 s.h.
Periodically
An introduction to the techniques of jazz improvising through a study of chords, scales and various jazz styles. Performance is required. Prerequisite: MUS 72 or permission of instructor.
- 105B. *Jazz Improvisation II* 3 s.h.
Spring
Advanced techniques in jazz improvisation through the study of scales, chords and various jazz styles including current practices. Performance is required. Prerequisite: MUS 105A or permission of instructor.
107. *Orchestral Conducting* 2 s.h.
Fall
Prerequisite: MUS 72. Education students should enroll in 30 concurrently with 107. See Note 8. No liberal arts credit.
108. *Choral Conducting* 2 s.h.
Spring
Prerequisite: MUS 72. Education students should enroll in 172 concurrently with 108. See Note 8. No liberal arts credit.
122. *History of Jazz* 3 s.h.
Once a year
Jazz and its social influences from the New Orleans period to the present; emphasis on the relation between jazz and other types of music.
123. *Music for the Theater* 3 s.h.
Every other year
Techniques and styles of music composed for the theater including Broadway musicals, American opera, ballet and other media.
127. *Beethoven* 3 s.h.
Every other year
Beethoven as man and musician.
128. *Wagner* 3 s.h.
Periodically
Wagner as man and musician; his background and influence on music in the late 19th and early 20th centuries.
129. *Opera* 3 s.h.
Every other year
An historical survey of opera with particular emphasis on works in the standard repertory. Attendance at performances may be required.
130. *Symphonic Literature #* 3 s.h.
Fall, Spring
The chronological development of the symphony orchestra and its literature from the classical to contemporary period. Attendance at concerts is required. Recommend taking MUS 1 or 3 prior to this course.
133. *20th-Century Music* 3 s.h.
Periodically
Principal developments from impressionism and expressionism to totally organized music, electronic music and music of chance. Emphasis is on classic works composed between the two World Wars. Attendance at concerts may be required.
134. *American Music* 3 s.h.
Every other year
America's contribution from the colonial period to the present: Negro spirituals, work songs, jazz and mountain ballad; music of Gershwin, Ives, Copland, Gould, Rodgers, etc.
135. *Introduction to Electronic Music#* 3 s.h.
Spring
Impact of electrical and electronic technology on the aesthetic, cultural and creative aspects of serious music in the twentieth century from the Teleharmonium of 1897 to today's synthesizers, computers and digital recordings.
136. *Folk Music* 3 s.h.
Every other year
Folk music of many nations; its contribution to the life of the people and to other types of music.
140. *History of Musical Instruments* 3 s.h.
Every other year
Survey of the development of musical instruments as objects of visual beauty, as practical tools for the performance of music and as creators of musical styles.
142. *Piano Literature* 2 s.h.
Fall
Introduction to the major works in the piano repertoire from the Baroque period through classical, romantic and contemporary pieces. Prerequisite: MUS 72 or permission of instructor.
- 143, 144. *History of Music* 3 s.h. each
143: Fall; 144: Spring
An intensive chronological study of musical developments in western civilization up to the 20th century. Prerequisite: MUS 48 or permission of instructor.

