

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, Doolittle, Smith; Assistant Professors Frierman, 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. **B.S. in Ed.** Certification for teaching of physical education. (See section IA below.)
 - B. **B.S.** An exercise specialist—leading exercise classes and evaluating fitness programs. (See section IB below.)
 - C. **B.S.** Certification for teaching health education in elementary and secondary schools. (See section IC below.)
 - D. **B.S.** Certification for teaching health education at both the elementary and secondary levels. (See section ID below.)
 - E. **B.S.** 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. **B.S.** 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. **Skills courses.**—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 237 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 I-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:
 - a) Communication skills: 9 semester hours
 1. ENGL 1-2*
 2. SPCH 3** or SPCM 1** or 11**
 - b) History elective: 3 semester hours
 - c) Multicultural Perspective elective: 3 semester hours selected from the following: ANTH 4, 131, 137; CLIT 190, or others as approved by the program coordinator.
 - d) Mathematics elective: 3 semester hours
 - e) Philosophy elective: 3 semester hours PHI 10, 14, 20 or others as approved by the program coordinator.
 - f) Arts: 3 semester hours: DNCE 121
 - g) Literature elective: 3 semester hours

*See University Degree Requirements, page 61.

**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.

- h) Social sciences: 10 semester hours
1. PSY 1
 2. Developmental psychology: 3 semester hours selected from the following: PSY 153, SPG 029
 3. Sport psychology: 3-4 semester hours selected from the following: SPG 028 or others as approved by the program coordinator.
- i) Natural sciences: 6 semester hours: BIO 103, 105
- j) Professional education: 27 semester hours: CRSR 113, FDED 111** or 127**, HSPE 103, 104, 154, 167, 130A, 130B
- k) Physical education major theory: 31.5 semester hours: HSPE 13, 50, 53, 60, 62, 80, 106, 108, 138A, 164, 165A, BIO 106+
- l) Physical education skills techniques: 13.5-15.5 semester hours:
1. Aquatics: select one course from the following: HSPE 31, 42, 143
 2. Dance: HSPE 12
 3. Team sports: select 5 courses from the following: HSPE 5A, 8A, 10A, 16A, 26A, 27A, 36A, or others as approved by the program coordinator.
 4. 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.
 5. Lifelong leisure pursuits: select 2 courses from the following: HSPE 45, 46, or others as approved by the program coordinator.
 6. Cooperative Adventure Activities: HSPE 119
 7. Gymnastics: HSPE 15A
 8. Fitness: HSPE 25 and one course selected from the following: HSPE 38A, 100, 111B, 32, 35, or others as approved by the program coordinator.
 9. 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:
- a) participate on an intercollegiate varsity team as a player, manager, or athletic trainer for at least one season;
 - b) 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 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:

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 exercise specialist major course work (courses designated by ††).
2. Recommendation of the major adviser.
3. 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 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 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 two field experiences, and the last 30 hours. The 15 hours need not be included within the last 30 hours.
4. The following general and major requirements:
 - a) ENGL 1-2*
 - b) Humanities, 6 semester hours, including SPCM 1, 7, 11, or SPCH 3
 - c) PSY 1, 111, 163
 - d) SOC 4
 - e) BIO 50, 103, 105, 106††
 - f) Liberal arts electives, 24 semester hours, with 9 of these semester hours in related disciplines taken under advisement.
 - g) Basic statistic course chosen from SOC 139; PSY 140; MATH 8; BIO 100; New College S 91, QTB 2
 - h) HSPE 25††, 35††, 38B††, 60††, 62††, 66††, 100††, 106††, 111B††, 114††, 149A††, 149B††, 161††, 194, 196††, 197††, 198††, 199.
 - i) HSPE electives: selection of 6 s.h. from the following courses or under advisement: HSPE 63, 64, 65, 67, 68, 69A, 70A, 138A.
 - j) Two business courses taken under advisement, 6 s.h.
 - k) DNCE 12A and CRSR 116.

C. B.S. SPECIALIZATION IN SCHOOL AND COMMUNITY HEALTH EDUCATION†

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. 35813)*

*See University Degree Requirements, page 61.

**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 1998-99. For further information, contact the Department of Health Studies, Sport Sciences, and Physical Education.

††Required exercise specialist major course work.

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
	27
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
	18
c) Student Teaching requirement: 9 s.h.	
HSPE 130A. <i>Student Teaching</i>	4.5
130B. <i>Student Teaching</i>	4.5
	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) (minimum required)	2 -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
	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	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 health agencies, private health organizations, or voluntary health agencies.

Assistant Professor Schwartz, *Coordinator (Ext. 35813)*

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.

*See University Degree Requirements, page 61.

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
	<hr/> 19
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
	<hr/> 14
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
	<hr/> 6
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

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.

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
(Minimum required)	<hr/> 17
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
	<hr/> 39
f) Liberal Arts electives: 19 s.h.	19
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	<hr/> 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 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.
2. Completion of clinical observation hours. If a student does not complete the required clinical observation hours, it is the

*Counts as a liberal arts course.

**See University Degree Requirements, page 61.

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.

3. Recommendation of the major adviser.
4. 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:

1. All clinical hours must be under the supervision of an NATA Certified Athletic Trainer.
2. Twenty-five percent (25%) of these hours must be in "high risk sport" coverage (i.e., football, lacrosse, basketball).
3. All hours must be accumulated in a period of not less than two, and no more than five years.
4. 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.
5. 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:

1. The successful completion of 128 semester hours of prescribed coursework.
2. 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.
3. 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.
4. The following general and major requirements:
 - a) ENGL 1-2**
 - b) Humanities electives, 6 semester hours
 - c) 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
 - d) SPCM 1 or 11 or SPCH 3
 - e) PSY 1+, 154, 163
 - f) SOC 4
 - g) Social science elective, 3 semester hours (not in sociology or psychology)
 - h) BIO 50+, 103+, 105+, 106+

- i) CSC 5
- *j) MATH 12, 10, or 137, 3 s.h.
- *k) PHYS 4, or 1A and 1B, 3-4 s.h.
 - l) 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:

- a) PHYS 1A, 1B, 2A, 2B
- b) MATH 10, or 137
- c) 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:

- Area 1. Theory Concentration
 - 12 s.h. in theory courses
 - 4 s.h. in science courses
 - 2 s.h. in skills courses
- Area 2. Science Concentration
 - 12 s.h. in science courses
 - 4 s.h. in theory courses
 - 2 s.h. in skills courses
- Area 3. 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 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

*Counts as a liberal arts course.

**See University Degree Requirements, page 61.

+Included in the cumulative average for athletic training major concentration.

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.

269. *Current Trends in Telecommunications and Microcomputer Applications for Health Professionals*, 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.
 241. *Medical Terminology and the New Technologies*, 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 67.

