

109. *German for Business* 3 s.h.
Periodically

Introduction to the business community of German-speaking countries including economics, finance, marketing, management and computers. Business terms will be emphasized. Extensive written and conversational skills. Prerequisite: GERM 4 or equivalent or permission.

116, 117, 118, 119. *Advanced Readings* 1-3 s.h. each
Periodically

Designed to help students maintain proficiency in German and at the same time enhance their reading facility within their own specific field.

Prerequisites for courses 151 through 156: permission of the department, normally after 6 semester hours in the 101-106 category.

151 through 156. *Masterpieces of German Literature* 3 s.h. each
One course each semester

The primary objective is to develop each student's ability in the critical reading of outstanding authors in German literature taken essentially from the 18th century to the present. Readings will be chosen according to each student's prior experience and interests. Rather than a chronological approach with division into literary movements, the student will choose, upon advisement, one or more themes (e.g., the artist and society, literature of social protest, the role of women, the search for identity) which will be pursued by private reading, followed by written reports and/or oral reports to the whole class. The student who has taken four or more courses in this sequence can be expected to have gained sufficient insight into literary genres and movements to be able to undertake, in the senior year, a synthesis of German literature. A detailed personal record of reading progress will be maintained to assure the systematic development of each student's facility in literary criticism.

To be offered one per semester in a three-year cycle.

160. *Translation* 3 s.h.
See course description, page 450.

Courses 221 through 226 are open only to matriculated graduate students or by permission.

221 through 226. *Readings in Literature or Special Studies* 3 s.h. each

Periodically
Intensive study of an outstanding author, movement or literary genre. Subjects to be announced. May be repeated when topics vary.

Gerontology (GRON)

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Sciarra, *Chairperson*

ADVANCED CERTIFICATE IN GERONTOLOGY

This certificate program provides students with a basic interdisciplinary background in gerontology coupled with a related field placement. The certificate is tailored to individual student's needs, interests, and experience. This 21 credit hour program (18 credit hours of courses and 3 credit hours in a field placement) may be taken as a separate certificate, in conjunction with a degree program or as a separate specialization for persons not currently matriculated for a degree.

Professor Gold, *Coordinator*

Sem. Hrs.
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Required

ANTH 215. *Introduction to Gerontology: Aging in American Life*, 3 s.h.

APS 244. *Aging, Public Policy & the Law*, 3 s.h.

MHAE 292. *Health & Aging*, 3 s.h.

Electives, under advisement: 9

GRON 248. *Lifelong Learning for the Aging*, 3 s.h.

251, 252. *Readings*, 3 s.h. each

PSY 263. *Current Theory & Research in Psychology of Aging*, 3 s.h.

GBUS 220. *Applied Business Principles & Aging*, 3 s.h.

MHAE 293. *Healthcare Policies, Planning & Administration for the Aging*, 3 s.h.

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

MKT 250. *Healthcare Marketing*, 3 s.h.

COUN 203. *Introduction to Counseling*, 3 s.h.

225. *Counseling for Death, Dying & Bereavement*, 3 s.h.

237. *Counseling Families of the Elderly*, 3 s.h.

244. *Interviewing & Therapeutic Counseling with the Aging*, 3 s.h.

CAT 249. *Therapeutic Art for the Elderly*, 3 s.h.

PSY 264. *Aging & Human Behavior*, 3 s.h.

Additional courses available under advisement

Internship, under advisement: 3

APS 294. *Administrative Internship*, 3 s.h.

MHAE 263A. *Supervised Externship: Community Agencies*, 3 s.h.

COUN 294. *Internship: Counseling*, 3 s.h.

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MASTER OF SCIENCE IN GERONTOLOGY

This degree program is designed to prepare graduate students to pursue careers which will help older adults make better decisions about their own lives. The education and practical skills gained through this degree program will provide students with an interdisciplinary base of knowledge and experience which will increase their effectiveness in assisting older adults.

Students graduating from this program will have obtained a competency in gerontology with a subspecialty in either Administration of Services for the Aging or Counseling of the Aging. These subspecialties or tracks, provide students with an opportunity to pursue a program of study that is reflective of their individual needs and interests, as well as the needs and interests of older adults.

Students opting for a concentration in administration are expected to gain the necessary knowledge and skills related to management, public policy, social and health service planning, program development and evaluation of services for the aging.

Students concentrating in the counseling subspecialty are expected to develop the knowledge and skills necessary to provide direct therapeutic services to older adults. This would include vocational and health counseling, individual and family counseling and preretirement planning.

Professor Gold, *Coordinator*

ADMISSION REQUIREMENTS

1. Applicants must hold a bachelor's degree from a fully accredited college or university with a minimum 2.5 grade-point average.
 - a. Admission to the Administration of Services for the Aging subspecialty requires experience or equivalent in administration and/or business and direct services.

- b. Admission to the Counseling of the Aging subspecialty requires a bachelor's degree in a behavioral science or mental health discipline.
- An interview with the Program Coordinator or representative.
 - Three letters of recommendation from recent employers or undergraduate professors.
 - Students with less than a 2.5 grade-point average must meet with the Program Coordinator to determine additional entrance requirements.

DEGREE REQUIREMENTS

- The completion of 39 semester hours of graduate study in addition to any specified prerequisites; satisfactory completion of coursework; and successful completion of a comprehensive examination or departmentally authorized equivalent. (No degree credit.)
- The Master of Science degree may be completed on a part or full-time basis. Courses are normally offered during the fall and spring semesters, with special seminars or workshops offered during the January or Summer Sessions.

PROGRAM REQUIREMENTS—39 s.h. as follows:

Core courses: 15 s.h. (required for all students in either Track)

- ANTH 215. *Introduction to Gerontology: Aging in American Life*, 3 s.h.
 APS 244. *Aging, Public Policy & the Law*, 3 s.h.
 MHAE 292. *Health & Aging*, 3 s.h.
 PSY 263. *Current Theory & Research in Psychology of Aging*, 3 s.h.
 RES 258. *Understanding Research Methodology*, 3 s.h.

Track I: Administration of Services for the Aging

Required courses: 12 s.h.

- GBUS 220. *Applied Business Principles & Aging*, 3 s.h.
 MHAE 293. *Healthcare Policies, Planning & Administration for the Aging*, 3 s.h.

Internship: 6 s.h.

- APS 294, 295. *Administrative Internship*, 3 s.h. each or
 MHAE 263B. *Administrative Residency*, 6 s.h.

Experienced candidates may substitute 6 s.h. of electives.

Electives: 12 s.h. (6 s.h. free electives; 6 s.h. from the following)

- APS 245. *Legal Aspects of Managing Healthcare Programs for the Aging*, 3 s.h.
 MHAE 249. *Nursing Home Administration*, 3 s.h.
 254A. *Home Healthcare Administration*, 1½ s.h.
 MKT 250. *Healthcare Marketing*, 3 s.h.
 RES 387. *Skills in Funding & Proposal Development: Government, Foundation & Corporate*, 3 s.h.

Master's Essay: 3 s.h.

- APS 251. *Readings in Administration*, 3 s.h. or
 MHAE 251. *Special Readings Seminar*, 3 s.h.

Track II: Counseling of the Aging

Required courses: 15 s.h.

- COUN 203. *Introduction to Counseling*, 3 s.h.
 237. *Counseling Families of the Elderly*, 3 s.h.
 244. *Interviewing & Therapeutic Counseling with the Aging*, 3 s.h.

Internship: 6 s.h.

- COUN 294, 295. *Internship: Counseling*, 3 s.h. each

Experienced candidates may substitute 6 s.h. of electives.

Electives: 9 s.h. (3 s.h. free electives; 6 s.h. from the following)

- COUN 225. *Counseling for Death, Dying & Bereavement*, 3 s.h.
 CAT 249. *Therapeutic Art for the Elderly*, 3 s.h.

- PSY 264. *Aging & Human Behavior*, 3 s.h.
 265. *Aging & Personality*, 3 s.h.
 Master's Essay: 3 s.h.
 CRSR 251. *Readings*, 3 s.h.

Free elective options regardless of specialization, under advisement:

- ANTH 214. *Aging in a Cross-Cultural Perspective*, 3 s.h.
 GRON 248. *Lifelong Learning for the Aging*, 3 s.h.
 280-289, A-Z. *Workshops*, 3 s.h. each
 MHAE 291. *Nutrition & the Aging*, 3 s.h.
 RES 259. *Introduction to Statistical Methods in Educational Research*, 3 s.h. and
 259L. *Computer Laboratory*, 1 s.h.
 260. *Inferential Statistics in Educational Research*, 3 s.h. and
 260L. *Computer Laboratory*, 1 s.h.

See complete graduate information, page 75.

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.

248. *Lifelong Learning for the Aging* 3 s.h.
 Periodically

While adult learning has become a well-developed and mature discipline, less emphasis has been given to the educational and intellectual interests of the older adult. Focus on the relationship between teaching and learning, and the aging process. Emphasis on the special aspects and issues involved in lifelong learning for the more senior members of our society. Pass/Fail grade only. (Formerly CPRE; CRSR 248.)

- 251, 252. *Readings* 1-3 s.h. each
 Fall, Spring, Summer

Directed readings on topics of interest to the student. Prerequisite: permission of instructor.

- 280 through 289, A-Z. *Workshops* 1-3 s.h. each
 Periodically

Designed to meet the needs of specific groups of students.

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

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

Development and implementation of Master's Essay. Prerequisites: matriculation in Gerontology and completion of all required course work. Pass/Fail grade only. Note: this course is accepted in lieu of the Gerontology comprehensive examination. This course may not be used to satisfy part of the basic 39 s.h. requirements.

Greek (GRK)

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

Major and minor requirements in Greek, see page 175.

Greek Literature in Translation courses, see page 306.

Modern Greek courses, see page 329.

COURSES

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

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

1, 2. *Elementary Greek* 3 s.h. each
1: Fall; 2: Spring
Completion of the essentials of grammar. Selected readings.

3. *Survey of Greek Prose Style* 3 s.h.
Fall
The development of prose style with selections from the historians, orators and philosophers. Prerequisite: GRK 2 or equivalent.

4. *Survey of Greek Poetry* 3 s.h.
Spring
Epic and lyric poetry with selections from the dramatists. Prerequisite: GRK 3 or equivalent.

100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial essay in the field of Greek. Open only to senior majors who are eligible for departmental honors and who secure, before registration, written permission of the faculty adviser who will supervise the essay.

Prerequisite for the courses listed below: 4 or equivalent.

112 through 117. *Greek Readings* 1 s.h. each
Periodically
Designed to keep alive the students' interest in the Greek language and literature, and enhance their facility in the use of the language.

118, 119. *Prose Composition I, II* 1 s.h. each
Periodically
Fundamentals of syntax and style. Translation of continuous passages into Greek.

120. *Plato* 3 s.h.
Periodically
Socratic dialogues and method of reasoning.

121. *Homer* 3 s.h.
Every other year
Selections from the *Iliad* and *Odyssey*. An examination of epic form.

122. *Tragedy* 3 s.h.
Every other year
Development of Greek drama from the choral ode. Study of Aeschylus, Sophocles and Euripides.

123. *Comedy* 3 s.h.
Periodically
Old and new comedy. Selected plays of Aristophanes and Menander.

124. *Historiography* 3 s.h.
Periodically
Selections from the histories of Herodotus and Thucydides.

125. *Oratory* 3 s.h.
Periodically
Selected readings from Lysias and Demosthenes.

Health Professions and Family Studies (HPFS)

Due to changes in the New York State teacher certification regulations, students completing (finishing) degree programs after December 2003 and who are seeking Hofstra's recommendation for teacher certification, may have to complete additional requirements for their program of study.

Consult your faculty adviser for information pertaining to your particular program.

Formerly Health, Physical Education, and Recreation (HPER)
Formerly Health Studies, Sport Sciences, and Physical Education (HSPE)

Associate Professor Schwartz, *Chairperson*

Professors Atwood, Weinstein; Associate Professors Lazow, Weiss; Assistant Professor Ludwig.

The Health Professions and Family Studies Department provides several categories of activities:

- I. Undergraduate major programs leading to the following:
 - A. **B.S.** Certification for teaching health education in elementary and secondary schools. (See section IA below.)
 - B. **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 IB below.)
- II. Master of Arts: Health Administration (See section II below.)
- III. Master of Science in Health Education (See section III below.)
- IV. Master of Arts: Marriage and Family Therapy (see page 316 for program, requirements, and courses.)
- V. Professional Diploma in Managed Care (see section V below.)
- VI. Professional Diploma in Marriage and Family Therapy (see page 317 for program, requirements, and courses.)
- VII. Post-Master's Degree: Family Therapy (see page 317 for program and courses.)
- VIII. Advanced Certificate in Sex Counseling (see page 317 for program and courses.)

Please note new course prefixes:

61 through 179, A-Z will carry the prefix HPFS
230A through 304 will carry the prefix MHAЕ
305 through 389 will carry the prefix PDMC
All Marriage and Family Therapy courses
carry the prefix MFT (see page 318 for programs)

I. MAJOR PROGRAMS

- A. **B.S. IN SCHOOL HEALTH EDUCATION:** this undergraduate major program is designed to provide students with the knowledge, methods, materials, field experiences, and student teaching necessary for a career as a health education teacher from PreK-12. 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. The program combines on-campus coursework with a broad array of field experiences in a variety of school settings, culminating in student teaching. Literacy, multicultural education, information technology, and inclusion are integrated throughout all areas of the curriculum. Successful completion of the program and a passing score on the New York State Teacher Certification Examinations (NYSTCE) will qualify the student to obtain initial New York State Teacher Certification.
Assistant Professor Ludwig, *Adviser* (Ext. 3-5885)

MATRICULATION AND CONTINUATION STANDARDS

Requirements for acceptance into the school health education major program include: meeting Hofstra University's general admissions 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 coursework completed at Hofstra
 - b) all required school health education major coursework.
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 Professions and Family Studies upon recommendation of the department faculty.

Student Teaching Prerequisites

After completing at least 19 hours of professional education coursework, including the special teaching-methods courses, students may apply for admission into student teaching. Application forms may be obtained from the Office of Field Placement in 243 Gallon Wing and returned by October 1 for the spring semester and March 1 for the fall semester. Admission criteria are as follows: 1) a cumulative GPA of 2.5 on overall coursework or permission of adviser; 2) no grade lower than C- and no unresolved INC grades in professional education coursework; 3) a GPA of 2.5 or higher in all coursework.

**See note below regarding teacher certification examinations.

Teacher Certification Requirements

Upon the successful completion of a teacher education program students will be eligible to apply for the University's recommendation for New York State certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): The Liberal Arts and Sciences Test (LAST), The Assessment of Teaching Skills—Written (ATS-W), and The Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 120.

**NOTE: It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching and the assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST) during student teaching. All three NYSTCE's should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for certification.

DEGREE REQUIREMENTS

In order to ensure that prospective teachers have a broad education in the liberal arts and sciences, all students must complete course work from each of the content areas as described on the distribution sheet for the program. The Bachelor of Science degree program in School Health Education requires 64 hours of study in the liberal arts and sciences. While the student has some flexibility, the following list of course work must be completed as part of those 64 semester hours in liberal arts and sciences. Some of the courses can be found in more than one category.

Candidates for graduation must fulfill the following requirements:

1. 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 64 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: 25-26 s.h.	<i>Sem. Hrs.</i>
PESP 60. <i>First Aid & Safety</i>	3
HPFS 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</i> OR	
	HPFS 162. <i>Mental Health Care and Services</i>	3
	*SGA 60A. <i>Fundamentals of Child Abuse & Child Abduction</i> (New College)	1
	(This can be taken as a 2 hour workshop during student teaching. In this case, it does not offer semester hour credit but satisfies the NYS requirement)	
	*SGA 60C. <i>AIDS: Interdisciplinary Perspectives</i> (New College)	1
PSY	85. <i>Human Sexual Behavior</i>	3
		<u>25-26</u>
b) Major field requirements: 22 s.h.		
CT	102. <i>Development & Learning in Childhood & Adolescence</i>	3
SPED	102. <i>Inclusion: Meeting Special Needs in PreK-12 Programs</i>	3
LYST	100. <i>Literacy, Health, & Physical Education</i>	1
HPFS	102. <i>Organization & Administration of School Health Programs</i>	3
	103. <i>Methods & Materials of Health Education: Children</i>	3
	104. <i>Methods & Materials of Health Education: Adolescents/Adults</i>	3
	105. <i>Health Education Curricula Development: PreK-12</i>	3
	*FDED 111. <i>The American School</i> OR	
	*FDED 127. <i>Introduction to Philosophy of Education</i>	3
		<u>22</u>
c) Student Teaching requirement: 9 s.h.		
HPFS	130A. <i>Student Teaching</i>	4.5
	130B. <i>Student Teaching</i>	4.5
		<u>9</u>
d) Major core electives: minimum 9 s.h. required		
HPFS	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
	69. <i>Stress Management</i>	1
	70. <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
	162. <i>Mental Health Care & Services</i>	3
	(if this course is taken as a required course it may not be used as an elective)	
	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 Writing & Proposal Development in the Field Of Health</i>	3
	*SSG 060A. <i>Death & Dying</i> (New College)	2
	(minimum required)	<u>9</u>
e) Liberal Arts requirements: 39-48 s.h.		
	1. ENGL 1-2**	6
	2. Humanities/Artistic Expression: 6 s.h. including one from each category:	
	a) SPCM 1, 7, 11 or SPCH 3	

*Counts as a liberal arts course.
 **See University Degree Requirements, page 69.

b) AH 3-8, 74, 101; DNCE 127; DRAM 1; MUS 3, 130, 135	6
3. BIO 3 or 4 and 103 and 105	9
4. CSC 5 or HPFS 74 or a passing score on the Examination for Information Retrieval (EIR) or comparable coursework	0-3
5. Basic statistics course chosen from PSY 140, SOC 180, MATH 8, BIO 100, or SO 91A (New College)	3
6. PSY 1, 53, 54	9
7. SOC 4	3
8. Any HIST course	3
9. Language to level II or advanced placement to level II. Note: Six semester hours of American Sign Language (REHB 191 and 192) satisfy this requirement but does not provide liberal arts and sciences credit.	0-6
f) Liberal Arts electives	6-15
Suggestions for School Health Education Majors: ANTH 131; BIO 10; PSY 55, 63, 89, 159; SOC 34, 36, 101, 103, 104, 134.	
g) Free electives	8
Total semester hours	128

B. 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. Associate 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.

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 Professions and Family Studies 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:

		<i>Sem. Hrs.</i>
a) Major core requirements: 19 s.h.		
HPFS 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
		19
b) Major field requirements: 14 s.h.		
HPFS 63. <i>Community Health Care & Services</i>		3
65. <i>Ethical, Legal & Critical Health Problems</i>		3
70. <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
		14
c) Field experience requirement: 6 s.h.		
Selected under advisement during the senior year		
HPFS 157A. <i>Field Experience: Community Health</i>		3
157B. <i>Field Experience: Community Health</i>		3
		6
d) Major core electives:		
A minimum of 17 s.h. selected under advisement		
PESP 60. <i>First Aid & Safety</i>		3
HPFS 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
69. <i>Stress Management</i>		1
74. <i>Microcomputer Applications for Health Professionals</i>		3
75. <i>Life Cycle Sexual Health</i>		3
104. <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
162. <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)		17
e) Liberal Arts requirements: 39 s.h.		
1. ENGL 1-2**		6
2. Humanities, 6 semester hours including SPCM 1, 7, 11		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		

*Counts as a liberal arts course.

**See University Degree Requirements, page 69.

PSY 140, SOC 180 or SO91A (New College)	3
6. PSY 1, and 3 semester hours chosen from 39 (SPG 14), 53, 54, 63, 89, 159 (SPF 9)	6
7. SOC 4	3
	<u>39</u>
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	<u>128</u>

II. MASTER OF ARTS: HEALTH ADMINISTRATION

This degree program is designed for persons interested in careers in health care management in hospitals, managed care organizations, group practices, ambulatory, long term and home healthcare settings, voluntary agencies, government and other health-related facilities.

The program is supported by the full-time faculty in the Department of Health Professionals and Family Studies and a cadre of adjunct faculty who come from executive positions in healthcare delivery systems. This range of practitioners and academicians affords the students a broad understanding of the discipline. Emphasis is placed on management theories and practices, planning and policy strategies as they relate to the administration of health service delivery systems. The curriculum includes inquiry in health and disease issues, epidemiology and needs assessment and analysis skills. Students without healthcare experience participate in an administrative residency at a health-care facility.

Applicants must hold a bachelor's degree with a minimum grade point average (GPA) of 2.75 and have a departmental interview with the program's coordinator. They must submit two current letters of recommendation and a brief essay describing their interests, activities and objectives related to the delivery of healthcare services.

Students with less than a 2.75 undergraduate GPA may be admitted with additional requirements upon the recommendation of the program adviser. The probationary period will consist of no less than 12 s.h. during which time student will be required to maintain a minimum of 3.0 GPA. The additional requirements may include the Graduate Record Examinations (GRE's) and other remedial work in research, writing, technology, etc., and will be established at the time of the interview.

Students with extensive experience in health care as clinicians or administrators may have individualized adjustments to the required sequence of the program with the recommendation of the program coordinator.

Program Coordinator: Professor Weinstein

PROGRAM: 45 semester hours distributed as follows:

Prerequisites

SOE 201. *Research Writing/Library Literacy Workshop* no credit
Including the ability to access peer-reviewed, current information, and use appropriate documentation (APA format). This competency can be met by successfully passing the qualifying examination administered by the department, previously related course work with a minimum of B, published research or recommendation by the faculty adviser. Students who cannot document the competency will be required to take the departmental workshop before the completion of their first full year of study.

SOE 202A, B, C. *Computer Literacy Workshop* no credit
Includes word processing, spreadsheets, accessing the internet/WWW; and powerpoint.

202A. Wordprocessing

202B. Spreadsheets

202C. Internet/WWW; PowerPoint

NOTE: this proficiency can be met by previous course work or a proficiency examination provided by the department, or a certificate of completion of a department workshop series offered annually or an appropriate alternative determined by the program coordinator. Students may be required to take any or all of the components of the competency depending upon the degree of proficiency determined by the examination or other means described above. The student will complete the workshop within the first year of matriculation unless otherwise determined by the student's faculty adviser.