146. *Early Music for Modern Musicians* 3 s.h.
Every other year
A study of the mensural and tablature notation of music of the Middle Ages, Renaissance and early Baroque along with performance practices and modern editorial procedures.
147. *Choral Music and the Vocal Ensemble* 3 s.h.
Periodically
Vocal music from Renaissance to present day, with emphasis on significant works for chorus and chamber ensembles.
- 151, 152. *Special Studies in Music* 1-3 s.h. each
151: Fall; 152: Spring
Designed to treat special subjects or projects in the areas of music theory, literature or performance. Permission of department chairperson required.
153. *18th-Century Counterpoint* 3 s.h.
Fall
Contrapuntal practices as found in the instrumental polyphony of the late Baroque period. Prerequisite: MUS 72.
154. *Form Analysis* 3 s.h.
Fall
Inner structure and content. Analysis of melody and of all major forms through study of scores for various media. Prerequisite: MUS 72 or permission of instructor.
157. *Fundamentals of Electronic Music Techniques* 3 s.h.
Fall
The techniques of analog sound synthesis, digital/analog hybrid synthesis, FM synthesis, Musical Instrument Digital Interfacing (MIDI) and multi-track recording are explored through creative exercises. Prerequisites: MUS 64, 72 or permission of instructor.
158. *Advanced Electronic Music Techniques* 3 s.h.
Spring
Computer-aided composition and orchestration, algorithmic composition, FM synthesis programming, digital sampling, MIDI sequencing and printing techniques are explored through performance and original creative work. Prerequisite: MUS 157 or permission of instructor. (Formerly *Fundamentals of Electronic Music Techniques*.)
159. *Song Writing* 3 s.h.
Spring
The techniques of song writing. Analyzing music and lyrics of current and standard popular songs and composing original material in various styles. Prerequisite: MUS 72 or permission of instructor.
- 160A. *Elementary Jazz and Contemporary Scoring* 3 s.h.
Fall
Arranging and scoring for the basic rhythm section, small groups and sections. Counterpoint as applied to the jazz idiom. Prerequisite: MUS 72 or permission of instructor.
- 160B. *Advanced Jazz and Contemporary Scoring* 3 s.h.
See course description, page 372.
165. *Scoring for Band* 3 s.h.
Spring
Principles of arranging for wind ensembles including the symphonic band. Prerequisite: MUS 153.
166. *Orchestration* 3 s.h.
Spring
Analysis and application of techniques used in scoring for chamber ensembles and orchestra. Prerequisite: MUS 153.
169. *Contemporary Musical Practice* 3 s.h.
Spring
Analysis and application of 20th-century techniques of melody, harmony, counterpoint and orchestration to new formal concepts. Prerequisite: MUS 154.
171. *The Art of Piano Teaching* 2 s.h.
Spring
The methods of teaching beginning and intermediate piano. A presentation of skills and techniques is combined with a thorough examination and analysis of educational keyboard literature. Prerequisite: permission of instructor.
172. *Choral and Instrumental Methods* 3 s.h.
Spring
Choral and instrumental techniques, organization and administration of public school choral and instrumental organizations. Education students should enroll in 172 concurrently with 108. See Note 8. No liberal arts credit.
173. *Basic Theory and Practice of Audio Recording* 3 s.h.
Fall
Fundamental course in sound recording processes including principles and techniques in utilization of audiotape record sound mixing, microphone use; manual and electronic editing; tape duplication and transcription. No liberal arts credit.
174. *Advanced Theory and Practice of Audio Recording* 3 s.h.
Spring
Advanced course in sound recording processes including basic recording techniques, single flow, mike replacement, and acoustic practices. Live recording sessions are required. No liberal arts credit.
175. *Vocal Pedagogy* 2 s.h.
See course description, page 372.
190. *The Music Industry* 3 s.h.
Once a year
A seminar course introducing concepts of publishing, musical instrument retailing and wholesaling, music markets, music management and the commercial music industry. Music merchandising majors should be in their senior year. Prerequisite: GBUS 1. No liberal arts credit.
191. *Music Merchandising Field Study* 3 s.h.
Spring
Directed observation of active participation in an internship position within a selected area of the music industry. The student reports at least one day (eight hours) per week to the place of business. Evaluation and direction are given by both the employer and instructor. Prerequisites: MUS 190 and approval of the Coordinator of Music Merchandising. Pass/D+/D/Fail grade only. No liberal arts credit.
193. *Seminar: Music History/Literature* 3 s.h.
Periodically
Special projects in various areas of music history and literature. Writing will be stressed. Prerequisites: MUS 143, 144 and a course (or study) in music bibliography, or permission of instructor.
201. *Introduction to Graduate Study in Music* 3 s.h.
Fall
Projects in the bibliography of music, stressing research methods and writing skills.
220. *Words and Music* 3 s.h.
Periodically
The interaction between words and music. An historical study of musical texts from primitive examples through Gregorian Chant, troubadours, opera, lieder and popular song.
221. *University Band* 1 s.h.
Fall, Spring
Performs at concerts, commencements and special events. Term paper required. Prerequisite: permission of instructor.

222. *University Symphony Orchestra* 1 s.h.
Fall, Spring
Performs at concerts, assemblies and special events. Term paper required. Prerequisite: permission of instructor.

223. *University Chorus* 1 s.h.
Fall, Spring
Performs at concerts, assemblies, commencements and similar campus activities. Term paper required. Prerequisite: permission of instructor.

232. *Advanced Analysis and Composition* 3 s.h.
Fall, Spring
Analysis of major forms through study of scores for orchestra and chamber ensembles. Composition in small forms. Prerequisite: MUS 154 or equivalent.

242. *Advanced Orchestration* 3 s.h.
Fall, Spring
Analysis and application of techniques used in scoring for orchestra, band and chamber ensembles. Prerequisites: MUS 165, 166, or equivalent.

251, 252. *Advanced Special Studies* 1-3 s.h. each
In-depth investigations and reports on advanced musical topics in such areas as music theory, history, literature, performance or education adapted to the program of the student. Permission of department chairperson required. May not be taken on a Pass/Fail basis.

270A, 270B, 270C. *Orff-Schulwerk Certification Program, Level I, II, III* 3 s.h. each
An in-depth study of Orff's Schulwerk. A multifaceted approach to developing good musicianship. Courses include study of major classic compositions, compositions for recorder, orchestration techniques, movement and pedagogic sequence for developing music reading, performance and creativity skills. Permission of instructor required.

271, 272, 273, A-Z. *Workshops for Music Educators*
Periodically
271, A-Z. 1 s.h.
272, A-Z. 2 s.h.
273, A-Z. 3 s.h.
Workshops of interest to current music educators.