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 probation 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.
 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 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*.

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.
 237, A-Z. *Special Topics in Physical Education & Sport*, 1-3 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), may be transferred in if it was successfully completed within the

*Recommended for majors.

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.
		21 s.h.

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 67.

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 237 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. *Self-Defense* 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: history of disease, causative agents, treatment modalities and practices, current research, and the relationship of wellness and

*Recommended for majors.

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 I** 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 II** 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: HSPÉ 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 motor 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 Health or 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.
- 237, A-Z. *Special Topics in Physical Education and Sport* 1-3 s.h.
Periodically
Designed to meet the needs of specific groups of students of 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.
- 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)
241. *Medical Terminology and the New Technologies* 1½ s.h.
Periodically
This course is designed to introduce medical and healthcare language and identify current technological advances that are commonly utilized in the healthcare industry. How vocabulary is applied and innovations explored in the context of the healthcare community are studied.
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: MHAE 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: MHAЕ 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: MHAЕ 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: MHAЕ 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)
269. *Current Trends in Telecommunications and Microcomputer Applications for Health Professionals* 1½ s.h.
Spring
Concepts, methodology and applications of microcomputers in the field of health, designed for the professional who is relatively unfamiliar with automation systems. This course presents a practical overview of automation applications in the health field, including telecommunications via microcomputers as software programs written specifically for health educators/administrators and similar professionals. It also identifies and discusses issues and ethical challenges that have arisen as new systems are adopted and old ones are modernized.
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: MHAЕ 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 urg-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: MHAЕ 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, concluding 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 MHAЕ 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 MHAЕ 300 may be offered in place of either the departmental comprehensive examination or the *Master's Essay* in MSPE or MHAЕ. 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*

Assistant Professor Berlinerblau, *Adviser*

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.
	105. <i>The Ancient Egyptians, Hebrews & Greeks</i> , 3 s.h.
JW ST	21. <i>Jewish Themes in American Literature</i> , 3 s.h.
PSC	108. <i>Politics of the Middle East</i> , 3 s.h.
PHI	12. <i>Introduction to Western Religious Traditions</i> , 3 s.h.
	15. <i>Introduction to Eastern 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 76.

Minor in Hebrew, see page 157.

B.A. SPECIALIZATION IN JEWISH STUDIES, see page 269.

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 Hebrew* 3 s.h.
Fall
Fundamentals of grammar and pronunciation. Simple conversational patterns.

2. *Elementary Hebrew* 3 s.h.
Spring
Continuation of 1. Selected readings. Prerequisite: HEBR 1 or equivalent.

3. *Intermediate Hebrew* 3 s.h.
Fall
Review of grammar. Reading and translation of prose of average difficulty. Prerequisite: HEBR 2 or equivalent.

4. *Intermediate Hebrew* 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, Parker, 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 8). 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 76.

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 343.

PHI ALPHA THETA: an international history honor society, see page 65.

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

*Applications not accepted in 1998-99. For further information, contact the History Department.

#Core course

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.

14C. *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. (Formerly 14.)

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*.)

72C. *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*; 72.)

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.

 #Core course

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 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, 14C, 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.
- 162C. *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. (Formerly 162.)
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. Ord-

narily 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. <i>Seminar: British History</i> Periodically	3 s.h.
181. <i>Seminar: Medieval Europe, 400 A.D. to 1300 A.D.</i> Periodically	3 s.h.
182. <i>Seminar: Early Modern Europe, 1300 A.D. to 1600 A.D.</i> Periodically	3 s.h.
183. <i>Seminar: Modern European History</i> Periodically	3 s.h.
184. <i>Seminar: 18th-Century America</i> Periodically	3 s.h.
185. <i>Seminar: 19th-Century America</i> Periodically	3 s.h.
186. <i>Seminar: American Society and Thought</i> Periodically	3 s.h.
187. <i>Seminar: 20th-Century America</i> Periodically	3 s.h.
196. <i>Seminar: Ancient History</i> Periodically	3 s.h.

READING COURSES

192. <i>Readings in History I</i> 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 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.	3 s.h.
194. <i>Readings in History II</i> 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.	3 s.h.
235. <i>Studies in Long Island Regional History</i> 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.	3 s.h.

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. <i>Readings in American History</i> Fall, Spring	3 s.h. each
253, 254. <i>Readings in European History</i> Fall, Spring	3 s.h. each
255, 256. <i>Readings in Russian History</i> Fall, Spring	3 s.h. each
291, 292. <i>Special Studies in History</i> Studies in periods, personalities on themes in history. Subjects to be announced yearly.	3 s.h. each

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 67. 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 67.

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. <i>Arts and Artists</i> Periodically An interdisciplinary introduction to vital issues—especially for any artist—in aesthetics, art theory, history and criticism. Centered in the visual arts, inquiry extends to other arts and beyond. Typical themes include medium; form; style; representation; semiotics; expressive value; pragmatics of the “art world”; historical contextualism versus an “eternal present”; criticism in theory and practice.	3 s.h. each
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100. <i>Arts of the Jazz Age</i> Periodically	3 s.h.
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The arts in America during the first quarter of the twentieth century. Emphasis is on the work of writers, musicians, artists and architects who captured the spirit of the country. Development of modern jazz; attention to the foregrounding of jazz of improvi-

sation, arrangement and performance as important for artists and writers as well as musicians.

141. *History of Photography* 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*; *History of Photography: the 19th and 20th Centuries*.)

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. *Renaissance Art and Culture* 3 s.h.
Periodically
Painting, sculpture and architecture from the late medieval to the Mannerist style, examined in the context of contemporary European culture during the passage from feudalism to capitalism. Religious, philosophical and literary elements in the formation of humanism; artistic diffusion and provincialism; the problem of Mannerism. (Formerly *Arts of the Early Renaissance*.)

202. *Baroque Art and Culture* 3 s.h.
Periodically
Painting, sculpture and architecture from about 1600 to the later eighteenth century, in the context of contemporary European culture. Classical and anticlassical currents of the Baroque, the Rococo and the Enlightenment in religious, philosophical, literary and musical, as well as artistic manifestations. (Formerly *Arts of the High Renaissance and Baroque*.)

203. *Philosophy of Criticism* 3 s.h.
Spring
Problems of significance and value in art and culture; aesthetic and critical inquiry in theory and analytical practice. The course, which takes varying interdisciplinary emphasis is conducted in the form of a colloquium in which significant texts bearing on some principal theme are read and discussed in common, with individual reports. Required of all candidates for the M.A. in Humanities (open to other qualified students with the permission of the humanities graduate coordinator).

207. *Art of the 19th Century* 3 s.h.
Periodically
A survey, mainly of painting, through the main period-styles of neoclassicism, romanticism, realism, naturalism, impressionism and postimpressionism, with attention to parallel developments in contemporary culture and society. Emphasis on French, Spanish, English, and German art, with some attention to graphics (drawing; early lithography and photography).