SOE 203. *Basic Understanding of Medical Terminology Workshop* no credit

NOTE: determined at the time of admission after evaluation of the students previous academic and professional experiences in health care. Students who lack proficiency will be required to successfully complete a medical terminology workshop provided by the program before the completion of the first full year of matriculation or an alternative.

There is a fee associated with each of the above workshops. Contact your program adviser.

Core Requirements: 9 s.h.

- MHAE 259. *Introduction to the American Healthcare System*, 3 s.h.
260. *Health Services, Policy & Management*, 3 s.h.
261. *Introduction to Health & Disease*, 3 s.h.

Major Field Requirements: 27 s.h.

- MHAE 264A. *Economic Dimensions of Health Services Delivery Systems I*, 1½ s.h.
264B. *Economic Dimensions of Health Services Delivery Systems II*, 1½ s.h.
264C. *Advanced Case Studies in Financing Healthcare I*, 1½ s.h.
264D. *Advanced Case Studies in Financing Healthcare II*, 1½ s.h.

NOTE: two of the above four courses (3 s.h.) are selected based on the student's previous experience, with approval of the student's faculty supervisor (see course descriptions)

265. *Behavioral Health Administration: Concepts, Issues & Policies*, 3 s.h.
RES 257. *Epidemiological Research*, 3 s.h.
MHAE 297. *Applications of Management Theory to Healthcare Environments*, 3 s.h.

3 s.h. selected from the following:

NOTE: (Based on student's career, academic or professional experiences.)

- MHAE 262. *Current Health Issues*, 3 s.h.
RES 387. *Skills in Funding & Proposal Development: Government, Foundation & Corporate*, 3 s.h.

6 s.h. selected from the following:

- MHAE 249. *Nursing Home Administration I*, 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.
 272. *Ambulatory Care Management I*, 1½ s.h.
 272B. *Ambulatory Care Management II*, 1½ s.h.
 274. *Medical Practice Management*, 1½ s.h.
 277. *Hospital Organization and Management*, 1½ s.h.

NOTE: additional courses may be selected from this section as electives that have not been taken as Major Field Requirements

MHAE 263B. *Administrative Residency*, 6 s.h.

NOTE: This course is taken in the student's last semester. An equivalent 6 s.h. may be selected under advisement only, if the student can document previous health administration experience.

Core Electives: 9 s.h.

- MHAE 235A. *Outsourcing & Healthcare Business Ventures I*, 1½ s.h.
 235B. *Outsourcing & Healthcare Business Ventures II*, 1½ s.h.
 236. *Ambulatory Healthcare in a Correctional Setting*, 1½ s.h.
 247. *Applications of Marketing Principles in Healthcare Environments*, 1½ s.h.
 249. *Nursing Home Administration I*, 3 s.h.
 251. *Special Readings Seminar*, 1-3 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 I*, 1½ s.h.
 256B. *Legal & Ethical Issues in Healthcare Administration II*, 1½ s.h.
 257A. *Public Health Issues & Policy Making*, 1½ s.h.
 263A. *Supervised Externship: Community Agencies*, 3 s.h.
 264C. *Advanced Case Studies in Financing Healthcare I*, 1½ s.h.
 264D. *Advanced Case Studies in Financing Healthcare II*, 1½ s.h.
 262. *Current Health Issues*, 3 s.h.
 266. *Practicum: Health Care Operations Administration I*, 1½ s.h.
 267. *Practicum: Health Care Operations Administration II*, 1½ s.h.
 271. *Economic Issues in the Healthcare Industry*, 3 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.
 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.
 298A. *Healthcare Information Systems I*, 1½ s.h.
 298B. *Healthcare Information Systems II*, 1½ s.h.
 299. *Healthcare Personnel: Resources, Training & Development*, 1½ s.h.
 280-289. *A-Z. Workshops*, 1-3 s.h. each
 RES 387. *Skills in Funding & Proposal Development: Government, Foundation & Corporate*, 3 s.h.

NOTE: Under special circumstances, other courses may be selected as electives with the approval of the student's faculty supervisor only.

ADDITIONAL REQUIREMENTS

Successful completion of a comprehensive examination or MHAE 301, 302, *Master's Essay*. If the comprehensive is not passed, the student must complete MHAE 301, 302, *Master's Essay* or MHAE 300, *Departmental Seminar*.

III. 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 school setting and for community programs are included. This program leads to permanent certification as a K-12 health education teacher in New York State for students who have provisional licenses in health or related fields. Students who seek New York State certification as teachers and do not come from a certified discipline must fulfill additional requirements, among them a series of professional education courses (described below) and a student teaching experience.

This program is supported by the full-time faculty in this department and in the department of Counseling, Research, Special Education, and Rehabilitation. Specialized health courses are taught by teachers and other professionals from the healthcare community on an adjunct basis.

Professor Weinstein, *Program Coordinator*

ADMISSION REQUIREMENTS

Admission to the program requires a minimum grade point average of 2.75, a departmental interview, two current letters of recommendation and a brief statement, one to two pages describing the candidates interests, activities and objectives related to health.

Students with a grade point average of less than 2.75 may be admitted on probation with additional requirements upon the recommendation of the program coordinator. The probationary period will consist of no less than 12 credits during which the student will be required to maintain a grade point average of 3.0. The additional requirements may also include the Graduate Record Examination (GRE) and other remedial work in research, writing, and technology and will be established at the time of the interview by recommendation of the program adviser. 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, Sociology, or Anthropology, 3 s.h.
 First Aid including CPR, or equivalent

PREREQUISITE COMPETENCIES:

SOE 201. *Research Writing/Library Literacy Workshop*

no credit
 Including the ability to access peer-reviewed, current information, and use appropriate documentation (APA format). This competency can be met by previously related course work with a minimum of B, published research or recommendation by the faculty adviser. Students who cannot document the competency will be required to take the departmental workshop before the completion of their first full year of study.

SOE 202A, B, C. *Computer Literacy Workshop* no credit
 Includes word processing, spreadsheets, accessing the internet/WWW; and powerpoint.

202A. Wordprocessing
 202B. Spreadsheets

202C. Internet/WWW; PowerPoint

NOTE: this proficiency can be met by previous course work or a proficiency examination provided by the department, or a certificate of completion of a department workshop series offered annually or an appropriate alternative determined by the program coordinator. Students may be required to take any or all of the components of the competency depending upon the degree of proficiency determined by the examination or other means described above. The student will complete the workshop within the first year of matriculation unless otherwise determined by the student's faculty adviser.

There is a fee associated with each of the above workshops. Contact your program adviser.

Program: 39 graduate credits distributed as follows:

Core Requirements: 12 s.h.

- MHAE 261. *Introduction to Health & Disease*, 3 s.h.
 262. *Current Health Issues*, 3 s.h.
 239. *Mental Health Issues for Health Educators*, 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.

Core Electives (selected under advisement): 12 s.h.

- MHAE 238. *Assessment/Evaluation in Health Education*, 1½ 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 I*, 1½ s.h.
 257A. *Public Health Issues & Policy Making*, 1½ s.h.
 259. *Introduction to the American Healthcare System*, 3 s.h. (under advisement only)
 263. *Internship: Supervised Field Experience for Health Teachers*, 3 s.h.
 268A or 268. *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.

NOTE: MHAE 268 or 268A; 275; 295; are required unless the student can document prior education or in-service professional training that meets the intent of the courses. This decision will be made at the time the student begins the program *under advisement only*.

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*.

IV. MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY

(See page 316 for program, requirements, and courses)

V. 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 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.

PDMC 305.	<i>Managed Healthcare Systems: PPO, HMO & AD</i>	1½ s.h.
306.	<i>Managed Healthcare Systems II</i>	1½ s.h.
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.
		<hr/> 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 75.

VI. PROFESSIONAL DIPLOMA IN MARRIAGE AND FAMILY THERAPY

(See page 317 for program, requirements, and courses)

VII. POST-MASTER'S DEGREE: FAMILY THERAPY

(See page 317 for program, requirements, and courses)

VIII. ADVANCED CERTIFICATE IN SEX COUNSELING

(See page 317 for program, requirements, and courses)

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:

61 through 179, A-Z will carry the prefix HPFS

230A through 304 will carry the prefix MHAE

305 through 389 will carry the prefix PDMC

All Marriage and Family Therapy courses carry the prefix MFT (see page 318 for programs)

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; HSPE)
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; HSPE)
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; HSPE)
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; HSPE)
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; HSPE)
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; HSPE)
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; HSPE)
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; HSPE)
69. *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; HSPE 69A)
70. *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; HSPE 70A)
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 health promotion to disease prevention and control. Prerequisite: HPFS 62. (Formerly HPER; HSPE)
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; HSPE)
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; HSPE)
102. *Organization and Administration of School Health Programs* 3 s.h.
Spring
Comprehensive school health programs include eight components. Course focuses on the organizational issues related to these components and the administrative procedures that lead to a quality school health program. Literacy, multiculturalism, use of educational technology, and inclusion are integrated within the eight component model. Twenty hours of observation in appropriate school settings are required. (Formerly HPER; HSPE)
103. *Methods and Materials of Health Education: Children* 3 s.h.
Once a year
This course investigates various teaching philosophies, offers opportunities to demonstrate techniques and methodologies, and explores resources used to deliver effective health education at the preschool and elementary levels. Special considerations include the influence of gender, developmental appropriateness, and socioeconomic realities in the planning process. Literacy, for

*Recommended for majors.

both native English speakers and English language learners, is addressed including methods of developing listening, speaking, reading, and writing skills. Multiculturalism, use of educational technology and inclusion are integrated within all activities. Twenty hours of observation in appropriate school settings are required. (Formerly HPER; HSPE 103A)

104. *Methods and Materials of Health Education: Adolescents* 3 s.h.

Once a year
This course investigates various teaching philosophies, offers opportunities to demonstrate techniques and methodologies, and explores resources used to deliver effective health education in secondary schools and in the community. Special considerations include the influence of gender, developmental appropriateness, and socioeconomic realities in the planning process. Literacy, for both native English speakers and English language learners, is addressed including methods of developing listening, speaking, reading, and writing skills. Multiculturalism, use of educational technology and inclusion are integrated within all activities. Twenty hours of observation in appropriate school settings are required. (Formerly HPER; HSPE 104A; *Methods and Materials of Health Education: Adolescents/Adults.*)

105. *Health Education Curricula Development, PreK-12* 3 s.h.
Spring

Investigation of all content and skill-development areas applicable to health education curricula. Cognitive, affective, and skill components of curriculum planning are addressed as are needs assessment, planning, delivery, and evaluation. Special considerations include the influence of gender, developmental appropriateness, and socioeconomic realities in the curriculum planning process. Literacy, multiculturalism, use of educational technology, and inclusion are integrated within all curriculum activities. Twenty hours of observation in appropriate school settings are required. (Formerly HPER; HSPE; *Health Education Curricula Development, K-12.*)

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; HSPE)

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; HSPE)

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; HSPE)

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; HSPE)

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. Pass/D+/D/Fail grade only. (Formerly HPER; HSPE)

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; HSPE)

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; HSPE)

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 patterns 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; HSPE)

162. *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; HSPE 162A)

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; HSPE)

230A through 304 will carry the prefix MHAE

230A-230B. *Student Teaching in Health 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 Education. The student is in the school the equivalent of four and one-half days each week. A seminar is conducted in conjunction with student teaching. Hofstra students must complete MHAE 230B in order to receive credit for MHAE 230A. Course is open to graduate students only. Does not count toward degree requirements.

*Recommended for majors.

- 230C. *Practicum in Health Education* 1½ s.h.
Fall, Spring
This practicum in health education is for students who hold a teaching certificate in another subject as well as those who have no teaching certificate. Fifty hours (50) in health education classroom settings are required. Experience includes placement in both K-6 and 7-12 settings. Must be taken concurrently with one of the following: MHAЕ 238; 243; 258; 268. Select with permission from faculty adviser only. Pass/Fail grade only.
231. *Teaching Elementary School Children About Health* 3 s.h.
Fall, Spring
This course is for PreK-6 classroom teachers. The course examines the content and skills children need to manage their health. The course develops the competencies and skills needed by teachers to design interdisciplinary health education learning experiences for diverse constituencies. Literacy, assessment, and technology are included as they relate to developing interdisciplinary health learning experiences.
233. *Planning, Implementation and Evaluation of Community Health Programs* 3 s.h.
Periodically
Health agencies have as one of their missions the provision of education, screening, medical services, etc., to the community. This course prepares students to determine the goals and objectives of the agency; the needs of a target population; the capabilities of the agency to meet those needs; strategies for developing and implementing programs, and evaluating their effectiveness. Open to M.S. Community Health majors only.
234. *Implementing the New York State Standards in Health Education* 1½ s.h.
Fall, Summer
This course reviews the New York State Standards as they apply to the teaching of health education PreK-12. The course prepares teachers to design learning experiences that make the shift from knowledge-based to skills based instruction and understand the key elements of standard based assessment as they apply to health education.
- 235A. *Outsourcing and Healthcare Business Ventures I* 1½ s.h.
Fall
In this first of two courses students engage in the exploration of outsourcing and other business venture alternatives in health-care settings. Develop an understanding of the practical/operational issues relating to outsourcing departments in hospitals and other healthcare environments and their implications to the economics of the delivery of services.
- 235B. *Outsourcing and Healthcare Business Ventures II* 1½ s.h.
Fall
This course further explores outsourcing options and the planning, procedures and policies in decision making and problem solving. Case studies in outsourcing are described. Prerequisite: MHAЕ 235A or permission of the instructor.
236. *Ambulatory Healthcare in a Correctional Setting* 1½ s.h.
Once a year
Introduction to the issues surrounding the provision of quality healthcare services to inmate populations. The historical perspective, legal and ethical concerns, correctional/medical interfaces, staffing needs and cost containment strategies and other pertinent topics are studied.
237. *Media Literacy for the Health Professions* 1½ s.h.
Every other semester, Summer
This course introduces the concept of media literacy focusing on the development of skills in reading and interpreting various media, studying how various media are used in health education and promotion, and applying and facilitating the development of media literacy skills in school and community settings.
238. *Assessment/Evaluation in Health Education* 1½ s.h.
Once a year
This course focuses on the procedures and issues of assessment and evaluation in health education.
239. *Mental Health Issues for Health Educators* 3 s.h.
Fall, Spring
Through an understanding of the components of mental and emotional health, students study psychosocial factors influencing people's healthy lifestyle choices over the life cycle. Concepts of decision making, problem solving, communication, interpersonal relationships, coping styles, self-concept and self-esteem are reviewed as well as theories of counseling and corresponding treatment options.
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 health-care 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: Innovative Teaching and Learning* 3 s.h.
Spring
This course focuses attention on the various teaching and learning styles and the use of technology in the preparation of learning experiences that enhance students' mastery of content and ability to develop skills for implementing healthy behaviors. Innovative cooperative learning environments, affective and experiential strategies, portfolios, etc., as well as traditional models of health behavior change instruction, are explored within the various content areas. Student develop learning experiences and means of measuring students' progress that are sensitive to individual students' needs. (Formerly HPER; *Health Education: Teaching and Learning Styles and Environments.*)
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)

247. *Application of Marketing Principles in Healthcare Environments* 1½ s.h.

Spring

Through a combination of lectures, problem solving and case studies, students apply principles of marketing to the decision-making process in the healthcare environment. The complex relationships between hospital PPOs and HMOs are explored.

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. *Nursing Home Administration* 3 s.h.

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 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. Same as PDMC 305. (Formerly HPER)

255B. *Managed Healthcare Systems II* 1½ s.h.

Once a year

This course focuses on healthcare reforms at the national level. Comparisons with that of Germany, France, and Canada are made. Detailed discussions on public policy initiatives are also included (Medicaid, Medicare, uninsured programs, etc.). Theories of Health Insurance Purchasing Cooperatives (HIPCS), and Allied Health Plans (AHPS) are evaluated. Prerequisite: MHAЕ 255. Same as PDMC 306. (Formerly HPER)

256A. *Legal and Ethical Issues in Healthcare Administration I* 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 HPER; *Legal and Ethical Issues in Healthcare Administration*.)

256B. *Legal and Ethical Issues in Healthcare Administration II* 3 s.h.

Spring

Acquaints the healthcare administrator with the interface between reasons for legislation, governmental regulations, the process by which laws, rules, and regulations become effective, the civil and criminal law and how each impacts on and governs healthcare decisions and the role of the courts as a regulation of societal demands. Students analyze legislation, ethicists' commentary and case-law in medicine and healthcare through research and class participation. Prerequisite: MHAЕ 256A.

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 HPER)

258. *Analysis of Curricula and Implementation of School Health Programs* 3 s.h.

Fall, Spring

A historical and philosophical overview of comprehensive school health education at the PreK-12 grade levels are presented. Students study health curricula and explore and reflect on integrated and discipline specific models, traditional content areas and sequences, skills-based models, developmental considerations, family, culture and community influences and national and state standards. Methods of student and program assessment are discussed as well as community and school health resources. (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 HPER)
- 263C. *Field Experience for Health Teachers* 1½ s.h.
Fall, Spring, Summer
This 50 hours of health education field experiences are required of students who have not fulfilled the field experience hours consistent with New York State teacher certification. Placement will be in health education settings at the elementary, middle or senior high school levels including high risk districts and those with cultural and language diverse populations. The course affords teachers an opportunity to observe, participate and reflect on classroom management styles, curriculum integration and implementation, developmental levels of student and curriculum content appropriateness, theory to practice applications. The course must be taken concurrently with MHAЕ 238; 243; 258; or 268. With adviser approval only. For M.S. in Health Education majors only. Pass/Fail grade only.
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)
- 264A. *Economic Dimensions of Health Services Delivery Systems I** 1½ s.h.
Fall, Spring
Examination of the Fiscal Services Division of a hospital, its functions, interactions and responsibilities. Students will understand how to interact with this division.
- 264B. *Economic Dimensions of Health Services Delivery Systems II** 1½ s.h.
Fall, Spring
Examination of the Fiscal Services Division of a hospital, its perspective, interaction and responsibilities. Students will understand how their actions are viewed by this division.
- 264C. *Advanced Case Studies in Financing Healthcare I** 1½ s.h.
Fall, Spring
Through healthcare delivery systems case studies, the course gives students a general understanding of how to apply advanced financial principles to the decision making process in the health care environment.
- 264D. *Advanced Case Studies in Financing Healthcare II** 1½ s.h.
Fall, Spring
Through the use of healthcare delivery system case studies, this course will further the inquiry of advanced financial principles and their applications to the decision making process in the healthcare environment.
265. *Behavioral Health Administration: Concepts, Issues and Policies* 3 s.h.
Fall, Spring
The study of behavioral health services including types of service providers and treatment settings, professional training and licensure and their implications to diagnosis, treatment options and payment systems, and other behavioral health administration issues are explored. Concepts of adherence/compliance, the relationship between mental health and physical well being are discussed.
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)
268. *Health and Elementary School Child* 3 s.h.
Fall, Spring
The focus on this course is on instruction of health education pre-school—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 is included.
- NOTE:** either MHAЕ 268A or 268 will be selected in consultation with an adviser, depending upon the student's documented previous elementary school experience.
- 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

*Students are required to take 2 of the four courses as core requirements. The appropriate courses will be selected *under advisement only*, based upon the students previous education/professional experience. The remaining may be selected as electives.

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 urgicenters 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 Abduction* 1½ s.h.
Periodically

An in-depth examination of child abuse covering issues of recognition, reporting, intervention, treatment and prevention. Theories of maltreatment and child abduction with their intervention and prevention implications are explored. Critical policy issues are evaluated. Students receive all necessary documentation and information to fulfill licensing and certification requirements as mandated by New York State Education Department. (Formerly HPER; *Analysis of Child Abuse and Maltreatment*.)

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)

297. *Applications of Management Theory to Healthcare Environments* 3 s.h.
Fall, Spring

This course focuses on the concepts, methods and issues of management as they are applied to health care organizations and service delivery. In an interactive setting students have the opportunity to explore, question, and develop a knowledge and competence in health care management and organizational theory.

298A. *Healthcare Information Systems I* 1½ s.h.
Fall, Spring

Healthcare Information Systems Management is a multi-faceted course. It encompasses management, medicolegal issues, performance improvement (formerly quality assurance, risk management, health sciences, computer sciences, statistics and business administration). This course prepares and educates the graduate

healthcare administration student in the application of management principles for the identification, evaluation and implementation of Healthcare Information Systems.

298B. *Healthcare Information Systems II* 1½ s.h.
Fall, Spring

This course is designed to provide an understanding of the role of Information Technology and Management Information Systems in the delivery of health care. Upon completion, students should have a good understanding of how computer systems function to support a hospital, physician practice, an integrated delivery systems or a third party payer.

299A. *Healthcare Personnel: Resources, Training and Development I* 1½ s.h.
Spring

This course reviews recruiting, selecting, training, motivation, leadership and other activities associated with managing personnel unique to healthcare delivery systems. Evaluation of credentials, reimbursement and other issues are considered as will the practical operations necessary to manage the diversity of professional and operations staff. (Formerly 299, *Healthcare Personnel: Resources, Training and Development*.)

299B. *Healthcare Personnel: Resources, Training and Development II* 1½ s.h.
Periodically

Through analysis of case studies, readings, and in-depth discussions, students further explore the issues raised in MHAE 299A. In addition, the management of labor disputes, technological applications to human resources in various healthcare settings, networking and the function of professional organizations in accessing the managing qualified personnel is covered. Prerequisite: MHAE 299A.

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 MHAE 300 may be offered in place of either the departmental comprehensive examination or the *Master's Essay* in MHAE. This course may not be used to satisfy any part of the basic 33 s.h. requirement for a Master of Science degree in Education.

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

Supervision and instruction leading to the completion of the essay. Binding fee payable upon registration in 302. Admission by permission of department. (Formerly HPER)

303A. *Portfolio Development* ½ s.h.
Fall, Spring

This course is required of all students in their beginning semester. Students are instructed in the selection and assessment of products to be included in a professional portfolio. Each student collects materials throughout their graduate study to be included in their professional portfolio. Following the initial sessions of 303A, the student meets with the faculty member assigned at least once during each year of study to review the materials being collected. The student registers for their final course in the program (MHAE 303B) with the assigned professor at the conclusion of which the final portfolio is submitted. For M.S. in Health Education, M.S. in Community Health, and M.A. in Health Administration students only. Pass/Fail grade only.