P 1-22. *Private Instruction #*
Fall, Spring
Registration for courses listed below is open to all students but requires Music Department permission. These courses are not open to beginners without the approval of the chairperson of the Music Department. See Notes 6, 7.

P 1: *Piano*, 1 s.h.

P 2: *Organ*, 1 s.h.

P 3: *Voice*, 1 s.h.

P 4: *Flute & Piccolo*, 1 s.h.

P 5: *Oboe*, 1 s.h.

P 6: *Bassoon*, 1 s.h.

P 7: *Clarinet*, 1 s.h.

P 8: *Saxophone*, 1 s.h.

P 9: *Trumpet*, 1 s.h.

P 10: *French Horn*, 1 s.h.

P 11: *Trombone*, 1 s.h.

P 12: *Baritone Horn or Tuba*, 1 s.h.

P 13: *Violin*, 1 s.h.

P 14: *Viola*, 1 s.h.

P 15: *Violoncello*, 1 s.h.

P 16: *Double Bass*, 1 s.h.

P 17: *Classical Guitar*, 1 s.h.

P 18: *Harp*, 1 s.h.

P 19: *Percussion*, 1 s.h.

P 20: *Composition*, 1 s.h.

P 21: *Theory*, 1 s.h.

P 22: *Harpsichord*, 1 s.h.

Numbers in the 101C-122C and 101D-120D and 122D courses refer to the same areas of study as in the P sequence listed above.

101C-122C. *Advanced Private Instruction* 3 s.h. each
Fall, Spring

An instructional fee (see page 26), nonrefundable, is required upon registration. Prerequisite: undergraduate students may take these courses after four semesters of Private Instruction if they are candidates for the B.S. in Music and have passed a Hofstra departmental jury examination. No liberal arts credit.

101D-120D, 122D. *Advanced Private Instruction and Senior Recital* 4 s.h. each
Fall, Spring

A required recital will be evaluated by a jury consisting of the private instructor, the chairperson or a designate and another member of the music faculty. An instructional fee, nonrefundable (see page 26), is required upon registration. Prerequisite: two semesters of Private Instruction in the C sequence. Students must continue with the same numbered course. No liberal arts credit. (Formerly 101D-119D, 122D.)

Natural Science (NSC)

Administered by the Department of Chemistry. Associate Professor Finzel, *Chairperson*

Professor of Chemistry Cassidy, *Coordinator*

COURSES

These courses are sometimes offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1-2. *The Physical Sciences: from Aristotle to Einstein* 4 s.h. each
Periodically

A more intensive version of 11, 12. Credit not given for both these courses and 11 or 12. Credit given for NSC 1-2 or New College NPG 1.

11. *The Physical Sciences #* 3 s.h.
Fall, Spring

Ideas in astronomy, physics and chemistry that have changed the world from the Greek era to the space age. Emphasis on the nature of science; historical and humanistic backgrounds; current science-related issues. (2 hours lecture, 2 hours laboratory-recitation.) For nonscience majors.

12. *Energy and Atoms #* 3 s.h.
Fall, Spring

Examination of the concept of energy, the relationship between matter and energy, and some ideas from contemporary physical

#Core course

theories. Emphasis on the nature of science; historical and humanistic backgrounds; current science-related issues. (2 hours lecture, 2 hours laboratory-recitation.) For nonscience majors. Credit given for this course or New College NPG 1 or QTG 5. (Formerly *The Physical Sciences*.)

13, 14. *Our Physical Universe* 3 s.h. each
See course description, page 372.

21. *Science and Technology #* 3 s.h.
See course description, page 372.

201 & 202. *Philosophy and Implications of Scientific Inquiry* 3 s.h. each
201: Fall; 202: Spring

First semester: selected continuities in the history of science. Second semester: hypothesis, observation and experimentation, the concepts and objects of science; scientific language; laws, theories. Interrelationships of the sciences; the scientific attitude. Prerequisite: permission of director.

203, 204. *Science for Elementary School Teachers* 3 s.h. each
Periodically
Recent innovations, scientific background, practical laboratory experiences, field trips. Limited to elementary school teachers.

New College

SEE PAGE 82

New Opportunities at Hofstra (NOAH)

Frank Whelan Smith, *Senior Assistant Provost and Executive Director*

William E. Bland, *Senior Assistant Dean*
Cecilia Cardenas, *Senior Assistant Dean*

New Opportunities at Hofstra (NOAH) is an admission and developmental program designed to identify and admit minority and other nontraditional students whose educational experience and economic status did not provide them with an opportunity to demonstrate or develop scholastic abilities to the level requisite for undergraduate admission and study at Hofstra. The program was initiated in 1964.

When students are admitted to the program, the NOAH staff devises individual plans to help them develop their scholastic abilities to the fullest extent by providing counseling in academic and other areas to promote a smooth transition to the highly competitive academic environment at Hofstra; instructional services and tutoring to help students develop academic skills and general supportive services, not the least of which is to provide sufficient funds so that the students' college experience will not be a financial hardship.