208. *Art of the 20th Century* 3 s.h.
Periodically
A conceptual as well as stylistic overview of the major movements in painting, especially in Europe, since the avant-garde challenges to academic representation of the later 19th century. The formative role of French art and the emergence of rival centers; a crisis of abstraction and figuration between the World Wars; postwar rivalry with America; conceptualism; neoexpressionism; the lingering problem of modernism.

210. *Studies in American Art and Culture Since 1900* 3 s.h.
Periodically
Interrelationships between literature and the visual arts in the United States. Representative works of major writers and artists are analyzed against the background of the attitudes, tastes and values of American society. (Formerly *Art in America, 1900 to the Present*.)

230. *Modern Photography* 3 s.h.
Periodically

The development of photography with emphasis on style. Consideration is given to the interrelationships of photography with the visual arts, film and television—thus: aesthetic affiliations of photography with the other arts. Some direct scrutiny, as far as practicable, of original prints in the Hofstra Museum collection. (Formerly, *20th-Century Photography in America*.)

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. Permission of the humanities graduate coordinator required.

268. *Internship* 6 s.h.
Fall, Spring

Open only to students in the M.A. in Humanities program able to arrange for supervision of work substantially relevant to their studies at a museum, library, art gallery, journal or other appropriate institutional site. Permission of the humanities graduate coordinator as well as of the sponsoring supervisor is required. The student produces a written report (not a diary or notebook) on the academic significance of his or her activities for evaluation by the sponsor. 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 substantial master's essay (in addition to course papers) under the supervision of an appropriate adviser. This may consist of a fresh approach to known material, provided the same thoroughness of scholarship and scholarly presentation obtain as for a more traditional research thesis.

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 Johnson, *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 95.

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#* (PHI 14)
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 14C)
(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 76). 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 of Business (see page 99), the School of Communication (see page 108), and in the School of Education (see page 112).

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.

#Core course

*Major and minor programs.

**Majors only.

†Minor program only.

- IB 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, Mathur, Moore; Assistant Professors Elenkov, Lee, Maignan, 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 97.

MINORS IN BUSINESS, see page 99.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see page 101.

BUSINESS HONOR SOCIETIES, see pages 64, 71.

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.
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.

174. *Business Internship* 1-3 s.h.
 Fall, Spring
 Actual practical experience in an approved setting open to junior and senior international business majors. Students work a minimum of 40 hours for 1 credit or a minimum of 80 hours for 2 credits or a minimum of 120 hours for 3 credits in a structured international business program offered by a for-profit or not-for-profit organization. **NOTE:** Students may take this course only once. Satisfactory completion of this course counts toward general degree requirements but does not satisfy international business major requirements. Prerequisites: permission of department chairperson, a minimum grade point average of 2.5 in international business courses and 2.5 overall, IB 150, junior class standing or above.

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 in International Business* 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: permission of department chairperson, a minimum grade point average of 3.0 in international business courses and 3.0 overall, IB 150, 154. Prerequisite or corequisite: related course in the area of internship. (Students who do not meet these requirements, see IB 174.) (Formerly *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 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 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** 3 s.h.

Periodically
Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client organization for one semester. The students and the client organization to which they are assigned will identify the clients' specific problems and objectives. 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 cumu-

*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 219 as a corequisite.

lative 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. *Integrative Business Simulation** 3 s.h.
Periodically

Course utilizes a comprehensive and integrative 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. (Formerly *Computer Simulation (Management Game) in International Business.*)

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 157.

For Italian Literature in Translation courses, see page 275.

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.

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,

*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.

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 English 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. <i>Ancient Italy</i> , 1 s.h. or
106. <i>Hellenistic & Roman Worlds</i> , 3 s.h.
6Q. <i>Christian Italy</i> , 1 s.h.
6R. <i>National Italy</i> , 1 s.h. |
| IT ST | 131. <i>Italian Civilization: the Middle Ages to the Renaissance</i> , 3-4 s.h.
132. <i>Italian Civilization: the Age of Baroque to the Present</i> , 3-4 s.h. |
| B. Electives, 6-9 semester hours chosen from the following: | |
| ANTH | 132. <i>Contemporary Italy: an Anthropological View</i> , 3 s.h. |
| AH | 106. <i>Italian Renaissance Art</i> , 3 s.h. |
| CLIT | 40. <i>Literature of the Emerging Europe</i> , 3 s.h.
161. <i>Renaissance</i> , 3 s.h. |
| HIST | 6S. <i>The Italian-American Immigrant</i> , 1 s.h.
106. <i>Hellenistic & Roman Worlds</i> , 3 s.h.
108. <i>Renaissance Europe from St. Louis to Luther</i> , 3 s.h. |
| ITAL | 4. <i>Intermediate Italian</i> , 3 s.h.
5. <i>Advanced Reading</i> , 3 s.h.
13. <i>Summer Workshop: Italian Language & Civilizations</i> , 3-4 s.h. |
| | 101 through 106. <i>Advanced Italian Language</i> , 3 s.h. each |
| | 109, 110. <i>Italian Conversation & Oral Practice</i> , 3 s.h. each |
| | 116, 117. <i>Advanced Readings</i> , 1 s.h. each |
| | 151 through 156. <i>Masterpieces of Italian Literature</i> , 3 s.h. each |
| IT ST | 141. <i>Italian Cinema from Neorealism to the Present</i> , 3 s.h. |
| LAT | 4. <i>Vergil</i> , 3 s.h.
112 through 117. <i>Latin Readings</i> , 1 s.h. each |
| | 120. <i>Lyric & Elegiac Poetry</i> , 3 s.h. |
| | 121. <i>Roman Drama</i> , 3 s.h. |
| | 122. <i>Roman Philosophy</i> , 3 s.h. |
| | 123. <i>Roman Novelists</i> , 3 s.h. |
| | 124. <i>Roman Historiography</i> , 3 s.h. |
| | 125. <i>Roman Satire</i> , 3 s.h. |
| LIT | 5. <i>Italian Culture & Civilization</i> , 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 383.
132. *Italian Civilization: the Age of Baroque to the Present* 3-4 s.h.
See course description, page 383.
141. *Italian Cinema from Neorealism to the Present* 3 s.h.
See course description, page 383.

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*

Assistant Professor Berlinerblau, *Adviser*

For related Literature in Translation courses, see page 275.

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 257.

See complete B.A. requirements, page 76.

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 civilizations 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 383.

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.

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

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.)

Journalism majors transferring to Hofstra may bring no more than six journalism credits from other schools for use in satisfying journalism major requirements at Hofstra. These six credits are subject to the approval of the Department of Journalism and Mass Media Studies of the School of Communication. Transfer credits are approved only for those courses meeting the department's curriculum requirements and course standards.