303B. *Capstone Experience and Presentation* 1 s.h.
Fall, Spring

This experience is a collaborative effort with the faculty member to whom the student is assigned, enabling the student to demonstrate the skills and knowledge gained during graduate study. The student develops a contract describing the contents of the portfolio collected over the course of study (see MHAЕ 303A) and with faculty feedback and guidance identifying one or two research projects related to the student's particular program and interests to be undertaken during this course. For students in the M.A. in Health Administration, M.S. in Health Education, and M.A. in Community Health programs only. Pass/Fail grade only.

304. *Capstone Experience* 1 s.h.
Fall, Spring

This experience is a collaborative effort with a selected faculty member to enable the student to demonstrate the skills and knowledge gained during graduate study. It includes a portfolio, the contents of which will include past work in the program as well as work described in a contract resulting from this experience. The contract will be developed at the initial meeting between the faculty member and the student. The contract also requires one research project related to the student's particular program and interests and developed with faculty feedback and guidance. The research project is meant to enable the student to integrate theories and concepts from graduate course work with the student's intended professional practice setting. The completed portfolio including the research becomes a part of the student's permanent record. For students in the CAS programs only. Pass/Fail grade only.

Courses numbered 305 through 389 carry the prefix PDMC.

305. *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. Same as MHAЕ 255.

306. *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: PDMC 305. Same as MHAЕ 255B.

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.

380-389, A-Z. *Workshops* 1-3 s.h. each.
Periodically

Designed to meet the needs of specific groups of students interested in special topics not covered by the program curriculum.

As individual subjects are selected, each is assigned a letter

(A-Z) and a title. One or more workshops may only be selected to replace other program requirements under the advisement of the program coordinator.

Hebrew, Modern (HEBR)

Administered by the Department of Comparative Literature and Languages. Professor Donahue, *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 Jewish Studies courses (JW ST or in other departments as listed under Jewish Studies)

The adviser may direct the student to take additional courses to provide an integrated program.

See complete B.A. requirements, page 84.

Minor in Hebrew, see page 175.

B.A. SPECIALIZATION IN JEWISH STUDIES, see page 292.

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 Kern, *Chairperson*

Professors D'Innocenzo, Eisenberg; Associate Professors Pugliese, Walsh, Yohn; Assistant Professors Bernhardtsson, Charnow, Doubleday, Parker; Special Assistant Professor Chung.

THE HARRY H. WACHTEL DISTINGUISHED TEACHING PROFESSORSHIP is held by Professor D'Innocenzo. See page 473.

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, Islamic, Russian or Latin-American history, including at least 3 hours in Asian, African or Islamic 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 84.

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 401.

PHI ALPHA THETA: an international history honor society, see page 73.

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.

*Applications not accepted in 2002-2003. For further information, contact the History Department.

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

TRANSFERRED COURSES

The following course numbers are used exclusively to identify courses which Hofstra students have taken elsewhere and for which there are no other Hofstra equivalents:

- 1A, 1B. Introductory European History, 3 s.h. each
 3A, 3B. Introductory American History, 3 s.h. each
 101A, 101B. Advanced European History, 3 s.h. each
 103A, 103B. Advanced American History, 3 s.h. each

MINI-COURSES

Periodically

- 6A through 6Z. *Changing Societies* 1 s.h. each
 7A through 7Z. *Personalities in History* 1 s.h. each
 8A through 8Z. *Key Events in History* 1 s.h. each

INTRODUCTORY COURSES

11. *Western Civilization I* # 3 s.h.
 Fall, Spring

Formation of the western tradition from classical antiquity, merging Judaic, Greek, Roman and Christian elements, to the derivation of a distinctive and dynamic European offshoots in medieval and early modern times. Topics include Hebraic religion, civilization of the Greek city-states, Roman imperialism and law, the role of Christianity in western life, institutions and ideas of the middle ages and early modern Europe.

12. *Western Civilization II* # 3 s.h.
 Fall, Spring

The rise of the modern west and the crises of the twentieth century: the struggles and contradictions which have led to continuing change in western civilization. Topics include the formation of the state, development of a capitalist economy, impact of technology on social change, development of science and philosophy, rise of industry and the emergence of a mass-society, modern nationalism, imperialism and war. A recurrent theme will be the role of revolution and the attempts to reconstruct society according to various ideal models including socialism, fascism and communism.

13. *American Civilization I* # 3 s.h.
 Fall

Intensive study of controversial issues from the colonial period through the Civil War. Conflicting points of view are presented in lectures and readings followed by seminar discussions.

- 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.)

73. *The Modern Middle East* # 3 s.h.
 See course description, page 450.

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.

#Core course

106. *Hellenistic and Roman Worlds* 3 s.h.
Spring
The conquests of Alexander and the spread of Greek culture, the expansion of Rome's control over the ancient world and the creation of the Roman Empire and the eventual acceptance of Christianity by most of the Empire—400 B.C. to 400 A.D.
107. *Medieval Europe, 400 A.D. to 1300 A.D.* 3 s.h.
Periodically
Formative period of European culture stressing the incorporation of Christian and classical traditions into European creations. Topics usually include feudal society and chivalric culture, medieval boom, twelfth-century renaissance, papal-imperial struggle, princely and urban government, crusades, heresy.
108. *Renaissance Europe, from St. Louis to Luther* 3 s.h.
Periodically
The emergence of a society in which leadership was shifted from clergy to laymen in economy, government, religion, literature and art. Stress is laid on the impact of the Black Death, the rise of religious dissent, the Hundred Years War, the rise of parliamentary institutions and the city states of Renaissance Italy. The evidence of visual arts is drawn on throughout.
109. *The Old Regime in Western Europe, 1648-1789* 3 s.h.
Periodically
Changing forms of social life under the tensions created by population growth, war, the making of the modern state and the subversion of the old moral order.
112. *The French Revolution and Napoleon* 3 s.h.
Periodically
Transformation of European consciousness in the violent years of the first social revolution as France embraced and then abandoned its new belief in freedom and the common man.
113. *Europe, 1800-1848* 3 s.h.
Every other year
Romanticism and revolution: the search for beauty and justice in the era of reaction between Napoleon's Empire and the Revolutions of 1848.
114. *Europe, 1848-1914* 3 s.h.
Every other year
The struggle against the loss of individual identity in a world of big cities, big business and big government. Emphasis on those social changes and cultural achievements which affect our contemporary world.
115. *The Afro-American in American History, 1619-1865* 3 s.h.
Every other year
From the African origins of black slavery through emancipation and the Civil War. Emphasis is given to the slave trade, the nature of black society under slavery in both North and South, the 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.
- 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.
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.
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, 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.

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 the United States. The images, thematic concerns and ideological presuppositions of selected American films (1890's to present) are examined for evidence 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.
170. *The Middle East and the West* 3 s.h.
See course description, page 450.
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 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 group discussions during weekly class meetings. Specific topics and foci of seminars change each semester in accordance with interests of instructors and needs of the department. Ordinarily not open to freshmen and sophomores. Seminars are intended to provide familiarization with the historiographic traditions germane to their central concerns, and emphasize the development of research and critical thinking skills. Seminars typically meet once a week for a three-hour period.

180. *Seminar: British History* 3 s.h.
Periodically

This course focuses on a selected theme, issue, problem, or period in the history of the peoples of the British Isles from the Claudian (Roman) invasion in 43 c.e. to the present.

181. *Seminar: Medieval Europe* 3 s.h.
Periodically

The course focuses on a selected theme, issue, problem, region, country, or period in the history of European peoples in the period 400 to 1300 c.e. (Formerly *Seminar: Medieval Europe, 400 A.D. to 1300 A.D.*)

182. *Seminar: Early Modern Europe* 3 s.h.
Periodically

The course focuses on a selected theme, issue, problem, region, country, or period in the history of European peoples in the period 1300 to 1600 c.e. (Formerly *Seminar: Early Modern Europe, 1300 A.D. to 1600 A.D.*)

183. *Seminar: Modern European History* 3 s.h.
Periodically

The course focuses on a selected theme, issue, problem, region, country, or period in the history of European peoples in the period 1600 c.e. to the present.

184. *Seminar: 18th-Century America* 3 s.h.
Periodically

The course focuses on a selected theme, issue, problem, region, ethnic group, or period in the history of the peoples of colonial North America and the early national United States in the century from 1700 to 1800 c.e.

185. *Seminar: 19th-Century America* 3 s.h.
Periodically

The course focuses on a selected theme, issue, problem, region, ethnic group, or period in the history of the peoples of the United States in the century from 1800 to 1900 c.e.

186. *Seminar: American Society and Thought* 3 s.h.
Periodically

The course focuses on social institutions, cultural forms, and ideas of American peoples during the broadly inclusive period

1609 c.e. to the present. Typically, however, the course limits its consideration to a more limited time frame.

187. *Seminar: 20th-Century America* 3 s.h.
Periodically

The course focuses on a selected theme, issue, problem, region, ethnic group, or period in the history of the peoples of the United States during the period 1900 c.e. to the present.

196. *Seminar: Ancient History* 3 s.h.
Periodically

The course focuses on a selected theme, issue, problem, region, or period in the history of the peoples of the ancient world from the early dynastic period of Egypt (3100–2890 b.c.e.) to the end of the Roman Empire in the West (476 c.e.).

READING COURSES

192. *Readings in History I* 3 s.h.
Fall, Spring

Individualized course designed to fill gaps in the student's knowledge of history. Ordinarily open only to seniors who are exceptionally capable of independent work. Before registering for this course, the prospective student must find a member of the department who will agree in writing to serve as the tutor. This course may not be used to satisfy the department's seminar requirements.

194. *Readings in History II* 3 s.h.
Fall, Spring

Individualized course limited to students who have taken 192 and who have secured agreement in writing from a member of the department to serve as tutor for this course. May not be used to satisfy the department's seminar requirements.

199. *Internship in History* 3 or 6 s.h.
See course description, page 450.

235. *Studies in Long Island Regional History* 3 s.h.
Once a year

Long Island from the native Indian inhabitants and early Dutch and English settlements to present day suburbs, the New York metropolis and exurbs. Variety of topics selected by the instructor. Introduction to methods and sources for local history: family history, artifacts and material culture, and oral history. Students are encouraged to study local subjects in relation to regional and national patterns with attention to both similarities and differences. Open to all graduate students.

GRADUATE READING COURSES: these courses are designed to permit students to pursue an individualized plan of reading in subject areas of interest under the guidance of a member of the history faculty. Students prepare a list of suitable readings in consultation with their tutor with whom they will confer periodically about the progress of their work. Limited to those who have attended at least one semester as a matriculated student in the M.A. program in history and has been accepted for a reading course by a member of the department before registration. Students are normally expected to use sources in the language of the area which they are studying.

251, 252. *Readings in American History* 3 s.h. each
Fall, Spring

253, 254. *Readings in European History* 3 s.h. each
Fall, Spring

255, 256. *Readings in Russian History* 3 s.h. each
Fall, Spring

291, 292. *Special Studies in History* 3 s.h. each
 Studies in periods, personalities on themes in history. Subjects to be announced yearly.

Humanities (HUM)

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

MASTER OF ARTS IN HUMANITIES: this program involves an interdisciplinary approach toward the areas of English, languages, music, drama, art history and fine arts. It is designed for teachers seeking advanced degrees as well as for those who desire a more complete understanding of the humanities.

Admission requirements appear on page 75. 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.

Associate Professor Lekatsas, *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 75.

COURSES

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

1, 2. *Arts and Artists* 3 s.h. each
 Periodically

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.

100. *Arts of the Jazz Age* 3 s.h.
 Periodically

The arts in America during the first quarter of the twentieth century. Emphasis is on the work of writers, musicians, artists and architects who captured the spirit of the country. Development of modern jazz; attention to the foregrounding of jazz of improvisation, 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 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.

Human Resources Management

MASTER OF SCIENCE PROGRAMS, see page 115.

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 Contreras, 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 204 and 205. A master's proposal and 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 103.

Interdisciplinary Undergraduate Programs

FIRST YEAR PROGRAM (FYP)

The Hofstra College of Liberal Arts and Sciences offers first-year and upper-class students several interdisciplinary programs that

provide academic opportunities not available anywhere else in the curriculum. One of these programs, FYP or First-Year Program, is open to first-year students exclusively.

Each unit in FYP consists of three courses from different departments, offered in a cluster, where the instructors coordinate and integrate the subject matter and style of teaching. Those who enroll in one of these units have the advantage of joining a small community in which students get to know one another and work together throughout the semester. Because students take the same courses, they engage in a close and intimate learning experience. Information about these programs can be obtained from the University Office of Academic Advisement.

Units and courses include the following: (courses may change from semester to semester):

FYP 1. = THE MIND, THE BRAIN, THE PERSON
Fundamental Perspectives in Psychology # (PSY 7)
Introduction to Philosophy # (PHI 10)
(English) *Composition* (ENGL 1)

FYP 2. = SCIENCE AND SCIENCE FICTION
The Solar System # (Lecture and Lab) (ASTR 11)
Introduction to Philosophy # (PHI 10)
(English) *Composition* (ENGL 1)

FYP 3. = ENVIRONMENTAL ETHICS
Population, Resources and Environment # (GEOG 102)
Introduction to Ethics # (PHI 14)
(English) *Composition* (ENGL 1)

FYP 4. = SCIENCE AND THE FOUNDATIONS OF MEDICINE
General Biology # (BIO 1)
General and Inorganic Chemistry # (CHEM 3A)
General and Inorganic Chemistry Lab # (CHEM 3B)
(English) *Composition* (ENGL 1)

FYP 5. = ASIAN POLITICS AND RELIGION
Introduction to Eastern Religious Traditions # (RELI 15)
Asian Politics and Government # (PSC 144)
(English) *Composition* (ENGL 1)

FYP 6. = PURSUING THE AMERICAN DREAM
Principles of Economics (ECO 1)
American Politics # (PSC 1)
(English) *Composition* (ENGL 1)

FYP 7. = RACE, CLASS AND GENDER IN AMERICAN SOCIETY
The American Experience in Context # (ENGL 52)
American Civilization II # (HIST 14C)
(English) *Composition* (ENGL 1)

FYP 8. = CYBERSPACE: TECHNOLOGY AND ETHICS
Overview of Computer Science # (CSC 5)
Introduction to Ethics I # (PHI 14)
(English) *Composition* (ENGL 1)

FYP 9. = THIS GREAT STAGE
Theater Appreciation I # (DRAM 1)
Introduction to Philosophy # (PHI 10)
(English) *Composition* (ENGL 1)

FX = IN IMAGE, WORD, AND ACTION
Gods and Kings # (AH 3)
Western Civilization I # (HIST 11)
Western Literature I # (ENGL 43)

FA = POWER, IMPERIALISM AND RESISTANCE
Western Civilization I # (HIST 11)
The Empire Writes Back: Autobiography & Resistance in Colonial Spanish America # (SPLT 58)
(English) *Composition* (ENGL 1)

#Core course

FB = IDENTITY AND CULTURE IN THE MIDDLE EAST
Western Civilization II # (HIST 12)
Modern Arabic Literature # (LIT 90)
 (English) *Composition* (ENGL 1)

FC = CONFLICTS BETWEEN THE INDIVIDUAL AND SOCIETY
*Heroines Exotic & Erotic: Romantic Women in
 19th-Century French Narrative Prose #* (FRLT 42)
Introduction to Philosophy # (PHI 10)
 (English) *Composition* (ENGL 1)

In contrast to FYP, the following interdisciplinary programs (listed alphabetically in this *Bulletin*) can be chosen for either academic majors or academic minors (see page 84). 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 107), the School of Communication (see page 119), and in the School of Education and Allied Human Services (see page 121).

Africana Studies*	Latin American and Caribbean Studies*
American Studies*	Studies*
Asian Studies*	Liberal Arts**
Earth Resources**	Middle Eastern and Central Asian Studies
Ibero-American Studies*	Studies
International Affairs†	Philosophy of Science†
Italian Studies†	Religious Studies†
Jewish Studies*	Technology and Public Policy†
Labor Studies*	Women's Studies†

International Affairs

Administered by the Department of Political Science. Professor Landis, *Chairperson*

Assistant Professor Green of Political Science, *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. <i>Economics of Latin America</i> , 3 s.h. |
| | 111. <i>Economic Development in Sub-Saharan Africa</i> , 3 s.h. |
| | 112. <i>Economic Development of China</i> , 3 s.h. |
| | 114. <i>Japan's Modern Economy</i> , 3 s.h. |
| | 115. <i>Economy of Western Europe</i> , 3 s.h. |
| | 116. <i>Economics of the Middle East</i> , 3 s.h. |
| PSC | 108. <i>Politics of the Middle East</i> , 3 s.h. |
| | 110. <i>African Politics</i> , 3 s.h. |
| | 130. <i>Latin American and Caribbean Politics</i> , 3 s.h. |
| | 132. <i>Comparative European Governments</i> , 3 s.h. |
| | 144. <i>Asian Politics & Government #</i> , 3 s.h. |

C. Nine semester hours chosen from the courses listed below:

- | | |
|------|--|
| ECO | 137. <i>Transnational Enterprise in World Economy</i> , 3 s.h. |
| | 142. <i>International Economics</i> , 3 s.h. |
| GEOG | 102. <i>Population, Resources & Environment</i> , 3 s.h. |
| | 113C. <i>The Geography of East & Southeast Asia #</i> , 3 s.h. |
| | 122. <i>Western Europe</i> , 3 s.h. |
| | 123. <i>Eastern Europe and the Republics of the Former Soviet Union</i> , 3 s.h. |

- | | |
|------|--|
| | 131. <i>Japan</i> , 3 s.h. |
| | 140. <i>Geography of Latin America #</i> , 3 s.h. |
| HIST | 118A. <i>History of Africa, 1800 to the Present</i> , 3 s.h. |
| | 132. <i>Europe, 1939 to Present: World War, Cold War and Beyond</i> , 3 s.h. |
| | 138. <i>Modern Russia: Reform & Revolution from the Russian Empire to Modern Times: 1856 to the Present</i> , 3 s.h. |
| | 142. <i>Latin America: 1810 to the Present</i> , 3 s.h. |
| | 154. <i>Diplomatic History of the United States: 1914 to the Present</i> , 3 s.h. |
| | 173. <i>Modern China #</i> , 3 s.h. |
| | 174. <i>Modern Japan</i> , 3 s.h. |
| IB | 150. <i>Introduction to International Business</i> , 3 s.h. |
| | 154. <i>Analysis of the International Environment and Global Business Research</i> , 3 s.h. |
| | 157. <i>A-Z. Seminar: Special Topics in International Business</i> , 3 s.h. |
| | 160. <i>African Business</i> , 3 s.h. |
| | NOTE: no more than one of the IB 160 series may count toward this minor. |
| | 161. <i>Asian Business</i> , 3 s.h. |
| | 162. <i>European Business</i> , 3 s.h. |
| | 163. <i>Latin-American Business</i> , 3 s.h. |
| | 170. <i>International Marketing</i> , 3 s.h. |
| | 175. <i>Global Business Policies, Planning and Strategies</i> , 3 s.h. |
| MASS | 101. <i>Understanding Global Media & News Systems</i> , 3 s.h. |
| PSC | 133. <i>Politics of the European Union</i> , 3 s.h. |
| | 134. <i>American Foreign Policy</i> , 3 s.h. |
| | 137. <i>World Organization & International Law</i> , 3 s.h. |
| | 152. <i>Seminar: International Politics</i> , 3 s.h. |
| | 192. <i>Workshop: United States in the United Nations</i> , 3 s.h. |

International Business (IB)

Administered by the Department of Marketing and International Business. Associate Professor Barak, *Chairperson*

Professors Berman, Evans, James, Neelankavil, Sherman; Associate Professors Forman, Herndon, Lee, Mathur, Moore, Zhang; Assistant Professors Erundu, Gao, McMellon, Sharland, Torres-Baumgarten.

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 106.

A MINOR IN INTERNATIONAL BUSINESS 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 an *international business minor who is a major in another business area* are: IB 150; one of the following: IB 160, 161, 162 or 163; one of the following: FIN 165, MGT 171, IB 170 or MKT 170; three of the following: IB 154, 157, A-Z; IB 170 or MKT 170; IB 175; ACCT 128; BLAW 117; FIN 165, 166; and MGT 171. One of the following prerequisite business courses: ACCT 101, BLAW 20, FIN 101, MGT 101, or MKT 101 may be

#Core course

*Major and minor programs

**Majors only.

†Minor program only.

used in this category. See course listings for prerequisites. (NOTE: No more than two business courses may be applied toward both an IB minor and a major in another business area.)

Nonbusiness majors may also choose an international business minor. The requirements for an *international business minor who is a nonbusiness major* are: IB 150; one of the following: IB 160, 161, 162 or 163; one of the following: FIN 165, MGT 171, IB 170 or MKT 170; three of the following: IB 154, 157, A-Z; a second IB course in the "IB 160" series; IB 170 or MKT 170; IB 175; ACCT 128; BLAW 117; FIN 165; 166; and MGT 171. One of the following prerequisite business courses: ACCT 101, BLAW 20, FIN 101, MGT 101, or MKT 101 may be used in this category. See course listings for prerequisites.

A completed minor in international business 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 course work 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 109.

BUSINESS HONOR SOCIETIES, see pages 72, 79.

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 protecting 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, permission of department chairperson, and any additional prerequisites as stated in the course schedule.

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, permission of department chairperson, and any additional prerequisites as stated in the course schedule.

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 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 client's 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 Graduate Programs Office 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.

*Open only to matriculated Zarb School of Business graduate students and/or matriculated School of Education and Allied Human Services graduate students where appropriate.

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

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 Romance Languages and Literatures. Professor Bussell-Thompson, *Chairperson*

Professor D'Acerno; Assistant Professors Dini, Ultsch.

Literature in Translation courses, see end of Italian course listings.

B.A. SPECIALIZATION IN ITALIAN: 24 semester hours beyond ITAL 4, plus 6 semester hours in comparative literature. The adviser may direct additional courses to provide an integrated program.

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

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

A MINOR IN ITALIAN consists of the successful completion of 18 semester hours in Italian beyond level 2, under advisement, with at least 6 hours in residence.

SUMMER STUDY IN ITALY, see International Study, page 17.

TEACHING A FOREIGN LANGUAGE IN HIGH SCHOOL, see page 397.

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.

2R. *Review of Elementary Italian* 3 s.h.
See course description, page 451.

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.

108. *Individualized Oral Communication* ½ s.h.
See course description, page 451.

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.