The support services available to NOAH students are extensive and include the assistance of reading specialists; instructors in writing and English, mathematics and social sciences; counselors and tutors in virtually all subject matters.

The completion of special developmental core courses are required before enrolling in relevant or required University courses. Individual programs of required developmental courses are planned by the student's counselor, but may be waived by the Senior Assistant Provost and Executive Director, depending on the student's status.

PROBATION

NOAH students will be placed on probation if they have attempted less than 25 semester hours and have a grade-point average below 1.3;

attempted 25-57 semester hours and have a grade-point average of 1.5;
attempted 58-87 semester hours and have a grade-point average below 1.9;
attempted 88 or more semester hours and have a grade-point average below 2.0.

DISMISSAL

NOAH students will be dropped from the University if they have attempted less than 25 hours and have a cumulative grade-point average below 1.0;
attempted 25-57 hours and have a cumulative grade-point average below 1.3;
attempted 58-87 hours and have a cumulative grade-point average below 1.7;
attempted 88 or more hours and have a cumulative grade-point average below 1.9.

MINIMUM PERFORMANCE REQUIREMENTS NECESSARY FOR NOAH FRESHMEN AND SOPHOMORES TO CONTINUE AT HOFSTRA UNIVERSITY

NOAH freshmen and sophomores are evaluated at the end of every semester. Recommendations for continuance are made by the NOAH faculty and administrative staff to the Senior Assistant Provost and Executive Director of the NOAH program. Final recommendations are forwarded to the Academic Records Subcommittee of the University Senate Academic Affairs Committee by the Senior Assistant Provost.

Minimum performance requirements necessary for NOAH freshmen and sophomores to continue at Hofstra University are:

1. Grade-point average within the ranges outlined above.
2. Satisfactory participation and completion of all required seminars and workshops with a grade of Pass.
3. Satisfactory participation and completion of all developmental courses with a grade of C or better (this includes attendance requirements).
4. Fulfillment of the terms outlined in the New Opportunities at Hofstra Agreement.
5. Satisfactory completion of all NOAH Learning Resource Center contracts.
6. Attendance at all NOAH forums unless excused by the Director.

Students failing to meet these minimum performance requirements may, upon the recommendation of the Senior Assistant Provost and Executive Director and action by the Academic Records Subcommittee, be dismissed from the NOAH program and the University. NOAH students who have accumulated 36 semester hours or less, independent of grade-point average, or who have accumulated more than 36 but less than 57 semester hours with a grade-point average of less than 2.5, will be dropped from the roll of the University if they are dismissed from the NOAH program for failing to meet the minimum performance requirements.

The courses listed below are an integral part of the NOAH student's academic program.

For additional information contact Senior Assistant Provost Smith, 132 Gallon Wing.

COURSES

NOTE: open to NOAH students only. Students must have authorization from the NOAH Office before registering for the following courses. The code used for registering for these courses is DEVL.

#Core course

1, 1A. *Developmental Reading Workshop I, II* 2 s.h.
Fall, Spring

Lecture/discussion/workshop course designed to refine, increase, expand and enrich students' reading skills and to develop ability to master those skills necessary in reading materials in varied disciplines. Emphasis on finding and understanding main ideas, supportive information and details; determining tone and implications. Individual instruction. No credit granted.

2, 2A. *Developmental American English Writing Skills I, II* 2 s.h.
Fall, Spring

Lecture/discussion/workshop course designed to increase students' American English writing skills to the level of proficiency requisite to beginning undergraduate study. Practice in writing short compositions, term and/or research papers and other written discourse. Attention is given to sentence structure, paragraphing, essay formation and organization. Individual instruction. No credit granted.

3, 3A. *Developmental Basic Mathematics I, II* 2 s.h.
Fall, Spring

Lecture/discussion/workshop course designed to improve and expand students' basic computational skills. Develop ability to perform fundamental mathematical tasks (adding, subtracting, multiplying and dividing) with whole numbers, fractions, positive and negative numbers. Individual instruction. No credit granted.

4. *Developmental Mathematics and Science* 2 s.h.
Fall

Lecture/discussion/workshop course designed to help students in their mastery of fundamental concepts and computations in mathematics and science. Attention is directed to basic arithmetic, problem-solving and study techniques. Emphasis on the importance of attitude, motivation and perseverance in overcoming anxieties about and deficiencies in mathematics and science. Individual instruction. No credit granted.

5, 5A. *Developmental Study Skills I, II* 2 s.h.
Fall

Lecture/discussion course designed to refine; increase, expand and enrich one's ability to understand information taught in classes. Emphasis on techniques and procedures for improving skills in recognition, recall, drawing conclusions, and written and/or oral presentation in regard to new information. No credit granted.

6, 6A. *Developmental Freshman Orientation I, II* 1 s.h.
Fall, Spring

Discussion/workshop course designed to assist students to adapt socially, academically, psychologically and financially to the college environment. Emphasis on the roles and interrelationships of people, information and experiences affecting individual ideas and actions; and the use and/or abuse of options and resources in the college experience. No credit granted.