All department majors must have a minimum grade point average of 2.5.

B.A. MAJOR IN PRINT JOURNALISM: 36 s.h.

27 s.h.—SCO 2, JRNL 1, 11, 13, 15, 53, 72 (50 may be substituted for 72), 170, and MASS 104

6 s.h.—Chosen under advisement

3 s.h.—selected from the following: MASS 101, 112, 120, 199, or JRNL/MASS 180-189, A-Z

B.A. MAJOR IN BROADCAST JOURNALISM: 36 s.h.

#Core course

27 s.h.—SCO 2, JRNL 1, 11, 13, 15, 16, 17, 120, 170, and MASS 104

6 s.h.—Chosen under advisement

3 s.h.—selected from the following: MASS 101, 112, 120, 199

Under advisement, Journalism students will take SCO 1, 3, and 4. **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 287.

A MINOR IN JOURNALISM consists of the successful completion of 18 semester hours in journalism, with at least 12 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 387.

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. Outside community research and reporting time is required. 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. Outside community research and reporting time is required. Prerequisites: JRNL 11, PSC 1. (Formerly COMM 77; *Intermediate Journalism.*)

15. *Broadcast News I* 3 s.h.
Fall, Spring
Theory and practice of the reporting and writing of 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. Outside community research and reporting time is required. Prerequisite: JRNL 13 (completed or concurrent). No liberal arts credit. (Formerly COMM 78; *Broadcast Journalism.*)

16. *Broadcast News II* 3 s.h.
See course description, page 387.

17. *Advanced Broadcast News* 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 issues for the electronic journalist are considered. Outside community research and reporting time is required. Prerequisite: JRNL 16. (Formerly COMM 193, *Advanced Broadcast Journalism; Intermediate 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. Outside community research and reporting time is required. 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. Outside community research and reporting time is required. 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.
Fall, Spring

This course emphasizes reporting the interpretive story. Outside community research and reporting time is required. Prerequisite: JRNL 13. (Formerly COMM 186; *Feature Writing.*)

53. *Copy Editing* 3 s.h.
See course description, page 387.

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 387.

58. *Editorial and Review Writing* 3 s.h.
Fall

The theory and practice of writing opinion and criticism. Examination of the work of 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. Outside community research and reporting time is required. Prerequisite: JRNL 13. (Formerly COMM 102, *Critical Practices in the Communication Arts; Review Writing.*)

60. *Fundamentals of Public Relations* 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. Outside community research and reporting time is

required. Prerequisites: JRNL 11, 13. Same as MASS 60. (Formerly COMM 190; *Public Information and Public Response*.)

72. *Investigative and Depth Reporting* 3 s.h.
See course description, page 387.

76. *Advanced Broadcast Journalism* 3 s.h.
See course description, page 387.

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.

Not all *Special Topics* courses in Journalism are for liberal arts credit.

199. *Departmental Honors* 3 s.h.
Fall, Spring

Research in and the writing of a significant publishable paper. 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 64 under eligibility requirements. (Formerly COMM 199.)

Languages, Foreign

SEE PAGE 156.

Latin (LAT)

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

Major and minor requirements in Latin, see page 157.

For Latin Literature in Translation courses, see page 274.

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 119.

Liberal Arts and Sciences, College of

SEE PAGE 75.

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 student chooses three areas of concentration from the departments and programs in the College of Liberal Arts and Sciences. The areas of concentration may be chosen from the same or from different divisions.

The major consists of at least 60 credits in the three areas of concentration in nonintroductory courses for which liberal arts credit is given, with a minimum of 18 credits in each of the three areas. Only courses permitted for the major or minor may be applied to the Liberal Arts major. 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. (A list of introductory-level courses, which do not count toward this major, is available in the Office of the Dean of Hofstra College.)

At least six semester hours in each of the three areas of concentration must be completed in residence at Hofstra.

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 76.

Linguistics (LING)

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

Professor Leonard, *Adviser*

MINOR IN LINGUISTICS, see page 157.

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. *The Learner in the School*
SED 267. *Teaching English to Adolescent & Adult Speakers of Other Languages*
READ 239. *Psycholinguistic Foundations for Reading & Writing Instruction*
 - B. Linguistic component, 9 s.h.
ENGL 203. *Approaches to English Grammar*
LING 210. *Second Language Acquisition*
SPCH 209. *Developmental Psycholinguistics*
- 2) Applied linguistics track, 12 s.h.
 - LING 212. *Workshop: English Language Program*
 - 262. *Applied Linguistics*
 - 299. *Seminar: Applied Linguistics*
 - SPAN 213. *Development of Social & Psychological Bilingual Trends in the United States*
- 3) Recommended electives, 6 s.h., to be chosen under advisement, according to student's interests:
 - RES 241. *Testing & Evaluation of Bilingual Students*
 - ELED 246. *Methods & Materials for Bilingual Teaching of Reading in a Bicultural Setting*

- ELED 247. *Social Studies & Communication Arts for Bilingual/Bicultural Children*
 248. *Methods & Materials for Bilingual Teaching of Mathematics & Science*
 READ 223. *Advanced Reading Instruction for Teachers of Bilingual Children & Adolescents*
 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 67.

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 383.
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 383.
111. *Scientific Terminology and Etymology* 3 s.h.
 See course description, page 383.
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.

162. *Applied Linguistics* 3 s.h.
 Periodically
 Theories of linguistics applied to anthropology, sociology, neurology, literature and education. Focus on areas of ethnic interaction 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, syntactic change, semantics, language and social/psychological behavior, and artificial intelligence and natural language processing. 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 rewriting 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, psychological and sociocultural processes that relate to second language acquisition. The relevance of such findings for classroom teachers 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 assisted 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. Prerequisite: 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.

#Core course

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 humor.

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 appear under the French Department on page 228.

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 appear under the Spanish Department on page 358.

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.

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 Doeblin, 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-

#Core course

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 383.

90. *Modern Arabic Literature #* 3 s.h.
See course description, page 384.

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 Charnov, *Acting Chairperson*

Professors Lazarus, Montana, Roukis, Sonfield; Associate Professors Blonder, Farid, Flynn, Gao, Smith, Wahba; Assistant Professors Buda, Ferguson.

THE ROBERT F. DALL DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Sonfield. See page 400.

THE MEL WEITZ DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Lazarus. See page 402.

Management (MGT)

Administered by the Department of Management and General Business. Associate Professor Charnov, *Acting 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 97.

A **MINOR IN MANAGEMENT** 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 Management and General Business*, with at least 6 semester hours in residence. The requirements are: MGT 101 and five additional three-credit management courses. A completed minor in management 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 management 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 course work without permission of the School of Business Dean's Office. The student must have the appropriate form approved 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 101.