111. *Advanced Italian Grammar* 3 s.h.
See course description, page 451.

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.*

*Open only to matriculated Zarb School of Business graduate students and/or matriculated School of Education and Allied Human Services graduate students where appropriate.
†Full-time students may take IB 219 as a corequisite.

151 through 156. *Masterpieces of Italian Literature* 3 s.h. each

One course each semester

The primary object is to develop each student's ability in the critical reading of outstanding authors from the beginning to the present. Readings are chosen according to each student's prior experience and interests. Rather than a chronological approach, with division into literary movements, the student chooses, upon advisement, one or more themes (e.g., the artist and society, literature of social protest, the role of women, the search for identity) which is pursued by reports to the whole class. A detailed personal record of reading progress is maintained to assure the systematic development of each student's facility in literary criticism.

To be offered one per semester in a three-year cycle; may be taken in any order.

160. *Translation I* 3 s.h.

Every other year

Analysis and study of techniques and problems inherent to the translation process. Intensive exercises from Italian into English and English into Italian. Journalistic, editorial and literary texts are used.

LITERATURE IN TRANSLATION (ITLT): 40, 68, 69.

40. *Nature, Gender, and Sin in Pre-Modern Italy* # 3 s.h.

Once a year

Transformations in the concepts of sin, love, and nature and their implications for the representation of gender in the period from 1250 to 1600. Students study such authors as Vittoria Colonna, Gaspara Stampa, Jacopone da Todi, the *stilnovisti*, Dante, Petrarch, Boccaccio, Castiglione, Machiavelli, Ariosto, and Tasso. (Formerly LIT 67, *Italian Literature of Medieval and Renaissance Periods*.)

68. *Highlights of Italian Literature* 3 s.h.

Every other year

From Marinismo to the present: Goldoni, Foscolo, Manzoni, verismo, Pirandello, Moravia, Buzzati. (Formerly LIT 68.)

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 (II Rinascimento): Machiavelli, Aretino, Le Accademie,

90. *Lifelines: Italian Women's 20th-Century Prose Fiction* # 3 s.h.

See course description, page 451

Italian Studies (IT ST)

Administered by the Department of Romance Languages and Literatures. Professor Bussell-Thompson, *Chairperson*

Professor D'Acerno, Director

MINOR IN ITALIAN STUDIES: an interdisciplinary program which explores the richness and variety of Italian culture as it developed in Italy and influenced other societies, notably the United States.

The course of study focuses attention on academic courses offered by various departments as well as on programs such as Summer in Italy, (see International Study, page 17) and Italian Heritage Day.

The program consists of the successful completion of 18 semester hours of required and elective courses listed below and six hours in residence.

A. Required

- HIST 6P. *Ancient Italy*, 1 s.h. or
106. *Hellenistic & Roman Worlds*, 3 s.h.
6Q. *Christian Italy*, 1 s.h.
6R. *National Italy*, 1 s.h.

- IT ST 131. *Italian Civilization: the Middle Ages to the Renaissance*, 3-4 s.h.
132. *Italian Civilization: the Age of Baroque to the Present*, 3-4 s.h.

B. Electives, 6-9 semester hours chosen from the following:

- ANTH 132. *Contemporary Italy: an Anthropological View*, 3 s.h.
AH 106. *Italian Renaissance Art*, 3 s.h.
CLL 40. *Literature of the Emerging Europe*, 3 s.h.
161. *Renaissance*, 3 s.h.
HIST 6S. *The Italian-American Immigrant*, 1 s.h.
106. *Hellenistic & Roman Worlds*, 3 s.h.
108. *Renaissance Europe from St. Louis to Luther*, 3 s.h.
ITAL 4. *Intermediate Italian*, 3 s.h.
5. *Advanced Reading*, 3 s.h.
13. *Summer Workshop: Italian Language & Civilizations*, 3-4 s.h.
101 through 106. *Advanced Italian Language*, 3 s.h. each
109, 110. *Italian Conversation & Oral Practice*, 3 s.h. each
116, 117. *Advanced Readings*, 1 s.h. each
151 through 156. *Masterpieces of Italian Literature*, 3 s.h. each
IT LT 68. *Highlights of Italian Literature*, 3 s.h.
IT ST 141. *Italian Cinema from Neorealism to the Present*, 3 s.h.
LAT 4. *Vergil*, 3 s.h.
112 through 117. *Latin Readings*, 1 s.h. each
120. *Lyric & Elegiac Poetry*, 3 s.h.
121. *Roman Drama*, 3 s.h.
122. *Roman Philosophy*, 3 s.h.
123. *Roman Novelists*, 3 s.h.
124. *Roman Historiography*, 3 s.h.
125. *Roman Satire*, 3 s.h.
LIT 5. *Italian Culture & Civilization*, 3-4 s.h.
35. *Myth, Literature & Culture of the Roman World*, 3 s.h.
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 451.
132. *Italian Civilization: the Age of Baroque to the Present* 3-4 s.h.
See course description, page 451.
141. *Italian Cinema from Neorealism to the Present* 3 s.h.
See course description, page 451.

Japanese (JPAN)

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

Assistant Professor Welch, *Adviser*

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

An introduction to standard modern Japanese, focusing on development of aural/oral skills, mastery of hiragana and katakana, passive exposure to basic kanji.

#Core course

2. *Elementary Japanese* 3 s.h.
Spring
Continuation of JPAN 1, with increased emphasis on oral communication and reading and writing. Mastery of approximately 15 kanji.
3. *Intermediate Japanese* 3 s.h.
Fall
Continuation of JPAN 2. This course continues coverage of fundamental structures, oral/aural communication, and reading and writing. Students master about 45 kanji.
4. *Intermediate Japanese* 3 s.h.
Spring
A continuation of JPAN 3. Introduction to intermediate Japanese language, with continued emphasis on attaining mastery of the four language skills: speaking, listening, reading, writing. Students learn approximately 50 kanji.
5. *Intermediate Japanese* 3 s.h.
See course description, page 451.
100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial essay in the field of Japanese or Japanese 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. May not be taken on a Pass/D+/D/Fail basis.
- 101-102. *Advanced Japanese* 1-3 s.h. each
See course description, page 451.

Jewish Studies (JW ST)

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

Assistant Professor Berlinerblau, *Adviser*

For related Literature in Translation courses, see page 306.

B.A. SPECIALIZATION IN JEWISH STUDIES: three semester hours in Hebrew beyond HEBR 4; 15 semester hours in JW ST (including LIT 20, 24, 26). In addition the student will select, under advisement, 12 semester hours from the pertinent courses offered by other departments as listed below:

- | | |
|------|---|
| ANTH | 106. <i>Peoples & Cultures of the Middle East & North Africa</i> , 3 s.h. |
| | 116. <i>Religion in Cross-Cultural Perspective</i> , 3 s.h. |
| CLL | 39. <i>Mythologies & Literature of the Ancient World</i> , 3 s.h. |
| ECO | 116. <i>Economics of the Middle East</i> , 3 s.h. |
| | 117. <i>Women & Development in the Middle East</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. |
| | 196. <i>Seminar: Ancient History</i> , 3 s.h. |
| PHI | 30. "God", 3 s.h. |
| | 111. <i>Philosophy & the Holocaust</i> , 3 s.h. |
| | 163. <i>Philosophy of Religion</i> , 3 s.h. |
| RELI | 12. <i>Introduction to Western Religious Traditions</i> , 3 s.h. |
| | 15. <i>Introduction to Eastern Religious Traditions</i> , 3 s.h. |
| | 50. <i>Islam</i> , 3 s.h. |
| PSC | 108. <i>Politics of the Middle East</i> , 3 s.h. |
| SOC | 105. <i>Religion & Society</i> , 3 s.h. |

See complete B.A. requirements, page 84.

A **MINOR IN JEWISH STUDIES** consists of the successful completion of 18 semester hours in Jewish Studies or Hebrew, under advisement, with at least six hours in residence in Jewish Studies.

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.
11. *Judaic Perspectives on the Hebrew Bible* # 3 s.h.
See course description, page 451.
- 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.
Periodically
Critical review and analysis of various literary genres including novels, short stories, diaries, memoirs and poems. Both universal and Jewish implications of the tragedy are examined.
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.
107. *Women in the Hebrew Bible* 3 s.h.
See course description, page 451.

#Core course

108. *Modern Jewish Intellectuals #* 3 s.h.
See course description, page 451.
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.
196. *Senior Essay* 3 s.h.
Periodically
Research and writing of a substantial essay in the field of Jewish studies. Open only to senior majors who have secured, before registration, the written permission of the faculty adviser who will supervise the essay. May not be taken on a Pass/D+/D/Fail basis.

Journalism (JRNL)

Administered by the Department of Journalism and Mass Media Studies

Professor Greene, *Chairperson*

Associate Professors Knowlton, Krein; Assistant Professors Fletcher, Frisina, Hey.

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 116. 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 and Public Relations 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 or 50, 170, and MASS 104

9 s.h.—chosen under advisement from JRNL 20, 50, 54, 56, 58, 72, 80, 180-189, A-Z, and 199

The School of Communication also requires that Print Journalism majors take SCO 3 and SCO 4.

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

30 s.h.—SCO 2, JRNL 1, 11, 13, 15, 16, 17, 170, AVF 26, and MASS 104

6 s.h.—chosen under advisement from JRNL 20, 21, 58, 72, 76, 80, 180-189, A-Z, and 199

The School of Communication also requires that Broadcast Journalism majors take SCO 3 and SCO 4.

For additional programs offered in the Department of Journalism and Mass Media Studies, see page 320.

A MINOR IN JOURNALISM consists of the successful completion of 18 semester hours in journalism, with at least 15 semester hours in residence, with the approval of the adviser. Only 3 s.h. (one course) in Journalism will be accepted as transfer credit for a minor in Journalism. Students who minor in Journalism must complete the following sequence of courses: 15 s.h. consisting of JRNL 1, 11, 13, 15; MASS 104; and 3 s.h. under advisement.

B.A. MAJOR IN PUBLIC RELATIONS: 36 s.h.

33 s.h.—SCO 2, JRNL 1, 11, 15, 60, 62, 63, 64, 67, 170, SPCM 7

3 s.h.—chosen under advisement from JRNL 53, 56, 80

NOTE: The following Zarb School of Business courses are prerequisites for certain Public Relations courses:
MKT 101 for JRNL 62
MKT 131 for JRNL 63

The School of Communication also requires that Public Relations majors take SCO 3 and SCO 4.

Public Relations majors are strongly encouraged to take the following University core courses: ECO 7, PSC 1.

A MINOR IN PUBLIC RELATIONS consists of the successful completion of 18 semester hours in Public Relations, with at least 15 semester hours in residence, under advisement, and with the approval of the adviser. Students who minor in Public Relations must complete the following sequence of courses: JRNL 1, 11, 15, 60, 62, 63.

COURSES

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

1. *Ethics and Principles of the American*

News Media

3 s.h.

Fall, Spring

An examination of the fundamental ethical principles of reporting, editing, and presenting news and other information essential to democratic self-government. Students need not arrive at the same set of moral principles, but they are encouraged to develop

#Core course

the moral reasoning and acuity necessary to arrive at a coherent and consistent moral framework. The course involves extensive use of case studies in addition to primary and secondary readings in the history, principles and practices of the American news media. (Formerly *Historical and Ethical Principles of the American News Media*.)

11. *News Writing and Reporting* 3 s.h.
Fall, Spring

Defining news and its importance in a democratic society; structure of news-gathering process; the elements of news; introduction to basic news reporting and writing for print and broadcast; use of the Internet as a reporting and research tool; accuracy and fairness as journalistic imperatives. Outside community research and reporting time is required. Prerequisites: ENGL 1-2, SCO 2, JRNL 1. (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

Introduction to news reporting and writing for radio and television; differing imperatives of broadcast and print journalism; equipment familiarity; the broadcast newsroom use of pictures and sound to convey news reports; emphasis on writing on time; structure of the broadcast news package. Outside community research and reporting time is required. Prerequisite: JRNL 13 or 60. No liberal arts credit. (Formerly COMM 78; *Broadcast Journalism*.)

16. *Broadcast News II* 3 s.h.
Fall, Spring

An intensive workshop where students use their journalism skills to research, write, report, and edit a weekly broadcast-quality news show (News and Views). With an emphasis on developing advanced writing skills and facing ethical problems, the course requires participants to work with advanced video/television students in the actual production of the newscast. Outside community research and reporting time are required. Prerequisites: JRNL 13 and 15; SCO 4; AVF 26. Same as JRNL 120. No liberal arts credit. (Formerly JRNL 120, *Electronic News Laboratory I*.)

17. *Broadcast News III* 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 videotape story for television news. Professional and ethical issues for the broadcast journalist are considered. Outside community research and reporting time is required. Prerequisite: JRNL 16. (Formerly COMM 193, *Advanced Broadcast Journalism*; *Intermediate Broadcast Journalism*; *Advanced Broadcast News*.)

20. *Survey of News Issues* 3 s.h.
Fall

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. Prerequisite for Journalism majors: JRNL 15 or permission of instructor. Same as MASS 20. (Formerly COMM 80: *Survey of the News Media*.)

21. *Critical View of Broadcast Media* 3 s.h.
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. Prerequisite: JRNL 15 or permission of instructor. (Formerly COMM 9, *Critical View of the Electronic Media: Television, Cable and Radio*; *Critical View of Electronic Media*.)

50. *Feature and Magazine Writing* 3 s.h.
Fall, Spring

Writing and reporting of feature news stories for print with special emphasis on stories intended for magazine publication. First section of a two-segment magazine writing sequence. This course may be substituted for JRNL 72. Outside community research and reporting time is required. Prerequisite: JRNL 13. (Formerly COMM 186; *Feature Writing*.)

53. *Copy Editing* 3 s.h.
Fall, Spring

An advanced course in preparing raw copy for publication, with the emphasis on newspaper and newsmagazine journalism. Skills emphasized include analyzing story structure, mastering paper and electronic research tools, spotting and filling "holes" in stories, improving language skills (punctuation, syntax, etc.) sharpening news judgment and writing headlines. Students learn to spot and correct unintended bias, illogical argumentation, unwarranted conclusions, historical fallacies and other pitfalls of undisciplined thinking, discourse and writing. Strong language skills required. Outside community research and reporting time is required. Prerequisite: JRNL 13.

54. *Advanced Feature and Magazine Writing* 3 s.h.
Fall, Spring

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 13 and 50. (Formerly COMM 188; *Magazine Writing and Editing*.)

56. *Desktop Publishing* 3 s.h.
Fall, Spring

Students learn the necessary skills to design their own publications, from newsletters to newspapers, employing state-of-the-art software that includes Quark, Adobe Photoshop and other publishing programs. No liberal arts credit.

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

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.
Fall, Spring

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. Prerequisite: JRNL 11. (Formerly COMM 190; *Public Information and Public Response*.)

62. *Public Relations Research Methods and Assessment* 3 s.h.
See course description, page 457.

63. *Public Relations Copywriting* 3 s.h.
See course description, page 457.

64. *Public Relations Case Studies* 3 s.h.
See course description, page 457.

67. *Public Relations Campaigns* 3 s.h.
See course description, page 457.

72. *Investigative and Depth Reporting* 3 s.h.
Spring
An introduction to investigative reporting and reporting in depth also known as explanatory reporting. Students study the role of investigative and public service reporting in the context of modern democracy. They learn advanced reporting techniques, compilation and analysis of data, and how to write and package longer stories and series for newspapers and magazines. Some material is presented in lecture, but much of the course involves individual, team, and classroom projects. By permission only. Prerequisite: JRNL 15.

76. *Advanced Broadcast Journalism* 3 s.h.
See course description, page 457.

80. *Online Journalism* 3 s.h.
See course description, page 457.

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* 3 s.h. each
Fall, Spring, Summer
An internship program that affords students an opportunity to apply their classroom experience in a professional work setting appropriate to their major field of study. Students must work 120 hours and complete a paper relevant to their work experience. Bi-weekly meetings with supervising faculty are required. Prerequisites: JRNL 13 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 on a subject approved by the supervising professor. 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 71 under eligibility requirements. (Formerly COMM 199.)

Languages, Foreign

SEE PAGE 388.

Labor Studies (LABR)

Administered by the Department of Economics/Geography.
Associate Professor Wiley, *Chairperson*

The world of work has, throughout history, been as controversial as it is crucially important in most people's lives. Labor Studies is an interdisciplinary program designed to offer students a broad background in the multiple perspectives on and different analytical approaches to labor issues in an international context. The program coordinates courses from departments throughout the university, and includes opportunities for independent course work and internships with business firms, nonprofit agencies, and labor unions. It prepares students for graduate programs in labor and industrial relations and in related areas of business, education, law, public administration, and the social sciences, as well as for a wide range of careers in business, government, law, teaching, and labor unions.

B.A. SPECIALIZATION IN LABOR STUDIES: 33 semester hours, with no more than 15 semester hours from a single major academic area, distributed as follows:

- 1) Required Courses: BLAW 114, ECO 141, HIST 157, LABR 1, 180, MGT 172
- 2) Elective Courses: total of 15 semester hours, with one chosen from each of the following categories (a-e):
 - a) Historical Context
 - HIST 114. *Europe 1848-1914**
 115. *The Afro-American in American History, 1619-1865*
 116. *The Afro-American in American History, 1865 to the Present*
 140. *Economic History of the United States** (credit given for this course or ECO 140, not both)
 149. *Women in America**
 169. *Immigrants & American Society*
 - b) Unions, Management, and Dispute Resolution
 - BLAW 118. *Litigation & Alternate Dispute Resolution*
 - MGT 121. *Human Resources Management*
 122. *Advanced Topics of Organizational Recruitment & Selection*
 - LABR 170. *Internship in Labor Studies*
 - c) Work Force Diversity
 - ECO 121. *Economics of Discrimination*
 - SOC 134. *Race Relations in the United States*
 140. *Social Inequality*
 - d) Psychology and Sociology of Work
 - ANTH 115. *Culture & Class: Transcultural Studies in Poverty*
 - PSY 33. *Industrial Psychology*
 34. *Organizational Psychology*
 - SOC 106. *Work, Alienation & Power in Social Life*
 - e) The Global Labor Force
 - ANTH 112. *Anthropology of the Global Economy*
 - ECO 142. *International Economics**
 145. *Comparative Economic Systems*
 - GEOG 103. *Urban Geography*
 135. *Economic Geography*

SOC 32. *Women & Development* (credit given for this course or ANTH 32, not both)

*With approval of the Labor Studies Director, based on appropriate course content.

A **MINOR IN LABOR STUDIES** consists of the successful completion of 18 semester hours with at least 6 semester hours in residence, distributed as follows: 3 semester hours of LABR 1. *Introduction to Labor Studies*; 9 semester hours of other Labor Studies courses required for the major; and 6 semester hours of Labor Studies electives (no more than 1 elective from each elective category, a-e), approved by a member of the Labor Studies Advisory Committee.

NOTES:

- 1) Since all courses are not offered every semester, consult the *Class Schedule* and an adviser from the Labor Studies Advisory Committee before registering for your program. Some required and elective courses have prerequisites, described in the *Hofstra University Bulletin*. Students should make themselves aware of any prerequisites in their advance planning for completion of the major or minor. Students should also be aware that prerequisites for many courses may be waived by the course instructor on a case-by-case basis.
- 2) Relevant special topics courses and independent studies given in any department may also be acceptable for the major and the minor, with the approval of the Labor Studies Director.
- 3) It is recommended (but not required) that students majoring in Labor Studies combine the major with a major or minor in a regular, non-interdisciplinary department. This ensures the recognition of a traditional discipline by graduate schools and prospective employers, as well as providing students with additional background in a related field.

LABOR STUDIES ADVISORY COMMITTEE

Accounting: Cheryl Lehman, *Professor*
 Anthropology: Sharryn Kasmir, *Assistant Professor*
 BCIS: Lonnie Stevans, *Associate Professor*
 Business Law: Stuart Bass, *Associate Professor*
 Economics/Geography: Gregory DeFreitas, *Professor*; Robert Guttman, *Professor*; Nick Kozlov, *Associate Professor*; Grant Saff, *Assistant Professor*
 History: Sally Charnov, *Assistant Professor*; Louis Kern, *Professor*; Heather Parker, *Assistant Professor*
 International Business: Rusty Moore, *Associate Professor*
 Management: Richard Buda, *Associate Professor*; Bruce Charnov, *Associate Professor*; Debra Comer, *Professor*
 Psychology: Ira Kaplan, *Professor*
 Sociology: Marc Silver, *Professor*

COURSES

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

1. *Introduction to Labor Studies* 3 s.h.
 See course description, page 451.

170. *Internship in Labor Studies* 3 or 6 s.h.
 Fall, Spring, Summer

This course aims to deepen students' understanding of fundamental issues in labor studies through practical work experience in a labor union, corporation, or other for-profit or not-for-profit organization. The three-credit option requires students to work at an approved off-campus site six hours per week, and to spend another three hours weekly in related academic activities specified by the faculty adviser. The six-credit option requires twelve

hours weekly at the approved off-campus organization and six hours of related academic work. Each internship will be organized and supervised by a full-time faculty member from the Labor Studies Advisory Committee. Prerequisites: permission of Labor Studies Director, a minimum gpa of 3.0 in Labor Studies courses and 3.0 overall, and completion of 18 s.h. of Labor Studies courses prior to beginning the internship.

180. *Senior Seminar in Labor Studies* 3 s.h.
 See course description, page 451.

Latin (LAT)

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

Major and minor requirements in Latin, see page 175.

For Latin Literature in Translation courses, see page 306.

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 130.

Liberal Arts and Sciences, College of

SEE PAGE 83.

Latin American and Caribbean Studies (LACS)

Administered by the College of Liberal Arts and Sciences. Program Director, Associate Professor Wiley, Department of Economics/Geography

Latin American and Caribbean Studies is an interdisciplinary program that offers a wide array of courses on Latin America, the Caribbean, and related diasporas in the United States. The program coordinates courses from departments throughout the University; it also offers senior seminars and opportunities for independent course work.

By studying the geography, politics, economies, histories and cultures of Latin American and Caribbean countries, LACS majors develop a solid knowledge of the region and its relations with both the United States and Europe. This knowledge is indispensable in the modern era of integrated economies and societies increasingly shaped by immigration and the coexistence of diverse cultures. Majoring in Latin American and Caribbean Studies thus prepares students to be more informed and effective citizens. It also prepares them for careers in translation, international business, law, and government, as well as for advanced study in Latin American and Caribbean Studies, and in the sub-fields that feed into it, such as geography, history, political science, or literature and culture.