7. *Developmental English Reading Skills* 3 s.h.
Once a year

This course, a cooperative effort to combine reading and writing into one course, seeks to accomplish two goals. First, it allows for the reading process, both analytical and developmental, to improve student comprehension input with an eye toward what that input process must entail as a basic step toward oral and written communication. Second, it allows for output, the expression of ideas and words both oral and written, to be completed with careful guidance and instruction from both the reading and writing specialists. Designed for continuing students, this lecture/discussion course continues supportive services in a comprehensive way and sharpens those skills that may go undeveloped. Essential skills for good reading interpretation and written expression are the course focus. No credit granted.

8. *Developmental Social Science* 2 s.h.
Fall

Lecture/discussion course designed to expand knowledge of social science with emphasis on overcoming one's academic weaknesses. Help students in coping with problems related to assignments. Since social science courses tend to involve a great deal of writing, attention is given to written expression. No credit granted.

9. *Developmental Career, Professional and Graduate School Preparation* 2 s.h.
Spring

Lecture/discussion/workshop course consisting of discussions of various career options, resume preparation, interviewing techniques, academic preparation for graduate and professional schools, procedure for applying to graduate and professional schools, and graduate and professional school entrance examinations. Open to juniors and seniors. No credit granted.

Philosophy (PHIL)

Associate Professor Godlove, *Chairperson*

Professor Cernic; Associate Professors Dardis, Holland, Jurist, Wallace; Assistant Professors Frisina, Mann, Singer.

Philosophy is a disciplined form of reflection about ourselves and the world. Philosophy includes the study of reasoning itself, seeking to establish standards for good thinking in every field of human inquiry, as well as the critical examination of our most general beliefs about life, religion, ethics, politics, science and art. Its special concern is with problems for which there are no easy answers. The study of philosophy increases self-understanding, as well as fundamental analytical, critical and interpretive capacities applicable in any profession, and in any human situation. A major or minor in philosophy is valuable preparation for careers in law, medicine, education, business, government, the ministry, and computer and information sciences.

Students may major or minor in philosophy or in one of several interdisciplinary areas, or simply take courses in areas of special interest. PHIL 5 is a general introduction which provides the student with a broad picture of the subject, together with the tools and intellectual foundations required for further study in philosophy. PHIL 4 and 9 also serve as good general introductory courses. PHIL 164 and 165 focus on the fundamentals of good reasoning; other basic courses provide general perspectives for studies in many other disciplines. Courses in the history of philosophy and in systematic areas of philosophy concentrate on aspects of the history of philosophy, on particular philosophical problems (e.g., the nature of God), and on special fields of philosophical inquiry (e.g., theory of knowledge, philosophy of feminism, philosophy of science, philosophy of literature). Some advanced courses have a prerequisite (typically PHIL 5 or 9) while others are open to any interested student.

B.A. SPECIALIZATION IN PHILOSOPHY: 30 hours in philosophy courses as follows:

- 18 hours selected from the following: PHIL 5, 9, 135, 136, 150, 165
- at least 3 hours selected from the following: PHIL 115, 116, 117, 120, 133, 137, 138, 142, 143, 145
- 9 additional hours in *any* philosophy courses.

At least 18 of the 30 hours must be 100-level courses. A grade of C- or better is required for each course in the 30 hours.

It is recommended that the student specializing in philosophy take at least one seminar (PHIL 153 or 154; topic varies every semester). Students who take PHIL 153 or 154 in partial satisfaction of a philosophy major or minor may take it on a Pass/D+/D/Fail basis. It is also possible to build a concentration in an area within the B.A. in consultation with an adviser. Some possible

areas of concentration are contemporary philosophy, history of philosophy, ethics, philosophy of law, philosophy and religion. Every student who is interested in either a major or minor in philosophy should consult with a department adviser about the program of study.

See complete B.A. requirements, page 75.

A **MINOR IN PHILOSOPHY** consists of the successful completion of 18 semester hours in philosophy, under advisement in the department, including no more than nine hours of introductory courses. At least six hours must be in residence.

An interdisciplinary **MINOR IN PHILOSOPHY OF SCIENCE** is administered by the Philosophy Department. For information, see page 295. Students should consult with Assistant Professor Holland.

An interdisciplinary **MINOR IN RELIGIOUS STUDIES** is administered by the Philosophy Department. For information, see page 295. Students should consult with Assistant Professor Frisina.