BUSINESS HONOR SOCIETIES, see pages 64, 71.

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.

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.

#Core course

121. *Human Resources Management* 3 s.h.
Fall, Spring
Human resources function as it relates to industrial, service, and not-for-profit organizations: selection and placement of workers, supervision, wage and salary administration, union-management relations, management development. Prerequisites: MGT 101; junior class standing or above. (Formerly *Personnel Administration*.)
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.
174. *Business Internship* 1-3 s.h.
Fall, Spring
Actual practical experience in an approved setting open to junior and senior management majors. Students work a minimum of 40 hours for 1 credit or a minimum of 80 hours for 2 credits or a minimum of 120 hours for 3 credits in a structured management program offered by a for-profit or not-for-profit organization. NOTE: Students may take this course only once. Satisfactory completion of this course counts toward general degree requirements but does not satisfy management major requirements. Prerequisites: permission of department chairperson, a minimum grade point average of 2.5 in management courses and 2.5 overall, MGT 110, 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. Prerequisites: MGT 110 and junior class standing or above.
184. *Deterministic Models in Operations Research* 3 s.h.
Periodically
Same as QM 184.
185. *Internship in Management* 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. (Students who do not meet these requirements, see MGT 174.) (Formerly *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 department 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 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*.)

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

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
A cross-functional integrative approach to the 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
A cross-functional integrative approach for examining, assessing, and developing practical and personal leadership skills in an experiential forum. 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. Prerequisite: 201C or approved equivalent.
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.
- 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.
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

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

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** 3 s.h.
Periodically

Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client organization for one semester. The students and the client organization to which they are assigned will identify the clients' specific problems and objectives. 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. *Integrative Business Simulation** 3 s.h.
Periodically

Course utilizes a comprehensive and integrative 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. (Formerly *Computer Simulation (Management Game) in Management*.)

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.)

401. *Operations Management*** 2 s.h.
Periodically

An examination of the processes organizations use to transform resources into high quality goods and services that satisfy consumers. Techniques for designing production and operation systems that are efficient as well as effective are included.

402. *Managing Contemporary Organizations*** 4 s.h.
Periodically

Issues of organizational behavior and design in all types of corporations, nonprofit institutions, and governmental agencies are discussed. Emphasis is placed on motivational systems, intra-group and intergroup communications, power relationships, and the management of change. The effects of cultural diversity on organizational dynamics are also considered.

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, Mathur, Moore; Assistant Professors Elenkov, Lee, Maignan, Zhang.

THE WALTER H. "BUD" MILLER DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Berman. See page 401.

THE RMI DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Evans. See page 401.

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 97.

A MINOR IN MARKETING 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 Marketing and International Business*, with at least 9 semester hours in residence.

The requirements for a *marketing minor who is a major in another*

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**Open only to matriculated Zarb School of Business E.M.B.A. students.

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

business area are: MKT 101, 124, 175 and three additional courses chosen from the following: MKT 131, 135, 140, 141, 144, 149, 157, A-Z, 168, 169, 170, 172; IB 150; GBUS 170. See course listings for prerequisites.

Nonbusiness majors may also choose a marketing minor. The requirements for a *marketing minor who is a nonbusiness major* are: MKT 101, 124, and four additional courses chosen from the following: MKT 131, 135, 140, 141, 144, 149, 157, A-Z, 168, 169, 170, 172, 175; IB 150; GBUS 170. See course listings for prerequisites.

A completed minor in marketing will be listed on the student's transcript.

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

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 101.

BUSINESS HONOR SOCIETIES, see pages 64, 71.

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.
172. *Export/Import Marketing* 3 s.h.
Periodically
Intensive study of all of the aspects of export-import marketing. Topics covered include marketing strategy, company resources to support export-import operations, export marketing research, evaluation of governmental incentives and barriers to trade, establishment of distribution policies, evaluating transportation alternatives, evaluating financing alternatives, maritime and credit insurance programs, export/import documentation and electronic data interchange, product adaptation, pricing tactics and strategy, promotion approaches, after sales service, finding service and product suppliers, organizational considerations of the export-import business, and ethical issues which arise in arranging transactions, complying with government regulations, and shipping goods. Prerequisites: MKT 101, IB 150, and junior class standing or above.
174. *Business Internship* 1-3 s.h.
Fall, Spring
Actual practical experience in an approved setting open to junior and senior marketing majors. Students work a minimum of 40 hours for 1 credit or a minimum of 80 hours for 2 credits or a minimum of 120 hours for 3 credits in a structured marketing program offered by a for-profit or not-for-profit organization. **NOTE:** Students may take this course only once. Satisfactory completion of this course counts toward general degree requirements but does not satisfy marketing major requirements. Prerequisites: permission of department chairperson, a minimum grade point average of 2.5 in marketing courses and 2.5 overall, MKT 101, junior class standing or above.
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 in Marketing* 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: permission of department chairperson, a minimum grade point average of 3.0 in marketing courses, and 3.0 overall, MKT 124. Corequisite: related course in the area of internship. (Students who do not meet these requirements, see MKT 174.) (Formerly *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, hospital-ity) 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.

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

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.
Periodically
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.
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 Profit Impact of Marketing Strategy (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 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 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

*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.

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** 3 s.h.
Periodically

Under the supervision of an instructor and working singularly or in a small group, students are assigned to a client organization for one semester. The students and the client organization to which they are assigned will identify the clients' 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, MGT 307.

308. *Integrative Business Simulation** 3 s.h.
Periodically

Course utilizes a comprehensive and integrative 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. (Formerly *Computer Simulation (Management Game) in Marketing*.)

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.)

401. *Marketing Analysis and Management*** 4 s.h.
Periodically

Major focus on the role and functions of marketing in modern society, strategic planning and marketing and the types of marketing decisions made by executives. Topical coverage includes the broad scope of marketing; the development of strategic marketing plans; marketing information systems; marketing in a global context; ethical, societal, and environmental considerations; consumer behavior and market segmentation; tactical decisions relating to products, pricing, distribution, and promotion; the integration and coordination of marketing planning with other functional areas; and marketing audits.

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.

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

**Open only to matriculated Zarb School of Business E.M.B.A. students.

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

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	
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.	6
	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	6
	30

See complete graduate information, page 67.

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>	3
	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

*Since this is not a degree program, it may not be used toward permanent certification by persons who hold provisional teaching certificates.

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 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.)

240. *Family Therapy and Chemical Dependency* 3 s.h.

Once a year

This course provides an overview of chemical dependency and its systemic effect upon family roles and functions. It provides a bio-psycho-social model of understanding of addiction in adolescence and adulthood and its concomitant family codependency issues. Students learn about planned intervention, relapse prevention, 12-step recovery, and alternative clinical management strategies of short/long-term systemic family treatment goals.