B.A. SPECIALIZATION IN LATIN AMERICAN AND CARIBBEAN STUDIES: 33 semester hours, with no more than 15 semester hours from any one major academic area, distributed as follows:

1. 3 semester hours of an advanced reading course in Spanish or French (SPAN 5 or FREN 105), or demonstration of equivalent competency in these languages or in Portuguese. The advanced reading course is not counted as part of the 15 s.h. of courses allowed for any one major academic area.

2. 12 semester hours of the following *primary* courses; students must take at least one course from each category:

PRIMARY COURSES:

Economics and Geography

- ECO 110. *Economics of Latin America* (credit given for ECO 110 or SEG 60E, but not both)
- SEG 20. *Political Economy of Contemporary Latin America* (New College) (credit given for ECO 110 or SEG 20, but not both)
- GEOG 140. *Geography of Latin America*

Literature and Culture

- SPAN 113B. *Culture and Civilization of Latin America*
- SPLT 58. *The Empire Writes Back: Autobiography and Resistance in Colonial Spanish America*
- ANTH 105. *Peoples and Cultures of Latin America* (credit given for ANTH 105 or SAG 5 but not both)
- SAG 5. *Peoples and Cultures of Latin America* (credit given for ANTH 105 or SAG 5 but not both) (New College course)

History and Political Science

- HIST 142. *Latin America: 1810 to the Present*
- PSC 130. *Latin American and Caribbean Politics*

3. 15 semester hours of the following *elective* or *comparative* courses, 6 hours of which must be upper level or more specialized courses (marked with an asterisk*). Students are encouraged to take up to 6 hours of comparative courses, but no more than 6 hours of such courses can count toward the major. Students may take as electives any primary course except those taken to fulfill the primary requirement.

ELECTIVES

- *AFST 156. *Economic and Social History of the Caribbean From Slavery to National Independence*
- ANTH 105. *Peoples and Cultures of Latin America* (credit given for ANTH 105 or SAG 5, but not both)
- ANTH 113. *Archaeology of Civilizations of the New World*
- *BIO 109A. *Tropical Marine Biology*
- *ENGL 168. *The Caribbean Experience in Literature*
- *GEOG 141. *Geography of the Caribbean*
- *HIST 177. *Special Studies in History¹*
- *HIST 178. *Special Studies in History¹*
- IB 163. *Latin-American Business*
- SAG 4. *Archaeology of the New World* (New College)
- SAG 5. *Peoples and Cultures of Latin America* (credit given for ANTH 105 or SAG 5, but not both)
- *SAG 15. *Peasant Societies* (New College)
- *SGG 30. *Journey to the Heart of Mexico* (New College)
- SPAN 114B. *Introduction to Spanish-American Literature I*
- 115B. *Introduction to Spanish-American Literature II*
- * 123. *Politics of the Hispanic World*
- * 124. *Portrait of the Hispano: The Question of Identity*
- * 125. *Hispanic Presence in the United States*
- * 126. *Contemporary Hispanic Thought: The Usable Past*
- * 127. *United States and Latin America: Unequal Relations*
- SPLT 54. *19th- and 20th-Century Latin-American Literature*

¹ Given appropriate course content.

COMPARATIVE

- ANTH 107. *Development, Conservation, and Indigenous Peoples in Applied Anthropology*
- ECO 121. *Economics of Discrimination*
- 143. *Economic Development*
- FRLT 43. *Decolonizing the Mind: Contemporary Literature from Africa, Southeast Asia, and the Caribbean*

LING	71. <i>Language and Society in Africa, Asia, and Latin America</i>
SPSG	16. <i>The Colonial Experience</i> (New College)
SGG	39. <i>Women in the Third World</i> (New College)
PSC	154. <i>Seminar: Comparative Politics</i> ¹
SPAN	122. <i>Economic History of Spain and Latin America: Literary Projections</i>
	128. <i>Spain and Latin America Today: Changing World</i>
SPLT	52. <i>Interpreting the Hispanic Legacy</i>

¹ Given appropriate course content.

A **MINOR IN LATIN AMERICAN AND CARIBBEAN STUDIES** consists of the successful completion of 18 semester hours, under advisement, with at least 6 hours in residence, divided as follows: 9 s.h. of primary courses and 6 s.h. of electives/comparative courses (only 3 hours of a comparative course), and 3 s.h. of the senior seminar. Students must take at least one primary course from each of the three areas, as outlined above in the section pertaining to the primary requirements for the major. See the B.A. Specialization in Latin American and Caribbean Studies for a complete listing of primary, elective, and comparative courses. Students may take as electives any primary course except those taken to fulfill the primary requirement. *Language requirement:* The student must satisfy the University language requirement in either French or Spanish or demonstrate equivalent competency in these languages or in Portuguese.

NOTE: Relevant special topics courses and independent studies given in any department are acceptable for the major with the approval of the LACS director.

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 those schedules.

199. *Senior Seminar in Latin American and Caribbean Studies* 3 s.h.
See course description, page 452.

Liberal Arts Colloquia (LA)

Administered by the Dean and the curriculum committees of Hofstra College of Liberal Arts and Sciences.

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. Reserved for nations or regions not already the focus of Hofstra programs. Particular subject for each offering announced 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 84.

Library Information and Technology (LIBR)

Administered by the College of Liberal Arts and Sciences Dean's Office.

1. *Introduction to Technology and Information Literacy* 1 s.h.
See course description, page 452.

Linguistics (LING)

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

Professor Leonard, *Adviser*

MINOR IN LINGUISTICS, see page 175.

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*
 247. *Social Studies & Communication Arts for Bilingual/Bicultural Children*
 248. *Methods & Materials for Bilingual Teaching of Mathematics & Science*
 LYST 213. *Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents*
 READ 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 75.

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 452.
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 452.

111. *Scientific Terminology and Etymology* 3 s.h.
 See course description, page 452.

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.

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.

Literacy Studies (LYST)

Due to changes in the New York State teacher certification regulations, students completing (finishing) degree programs after December 2003 and who are seeking Hofstra's recommendation for teacher certification, may have to complete additional requirements for their program of study.

Consult your faculty adviser for information pertaining to your particular program.

The following areas are administered by this department and listed independently: Reading, and Writing.

Professor Taylor, *Chairperson*

Assistant Professor Flurkey, Director of the Reading/Writing Learning Clinic

Special Associate Professor Lima: Assistant Professors Cohen, Goodman, Henry, Zaleski; Special Assistant Professor Garcia.

The Department of Literacy Studies offers a Master of Science in Education in Literacy Studies with either an elementary or secondary emphasis; a Master of Science in Education in Literacy Studies and Special Education; a Master of Arts in Reading, Language, and Cognition; a Master of Arts in the Teaching of Writing; a Certificate of Advanced Study in Reading; a Certificate of Advanced Study in the Teaching of Writing; a Doctor of Education in Reading, Language, and Cognition; and a Doctor of Philosophy in Reading, Language, and Cognition.

Program Statement

The faculty in Literacy Studies is committed to the exploration of issues of literacy and social justice. Our degree programs have been updated and are designed to maximize opportunities for students to work closely with a faculty that is committed to excellence in teaching. The faculty has received national and international recognition for their research and scholarship. They are committed to providing students in Literacy Studies with opportunities to participate in intellectual discussions that frame current understandings of school literacy practices and literacy practices that occur in family and community settings. The Literacy Studies Department provides support for families and communities as well as teachers and students in public schools on Long Island and in the New York Metropolitan area.

MASTER OF SCIENCE IN EDUCATION IN LITERACY STUDIES BIRTH THROUGH GRADE 6 AND GRADE 5 THROUGH 12 CERTIFICATION

The degree has been updated to meet the new regulations on teacher education proposed by New York State. These programs prepare students to meet the educational requirements for K through 12 reading certification and are designed to meet the requirements for the new certification of Teachers of Literacy, Birth through Grade 6; or Teachers of Literacy, Grades 5 through 12. The degree provides students with the opportunity to participate in classes that focus on the most current understandings of literacy and pedagogical practices. Students are prepared for the following teaching positions:

1. Classroom teachers with advanced preparation in literacy instruction.
2. Literacy specialists with advanced preparation in one-on-one and small group instruction in literacy processes.
3. Literacy specialists prepared to work collaboratively with classroom teachers in designing and implementing effective literacy instruction in inclusive environments.

ADMISSION REQUIREMENTS

(1) B.A. or B.S. degree, with minimum GPA of 3.0; (2) two letters of recommendation; (3) interview with faculty member in Literacy Studies; (4) possession of a New York State Initial Teaching Certificate.

Notes: (1) Admission to graduate study requires a baccalaureate degree with a general core in liberal arts in order to meet New York State certification requirements. See department for details. (2) Graduate students who enter a program of study on a *nonmatriculated* basis are limited to a maximum of twelve semester hours of course work. (3) A maximum of 6 semester hours of advanced standing will be accepted for relevant course work taken elsewhere.

DEGREE REQUIREMENTS

(1) Completion of minimum of 36 semester hours in prescribed courses with a minimum grade point average of 3.2; (2) successful presentation of final portfolio to faculty committee.

LITERACY STUDIES: BIRTH THROUGH GRADE 6

Program of Study

The sequence presented below is recommended. However, *Phase I courses must be completed before entering Phase II*. LYST 300 must be taken as part of the *first* 12 semester hours of study. LYST 301 must be taken as part of the *final* 12 semester hours of study. Electives may be taken at any time.

Phase I: 19 semester hours

- LYST 210. *Introduction to Literacy Studies*, 3 s.h.
211. *Language & Literacy in Urban Settings*, 3 s.h. or
212. *Ethnicity, Family & Schooling: Implications for Literacy Instruction*, 3 s.h.
213. *Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents*, 3 s.h.
214. *Language & Literacy in Early & Middle Childhood*, 3 s.h.
216. *Literacy Learning at Home & at School*, 3 s.h. or
218. *Reading & Writing Practices in Early & Middle Childhood*, 3 s.h.
220. *Literature in the Lives of Young Children*, 3 s.h.
300. *Introduction to Portfolio Preparation*, 1 s.h.

Phase II: 13 semester hours

- LYST 240. *Assessment & Evaluation of Reading & Writing*, 3 s.h.
 241. *Miscue Analysis & Retrospective Miscue Analysis*, 3 s.h.
 242. *Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6)* 3 s.h.
 250. *Literacy Teacher as Researcher*, 3 s.h. or
 251. *Children & Adolescents as Ethnographers in Communities & Schools*, 3 s.h.
 301. *Portfolio Advisement & Presentation*, 1 s.h.

Electives: 4 semester hours

Any graduate course in the School of Education and Allied Human Services or the University may be chosen under advisement. However, the following electives are recommended:

- LYST 223. *Introduction to Critical Literacy & Critical Media Studies*, 3 s.h.
 244. *Advanced Retrospective Miscue Analysis*, 3 s.h.
 245. *Revaluating Struggling Readers*, 3 s.h.
 351. *International Scholars' Forum*, 1 s.h.

LYST 211, 212, 216, 218, 250, 251, if not taken as requirements, may also be considered for elective credit.

Note: Students who specialize in Birth through Grade 6, may subsequently specialize in Grades 5-12 by taking the following sequence of courses subsequent to completion of the Master of Science program:

- LYST 215. *Reading With Adolescents & Young Adults*, 3 s.h.
 217. *Language, Culture & Identity: Issues for Adolescent & Young Adult Writers*, 3 s.h.
 219. *Reading & Writing Workshop for Teachers*, 3 s.h.
 221. *Literature for Adolescents & Young Adults*, 3 s.h.

LITERACY STUDIES: GRADE 5 THROUGH 12**Program of Study**

The sequence presented below is recommended. However *Phase I courses must be completed before entering Phase II*. LYST 300 must be taken as part of the *first* 12 semester hours of study. LYST 301 must be taken as part of the *final* 12 semester hours of study. Electives may be taken at any time.

Phase I: 19 semester hours

- LYST 210. *Introduction to Literacy Studies*, 3 s.h.
 211. *Language & Literacy in Urban Settings*, 3 s.h. or
 212. *Ethnicity, Family & Schooling: Implications for Literacy Instruction*, 3 s.h.
 213. *Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents*, 3 s.h.
 215. *Reading With Adolescents & Young Adults*, 3 s.h.
 217. *Language, Culture & Identity: Issues for Adolescent & Young Adult Writers*, 3 s.h. or
 219. *Reading & Writing Workshop for Teachers*, 3 s.h.
 221. *Literature for Adolescents & Young Adults*, 3 s.h.
 300. *Introduction to Portfolio Preparation*, 1 s.h.

Phase II: 13 semester hours

- LYST 240. *Assessment & Evaluation of Reading & Writing*, 3 s.h.
 241. *Miscue Analysis & Retrospective Miscue Analysis*, 3 s.h.
 242. *Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6)* 3 s.h.
 250. *Literacy Teacher as Researcher*, 3 s.h. or
 251. *Children & Adolescents as Ethnographers in Communities & Schools*, 3 s.h.
 301. *Portfolio Advisement & Presentation*, 1 s.h.

Electives: 4 semester hours

Any graduate course in the School of Education and Allied Human Services or the University may be chosen under advisement. However, the following electives are recommended:

- LYST 223. *Introduction to Critical Literacy & Critical Media Studies*, 3 s.h.
 244. *Advanced Retrospective Miscue Analysis*, 3 s.h.
 245. *Revaluating Struggling Readers*, 3 s.h.
 351. *International Scholars' Forum*, 1 s.h.

LYST 211, 212, 217, 219, 250, 251, if not taken as requirements, may also be considered for elective credit.

Note: Students who specialize in Grades 5-12, may subsequently specialize in Birth through Grade 6, by taking the following sequence of courses subsequent to completion of the Master of Science program:

- LYST 214. *Language & Literacy in Early & Middle Childhood*, 3 s.h.
 216. *Literacy Learning at Home & at School*, 3 s.h.
 218. *Reading & Writing Practices in Early & Middle Childhood*, 3 s.h.
 220. *Literature in the Lives of Young Children*, 3 s.h.

MASTER OF SCIENCE IN EDUCATION IN LITERACY STUDIES AND SPECIAL EDUCATION

The Master of Science in Literacy Studies and Special Education prepares students to meet the educational requirements for K through 12 reading certification and is designed to meet the requirements for the new certification of 1) Teachers of Literacy, Birth through grade 6; or Teachers of Literacy, grades 5 through 12; and Teacher of Students with Disabilities. The literacy component of the degree has been updated to meet the new regulations on teacher education proposed by New York State. The special education component is currently under revision to meet the New York State regulations.

ADMISSION REQUIREMENTS

(1) B.A. or B.S. degree, with minimum GPA of 3.0; (2) three letters of recommendation, one of which must be from a supervisor familiar with applicant's teaching competency; (3) interview with faculty member in both Special Education and in Literacy Studies; (4) possession of a New York State Initial Teaching Certificate or Transitional Certificate.

Notes: (1) Admission to graduate study requires a baccalaureate degree with a general core in liberal arts in order to meet New York State certification requirements. See Department for details. (2) Graduate students who enter a program of study on a *nonmatriculated* basis are limited to a maximum of twelve semester hours of course work. (3) A maximum of 6 semester hours of advanced standing in Literacy Studies and/or Special Education will be accepted for relevant course work taken elsewhere.

DEGREE REQUIREMENTS

(1) Completion of a minimum of 48 semester hours in prescribed courses with a minimum grade point average of 3.2; (2) successful presentation of final portfolio to faculty committee in Literacy Studies; (3) satisfactory score on the comprehensive examination in Special Education.

LITERACY STUDIES: BIRTH THROUGH GRADE 6 AND GRADE 5 THROUGH 12**Program of Study**

The sequence presented below is recommended. However, *Phase I* of LYST courses must be completed before entering *Phase II*. LYST 300 must be taken as part of the *first* 12 semester hours of study. LYST 301 must be taken as part of the *final* 12 semester hours of

study. Courses in Special Education and courses in Literacy Studies may be taken concurrently.

Literacy Studies Courses (Birth through Grade 6 Certification): 26 semester hours

Phase I: 13 semester hours

- LYST 210. *Introduction to Literacy Studies*, 3 s.h.
 211. *Language & Literacy in Urban Settings*, 3 s.h. or
 212. *Ethnicity, Family & Schooling: Implications for Literacy Instruction*, 3 s.h. or
 213. *Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents*, 3 s.h.
 216. *Literacy Learning at Home and In School*, 3 s.h. or
 218. *Reading & Writing Practices in Early & Middle Childhood*, 3 s.h.
 220. *Literature in the Lives of Young Children*, 3 s.h.
 300. *Introduction to Portfolio Preparation*, 1 s.h.

Phase II: 13 semester hours

- LYST 240. *Assessment & Evaluation of Reading & Writing*, 3 s.h.
 241. *Miscue Analysis & Retrospective Miscue Analysis*, 3 s.h.
 242. *Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6)* 3 s.h.
 245. *Revaluing Struggling Readers*, 3 s.h.
 301. *Portfolio Advisement & Presentation*, 1 s.h.

Note: Students who specialize in Birth through Grade 6, may subsequently specialize in Grades 5-12 by taking the following sequence of courses subsequent to completion of the Master of Science program:

- LYST 215. *Reading with Adolescents & Young Adults*, 3 s.h.
 217. *Language, Culture & Identity: Issues for Adolescent & Young Writers*, 3 s.h.
 221. *Literature for Adolescents & Young Adults*, 3 s.h.

Literacy Studies Courses (Grade 5 through 12 Certification): 26 semester hours

Phase I: 13 semester hours

- LYST 210. *Introduction to Literacy Studies*, 3 s.h.
 211. *Language & Literacy in Urban Settings*, 3 s.h. or
 212. *Ethnicity, Family & Schooling: Implications for Literacy Instruction*, 3 s.h.
 213. *Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents*, 3 s.h.
 215. *Reading With Adolescents & Young Adults*, 3 s.h. or
 217. *Language, Culture & Identity: Issues for Adolescent & Young Adult Writers*, 3 s.h.
 221. *Literature for Adolescents & Young Adults*, 3 s.h.
 300. *Introduction to Portfolio Preparation*, 1 s.h.

Phase II: 13 semester hours

- LYST 240. *Assessment & Evaluation of Reading & Writing*, 3 s.h.
 241. *Miscue Analysis & Retrospective Miscue Analysis*, 3 s.h.
 242. *Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6)* 3 s.h.
 245. *Revaluing Struggling Readers*, 3 s.h.
 301. *Portfolio Advisement & Presentation*, 1 s.h.

Note: Students who specialize in Grades 5-12, may subsequently specialize in Birth through Grade 6 by taking the following sequence of courses subsequent to completion of the Master of Science program.

- LYST 216. *Literacy Learning at Home & at School*, 3 s.h.
 218. *Reading & Writing Practices in Early & Middle Childhood*, 3 s.h.
 220. *Literature in the Lives of Young Children*, 3 s.h.

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.

100. *Literacy, Health, and Physical Education* 1 s.h.
 Fall, Spring

This course on language, literacy and learning is designed for reflective scholar-practitioners in the fields of health education and physical education. Emphasis is also placed on home and school literacies of native English language speakers and English language learners, on reading and writing as language processes, on language variation and the linguistic abilities and strengths of children and adolescents, and on the impact of various approaches to literacy instruction and reading and writing assessment on the health and well being of both students and their families.

101. *Literacy for Middle/High School Teachers* 3 s.h.
 Fall, Spring

The course focuses on the role of language and literacy in the lives of middle school/high school students. This course explores a range of issues related to language and literacy for middle school/high school classrooms including: reading and writing as language processes, the linguistic abilities and strengths of middle school and high school students, the potential of young adult literature for middle school/high school content classrooms, and learning/teaching strategies for speaking, listening, reading and writing in content area classes. The course involves a field component where preservice teachers observe students in middle and high school classrooms.

102. *Literacy, Art, and Music* 1 s.h.
 Fall, Spring

This course on language, literacy, and learning is designed for students in the Fine Arts Education and Music Education programs leading to certification as a teacher of visual arts in grades PreK-12 or as a teacher of music PreK-12 in New York State. Emphasis is placed on school literacies, on reading, writing, listening, and speaking as language processes, the linguistic abilities and strengths of children and adolescents, and the impact of various approaches to literacy instruction and reading and writing assessment on the fields of art and music. This course meets the revised NYS teacher certification standards for language acquisition and literacy development by native English speakers and students who are English language learners.

200. *Writing With Adolescents and Young Adults* 3 s.h.
 Fall, Spring

Focuses on leading edge theory viewing writing as a fluid process heavily influenced by the personal, social, cultural, and political contexts in which writers, and their readers, function. Explores how writing, as well as reading and related language processes, serve as foundations for lifelong learning/inquiry, with emphasis on writing about reading. Topics include assessment/evaluation of, and response to, student writing and instruction. (Formerly WRIT 200, *Theories and Research in the Teaching of Writing*.)

200A. *Introduction to Literacy Studies* 3 s.h.
 Fall, Spring, Summer

This course seeks to unravel some of the meanings we give to "literacy," through an investigation of key assumptions, including socio-cultural, historical, and political learning theories. Reading selections and reflective writing focuses on personal literacies, the interrelationships of language, culture, and schooling, and major thinkers. (Formerly LYST 210; READ 220, *Reading, Writing, and Cognition*.)