Students in the following areas would profit from philosophy courses listed below:

American Studies: 145
 Anthropology: 60, 63, 68, 69
 Arts: 133, 140
 Classics: 135, 136
 Communications: 4, 9, 133, 164
 Computer Science: 9, 112, 165, 175
 Elementary Education: 5, 6, 9, 164, 165
 English: 133, 140, 182
 Foreign languages: 133, 135, 136, 137, 182
 History: 115, 135, 136, 137, 138, 145, 166, 182
 Mathematics: 165, 175
 Political Science: 4, 9, 11, 65, 119
 Prelaw: 4, 9, 11, 65, 66, 67, 164, 165
 Premedical: 9, 11, 115, 116, 165
 Psychology: 9, 11, 115, 116, 135, 136, 182
 Science: 112, 115, 116, 164, 165, 175
 Sociology: 4, 9, 11, 112, 116

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

4. *Social and Political Philosophy* # 3 s.h.
 Fall, Spring

An introduction to basic issues concerning society and politics. Some topics discussed are the origins of society and its proper organization as well as perspectives on justice, rights and obligations.

5. *Introduction to Philosophy* # 3 s.h.
 Fall, Spring

An introduction to philosophy through the study of classical and recent treatments of philosophical problems. Consideration of such topics as rationality, knowledge and certainty, aesthetic evaluation, the existence of God, the mind and its place in nature, freedom and determinism, responsibility, blame and punishment, morality and altruism. Course is designed to provide a foundation for more advanced courses in philosophy. Credit given for this course or New College HPB I, not both.

6. *Theories of Human Nature* 3 s.h.
 Periodically

Examination of classical and contemporary theories of human nature. Considers persons as moral beings, as seekers of knowledge, and as social and political animals. Emphasis on the connection between theories of human nature and conceptions of the natural world. Credit given for this course or New College HPG 7, not both. (Formerly *Theories of Man*.)

9. *Introduction to Ethics I* # 3 s.h.
 Fall, Spring

Critical examination of major theories in ethics with readings drawn from classical and contemporary sources. The aim is to clarify and illuminate the processes of evaluation, decision and ethical action through the study of important works in the history of ethics. Credit given for this course or New College HPG 11, not both.

11. *Contemporary Ethical Dilemmas* 3 s.h.
 Periodically

A critical examination of various positions taken on some contemporary moral issues and dilemmas. Possible topics include abortion, sexism, euthanasia, sexual preference, the ethics of marriage, racism, privacy, capital punishment, suicide, civil disobedience, punishment, punishment and the mentally ill, environmental ethics, etc. The class may also suggest problems that it wishes to explore. Prerequisite: PHIL 9 recommended.

60. *Introduction to Eastern Religious Traditions* # 3 s.h.
 Once a year

Survey course concentrating on Indian, Hindu and Buddhist traditions, with some attention to the religions of China and Japan. Emphasis on tracing two basic lines of Eastern religious behavior and thought: sectarian and folk devotionalism, and the elite philosophical and meditational traditions. (Formerly *Major Religious Traditions of the East*.)

61. *Introduction to Western Religious Traditions* # 3 s.h.
 Once a year

Survey course concentrating on Judaism, Christianity and Islam. Students compare various forms of myth, ritual and sacred scripture, and analyze the structure of religious community and experience. (Formerly *Major Religious Traditions of the West*.)

62A. *Approaches to the Study of Religion* 3 s.h.
 Periodically

Examination of basic methodological issues and problems in the cross-cultural study of religion. Discussion of theories of religion from several points of view, e.g., sociological, psychological, anthropological and structuralist. Attention given to such philosophical problems associated with cross-cultural study as the nature of rationality, the relativity of knowledge and belief, the nature of interpretation, functionalism and the explanation of human behavior. (Formerly *Religious Experience and Behavior*; 62.)

63. *Introduction to Eastern Philosophy* # 3 s.h.
 Periodically

Survey course of the seven major schools of Indian philosophy, along with the Japanese School of Zen Buddhism and the Chinese philosophy of Taoism.

65. *Philosophy of Law* # 3 s.h.
 Periodically

The study of three major areas in the philosophy of law: the nature of law and its relation to morality and custom, conflicting theories about hard cases, and the proper limits of criminal and tort law.

66. *Philosophical Views on Crime and Punishment* 3 s.h.
 Periodically

Examination of the justification of punishment, proper sentencing, the death penalty, and the prohibition against cruel and unusual punishment in the United States Constitution.

67. *Morality and the Law* 3 s.h.
 Periodically

An examination of the use of law in the enforcement of morals, paternalism in the law, the moral foundations of property and contract law, and constitutional rights and the moral autonomy of the individual.