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.

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, 101, 104, 112, 120; JRNL 21, 60

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 270.

A **MINOR IN MASS MEDIA STUDIES** consists of the successful completion of 18 semester hours in mass media studies with at least 12 semester hours in residence, under advisement and with the approval of the adviser.

All department majors must have a minimum GPA of 2.5.

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. Outside community research and reporting time is required. Prerequisites for Journalism majors: JRNL 13, 15. Same as JRNL 20. (Formerly COMM 80; *Survey of the News Media*.)

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. Prerequisites: MASS 11 and PSC 1. (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. Prerequisite for Journalism majors: JRNL 15. (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. Prerequisites: MASS 11 and PSC 1, 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 11 and 104. Internships in areas involving writing require JRNL 11 and 13 completed or concurrent; 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

Students research and write a significant scholarly paper. 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 64 under eligibility requirements. (Formerly COMM 199.)

Master's Programs

SEE PAGE 68.

Mathematics (MATH)

Professor Ostling, *Chairperson*

Professors Bumcrot, Costenoble, Grassi, Greenwell, Hastings, Knee, Waner, Weiss, Wu; Associate Professors Akbik, Bhargava, Bohannon, Eswarathasan, Frangos, Michaels, Orr, Vassalotti; Assistant Professors Elston, Lockhart, 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), advanced Engineering Mathematics I (MATH 143), 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. Professor Whitton of the Department of Curriculum and Teaching acts as adviser 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 135A, 143, 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 78. 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 76.

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 76)
Social science electives, 6 s.h. of core courses including 3 semester hours from behavioral sciences, and 3 semester hours from history and philosophy
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 135A,

143, 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 61.)
5. 6 s.h. Humanities core (3 hours in appreciation and analysis (literature), 3 hours in creative participation).
6. 6 s.h. Social Science core (3 hours in History and Philosophy, 3 hours in Behavioral Social Sciences).
7. 3 s.h. Cross-Cultural core.
8. 3 s.h. Humanities and/or Social Science (not limited to core).

*See University Degree Requirements, page 61.

**Completion of this option automatically fulfills the natural science requirements (in 4 above).

9. Foreign language: completion of level 2, or placement beyond level 2.
10. CSC 14, 15, 16, 110, 110A, 112, 120, 123, 132, 161, 163, 190 and 12 semester hours in computer science electives numbered higher than 100.
11. MATH 19, 20, 29, 135A, 143, 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 100 or above, chosen under advisement of the department of mathematics.
12. CSC 185 or MATH 137
13. CSC 102 or MATH 147
14. Natural Science requirements: 12 semester hours in natural sciences to include *either* PHYS 11A-12A (with 11B, 12B laboratories). All natural science electives must be acceptable towards majors in their respective departments.
15. A grade of C– or better in all courses required for the major.

TEACHING OF HIGH SCHOOL MATHEMATICS, see page 343.

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 65.

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 complete graduate information, page 67.

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 67.

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. <i>Discovering Mathematics</i>	2 s.h.
3B. <i>Discovering Mathematics</i> Periodically	1 s.h.

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. <i>Intermediate Algebra</i>	2 s.h.
4B. <i>Intermediate Algebra</i> Fall, Spring	1 s.h.

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. <i>Elementary Mathematical Statistics</i> Fall, Spring	3 s.h.
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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. <i>Linear Mathematics and Matrices #</i> Fall, Spring	3 s.h.
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Matrix Algebra, systems of linear equations, linear programming, Markov processes, and game theory. 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; Linear Mathematics and Precalculus*.)

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. May not be taken after MATH 19. For those interested in continuing with calculus, see MATH 19B. Prerequisite: either MATH 9, or level 10 placement on the mathematics department placement examination. Credit given for this course or MATH 10E, not both.

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. Credit given for this course or MATH 10, not both. (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: a willingness to explore mathematical ideas; also level 12 placement on the mathematics department placement examination, or successful completion of MATH 4A and 4B. Credit given for this course or MATH 16, not both.

15. *Elementary Set Theory, Logic and Probability* # 3 s.h.
 Fall, Spring
 Sets, logic, probability. Prerequisite: Level 15 placement on mathematics department placement examination, or successful completion of MATH 4A and 4B.

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 development of the real number system (including the properties of a field), number theory (including modular arithmetic), and geometry. Optional topics include probability and statistics. 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.

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 384.

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.

#Core course

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. *Geometry* 3 s.h.
Fall
Foundations of Euclidean and non-Euclidean geometry. Axioms and models. Topics include triangles and circles, geometric transformations, projective and hyperbolic geometries. Use of geometry software. Prerequisite: MATH 29 or equivalent. (Formerly *Euclidean Geometry*.)
134. *Topics in Geometry* 3 s.h.
Every other year
An in-depth study of one or more topics from Euclidean, non-Euclidean or differential geometry. Prerequisite: MATH 135A. Note: this course can be taken without MATH 133. (Formerly *Non-Euclidean Geometry*.)
- 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.
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. *Engineering Mathematics I* 3 s.h.
Fall, Spring
Systems of linear equations, row operations, Gauss Jordan reduction, matrix algebra, inversion, determinants and Cramer's rule, algebra of the complex plane, polar representation and DeMoivre's theorem, the complex exponential and logarithmic functions, solutions of linear ODE's, Fourier Series, PDE's, and the solution of the heat and wave equations by Fourier Series. Prerequisite or corequisite: MATH 29 or higher. (Formerly MATH 143 & 144.)
144. *Engineering Mathematics II* 3 s.h.
Fall, Spring
Vector and scalar fields, parametric curves and surfaces, the volume and surface differential forms, theorems of Green, Gauss, Stokes, review of the complex plane and complex functions, theory of limits, analytic functions, Cauchy-Riemann equations, potential theory, conformal mappings, applications to fluid flow and electric field theory, review of Fourier series, theory of Fourier Transforms, application to PDE's and acoustics, Fast Fourier transforms and applications, Gamma, Bessel, and Legendre functions, Hermite polynomials, and a selection of applications. Prerequisite: MATH 143. (Formerly MATH 143 & 144.)
- 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.
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.
190. *Departmental Honors* 3 s.h.
See course description, page 384.
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 384.

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 mathe-

matics 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 dimension 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, Stallings.

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 five-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 \$16,000.
- 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 or the physical sciences.

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 five-week camp conducted at Fort Lewis, Washington. Successful completion of the Advanced Camp is a commissioning prerequisite. Subjects covered include practical exercises in the following:

- leadership
- weapons qualification
- 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. Prerequisite:

sites: 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 76; 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 157.

Greek Literature in Translation courses, see page 275.

1 & 2. *Modern Greek* 3 s.h. each
See course description, page 384.