201. *Long Island Writing Project Invitational Summer Institute* 3 or 6 s.h.
 Summer
 The Long Island Writing Project Summer Institute is an intensive summer program designed to assist practicing K-12 teachers from all subject areas in deepening their theoretical understandings of writing processes and writing as a cross-disciplinary tool of inquiry, within the context of exploring their own writing and by developing suitable instructional approaches/activities for the students they teach. Conducted as an experiential workshop and professional seminar. Students taking the course for 6 s.h. of credit are required to complete additional coursework. Prerequisite: permission of instructor.
202. *Literacy for Special Subjects Teachers* 1 s.h.
 Fall, Spring, Summer
 This course addresses current issues in literacy studies of concern to teachers of art, music, health or physical education. The course addresses: reading and writing as constructive language processes, language and literacy learning, and the relationship between literacy and other sign systems (such as art, music, or movement). Pre-service and in-service special subjects teachers will explore how they can collaborate with classroom teachers to provide opportunities for students to construct meaning in a variety of expressive systems.
204. *Language, Culture, and Identity: Issues for Young Writers* 3 s.h.
 Fall, Spring
 Course examines the ways in which writing, as well as reading and other language processes, can become tools with which young children negotiate socially imposed linguistic borders based on class, race, ethnicity, previous educational attainment and/or expectations, peer regard, gender, country of origin, etc. Course explores the roles of writing, dialect, bilingualism, and related language processes in identity formation, values clarification, and critical consciousness.
205. *Teaching Creative Writing* 3 s.h.
 Fall, Spring
 Focuses on developing classroom structures and teaching strategies for the acquisition and development of literary techniques and traditions through writing poetry and fiction. Special emphasis on the relationship between creative writing and critical analysis of literary works. Course requires participation in an experiential poetry and fiction writing and reading workshop in which students read from and write in these genre.
206. *Teaching Memoir, Autobiography, and Personal Narrative* 3 s.h.
 Fall, Spring
 Course emphasizes teaching strategies and examines the genre distinctions between memoir, autobiography, and personal narrative writing, as well as the role of fact, truth, and truthfulness, in these literary non-fiction genres. Course requires participation in an experiential personal narrative writing and reading workshop in which students read from and write in these genres.
207. *Teaching Non-Fiction Writing* 3 s.h.
 Fall
 Focuses on developing classroom structures and teaching strategies for teaching multidisciplinary, source supported non-fiction writing. Topics include: inquiry-learning; writing to learn; writing as a well-informed non-expert, and developing research strategies and techniques. Course requires participation in an experiential writing workshop.
208. *Language and Literacy in Urban Settings* 3 s.h.
 Spring
 This course focuses on how people use language and learn language in the communities where we live and teach. Sociolinguistic perspectives on language variation among diverse populations are examined to expose common myths and to understand the language experiences of students from multilingual and multidialectal urban settings. Course topics include language systems (phonological, orthographic, syntactic, semantic, pragmatic), language variation, language learning/language acquisition, and discourse in and outside of classrooms. Attention is given to the construction of pedagogies that promote access to language and literacy in schools. A ten hour field experience is required. (Formerly LYST 211.)
209. *Language, Culture and Identity: Literacy Issues for Adolescents and Young Adults* 3 s.h.
 Fall, Spring
 Course examines the ways in which writing, as well as reading and other language processes, can become tools with which adolescents and young adults negotiate socially imposed linguistic borders based on class, race, ethnicity, previous educational attainment and/or expectations, peer regard, gender, country of origin, etc. Course explores the roles of writing, reading, and related language processes, in identity formation, values clarification, and critical consciousness. Topics include discourse theory, oral and written language variation, as well as close examination of the language strengths and needs of learners who are biliterate, bilingual, and/or bidialectal. A ten hour field experience is required. (Formerly LYST 217, *Language, Culture, and Identity: Issues for Adolescent and Young Adult Writers.*)
212. *Family, Community, and School Literacies: Cultural Perspectives* 3 s.h.
 Fall, Spring, Summer
 Participants in this course consider the research on family literacy and explore pedagogical practice that are sensitive to the local and vernacular literacies of families and their children. Emphasis is placed on the importance of culturally responsive literacy instruction and on the importance of encouraging families to participate in the education of their children who are attending public schools. Field experience are intended to provide participants with theoretically grounded pedagogical practices, which lead to more people working together, celebrating their own literacies while at the same time using the many forms of literacy available to them to support the literacy learning of all children in school. A ten-hour field experience is required. (Formerly READ 222. *Literacy in Families and Communities; Ethnicity, Family and Schooling: Implications for Literacy Instruction.*)
213. *Introduction to Bilingual and Biteracy Instruction for Children and Adolescents* 3 s.h.
 Fall, Spring, Summer
 This course explores the cultural, linguistic, political and pedagogical aspects involved in the process of developing school literacies in bi/multicultural classrooms. Literacy development is discussed in the perspective of supporting learners to use bilitery as a tool to understand, to extend, and to act upon their worlds. Topics include the relationship between oral and written language processes in bilingual/biliterate students, and the interaction between languages during literacy and language learning. The course examines the literate pedagogical needs and assessment procedures of bilingual and biliterate learners within special and general education contexts. All theoretical explorations are nested in the learning processes of individuals with bicultural literacy experiences, including students who are considered to have special education needs. A ten hour field experience is required. (Formerly READ 223. *Advanced Reading Instruction for Teachers of Bilingual Children and Adolescents.*)
214. *Language and Literacy in Early Childhood and Childhood* 3 s.h.
 Fall, Spring, Summer
 This course investigates issues in language and literacy for children from birth to grade six. Readings and discussions of the language processes (listening, speaking, reading, and writing) are grounded in theoretical perspectives in the areas of psychosociolinguistics, social/cultural literacies, the transactional nature of literature, and critical literacy. Language development is studied

in readings and field experiences with an emphasis on the role of language and culture in learning to read and write. Students are expected to develop their own theories of how children learn to read and write in schools and communities. A ten hour field experience is required. (Formerly READ 245, *Teaching Reading in the Content Areas; Language and Literacy in Early and Middle Childhood.*)

215. *Reading With Adolescents and Young Adults* 3 s.h.
Fall, Spring

Focuses on leading edge theory about the nature of the reading process, and ways in which reading and literary theory can be developed into effective multidisciplinary reading and/or English education instruction for adolescent and young adult learners. Includes critical perspectives on canonical and academic literacies, censorship, assessment and "remediation," student reading choice, avid reading, disenfranchised readers, and personal literacies. (Formerly READ 225. *Teaching Reading on the Secondary Level.*)

215A. *Language and Literacy in Middle Childhood and Adolescence* 3 s.h.
Fall, Spring, Summer

This course investigates issues in language and literacy, focusing on grades 5-12. Readings and discussion of the language processes (listening, speaking, reading, and writing) are grounded in the theoretical perspectives in the areas of psycho-sociolinguistics, social/cultural literacies, the transactional nature of literature, and critical literacy. Language and literacy development of middle school and high school students is studied through readings and field experiences. There is an emphasis on the role of cultural and linguistic diversity in literacy learning and teaching. Students are expected to develop their own theories of literacy learning in schools and communities. A ten hour field experience is required.

216. *Literacy Learning at Home and in School: Social Contexts of Young Children Learning to Read and Write* 3 s.h.
Fall, Spring, Summer

This course explores how the many literacies that occur in family settings can inform the ways in which we create literacy environments for children in school. Focuses on the social processes and ways of knowing through which parents and children create personal and shared literacy configurations. Explores the complexities of young children's uses of print and the functions and forms of their early symbolic representations. The interrelationships between children's early writing development and the emergence of phonemic awareness are examined. Particular attention is given to the literacy learning at home and in school of children of special needs. A ten hour field experience is required. (Formerly *Literacy Learning at Home and in School.*)

217A. *Reading and Writing With Adolescents* 3 s.h.
Fall, Spring, Summer

Focuses on current theory about the nature of the reading and writing processes, and ways in which reading, writing, and literacy theory can be developed into effective reading, writing, and/or English education instruction for adolescents and children in middle childhood. Includes critical perspectives on canonical and academic literacies, language variation, standardized testing, censorship, assessment and "remediation," student reading/writing choice, avid reading/writing, disenfranchised readers/writers, and personal literacies. A ten hour field experience is required. (Formerly LYST 215, *Reading With Adolescents and Young Adults.*)

218. *Reading and Writing Practices in Early Childhood and Childhood* 3 s.h.
Fall, Spring, Summer

This course investigates reading and writing practices in the early and middle childhood years. The focus is on developing teaching strategies and learning experiences for engaging children in reading and writing a wide variety of meaningful texts, including media and technology across the curriculum. Students explore the connections among oral language, reading, writing, and

children's literature in a theoretically grounded literacy framework. Teaching strategies and learning practices focus on recognizing learners' linguistic understandings and reading and writing strategies, and developing opportunities for all readers to interrogate their world, explore their questions, and use language to act upon their learning. A ten hour field experience is required. (Formerly READ 224. *Teaching of Reading; Reading and Writing Practices in Early and Middle Childhood.*)

219. *Reading and Writing Workshop for Teachers* 3 s.h.
Fall, Spring, Summer

This experiential course provides in-service and pre-service teachers with opportunities to read and write in an integrated reading/writing workshop in order that they will experience: the underlying structures that make student-centered workshops feasible; how workshops promote student growth and development in reading and writing; the mechanics of running workshops and whole language instruction. Instruction features explicit modeling and feed back.

220. *Literature in the Lives of Young Children* 3 s.h.
Fall, Spring, Summer

This course engages readers in meaningful response through reading, talking, and writing about literature for children and young adults. Understandings of identity, social justice, and equity are investigated through discussions of what counts as literature, whose stories are told and who gets to tell them. Objectives for this course include critically and aesthetically reading from a wide variety of texts, while also participating in intensive reading with others in literature groups. This course focuses on children from birth to fifth grade. LYST 221 is recommended for students interested in working with readers from sixth grade to young adult. Prerequisite: LYST 200A; corequisite: Phase I courses. (Formerly READ 235. *Strategies in Teaching Children's Literature.*)

221. *Literature for Adolescents and Young Adults* 3 s.h.
Fall, Spring, Summer

This course engages readers in meaningful response through reading, talking, and writing about literature for adolescents and young adults. Understanding of identity, social justice, and equity are investigated through discussions of what counts as literature, whose stories are told and who gets to tell them. Objectives for this course include critically and aesthetically reading from a variety of texts, while also participating in intensive reading with others in literature groups. This course is recommended for students interested in working with readers from sixth grade to young adult. (Formerly READ 236.)

223. *Introduction to Critical Literacy and Critical Media Studies* 3 s.h.
January

Exploration of literacy instruction in relation to larger social purposes of teaching, and in relations to the forces of acculturation in society. Information received from print and electronic media sources is critiqued and ways in which the words we hear and read, and the images we view, shape our subjectivities and our understanding of the world around us are explored. Participants engage the possibility of teaching in ways that open up possibilities for a more conscious and liberating approach to literacy instruction and schools and society.

240. *Assessment and Evaluation of Reading and Writing* 3 s.h.
Fall, Spring, Summer

This course provides participants with an overview of ethnographic literacy assessment theory and practice. Topics for study include ethnography, authentic classroom assessment, transactional view of language, and a critical examination of standardized tests and testing practices. Participants consider teaching, learning, and schooling from the perspective of the learner as they develop and put into practice a student advocacy model of instructional assessment which values ethnic and linguistic diversity. Prerequisite: completion of Phase I Literacy Studies courses. (Formerly READ 248.)

241. *Miscue Analysis and Retrospective Miscue Analysis* 3 s.h.
Fall, Spring, Summer
This course takes a sociopsycholinguistic perspective on the reading process and recognizes that the meanings that readers construct are both personal and social. By engaging in several close-grained observations of oral reading events, participants use miscue analysis techniques to document readers' uses of cognitive strategies and language cue systems. Additionally, participants select and teach strategy lessons and conduct retrospective miscue analysis sessions with one student. Prerequisites: completion of Phase I courses. A 20 hour practicum at the Saltzman Reading/Writing Learning Inst. is required. (Formerly READ 241. *Case Studies in Reading (K-12)*.)
242. *Literacy Practicum: Assessing the Complexity of Student Learning (Birth Through Grade 6)* 3 s.h.
Fall, Spring, Summer
This practicum provides participants with the opportunity to establish a critical site of inquiry for the study of ethnographic approaches to literacy assessment. Participants develop biographic literacy profiles by using close-grained observations of literacy processes (ethnographic assessment, miscue analysis, retrospective miscue analysis and strategy lessons) to determine how individuals use literacy to solve problems in community and school settings. Participants develop and put into practice a student advocacy model of instructional assessment that values ethnic and linguistic diversity. Emphasis on grades K-6. Prerequisites: completion of Phase I Literacy Studies courses and LYST 240, 241. A 30 hour practicum at the Saltzman Reading/Writing Learning Inst. is required. (Formerly READ 242. *Reading Clinic Internship*.)
243. *Literacy Practicum: Assessing the Complexity of Student Learning (Grades 5-12)* 3 s.h.
Fall, Spring, Summer
This practicum provides a critical site of inquiry for the study of ethnographic approaches to literacy assessment. Participants create biographic literacy profiles by using close-grained observations, miscue analysis, writing document analysis, retrospective miscue analysis and strategy lessons) to solve problems in community and school settings. Participants develop and put into practice a student advocacy model of instructional assessment that values ethnic and linguistic diversity. Emphasis on middle school, high school, and young adult students. Prerequisites: completion of Phase I courses, LYST 240 and 241. A 30 hour practicum at the Saltzman Reading/Writing Learning Inst. is required.
244. *Advanced Retrospective Miscue Analysis* 3 s.h.
Summer
Retrospective Miscue Analysis is a powerful tool, which enables teachers and researchers to engage in a close-grained study of a reader's processing of written text. In this procedure, the teacher/researcher employs miscue analysis techniques to engage readers to bring the use of reading strategies at a conscious level. Teachers and students work together as co-explorers of the reading process. In this course participants are involved in planning and executing several RMA sessions and associated reading strategy lessons with a specific instructional or research focus in mind. Prerequisites: Phase I courses and LYST 241.
245. *Revaluing Readers and Writers* 3 s.h.
January
In this course, the construct of *learning disability* is critically examined in terms of its social contexts and the cultural space in which it operates. This course embraces social, linguistic and transactional views of reading and writing, language, learning, teaching, and, curriculum and "normality" shape our responses to those perceived as "struggling." This course addresses the following strands: revaluing students who struggle with reading and writing, strategies for supporting and scaffolding meaning-making processes, and the nature of reading and language. Prerequisites: Phase I courses. (Formerly READ 251. *Teaching Reading to the Learning Disabled and the Indifferent Learner; Revaluing Struggling Readers*.)
247. *Language, Discourse, and Cinema: Implications for Schooling* 3 s.h.
January
Explores the techniques of cinematography—the "language of film"—in order to examine how film conveys meaning, as well as how this expressive system has become one of the most rapidly evolving forms of symbolic communication. This sort of knowledge base is a prerequisite to any deeper exploration of specific aspects of cinema, such as the second focus of the course, which is to consider the language within film by examining a selection of English-language motion pictures for linguistic insights about the relationship between language, culture, and identity. Course culminates in an exploration of the pedagogical implications of these linguistic/cinematic insights on language and literacy instruction in American schools.
250. *Literary Teacher as Researcher* 3 s.h.
Fall, Spring
This course explores classroom-based teacher inquiry in literacy education as a method of professional development and responsive teaching. Students develop a baseline knowledge of the philosophical underpinnings and methodological techniques for conducting and critically responding to teacher research. A ten hour field experience is required. Prerequisite: completion of Phase I courses.
251. *Children and Adolescents as Ethnographers in Communities and Schools* 3 s.h.
Fall, Spring
This course focuses on the ways in which teachers can engage children and adolescents in ethnographic and sociolinguistic research to explore the literacies of their communities and schools. Focuses on how ethnographic and sociolinguistic research is linked to social action and can become an essential part of reading and writing instruction in schools and can be linked to social action. A ten hour field experience is required. Prerequisite: Phase I courses.
- 280 through 289, A-Z. *Advanced Workshop in Literacy Studies* 1-3 s.h. each
Fall, January, Spring, Summer
Designed to meet the needs of classroom teachers, literacy specialists, and literacy educators in positions of leadership. Focuses on 1) literacy practices in schools; 2) in families and communities; and 3) the relationships between literacy and issues such as social class, ethnicity, race, gender, poverty, language of origin and disability.
As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. These workshops may be taken a number of times so long as there is a different letter designation each time it is taken. (Formerly READ 280 through 289, A-Z.)
300. *Introduction to Portfolio Preparation* 1 s.h.
Fall, Spring
Nature and purposes of portfolio evaluation. Procedures for selection and compilation of portfolio. Professional uses of portfolio assessment in educational settings. This course is required in all Master of Science in Education: Literacy Studies programs, in all Master of Science in Literacy Studies and Special Education programs. Must be taken during the first 12 semester hours of course work. Pass/Fail grade only.
301. *Portfolio Advisement and Presentation* 1 s.h.
Fall, Spring
Individual and group advisement to assist graduating students in presentation of portfolio to Literacy Studies faculty for evaluation. This course is required in all Master of Science in Education: Literacy Studies programs, in all Master of Science in Literacy Studies and Special Education programs. Must be taken during the final 12 semester hours of course work. Pass/Fail grade only.

301A. *Master's Essay* 3 s.h.
Spring, Summer
For Master of Arts in the Teaching of Writing candidates only. Under advisement and with permission of instructor. Pass/Fail grade only. (Formerly WRIT 301. *Master's Essay*.)

351. *International Scholars' Forum* 1 s.h.
Fall, Spring
The International Scholars' Forum in Literacy Studies brings to Hofstra University scholars and scholar practitioners whose work has made a difference to the lives of teachers and the students that they teach. The International Scholars' Forum provides opportunities for students to enter into a conversation with the leading educators of our time, with the researchers and teachers who have shaped our thinking, who are activists and advocates, and who struggle for social justice. Course can be repeated for credit. Pass/Fail grade only.

Literature in Translation (LIT)

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

COURSES

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

Literature in Translation courses are given in English.

5. *Italian Culture and Civilization* 3-4 s.h.
Once a year
Given in conjunction with the Hofstra Summer Program in Italy (see International Study, page 17). Readings in history and literature pertaining to the specific Italian surroundings in which the student will live. Additional work can earn student an additional hour of credit.

20. *Modern Hebrew Literature* 3 s.h.
Once a year
The period of Enlightenment (Haskalah): Hassidism, Hebrew Renaissance, contemporary essays, poetry, short stories, novels. Readings from the works of Bialik, Ahad Ha-am, Agnon and Hazaz.

24. *Israeli Literature* 3 s.h.
Once a year
Fiction, essays, poetry, literary criticism.

26. *Yiddish Literature* 3 s.h.
Once a year
Fiction, essays, poetry, literary criticism. Hassidic tales and 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 (administered by the Department of Romance Languages and Literatures) appear under French on page 256.

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 Italian Literature and Translation courses (administered by the Department of Romance Languages and Literatures) appear under Italian on page 277.

ITLT 40. *Nature, Gender, and Sin in Pre-Modern Italy* # 3 s.h.
68. *Highlights of Italian Literature* 3 s.h.
69. *Highlights of Italian Dramatic Literature* 3 s.h.
90. *Lifelines: Italian Women's 20th-Century Prose Fiction* # 3 s.h.

Descriptions for Spanish Literature in Translation courses (administered by the Department of Romance Languages and Literatures) appear under Spanish on page 419.

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.
58. *The Empire Writes Back: Autobiography and Resistance in Colonial Spanish America* # 3 s.h.

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.

#Core course

77. *The 20th Century: from the Establishment of the Two German States to the Present* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
An exploration of the literature of the two Germanys. Stefan Heym, Johannes Bobrowsky, Wolf Biermann, Siegfried Lenz, Christa Wolf, Hermann Kant, Guenter Grass, Heinrich Boell.
78. *Contemporary German Literature and Film as Mirrors of Social Life* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
A study of the present German cultural scene through the writings of major contemporary authors and the films of leading German directors.
80. *Chinese Literature in Translation* 3 s.h.
Periodically
Survey course: from the ancient Book of Songs through Zen experience to the contemporary experiments of communist writers. Readings will be grouped around special topics such as love and death, nature and women.
85. *Oriental Literature in Translation* 3 s.h.
Periodically
Reading and discussion of major works which have helped shape the view of man, the human condition and disciplines of self-cultivation in one of the following cultures: the Islamic world, India, Japan.
89. *Beauty and Sadness in Japanese Literature and Culture #* 3 s.h.
See course description, page 452.
90. *Modern Arabic Literature #* 3 s.h.
See course description, page 452.
- 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 PROFESSIONS AND FAMILY STUDIES

Management, Entrepreneurship, and General Business

MANAGEMENT courses are listed below.

ENTREPRENEURSHIP courses are listed alphabetically.

GENERAL BUSINESS courses are listed alphabetically.

Associate Professor Charnov, *Chairperson*

Professors Comer, Flynn, Lazarus, Montana, Sonfield; Associate Professors Blonder, Buda, Farid, Gao, Smith, Wahba; Assistant Professors Ferguson, Grossman, Radin; Instructor Lenaghan.

THE ROBERT F. DALL DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Sonfield. See page 471.

THE MEL WEITZ DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Lazarus. See page 473.

Management (MGT)

Administered by the Department of Management, Entrepreneurship and General Business. Associate Professor Charnov, *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 or 180H) based on the student's specified concentration.

See complete B.B.A. requirements, page 106.

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, Entrepreneurship, 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.

A MINOR IN HUMAN RESOURCES 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, Entrepreneurship, and General Business*, with at least 6 semester hours in residence. The requirements are: MGT 101, 121, and 130; as well as *three* of the following courses: MGT 118, 122, 171, 172, 175, and 179 or other MGT courses under advisement. A completed minor in human resources 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 either of these minors.

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 110.

Master of Science in Human Resources Management, see page 115.

BUSINESS HONOR SOCIETIES, see pages 72, 79.

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

#Core course

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 and BCIS 10 or 14; 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 and BCIS 10 or 14; junior class standing or above.

118. *Litigation and Alternate Dispute Resolution* 3 s.h.
Periodically

A consideration of domestic and international litigation, negotiation, mediation, fact-finding, arbitration, and recently developed variations of the foregoing. Emphasis on the extent to which these various methods of dispute resolution can be developed and controlled by the disputing parties themselves and/or by the courts. Historical development of ADR and emerging ethical issues are considered. Prerequisite: BLAW 20. Same as BLAW 118.

121. *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.

123. *Managing Employee Benefits* 3 s.h.
Once a year

A comprehensive analysis of design, funding and administration of employee benefit plans. Special interest is given to contemporary issues, including pending legislation and current trends. Topics include the environment of employee benefit plans, social insurance, defined contribution plans, defined benefit plans, taxation, health and welfare plans, and plan communication. Each topic will be discussed from a public, private, multi-employer and international view. Prerequisites: MGT 101 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 systems and use them to manage production operations in a computer simulated manufacturing environment. Prerequisites: MGT 110 and QM 1, BCIS 10 or 14. 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, permission of department chairperson, and any additional prerequisites as stated in the course schedule.

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.