 #Core course

68. *Islam* # 3 s.h.
See course description, page 372.
69. *Mysticism and the Spiritual Quest* # 3 s.h.
Periodically
Mysticism is traditionally defined as the yearning for direct connection to a transcendent reality and is referred to as the esoteric dimension of religious search. Though evident as a global phenomenon, mystical traditions most notably developed in the monotheistic faiths of Judaism, Christianity and Islam, as well as in the many religious traditions of India, China, Japan and ancient Greece. A cross-cultural exploration of the meanings, definitions, practices and common themes of mysticism via a study of original texts (in translation) from different parts of the world.
70. *Life, Death and Immortality* # 3 s.h.
See course description, page 372.
71. *Comparative Religious Ethics* # 3 s.h.
See course description, page 372.
100. *Topics in Philosophy* 3 s.h.
See course description, page 373.
112. *Technology and Human Values* 3 s.h.
Periodically
Assessment of the status of human values in contemporary western society and the factors which affect this status. The first half of the course examines valuing, choosing, assessing, setting priorities and value disagreements. The second half will apply these findings to selected problems of choice and responsibility emerging from the impact of technology on the person, on society, on the environment and the physical, social, moral and aesthetic quality of life. Same as TPP 112.
115. *Philosophy of Science* # 3 s.h.
Once a year
Study of the methods, assumptions and limits of natural science with illustrations from the history of science. Topics include explanation, laws, prediction, confirmation, theories, the status of theoretical entities, theoretical reduction, concept formation and the problem of demarcation. Prerequisite: PHIL 5 or 165 or permission of instructor.
116. *Philosophy of Mind* 3 s.h.
Periodically
Survey of issues in philosophy of mind, including the mind/body problem, artificial intelligence, consciousness, intentionality and mental causation. Questions discussed include: What are minds? How could brains possibly think? Can animals, babies or computers think? Are minds independent of bodies? Can minds change bodies?—survive death? Prerequisite: PHIL 5 or permission of instructor.
117. *Philosophy of Language* 3 s.h.
Periodically
An investigation of how language relates to the world. The course examines theories of the nature of meaning, truth, reference and fiction, and the relations these concepts have to linguistic and other kinds of behavior. Prerequisite: PHIL 5 or 9 or permission of instructor.
119. *The Marxist Philosophers* 3 s.h.
Periodically
A critical study of Marxist theory stressing philosophy, economics and history from Hegel through Marx and contemporary developments in Marxism.
120. *Philosophy of Religion* # 3 s.h.
Once a year
Traditional philosophical problems surrounding some basic conceptions in the Western monotheistic religions. Primary attention given to three broad topics: To what extent can belief in God be rationally justified?; What, if anything, does the fact of evil tell us about God's nature?; Is religious discourse ordinary speech or in some way metaphorical or symbolic? Traditional arguments for and against the existence of God are discussed. Prerequisites: PHIL 5 or 61 or permission of instructor. (Formerly *Introduction to the Philosophy of Religion*.)
121. *Philosophy of Love* 3 s.h.
Once a year
An in-depth study of love as a central metaphysical phenomenon. (Formerly 21.)
122. "God" 3 s.h.
Periodically
A critical examination of various conceptions of God's nature ranging from the supernatural view of Thomas Aquinas to the psychological projection view of Ludwig Feuerbach.
126. *Modern Religious Thought* # 3 s.h.
Periodically
Development of modern religious thought from Hume to the present. Attention given to such topics as: religion as morality (Kant); as subjectivity (Schleiermacher, Kierkegaard); as related to nature (Whitehead); as related to deity (Tillich); as related to history (R. Niebuhr); and as reflected in American Naturalism (Santayana, Dewey). Course is introduced by a survey of some of the factors that undermined religious authority in the 18th century. Recurrent motif of the course is the relationship between modern religious thought and the history of modern philosophy. Prerequisite: PHIL 5 or 61 or permission of instructor.
133. *Philosophy of the Arts* 3 s.h.
Once a year
An examination of historical sources concerning art—how to define it, its relation to morality and its role within culture, followed by contemporary readings about critical theory, feminism and postmodernism. Consideration as well of specific works—drama, painting, photography and film.
135. *Ancient and Medieval Philosophy* 3 s.h.
Fall
Emphasis on pre-Socratics Plato, Aristotle, and some Hellenistic thinkers. Followed by the special problems and solutions stimulated by the influence of Christianity from St. Augustine to the 14th century. Prerequisite: PHIL 5 or 9 or permission of instructor.
136. *Classical Modern Philosophy* 3 s.h.
Spring
Beginnings of modern science and consequent reconstructions in philosophy from the 16th century forward. Particular emphasis on Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. Prerequisite: PHIL 5 or permission of instructor; PHIL 135 recommended.
137. *19th-Century Philosophy* 3 s.h.
Periodically
A study of philosophers and philosophical trends in the Post-Kantian era. Consideration of such topics as idealism, materialism, existentialism and criticism of the philosophical tradition. The course focuses on close textual readings of such figures as Hegel, Kierkegaard, Marx, Nietzsche, J. S. Mill, C. S. Peirce and others. Prerequisite: PHIL 5 or permission of instructor; PHIL 136 recommended.
138. *Contemporary Philosophical Movements* 3 s.h.
Once a year
A critical examination of contemporary philosophical movements such as analytic philosophy, pragmatism and continental

thought. Prerequisite: PHIL 5 or 9 or permission of instructor; PHIL 136 recommended.

140. *Philosophical Ideas in Literature* 3 s.h.
Periodically

An examination of philosophy in/of literature. Possible topics include modernism, the representation of evil, the representation of ethical perspectives in literature, the representation of time and the issue of authorial voice. Readings in philosophical and literary texts are determined by the topics chosen for a particular semester. Prerequisite: PHIL 5 or 9 or permission of instructor. (Formerly *Philosophical Ideas in Modern Literature*.)