Music (MUS)

Professor Deutsch, *Chairperson*

Professors Dittmore, Hettrick; Associate Professors Boonshaft, Cinnamon, Lalama, Ulrich; Assistant Professors Anson-Cartwright, Carter, 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 76.

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)	6
3 semester hours must be in a core appreciation and analysis course. (For listing of core courses, see page 78.)	
Social science electives	6
all music majors must take 3 semester hours in behavioral sciences and 3 semester hours in history and philosophy core courses, <i>except</i> that 1) music education majors take PSY 1 plus 3 semester hours in a history and philosophy core course and 2) music merchandising majors must take ECO 1, 2 as their social science requirement.	
Natural science core course	3
Mathematics/computer science core course	3
Foreign language (fulfillment of B.A. language requirement, see page 76.)	

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. Piano performance students must take MUS 142 and 171.

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 343.

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

1. Students who intend to enroll in MUS 61 or 61A and/or 69 or 70A must take a departmental entrance examination in rudi-

*See University Degree Requirements, page 61.

- ments, 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 non-major:

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 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.

- 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.
- 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.

- Ensemble* # ½ s.h.
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.

- University Band* # ½ s.h.
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.

- University Symphony Orchestra* # ½ s.h.
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.

- University Mixed Chorus* # ½ s.h.
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.

- University Wind Ensemble* # ½ s.h.
See course description, page 384.

For courses numbered 30 through 39A, see Note 8.

- Conducting Ensemble* 1 s.h.
Fall
The practical application of conducting skills and rehearsal procedures for students enrolled in MUS 107, *Orchestral Conducting*. 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 *not* keyboard will take 2 semesters of Piano Class; keyboard majors will take 2 semesters of Voice Class.

- String Class* 1 s.h.
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.

- Percussion Class* 1 s.h.
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.

- Woodwind Class* 1 s.h.
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.

#Core course

34. *Brass Class* 1 s.h.
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.
- 35 & 35A. *Piano Class* 1 s.h. each
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.
- 36 & 36A. *Voice Class* 1 s.h. each
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.
- 37A. *Recorder Class* 1 s.h.
Spring
No liberal arts credit.
Prerequisite: ability to read music.
- 38A. *Guitar Class* 1 s.h.
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.
- 39A. *Singing for the Theater* 2 s.h.
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.
48. *Musical Styles and Structures* 3 s.h.
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.
- 61 & 62. *Elementary Eartraining* 2 s.h. each
Once a year
Melodic and harmonic dictation, sightsinging and rhythmic training. See Notes 1, 2.
- 61A & 62A. *Elementary Eartraining* 3 s.h. each
Once a year
Melodic and harmonic dictation, sightsinging and rhythmic training. See Notes 1, 2.
- 63-64. *Advanced Eartraining* 2 s.h. each
Once a year
Sightsinging, dictation, rhythm and aural harmony paralleling the work in *Harmony*. Students should register for 63 and 71 in the same semester and 64 and 72 in the following semester. Prerequisite: MUS 62 or 62A.
68. *Introduction to Jazz* 3 s.h.
Spring
A fundamental analysis of the jazz style with a strong emphasis on its recorded performance practice and basic theoretical foundations.
69. *Music Fundamentals and Species Counterpoint* 2 s.h.
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.
- 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.
Periodically
Techniques and styles of music composed for the theater including Broadway musicals, American opera, ballet and other media.
127. *Beethoven* 3 s.h.
Periodically
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.
Every other year
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.
Periodically
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.
Periodically
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.
Periodically
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 384.
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 384.
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.
- _____ #Core course

- 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: *Guitar*, 1 s.h.
 (Formerly *Classical Guitar*.)
 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 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 384.

21. *Science and Technology #* 3 s.h.
 See course description, page 384.

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 83

New Opportunities at Hofstra (NOAH)

John C. Guthman, *Acting 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 Acting 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 Acting Director of the NOAH program. Final recommendations are forwarded to the Academic Records Subcommittee of the University Senate Academic Affairs Committee by the Acting Director.

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 Acting 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 Dean 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.

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 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 (PHI)

Associate Professor Godlove, *Chairperson*

Professor Cernic; Associate Professors Dardis, Holland, Jurist, Wallace; Assistant Professors Frisina, Karofsky, 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. PHI 10 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. PHI 14 and 20 also serve as good general introductory courses. PHI 150 and 154 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 PHI 10 or 14) 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: PHI 10, 14, 141, 143, 154, 180
- at least 3 hours selected from the following: PHI 145, 147, 148, 160, 161, 163, 164, 165, 166, 167
- 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 (PHI 183 or 184; topic varies every semester). Students who take PHI 183 or 184 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 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.

A student may major or minor in philosophy with a focus toward Prelaw Studies. The department urges interested students to meet with a departmental adviser early in their undergraduate careers. Courses include: *Social and Political Philosophy* (PHI 20); *Introduction to Ethics I* (PHI 14); *Contemporary Ethical Dilemmas* (PHI 90); *Philosophy of Law* (PHI 120); *Philosophical Views on Crime and Punishment* (PHI 121); *Morality and the Law* (PHI 122); *Practical Logic* (PHI 150); and *Introduction to Symbolic Logic* (PHI 154).

See complete B.A. requirements, page 76.

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 306. Students should consult with Assistant Professor Holland.

An interdisciplinary **MINOR IN RELIGIOUS STUDIES** is administered by the Philosophy Department. For information, see page 336. Students should consult with Assistant Professor Frisina.

Students in the following areas would profit from philosophy courses listed below:

- American Studies: 148
- Anthropology: 17, 102, RELI 15, 50, 75
- Arts: 115, 160
- Classics: 141, 143
- Communications: 14, 20, 150, 160
- Computer Science: 14, 91, 154, 156
- Elementary Education: 10, 14, 25, 150, 154
- English: 114, 115, 160
- Foreign languages: 114, 141, 143, 145, 160
- History: 111, 114, 141, 143, 145, 147, 148, 161
- Mathematics: 154, 156
- Political Science: 14, 20, 90, 113, 120
- Prelaw: 14, 20, 90, 120, 121, 122, 150, 154
- Premedical: 14, 90, 154, 161, 164
- Psychology: 14, 90, 114, 141, 143, 161, 164
- Science: 91, 150, 154, 156, 161, 164
- Sociology: 14, 20, 90, 91, 164

NOTE:

The following courses and descriptions originally listed in the Department of Philosophy can now be located under Religious Studies (RELI). See page 336.

- Introduction to Western Religious Traditions* # (Formerly PHIL 61.)
- Introduction to Eastern Religious Traditions* # (Formerly PHIL 60.)
- Islam* # (Formerly PHIL 68.)
- Mysticism and the Spiritual Quest* # (Formerly PHIL 69.) (Same as PHI 102.)
- Life, Death and Immortality* # (Formerly PHIL 70.) (Same as PHI 103.)
- Comparative Religious Ethics* # (Formerly PHIL 71.)
- Modern Religious Thought* # (Formerly PHIL 126.)
- Approaches to the Study of Religion* (Formerly PHIL 62A.)