171. *International Strategic Management* 3 s.h.
Fall, Spring

Evaluation and design of a firm's organizational systems for formulating and implementing multinational corporate goals,

strategies, and tactics. Focuses on international business strategy models related to foreign direct investment in wholly-owned and joint-venture firms, as well as other strategic alliances while facing the challenges in the multinational environment. Prerequisites: MGT 101 and junior class standing or above. (Formerly *Problems in International Management: Strategy Formulation and Business Negotiation*.)

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 Skills: Assessment and Development* 3 s.h.
Fall, Spring
Course focuses on assessing skills and developing cognitive insights and behaviors necessary for building competence in different roles required for managing organizations in a complex dynamic global environment. Experiential and group learning activities are emphasized to assess and enhance students' capacities to set and achieve goals, communicate, delegate, motivate, manage conflict, and build a team of diverse subordinates. Prerequisites: MGT 101 and junior class standing or above. (Formerly *Managerial Skill Development*.)

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 depart-

ment chairperson. Prerequisites: a minimum grade-point average of 3.5 in management and 3.4 overall.

201C. *Operations, Technology and Quality Management** 3 s.h.
Fall, Spring
Examination of how manufacturing and service processes utilize human resources, technology, equipment, materials, information and capital to create goods and services. Operations systems, objectives and incentives, production management, inventory management, quality management and management of operations to meet special market needs in a global economy are covered, as well as the influence of new technology on organizational efficiency and growth. (Formerly 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.

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.

*Open only to matriculated Zarb School of Business graduate students and/or matriculated School of Education and Allied Human Services graduate students where appropriate.

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.
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.
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: MGT 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, permission of department chairperson, and any additional prerequisites as stated in the course schedule.
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.

*Open only to matriculated Zarb School of Business graduate students and/or matriculated School of Education and Allied Human Services graduate students where appropriate.

304. *Advanced Research Seminar in Management** 3 s.h.
Fall, Spring
(NOTE: MGT 306-308 may be offered in place of 304.) Students write an integrative paper on an assigned topic based on secondary research and then formulate a written primary data research design to investigate a specific key issue. They must formulate research questions and hypotheses, construct survey instruments and experimental designs, draft sample plans, outline data handling procedures, and prepare a comprehensive research proposal, furnishing justifications for its theoretical as well as practical significance. An oral presentation of each project is required at the conclusion of the semester. Prerequisites: completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of the department chairperson.
305. *M.B.A. Honors Research Thesis in Management** 3-6 s.h.
Periodically
Student selects and designs an integrative research project with the approval and guidance of a faculty member in the area of specialization. Student is required to justify the project's significance within a decision-making framework and define the management applications of the research findings. An oral report of the research findings is presented to a faculty committee. With joint permission of the department chairperson and thesis adviser, a student may expand the M.B.A. Honors Research Thesis from 3 to 6 s.h.; the additional 3 s.h. may be counted toward elective requirements in the area of concentration. Prerequisites: minimum cumulative grade point average of 3.5, completion of all core competency courses, 21 s.h. of advanced core courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.
306. *Case Focused Research Seminar in 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, 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 client's 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 Graduate Programs Office 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*.)

309. *Research Seminar in Human Resources Management**** 3 s.h.
Periodically
Supervised research leading to the preparation of a formal paper on an approved topic in the field of human resources management. Students review the relevant literature to formulate a research question on an approved topic and specify how they would answer the question. Students submit a written research proposal that includes their literature review and the appropriate methodological design and sampling techniques they would use to address their research question. An oral presentation of the research proposal is required at the end of the semester. Prerequisite: completion of 21 s.h. of graduate course work, in the area of concentration.

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.

*Open only to matriculated Zarb School of Business graduate students and/or matriculated School of Education and Allied Human Services graduate students where appropriate.

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

***Open only to matriculated M.S. in Human Resources Management students.

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

Associate Professor Barak, *Chairperson*

Professors Berman, Evans, James, Neelankavil, Sherman; Associate Professors Forman, Herndon, Lee, Mathur, Moore, Zhang; Assistant Professors Erondu, Gao, McMellon, Torres-Baumgarten.

THE WALTER H. "BUD" MILLER DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Berman. See page 472.

THE RMI DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Evans. See page 472.

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).

THE B.B.A./M.S. PROGRAM option (152-155 s.h.) is available for those *qualified students** who choose to pursue an M.S. in Marketing or Marketing Research *and* who complete MKT 124, 144, and 175; two additional three-credit courses in marketing (may include GBUS 170); and MKT 207 and 247 (which will be credited to both the B.B.A. and M.S. degrees).

*Students selecting the B.B.A./M.S. option must take the Graduate Management Admission Text (GMAT), meet admission requirements (see page 108 for admission criteria to the M.S. Program), and submit the appropriate application prior to enrollment in the second semester of their senior year. Students meeting these requirements will be eligible to take MKT 207 and 247 in the second semester of their senior year.

See complete B.B.A. requirements, page 106.

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 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 course work 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 110.

MASTER OF SCIENCE IN MARKETING OR MARKETING RESEARCH, See page 115.

BUSINESS HONOR SOCIETIES, see pages 72, 79.

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.

132. *Integrated Marketing Campaigns* 3 s.h.
Once a year

Focus on strategic problem-solving and creative decision-making in the development of an integrated marketing campaign. The integrated marketing approach focuses on a strategic coordination of the communication elements in the marketing mix. Students will complete an integrated communication plan and campaign. Topics include market analysis, primary and secondary research, strategic planning, development of marketing objectives and strategy, media planning, and advertising and other promotional activities. Special emphasis on campaign conceptualization, creation, development, and proposed execution. Marketing communication principles and theory, as well such topical issues as global advertising, new media, and ethics are covered. Prerequisites: MKT 131, 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, both nationally and internationally. A variety of topics are covered, including: an overview of direct marketing, building databases, list segmentation, planning creative strategy and execution, and developing direct campaigns using a variety of media. The role of interactive media is emphasized. Contemporary issues such as privacy are discussed.

*Open only to matriculated Zarb School of Business graduate students and/or matriculated School of Education and Allied Human Services graduate students where appropriate.

Analysis includes direct marketing for both business-to-business and final consumers. 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.

145. *Electronic Marketing* 3 s.h.
 Fall, Spring
 This course examines the role of emerging technologies on an organization's marketing function. Specifically, the role of the Internet is considered as it impacts on all aspects of the relationship between the firm and its markets, suppliers, partners, and other publics. Special attention is given to the role of electronic commerce in researching, serving, and building relationships with an organization's consumer and industrial markets. The course will make intensive use of the Internet, case studies, current readings, and student projects. Prerequisites: MKT 124 and junior class standing or above.

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, permission of department chairperson, and any additional prerequisites as stated in the course schedule.

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.

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.

and evaluate their own Integrated Internet Marketing Plan based on an original e-commerce concept. 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, permission of department chairperson, and any additional prerequisites as stated in the course schedule.

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.

280. *Advanced Marketing Research**** 3 s.h.
Periodically
Course covers advanced techniques of marketing research. Topics include analysis of qualitative data, complex experimental design, advanced sampling, interpretation of multivariate data for marketing decision making, marketing information systems. Prerequisites: MKT 245, QM 250.

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 courses or above (including QM 210, IB 219†, and at least 6 s.h. of the required 15 s.h. in the area of concentration), and permission of department chairperson.

306. *Case Focused Research Seminar in Business** 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 client's 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

*Open only to matriculated Zarb School of Business graduate students and/or matriculated School of Education and Allied Human Services graduate students where appropriate.

***Open only to matriculated M.S. in Marketing Research students.

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

the area of concentration), and permission of the Graduate Programs Office 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*.)

309. *Research Seminar in Marketing* 3 s.h.
Periodically

Supervised research leading to the preparation of a formal paper on an approved topic in the field of marketing. Specifically, the student identifies key marketing issues surrounding the topic and conducts comprehensive secondary research on them. Based on the results, the student then proposes and formulates a primary research plan to address the issues. The research plan includes, where appropriate, key findings from the secondary research, hypotheses relating to the issues, primary research design/methods, sampling procedures, a data collection instrument, data analysis procedures, and the theoretical and practical implications of the potential findings. An oral presentation of the project is required at the conclusion of the semester. Prerequisites: completion of 15 s.h. of graduate course work in marketing. Corequisite: MKT 245. Open only to matriculated M.S. in Marketing students.

310-311. *Thesis in Marketing Research**** 3 s.h. each
Periodically

Student designs and executes a marketing research study for a company or not-for-profit organization to help it solve a marketing problem or evaluate a marketing opportunity. The student works individually under the guidance of a thesis adviser on a one-on-one basis. After consultation with the thesis adviser who will approve the specific topic, the student must present the proposal to the department chairperson before registering for MKT 310. The student is required to prepare a written report of the findings and make an oral presentation to a faculty committee and/or the company executives. Prerequisites: 9 s.h. of marketing courses including MKT 245, QM 210, QM 250 and permission of department chairperson. Corequisite: MKT 280.

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 in-

cludes 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 Health Professions and Family Studies. Associate Professor Schwartz, *Chairperson*

Professor Atwood, *Program Director and Adviser*

MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY AND PROFESSIONAL DIPLOMA IN MARRIAGE AND FAMILY THERAPY CERTIFICATE IN FAMILY THERAPY ADVANCED CERTIFICATE IN SEX COUNSELING

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 professional organizations.

The Professional Diploma in Marriage and Family Therapy provides the student with a diploma beyond the master's level. This program is available to experienced practitioners who, at the time of application, are currently employed in therapy activities.

The Professional Diploma is awarded after a candidate has completed individualized program of study. Candidates for this diploma may transfer a maximum of 30 semester hours of courses on the graduate level taken at Hofstra or elsewhere if they satisfy the program requirements. All candidates are interviewed by a faculty member to assess depth of knowledge and practice skills.

MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY

ADMISSION REQUIREMENTS

1. Bachelor's degree from an accredited institution.
2. Graduate record examination scores of 450 on the verbal and 900 on the combined verbal and numerical tests.
3. Letters of recommendation.
4. Personal interview with a faculty member.

DEGREE COMPLETION

The program may be completed on a part or full-time basis with courses offered during the fall, spring and summer sessions. The program requires 61 credits of graduate study in addition to the prerequisites listed below. The degree is awarded after successful completion of course work and a comprehensive examination.

*Open only to matriculated Zarb School of Business graduate students and/or matriculated School of Education and Allied Human Services graduate students where appropriate.

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

***Open only to matriculated M.S. in Marketing Research students.

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

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 75.

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

The Certificate in Family Therapy is designed for clergy, attorneys and educators, counselors, or school personnel who wish to understand children's behavior in relation to family and other systems.

	<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

ADVANCED CERTIFICATE IN

SEX COUNSELING

The certificate program in sex counseling is intended for counselors, psychologists, social workers and other mental health professionals who wish to broaden their knowledge base into the area of sex counseling. Students are required to complete 19 credits of classroom instruction which include 3 credits of supervised internship. The 19 semester-hour program is described below.

ADMISSION REQUIREMENTS:

1. Master's degree in counseling or allied field.
2. Three letters of recommendation.
3. Personal interview with a faculty member.
4. A detailed resume of professional, clinical and related experiences.

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

5. A statement of professional goals and objectives (all to be typed).

PROGRAM COMPLETION

This program may be completed on a part or full-time basis with courses offered during the fall, January, spring and summer sessions. The program requires 19 credits of graduate study. The certificate is awarded after successful completion of course work.

PREREQUISITE REQUIREMENTS

In addition to an evaluation of the student's general background in psychology, each student must have completed the following prerequisites or their equivalent.

NOTE: although undergraduate courses may be used to fulfill a prerequisite requirement, no graduate credit will be given for these courses toward this program.

- 1) COUN 223. *Theories & Principles of Counseling*, 6 s.h., or equivalent
- 2) two of the following courses, or their equivalent:
 - IS 241. *Values in Sexuality* (New College course), 3 s.h.
 - PSY 85. *Psychological Aspects of Human Sexual Behavior*, 3 s.h.
 - 88. *Theories & Practice of Interviewing*, 3 s.h.
 - SOC 160. *Sociology of Gender*, 3 s.h.
 - 171. *Intimate Human Behavior*, 3 s.h.

PROGRAM OF STUDY

	<i>Sem. Hrs.</i>
A. Required courses	16
COUN 279. <i>Human Sexuality & Counseling</i> , 3 s.h.	
294. <i>Internship: Counseling</i> , 3 s.h.	
MHAE 290. <i>Sexual Health</i> , 3 s.h.	
MFT 238. <i>Couple Therapy</i> , 4 s.h.	
PSY 285. <i>Sexual Behavior & The Treatment of Sexual Disorders</i> , 3 s.h.	
B. Elective, one course chosen under advisement	3
	19

COURSES

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

204. *Family Life Cycle Development* 3 s.h.
Periodically
Eight stages of family-life cycle are examined at three different levels of analysis: individual, systemic and relational ethical. Major psychological tasks of each stage are presented with an examination of the potential problems. Family dysfunctions at each stage are considered from a systemic point of view as compared to other, more individually-oriented theories such as behaviorism, psychodynamic and developmental theories. (Formerly MFC.)
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.)
206. *The Social Construction of the DSM (Diagnostic and Statistical Manual): A Course for Family Therapists and Other Mental Health Professionals* 3 s.h.
Fall
This course is designed for marriage and family therapists and mental health professionals who work in an agency setting or in private practice. The focus is on the historical development and

the social construction of the diagnostic and statistical categories used in traditional psychotherapy. There is also a presentation on how family systems theory arose in direct opposition to the DSM categories and a comparison of the two models. Topics covered include: an exploration of the problematic foundations of diagnosis, the politics of diagnosis, the diagnostic and statistical manual as it is utilized in agencies and by insurance companies, the specific codes used, and how marriage and family therapists could best utilize these codes in order to function most effectively in these milieus.

207. *Parent Education for Educators* 1½ s.h.
Fall

This course examines the more relevant socio-historical changes in parenting roles. It explores different parenting styles in terms of providing children with maximum growth potential, taking into account cultural and gender similarities and differences. A main focus of this course is to assist educators and school personnel with the information, tools, and skills necessary to design a parent education program. A life-cycle perspective is the backdrop of the presentations.

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*.)

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*.)

- 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*.)

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*.)

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*.)

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.)

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*.)

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*.)

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*.)

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*.)

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*.)

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.)

Mass Media Studies (MASS)

Administered by the Department of Journalism and Mass Media Studies.

Professor Greene, *Chairperson*

Associate Professors Drucker, Kelly; Assistant Professor Hey.

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 116. 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.

15 s.h.—SCO 2; MASS 11, 112; JRNL 1 and 11

12 s.h.—selected from MASS/JRNL 20; MASS 101, 104, 109, 120, 130

9 s.h.—Chosen under advisement from MASS 150, 151, 180-189, 199, or no more than one course from each of the other departments in the School of Communication, provided that prerequisites have been met.

For additional programs offered in the Department of Journalism and Mass Media Studies, see page 293.

A **MINOR IN MASS MEDIA STUDIES** consists of the successful completion of 18 semester hours in mass media studies with at least 15 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. Prerequisite for Journalism majors: JRNL 15, or permis-

sion of chairperson. 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, or permission of instructor. (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*.)

109. *The Mass Media, Politics and Policy Making* 3 s.h.
Fall

This course focuses on the media's role in politics. It is designed to enhance the student's research, writing, and analytical skills while increasing awareness of the mediated political process. Topics include theories of persuasion, the spin-doctor phenomenon, and the coverage and impact of extraordinary events on political decision making. Students simulate a presidential campaign, applying theories of politics and mass media. Prerequisites: SCO 2 and PSC 1.

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. (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*.)

130. *Media Technologies and Public Policy* 3 s.h.
See course description, page 457.

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
 Application of theory and classroom training in an appropriate professional setting. Students must complete a minimum of 120 hours and fulfill other requirements as designated by the sponsoring professor. Prerequisites: majors with junior standing 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 71 under eligibility requirements. (Formerly COMM 199.)

Master's Programs

SEE PAGE 76.

Mathematics (MATH)

Professor Ostling, *Chairperson*

Professors Bumcrot, Costenoble, Grassi, Greenwell, Hastings, Waner, Weiss, Wu; Associate Professors Akbik, Bhargava, Bohannon, Elston, Eswarathasan, Michaels, Orr; Assistant Professors Imailescu, Seabold, Silberger.

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 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. 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 advises 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. Physics 11A and B and at least 3 additional semester hours chosen from the category of natural sciences core courses as listed on page 87. 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 84.

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.

- There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
- The following general requirements:

ENGL 1-2*

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 84)

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

Physics 11A and B and at least 3 additional semester hours of natural science core courses, excluding mathematics and computer science.

(For listing of core courses, see page 86.)

- 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.
- 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 & 12A, 11B, 12B, and at least 9 hours of ENGG with MATH 131 as a prerequisite or corequisite.

Physics Option:** completion of PHYS 11A & 12A, 11B, 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:

- 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.
- At least 40 semester hours must be completed in the liberal arts excluding courses in computer science or mathematics.
- 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.
- 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 66.)

- 6 s.h. Humanities core (3 hours in appreciation and analysis (literature), 3 hours in creative participation).
- 6 s.h. Social Science core (3 hours in History and Philosophy, 3 hours in Behavioral Social Sciences).
- 3 s.h. Cross-Cultural core.
- 3 s.h. Humanities and/or Social Science (not limited to core).
- Foreign language: completion of level 2, or placement beyond level 2.
- CSC 14, 15, 16, 24, 110, 110A, 112, 120, 123, 132, 161, 163, 190 and 9 semester hours in computer science electives numbered higher than 100.
- MATH 19, 20, 29, 135A, 143, 145, 171, 146 or 172. Additionally, 3 semester hours in intermediate or advanced mathematics numbered 110 or above, and 6 semester hours in advanced mathematics numbered 110 or above, chosen under advisement of the department of mathematics.
- CSC 185 or MATH 137
- CSC 102 or MATH 147
- Natural Science requirements: 12 semester hours in natural sciences to include *either* PHYS 11A & 12A (with 11B, 12B laboratories) *or* CHEM 3A-4A (with 3B-4B laboratories). All natural science electives must be acceptable towards majors in their respective departments.
- A grade of C- or better in all courses required for the major.

TEACHING OF HIGH SCHOOL MATHEMATICS, see page 398.

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.

CERTIFICATE PROGRAM IN NATURAL SCIENCES

Post-Baccalaureate Premedical Studies

This program provides the opportunity for students who hold a bachelor's degree and who have not previously studied the sciences to prepare for entrance into a medical profession of their choice. Students may also retake science courses to demonstrate an improved mastery of those subjects. Courses offered in biology, chemistry, mathematics, and physics; see page 358.

KAPPA MU EPSILON: a national mathematics honor society, see page 73.

MASTER OF ARTS IN MATHEMATICS: designed for students with interests in a broad spectrum of mathematics and its applications, as well as the natural sciences mathematically-oriented components of the social sciences, and mathematics education.

ADMISSION REQUIREMENTS

Applicants must hold a baccalaureate degree from an accredited institution with a strong background in mathematics including *Linear Algebra* (MATH 135A) and *Advanced Calculus* (MATH 171), and at least two additional courses in advanced mathematics. Motivated students with less mathematical background will be considered for provisional admission.

DEGREE REQUIREMENTS

A total of 30 semester hours of courses distributed as follows:

- At least 18 semester hours of 200-level mathematics courses including the following:

*See University Degree Requirements, page 69.

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

- a) MATH 211 and 221;
 - b) any two of MATH 202, 203, 223, 241, 261;
 - c) at least one of MATH 212, 222, 242, 262, 267
2. The remaining credits, subject to the approval of the coordinator of the program, may be chosen from any of the following: biology, computer science, business, or other appropriate graduate areas.
 3. Completion of an oral comprehensive examination or a master's thesis including an oral defense (in which case, MATH 301 may be counted as part of requirement 2 above).

See complete graduate information, page 75.

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 75.

COURSES

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

NOTE: without the consent of the department, a student may not take a prerequisite of a completed course. Credit will not be granted for any two courses which are wholly or partly equivalent to each other.

INTRODUCTORY UNDERGRADUATE COURSES

- 3A. *Discovering Mathematics* 2 s.h.
- 3B. *Discovering Mathematics* 1 s.h.
Periodically
These courses, which must be taken concurrently, are open to all students. Designed to overcome mathematical anxiety and to develop mathematical skills. Topics include the nature of mathematical systems, logic and reasoning through an analysis of verbal problems, transfinite arithmetic, ordinary arithmetic, statistics, topology, and number theory. Does not fulfill the mathematics distribution requirements. Pass/D+/D/Fail grade only. No degree credit for either 3A or 3B.
- 3C. *Elementary Mathematics* 2 s.h.
- 3D. *Elementary Mathematics* 1 s.h.
See course description, page 452.

- 4A. *Intermediate Algebra* 2 s.h.
- 4B. *Intermediate Algebra* 1 s.h.
Fall, Spring

These courses, which must be taken concurrently, cover arithmetic properties of real numbers; algebra of fractions and polynomials; exponents, roots and radicals; solution of first and second degree equations and applications, functions and their graphs. No degree credit for 4A.

- 8. *Elementary Mathematical Statistics* 3 s.h.
Fall, Spring

Frequency distributions, averages, graphical representations, moments, measures of dispersion, types of distribution, curve fitting and correlation theory. Prerequisite: intermediate algebra with ability to use logarithms and exponents. Credit given for this course or BIO 100 or QM 1 or PSY 140 or SOC 180 or New College S 91 or QTB 2.

- 9. *Linear Mathematics and Matrices #* 3 s.h.
Fall, Spring

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 *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: MATH 11 or another precalculus course in high school or college.

- 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. Prerequisite: MATH 11 or another precalculus course in high school or college.

- 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.

- 13C. *Elementary Mathematical Models Through Computers #* 3 s.h.
See course description, page 452.

- 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

#Core course

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

A function-based approach to the study of algebra and trigonometry, with particular focus on the polynomial, rational, trigonometric and exponential/logarithmic functions. The concepts studied in this course are fundamental to the study of Calculus and most of the mathematical applications to the sciences. Prerequisites: High School Sequential Mathematics II or equivalent.

19. *Analytic Geometry and Calculus I* # 4 s.h.
Fall, Spring

Limits, derivatives, techniques of differentiation, trigonometric, exponential, logarithmic, and inverse trigonometric functions, curve sketching, applications of the derivative, introduction to integration. 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

Integrals, applications of the integral, techniques of integration, improper integrals, infinite sequences and series, parametric equations, polar coordinates. 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 452.