142. *Philosophy of Feminism* 3 s.h.
Once a year

The course considers how feminism challenges traditional ways of thinking about human nature, conceptions of rationality, objectivity and philosophy of science, and moral philosophy. The course presupposes that the student has some familiarity with philosophical concepts and thinking. Prerequisites: PHIL 5 and/or 9 and sophomore standing, or permission of instructor. (Formerly *Feminist Philosophy*.)

143. *Contemporary Social and Political Philosophy* 3 s.h.
See course description, page 373.

145. *The History of American Philosophy* 3 s.h.
Periodically

Examination of key movements in American philosophy, such as transcendentalism, pragmatism and American naturalism. Readings from such figures as Edwards, Emerson, Royce, Peirce, James, Dewey, Santayana, Mead, Randall and Buchler. Prerequisite: PHIL 5 or permission of instructor; PHIL 136 recommended. (Formerly *The Significance of American Philosophy*.)

149. *Ethical Theory* 3 s.h.
See course description, page 373.

150. *Theories of Knowledge and Being* 3 s.h.
See course description, page 373.

153, 154. *Seminar: Problems of Philosophy* 3 s.h. each
Periodically

Each semester a topic is chosen for a study in depth, ranging from problems of space-time and universals to issues pertaining to social and political philosophy. Prerequisite: two courses in philosophy, or permission of instructor. May be repeated for credit when topics vary.

155. *Selected Philosophers* 3 s.h.
See course description, page 373.

164. *Practical Logic* 3 s.h.
Periodically

A study of informal logic which stresses the relationship between logic and language. The aim of the course is to increase the student's skills in critical thinking: how to recognize unsupported assertions, how to analyze and assess arguments encountered in everyday life, and how to formulate and present cogent arguments of one's own. Credit given for this course or New College HPB 002, not both.

165. *Introduction to Symbolic Logic* 3 s.h.
Fall, Spring

A formal study of the logical properties and relationships of sentences by means of the construction of a symbolic language for sentential and predicate logic.

166. *Philosophy and the Holocaust* 3 s.h.
Periodically

Philosophical perspectives on the Holocaust. The first half of the course examines what it means to represent the Holocaust, including epistemological and cultural issues about how to come to terms with the event. The second half of the course focuses

upon understanding the Holocaust, especially ethical issues such as whether the Holocaust was a unique event; whether "evil" is a meaningful category to describe it; if so, how should one define this evil?; does the Holocaust reveal limitations in traditional and/or all moral theory?

175. *Advanced Symbolic Logic* 3 s.h.
Periodically

Construction of a symbolic language for predicate (quantifier) logic. Metatheory for both sentential and predicate logic. Discussion of the limitations of predicate logic, and of more powerful formal systems designed to deal with natural language discourse, such as tense logic and modal logic. Prerequisite: PHIL 165.

182. *Existentialism* 3 s.h.
Once a year

Survey of the primary works of European existentialist thought from Kierkegaard and Dostoevsky to Heidegger. Credit given for this course or New College HPG 1, not both

191, 192. *Readings in Philosophy* 1-3 s.h. each
Fall, Spring

The student will read selections assigned by the instructor and prepare oral or written papers. Prerequisite: permission of instructor.

193. *Honors Essay* 3 s.h.
Fall, Spring

Research for and writing of a substantial essay in philosophy. Open only to philosophy majors who are eligible and desire to graduate with departmental honors (see page 62 for the conditions of eligibility for departmental honors). Interested students must secure, before registration, written permission of the instructor who will supervise the essay. The Honors Essay will be evaluated by the department. May be repeated for credit if taken in both fall and spring of senior year.

194. *Seminar* 3 s.h.
See course description, page 373.

Philosophy of Science

Administered by the Department of Philosophy. Associate Professor Godlove, *Chairperson*.

Associate Professor of Philosophy Holland, *Adviser*

MINOR IN PHILOSOPHY OF SCIENCE is an interdisciplinary program primarily designed for students majoring in a particular science or in mathematics. This minor enables students to develop a broader view of their major to appreciate, for example, the important historical developments in their given field, and to better learn to critically evaluate their major's subject matter and its method of inquiry.

The minor consists of 18 semester hours of required and elective courses listed below, with at least six hours in residence. It is recommended that students complete their mathematics and natural science core requirements before beginning this program. Students should also be aware that some of the courses listed below require prerequisites, see individual courses.

A. Required
PHIL 115. *Philosophy of Science* #, 3 s.h.

B. Logic Requirement
PHIL 165. *Introduction to Symbolic Logic*, 3 s.h. or
MATH 191. *Introduction to Set Theory*, 3 s.h. and
PHIL 175. *Advanced Symbolic Logic*, 3 s.h.

NOTE: MATH 202. *Mathematical Logic* may be substituted for PHIL 175 with permission of adviser.

#Core course