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.

INTRODUCTORY COURSES

10. *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 1, not both. (Formerly PHIL 5.)
14. *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. (Formerly PHIL 9.)
17. *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. (Formerly PHIL 63.)
20. *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. (Formerly PHIL 4.)
25. *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*; PHIL 6.)
30. "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. (Formerly PHIL 122.)
- INTERMEDIATE COURSES
60. *Introduction to Chinese Philosophical and Religious Traditions* 3 s.h.
See course description, page 384.
80. *Philosophy of Love* 3 s.h.
Once a year
An in-depth study of love as a central metaphysical phenomenon. (Formerly PHIL 121.)
90. *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: PHI 14 recommended. (Formerly PHIL 11.)
91. *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. (Formerly PHIL 112.)
102. *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. Same as RELI 75. Credit given for this course or RELI 75, not both. (Formerly PHIL 69.)
103. *Life, Death and Immortality* # 3 s.h.
See course description, page 384.
111. *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? (Formerly PHIL 166.)
113. *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. (Formerly PHIL 119.)
114. *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. (Formerly PHIL 182.)
115. *Philosophical Ideas in Literature* 3 s.h.
Periodically
An examination of philosophy in/or 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. Prerequisites: PHI 10 or 14 or permission of instructor. (Formerly *Philosophical Ideas in Modern Literature*, PHIL 140.)
120. *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. (Formerly PHIL 65.)

121. *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. (Formerly PHIL 66.)

122. *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. (Formerly PHIL 67.)

HISTORICAL COURSES

141. *Ancient and Medieval Philosophy* 3 s.h.
Fall
Emphasis on pre-Socratics Plato, Aristotle, and some Hellenistic thinkers. Followed by the special problems and solution stimulated by the influence of Christianity from St. Augustine to the 14th century. Prerequisite: PHI 10 or 14 or permission of instructor. (Formerly PHIL 135.)

143. *Classical Modern Philosophy* 3 s.h.
Spring
Beginnings of modern science and consequent reconstructions in philosophy from the 16 century forward. Particular emphasis on Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. Prerequisite: PHI 10 or permission of instructor; PHI 141 is recommended. (Formerly PHIL 136.)

145. *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: PHI 10 or permission of instructor; PHI 143 recommended. (Formerly PHIL 137.)

147. *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: PHI 10 or 14 or permission of instructor; PHI 143 recommended. (Formerly PHIL 138.)

148. *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: PHI 10 or permission of instructor. PHI 143 recommended. (Formerly *The Significance of American Philosophy*; PHIL 145.)

LOGIC COURSES

150. *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 argu-

ments of one's own. Credit given for this course or New College HPB 002, not both. (Formerly PHIL 164.)

154. *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. (Formerly PHIL 165.)

156. *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: PHI 154. (Formerly PHIL 175.)

TOPICAL COURSES

160. *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. (Formerly PHIL 133.)

161. *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: PHI 10 or 154 or permission of instructor. (Formerly PHIL 115.)

163. *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: PHI 10 or RELI 12 or permission of instructor. (Formerly PHIL 120.)

164. *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 can brains possibly think? Can animals, babies or computers think? Are minds independent of bodies? Can minds change bodies?—survive death? Prerequisite: PHI 10 or permission of instructor. (Formerly PHIL 116.)

165. *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: PHI 10 or 14 or permission of instructor. (Formerly PHIL 117.)

166. *Contemporary Social and Political Philosophy* 3 s.h.
See course description, page 384.

167. *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: PHI 10 and/or 14 and sophomore standing, or permission of instructor. (Formerly *Feminist Philosophy*; PHIL 142.)'

170. *Ethical Theory* 3 s.h.
See course description, page 384.

180. *Theories of Knowledge and Being* 3 s.h.
See course description, page 384.

181. *Topics in Philosophy* 3 s.h.
See course description, page 385.

182. *Selected Philosophers* 3 s.h.
See course description, page 385.

183, 184. *Seminar: Problems of Philosophy* 3 s.h. each
Periodically
Each semester 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. (Formerly PHIL 153, 154.)

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. (Formerly PHIL 191, 192.)

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 64 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. (Formerly PHIL 193.)

194. *Seminar* 3 s.h.
See course description, page 385.

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

PHI 161. *Philosophy of Science #*, 3 s.h.

B. Logic Requirement

PHI 154. *Introduction to Symbolic Logic*, 3 s.h. or

MATH 191. *Introduction to Set Theory*, 3 s.h. and

PHI 156. *Advanced Symbolic Logic*, 3 s.h.

NOTE: MATH 202. *Mathematical Logic* may be substituted for PHI 156 with permission of adviser.

C. Electives, nine semester hours chosen from the following:

ENGG 149. *Technology & Society—Impact & Implication*, 3 s.h.

MATH 155. *History of Mathematics*, 3 s.h.

PHI 184. *Seminar: Problems of Philosophy*, 3 s.h.

PHYS 118. *Modern Physics*, 3 s.h.

NOTE: Consult Program Adviser for other elective courses.

Physical Education

SEE HEALTH STUDIES, SPORT SCIENCES, AND PHYSICAL EDUCATION

Physics (PHYS)

Associate Professor Edwards, *Chairperson*

Associate Professors Delano, Garuthara; Assistant Professors Araki, Bosh, Levine.

B.A. SPECIALIZATION IN PHYSICS: PHYS 11A-12A and 11B, 12B; 104, 118, 135, 136, 137, 140, 159; three additional credits of advanced physics laboratory; MATH 19, 20, 29 and 131; CHEM 3A & 4A, 3B & 4B. It is recommended that the language requirement be fulfilled in German, French or Russian.

See complete B.A. requirements, page 76.

B.S. SPECIALIZATION IN APPLIED PHYSICS: this program meets the demands of industry for people with broad theoretical knowledge in physics, related sciences and engineering, combined with technical subject matter. The curriculum includes required courses in English as well as electives in humanities and social science to give the student a general background to supplement training as a specialist. Grades of C- or better are required in all physics courses and technical electives.

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 65 semester hours must be in liberal arts courses outside of the Department of Physics.
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 requirements:
ENGL 1-2*; six hours of humanities electives; six hours in social science electives;
MATH 19, 20, 29, 131; CHEM 3A & 4A, 3B & 4B; PHYS 11A-12A, 11B, 12B, 104, 118, 135, 136, 137, 140, 141, 142, 155, 156, 159, 160, 161, 163, 164;
ENGG 1 (evening only); ENGG 9A, 9B, 10 (day only); ENGG 30, 33, 34, 44 or 192.