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, vector fields, parametric curves and surfaces, theorems of Green, Gauss, Stokes. Meets five hours each week. 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 and Probability to Actuarial Problems* 2 s.h.
Periodically

Preparation for course 1 of the examinations given by the Society of Actuaries. Prerequisite or corequisite: MATH 29 and MATH 137. (Formerly *Applications of Calculus to Actuarial Problems*.)

107. *Mathematical Problem Solving* 1 s.h.
Periodically

Techniques and principles for solving mathematical problems. May be taken more than once for credit. Prerequisite or corequisite: MATH 29.

ADVANCED UNDERGRADUATE COURSES

119. *Mathematics of Computer Graphics* 3 s.h.
Periodically

Mathematical techniques for computer graphics studied in terms of the underlying mathematical principles. Includes two and three-dimensional geometry, projections, perspective, curvilinear projections, fractals, irregular surfaces. Prerequisites: MATH 29 and CSC 15 or permission.

131. *Elementary Differential Equations* 3 s.h.
Fall, Spring

Methods for the solution of elementary types of ordinary differential equations with geometrical, physical and chemical applications. Prerequisite: MATH 29 or equivalent.

133. *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.
Periodically

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: MATH 20.

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, eigenvalues and eigenvectors, solutions of linear ODE's, algebra of the complex plane, polar representation and DeMoivre's theorem, the complex exponential and logarithmic functions, Fourier Series, the solution of the heat and wave equations by Fourier Series, Bessel functions and applications. Prerequisite: MATH 29 or higher. (Formerly MATH 143 & 144.)

144. *Engineering Mathematics II* 3 s.h.
Fall, Spring

Analytic functions, Cauchy-Reimann equations, Cauchy's integral formula, Laurent series, theory of residue, conformal mappings, linear fractional transformations, applications to fluid flow and electric field theory, Fourier integrals, applications to the heat equation. 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 452.

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 452.

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, poly-

nomial, 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 Mathematics.

280, A-Z. *Workshop: Pre-College Mathematics* 1-3 s.h. each
Once a year

Intended for middle and secondary school teachers with a desire to strengthen their command of current and emerging mathematics curricula, for example, as put forward in the *National Council of Teachers of Mathematics Standards*. Topics taken from probability and statistics, number theory, geometry and graph theory, discrete mathematics, problem solving, the human dimension in mathematics, mathematics through computers, mathematical systems and the mathematics of change. Prerequisite: permission of department. No credit toward M.A. in Mathematics 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. in Mathematics 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. in Mathematics 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. in Mathematics 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 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 and Astronomy.
Professor Hastings, *Chairperson*

Staff

1, 2. *Physical Meteorology and Climatology* 3 s.h. each
Periodically

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.

Middle Eastern and Central Asian Studies (MECA)

Administered by the Department of History.
Professor Kern, *Chairperson*

COURSES

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

1. *Introduction to Middle East and Central Asia*# 3 s.h.
See course description, page 452.

Military Science (MS)

Professor LTC Gaylor, *Chairperson*

Assistant Professors LTC Cleland and Major Hadad

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 1C, 1E, 2C, 2E and associated leadership laboratories) and the Advanced Course (MS 3C, 3E, 4C, 4E and associated leadership laboratories). 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 both inside 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 the first year courses may compress the first and second year

courses and laboratories 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 leadership 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 leadership/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."

Additionally, a special leadership/training session, Basic Camp, 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 this two-year program, students must first attend the paid five-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 directly into the Advanced Course pending their individual academic standing.

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 Military Science courses include the appropriate number of class hours, plus a required leadership laboratory and additional sessions of physical training each week. A field leadership exercise of approximately two days provides practical experience in small organization leadership. All students are expected to attend the leadership laboratory, physical training and the field leadership exercise.

ARMY ROTC SCHOLARSHIP PROGRAM

The Army Reserve Officers' Training Corp (ROTC) Scholarships offer significant assistance toward meeting costs of school. Scholarships are awarded for four, three and two 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).
- A monthly allowance during the 10-month school year each year the scholarship is in effect; currently \$200 per month.

For further information write or call the Hofstra University Military Science Department, 265 Physical Fitness Center, Hempstead, New York 11549-1300, (516) 463-5648 or FAX (516) 463-4937.

CREDIT TOWARD A LIBERAL ARTS DEGREE

MS 1C, 1E, 2C, 2E, courses and laboratories, totalling two semester hours credit, are designated nonliberal arts courses. MS 3C, 3E, 4C, 4E, courses and laboratories, along with Advance Camp at Fort Lewis, Washington, totalling 12 semester hours credit, are designated liberal arts courses.

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 reason-

ing. Cadets must be recommended for a commission by the Military Science department chairperson.

COURSES

BASIC COURSE

1C. *Introduction to the United States Army* ½ s.h.
Fall

Instruction is designed to offer an in-depth look at the organization of the military, specifically the Army, within the United States. An introduction to roles, branches organization and customs of the United States Army is covered. Instruction also includes basic issues related to military skills, duties of officers, warrant officers, non-Commissioned Officers, and civic responsibilities of all citizens. Leadership and team building exercises are developed through hands on leadership opportunities. Students may also participate in many activities that build skills in rappelling, orienteering, first aid, marksmanship, and physical fitness. Classroom activity is one hour per week plus the Leadership Laboratory (Lead Lab) where hands on experiences are provided. Students have the opportunity to challenge their skill and confidence at the Leadership Weekend at Fort Dix, NJ. No liberal arts credit (Formerly MS 1A.)

1D. *Leadership Laboratory* no credit
Exercises to accompany MS 1C. Must be taken concurrently with course. No credit for lab.

1E. *Foundations of Leadership* ½ s.h.
Spring

This course continues to build upon the principles and skills introduced during the fall semester. Leadership ethics and Army values are discussed as their importance in the military and as leaders in any career position. Communication skills involving both oral presentations and writing requirements are developed to improve both individual performance and group interaction. Emphasis is placed on the four Army Leadership styles and applications of ethical conduct. Skills in land navigation, small unit leadership, physical fitness, and other individual character building exercises continue. Classroom activity is one hour per week plus a required Leadership Laboratory (Lead Lab). Students once again have the opportunity to challenge their skill and confidence at the Leadership Weekend at Fort Dix, NJ. No liberal arts credit. (Formerly MS 1B.)

1F. *Leadership Laboratory* no credit
Exercises to accompany MS 1E. Must be taken concurrently with course. No credit for lab.

2C. *Principles of Leadership* ½ s.h.
Fall

This course provides greater depth of instruction on the organization and missions of the United States Army, principles of leadership as an officer and as a citizen, understanding the Army writing style, military skills development and preparation for movement into the Advanced Course Officer Training Program. Continuation of military skill development during the second year program is designed to focus on oral and written communication skills, planning, and execution of small group events along with the continued development of individual leadership and organizational skills. Leadership Laboratory (Lead Lab) continues with the second year students assuming leadership roles while challenging themselves learning practical individual and group skills. Classroom activity is one hour per week. The fall Leadership Weekend at Fort Dix, NJ is offered to all military science students as the opportunity to learn more about the Army, gain confidence in their leadership abilities and military skills. No liberal arts credit. (Formerly MS 2A.)

2D. *Leadership Laboratory* no credit
Exercises to accompany MS 2C. Must be taken concurrently with course. No credit for lab.

2E. *Requirements of the Junior Officer* ½ s.h.
Spring

This course is a continuation of the fall semester Leadership Principles and builds on the information and skills introduced. The focus on military skill development to pass Army standards continues. This course also provides more depth of instruction on small unit tactical movements introduced in the spring freshman military science course. Students move from the more detailed classroom and now assume leadership roles of the small groups during the Leadership Lab. Classroom activity is one hour per week plus a required Leadership Laboratory (Lead Lab). Students again have the opportunity to challenge their skill and confidence at the Leadership Weekend at Fort Dix, NJ. No liberal arts credit. (Formerly MS 2B.)

2F. *Leadership Laboratory* no credit
Exercises to accompany MS 2E. Must be taken concurrently with course. No credit for lab.

BASIC CAMP

Basic Camp Leadership/Training Session is used to give students who were not enrolled in the Basic Course (MS 1C, 1E, 2C, 2E courses and laboratories) an opportunity to receive placement credit to enter the Advanced Course. This is a voluntary five-week session conducted at Fort Knox, Kentucky. The Basic Camp gives the student an in-depth look at the United States Army and an opportunity to demonstrate their leadership potential. Students receive instruction in a wide variety of basic military skills and leadership techniques. Successful completion of Basic Camp allows the student to enroll in the Advanced Course and compete for a 2-year scholarship.

ADVANCED COURSE PHASE

3C. *Advanced Camp Preparation I* 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. Cadets are expected to achieve Army standards in all areas introduced and developed during the Basic Course. Emphasis is placed on Troop Leadership Procedures and leadership responsibilities required to lead small groups in situations of increasing complexity. Application of Army Leadership Doctrine, individual leadership skills and technical skills are incorporated into "hands-on" leadership positions in class and through leadership laboratories. Through classroom instruction and leadership laboratory students learn to plan, resource and execute effective coordinated training. Both oral and written requirements continue. Classes are twice a week (one hour per session) plus cadets must participate in leadership positions through all Leadership Labs and during the fall Leadership Weekend FTX at Fort Dix, NJ. Prerequisites: Basic Course completion and permission of the Chairperson. (Formerly MS 3A.)

3D. *Leadership Laboratory* no credit
Exercises to accompany MS 3C. Must be taken concurrently with course. No credit for lab.

3E. *Advanced Camp Preparation II* 3 s.h.
Spring

Course examines the problems associated with situational ethics and control of small organizations. Continues to build on the skills of the fall semester class in developing leadership and military skills necessary to succeed at Advanced Camp. Throughout this semester the students are required to draft and develop correspondence, conduct formal military oral presentations, and prepared management programs which they develop, conduct, and evaluate. Leadership laboratory continues this semester with emphasis on leading small group of personnel through a wide

variety of challenging situations, using general leadership abilities and specific military skills. Classes are twice a week (one hour per session) plus cadets must participate in leadership positions throughout all Leadership Labs and during the spring Leadership Weekend FTX at Fort Dix, NJ. Prerequisites: Basic Course completion and MS 3C. (Formerly MS 3B.)

3F. *Leadership Laboratory* no credit
Exercises to accompany MS 3E. Must be taken concurrently with course. No credit for lab.

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, fully paid session 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 will be required of a commissioned officer regardless of branch.

4C. *Organizational Command* 3 s.h.
Fall

Course examines roles and responsibilities of command and staff at the organizational level. Troop leading procedures continue to be emphasized. Fundamentals of training, supply, and personnel management are presented and practiced during the planning and conduct of Leadership Laboratories. Throughout this semester students plan, organize, and coordinate actual training and social events. The students are additionally required to apply military style written and oral presentations while planning and coordinating the training and social events. Students are mentored by Army officers and NCOs and incorporate Army values into leadership experiences. Classes are twice a week (one hour per session) plus cadets must participate in leadership positions throughout all Leadership Labs and during the Leadership Weekend FTX at Fort Dix, NJ. Prerequisites: Basic Course completion and MS III year. (Formerly MS 4A.)

4D. *Leadership Laboratory* no credit
Exercises to accompany MS 4C. Must be taken concurrently with course. No credit for lab.

4E. *Organizational Effectiveness* 3 s.h.
Spring

Course continues with the practice of command and staff through the planning, organization, and execution of training and social events at the organizational level. Ethical standards are discussed as the guide for effective leadership. Fundamentals of training, supply, and personnel management continue to be learned and practiced during the planning and conduct of Leadership Laboratories. Military style writing and presentation requirements continue. Mentoring by Army officers and NCOs on the application of Army values into leadership experiences continue. Classes are twice a week (one hour per session) plus cadets must participate in leadership positions throughout all Leadership Labs and during the Leadership Weekend FTX at Fort Dix, NJ. Prerequisites: Basic Course completion, MS III year, and MS 4C. (Formerly MS 4B.)

4F. *Leadership Laboratory* no credit
Exercises to accompany MS 4E. Must be taken concurrently with course. No credit for lab.

Minors

SEE PAGE 84; also individual departments.

Modern Greek (MGRK)

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

Major and minor requirements in Greek, see page 175.

Greek Literature in Translation courses, see page 306.

1 & 2. *Modern Greek* 3 s.h. each
See course description, page 453.

Music (MUS)

Associate Professor Cinnamon, *Chairperson*

Professors Boonshaft, Hettrick, Lalama; Assistant Professors Anson-Cartwright, Carter, Muro, Robinson; Instructors Fryling, Myers.

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 or 69A, 70A, 71-72, 143, 144.

2 semester hours, as advised, from the following: MUS 21, 22, 23, 24, 25;
2 semester hours, as advised, chosen from MUS 20 or in a 100-level music course;
6 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 84.

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 86.)	
Social science electives	6
all music majors must take 3 semester hours in	

*See University Degree Requirements, page 69.

behavioral sciences and 3 semester hours in history and philosophy core courses, *except* 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 84.)

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 145 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; 145 or 169 may be substituted for by 3 hours of music electives, under advisement. Business courses: ACCT 101, QM 1, 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 399.

A **MINOR IN MUSIC** consists of the successful completion of 18 semester hours in music, with at least six hours in residence, under advisement by the chairperson of the Music Department. Students may select any music course *except* MUS 1, 3, 100, 153, 154, 165, 166, 169, 172.

NOTES

- Students who intend to enroll in MUS 61 or 61A and/or 69 or 69A or 70A must take a departmental entrance examination in rudiments, elements of theory and aural perception before registering. A remedial course may be recommended.
- Students are assigned to MUS 61A in place of 61 and/or MUS 69A in place of 69 by departmental advisement based on the entrance examination in aural perception. Credit will not be granted for both 61 and 61A, 62 and 62A or MUS 69 and 69A.
- 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 their principal performing area, *University Band* (MUS 21), *University Symphony Orchestra* (MUS 22), *University Mixed Chorus* (MUS 23), *Hofstra Chorale* (MUS 25), 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), *Hofstra Chorale* (MUS 25), *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 27) in addition to the semester-hour tuition will be charged for P and is nonrefundable.
- No more than 6 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, 134, 135, 136, 140, 142, 145, 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 74.

COURSES

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

1. *Introduction to Music* # (for nonmajors) 3 s.h.
 Fall, Spring

The elements of music. Emphasis on basic theory, chord structure, melody line, form and stylistic devices. Attendance at concerts and recitals may be required.

3. *Music Appreciation* # (for nonmajors) 3 s.h.
 Fall, Spring

A fundamental approach to the development of music listening skills through a study of representative Western musical masterpieces and of the principal genres, forms and styles of world music. Independent listening and attendance at concerts required.

20. *Ensemble* # ½ s.h.
 Fall, Spring

Special projects in music designed to give qualified students an opportunity to study performance techniques and to increase

#Core course

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 330.

21. *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. Audition required. Credit on Pass/D+/D/Fail basis only. See Notes 4, 5.

22. *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. Audition required. Prerequisite: permission of instructor. Credit on Pass/D+/D/Fail basis only. See Notes 4, 5.

23. *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.

24. *University Wind Ensemble #* ½ s.h.
Fall, Spring

A traditional wind ensemble of 35-38 players representing the finest woodwind, brass, and percussion performers at the University. The Ensemble consists of one or two performers on a part, playing music from various periods designed to be performed by a wind ensemble. The Ensemble offers performances on and off campus. Audition required. Prerequisite: permission of instructor. Credit on Pass/D+/D/Fail basis only.

25. *University Choral* ½ s.h.
See course description, page 453.

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

30. *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.

31. *String Class* 1 s.h.
Fall, Spring

No liberal arts credit.
Prerequisite: ability to read music.

32. *Percussion Class* 1 s.h.
Fall, Spring

No liberal arts credit.
Prerequisite: ability to read music.

33. *Woodwind Class* 1 s.h.
Fall, Spring

No liberal arts credit.
Prerequisite: ability to read music.

34. *Brass Class* 1 s.h.

Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.²

35 & 35A. *Piano Class* 1 s.h. each
Fall, Spring

No liberal arts credit.
Prerequisite: ability to read music.

35B. *Intermediate Piano Class* 1 s.h.
See course description, page 453.

35C. *Advanced Piano Class* 1 s.h.
See course description, page 453.

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)

²Core course

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.

69A. *Music and Species Counterpoint* 3 s.h.
See course description, page 453.

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.
Once a year
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.

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.

#Core course

145. *History of Music: The 20th-Century* 3 s.h.
Once a year
Principal developments from impressionism and expressionism to totally organized music, electronic music, music of chance, multicultural influences and other techniques of the 20th century. Credit given for this course or MUS 133, but not both. (Formerly MUS 133, *20th-Century Music*.)
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.
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 453.
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.
- 172A. *Choral and General Music Methods in the Secondary School* 2 s.h.
See course description, page 453.
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 453.
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.
262. *Instrumental Conducting: Techniques and Methodology* 3 s.h.
Summer
Offers an opportunity for those trained in any conducting method to explore basic and advanced conducting techniques through group and individual training and technical exercises using the "Proactive Conducting Method." This method, developed by Dr. Peter Boonshaft, is designed to provide greater control while achieving extremely musical results. Credit given for this course or MUS 273D, not both. (Formerly MUS 273D)
263. *Wind Literature and Rehearsal Techniques* 3 s.h.
Every other summer
Details the study of wind composers and their works of various levels and styles, and how to study and research information about a work. Other topics include rehearsal techniques, score study, the teaching of ensemble performance skills, repertoire lists, and the critical evaluation of ensemble performance. Credit given for this course or MUS 273F, not both. (Formerly MUS 273F)
264. *Advanced Instrumental Conducting and Rehearsal Techniques* 3 s.h.
Every other summer
Offers an opportunity to explore, through class study and the use of a laboratory wind ensemble, advanced conducting techniques, gestures, nuances, score study and rehearsal techniques toward the goal of emulating sound in motion. Each day, all participants conduct a college-level wind band, which serves as the laboratory ensemble for the course. Credit given for this course or MUS 273E, not both. (Formerly MUS 273E)
- 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.
- 274, A-Z. *Special Topics: Contemporary Issues in Music Education—Orff Schulwerk* 1 s.h.
Fall, Spring
This course provides opportunities to investigate current issues in music education. Topics to be selected change each semester. Workshops will focus on preparing teachers and future teachers to develop multifaceted learning strategies which will in turn enable their students to acquire musical skills and concepts through song, chant, poetry, instrument playing, movement and literature.
- P 1-22. *Private Instruction #*
Fall, Spring
Registration for courses listed below is open to all students but requires Music Department permission. These courses are not open to beginners without the approval of the chairperson of the Music Department. See Notes 6, 7.
P 1: *Piano*, 1 s.h.
P 2: *Organ*, 1 s.h.
P 3: *Voice*, 1 s.h.
P 4: *Flute & Piccolo*, 1 s.h.
P 5: *Oboe*, 1 s.h.
P 6: *Bassoon*, 1 s.h.
P 7: *Clarinet*, 1 s.h.
P 8: *Saxophone*, 1 s.h.
P 9: *Trumpet*, 1 s.h.
P 10: *French Horn*, 1 s.h.
P 11: *Trombone*, 1 s.h.
P 12: *Baritone Horn or Tuba*, 1 s.h.
P 13: *Violin*, 1 s.h.
P 14: *Viola*, 1 s.h.
P 15: *Violoncello*, 1 s.h.
P 16: *Double Bass*, 1 s.h.
P 17: *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 27), 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 27), 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 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 453.

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.

205. *Science Technology for Precollege Teachers* 3 s.h.
Summer

Recent innovations and technological development of laboratory skills and experience with modern research instrumentation; introduction to investigative research projects and scientific software. Limited to in-service secondary school science teachers.

New College

SEE PAGE 91

New Opportunities at Hofstra (NOAH)

Cynthia Diaz-Wilson, *Assistant Provost and Executive Director*
Cecilia Cardenas, Robert Tucker, *Senior Assistant Deans*

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 Executive Director, depending on the student's status.

PROBATION

NOAH students will be placed on probation if they have attempted less than 25 semester hours and have a grade-point average below 1.3;
attempted 25-57 semester hours and have a grade-point average of 1.5;
attempted 58-87 semester hours and have a grade-point average below 1.9;
attempted 88 or more semester hours and have a grade-point average below 2.0.

DISMISSAL

NOAH students will be dropped from the University if they have attempted less than 25 hours and have a cumulative grade-point average below 1.0;

#Core course

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 Executive Director of the NOAH program. Final recommendations are forwarded to the Academic Records Subcommittee of the University Senate Academic Affairs Committee by the Executive 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 Executive Director and action by the Academic Records Subcommittee, be dismissed from the NOAH program and the University. NOAH students who have accumulated 36 semester hours or less, independent of grade-point average, or who have accumulated more than 36 but less than 57 semester hours with a grade-point average of less than 2.5, will be dropped from the roll of the University if they are dismissed from the NOAH program for failing to meet the minimum performance requirements.

The courses listed below are an integral part of the NOAH student's academic program.

For additional information contact The Executive Director Dr. Diaz-Wilson, 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. <i>Developmental Reading Workshop I, II</i> | 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. <i>Developmental American English Writing Skills I, II</i> | 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. <i>Developmental Basic Mathematics I, II</i> | 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. <i>Developmental Mathematics and Science</i> | 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. <i>Developmental Study Skills I, II</i> | 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. <i>Developmental Freshman Orientation I, II</i> | 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. <i>Developmental English Reading Skills</i> | 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. <i>Developmental Social Science</i> | 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. <i>Developmental Career, Professional and Graduate School Preparation</i> | 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 Dardis, *Chairperson*

Professors Cernic, Godlove, Jurist, Wallace; Associate Professors Frisina, Holland; Assistant Professors Acampora, Karofsky, Mandair, O'Byrne, Singer; Special Assistant Professor Mollgaard.

THE SARDARNI KULJIT KAUR BINDRA ENDOWED CHAIR IN SIKH STUDIES is held by Dr. Arvind-pal Singh Mandair, Assistant Professor of Philosophy. See page 472.

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, 170
- 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 84.

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 340. Students should consult with Associate Professor Holland.

An interdisciplinary **MINOR IN RELIGIOUS STUDIES** is administered by the Philosophy Department. For information, see page 384. Students should consult with Associate 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 384.

- 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.)

#Core course