Academic Projects, Special (SPCL)

Special Academic Projects 11A, 11B, 11C, 11D, 11E, 11F
1-3 s.h. each
Periodically
This course designation allows undergraduates at the University to pursue academic work for credit not usually related to published courses. Projects may include off campus or fieldwork, work study or other academic programs or studies related to a student's general undergraduate career.

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

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

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

Accounting, Taxation, and Business Law

Accounting courses are listed below.
Business Law and Taxation courses are listed alphabetically.

Professor Warner, *Chairperson*
Assistant Professor Anthony Basile, *Department Administrator*

Professors Fonfeder, Katz, Lehman, Martin; Associate Professors Bass, Maccarrone, Petra, Slavin, Weisel; Assistant Professors Burke, Jones, Manteen, Marsicovetere, Papa, Patton, Venuti; Special Assistant Professor Holtzman.

The Chaykin Distinguished Teaching Professorship in Accounting is held by Professor Katz. See page 336.

The Chaykin Endowed Chair in Accounting is held by Dean Polimeni. See page 336.

Accounting (ACCT)

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

MISSION STATEMENT

The Department of Accounting, Taxation, and Business Law has a strong regional reputation for providing a quality education to aspiring accounting and taxation professionals. The department prepares students for careers in corporate, managerial, small business, governmental, and not-for-profit organization accounting; auditing; taxation; and consulting. It also introduces accounting fundamentals to students preparing for careers in other business areas. The department's primary focus is, and will continue to be, undergraduate education. The department also offers graduate education to enable its students to accomplish professional goals.

The department's curriculum is highly structured and fits within Hofstra University's tradition of viewing the liberal arts as the foundation of education and within the Zarb School's framework that focuses on decision-making in the comtemporary global business environment. The department is organized to provide student's with easy access to its faculty who are primarily concerned with excellence in teaching, intellectual contributions to the profession, service to the department, school, university, and community, and active participation in professional organizations. Professional interaction among faculty, practitioners, and students is an important feature of the department, and it is facilitated through involvement with local, regional, and national professional organizations and student groups.

In its future activities, the department will maintain its present focus with a commitment to the continuous improvement of its programs to better serve its students, faculty and the business community.

STRATEGIC PLAN

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

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

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

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

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

B.B.A. Specialization in Accounting: this program qualifies students for admission to the New York State Certified Public Accountant (CPA) examination and to those of many other states. (Note: The New York State Board of Regents has adopted the 150-hour requirement for admission to the CPA examination effective August 2004. Students should check with their major adviser.) Students may select the New York State 150-hour option prior to August 2004. This option reduces the experience requirement for certification to one year. Students planning to obtain CPA licenses in states other than New York should also consider taking the New York State 150-hour option. Majors in accounting must have an overall grade point average of 2.0 in accounting course work at Hofstra. In addition, they must have a C- or better in ACCT 101, 102, 123 and 124 whether taken at Hofstra or transferred in from another institution. Otherwise, these accounting courses must be retaken at Hofstra since no waivers will be granted for them. The requirements are: ACCT 123 & 124, 125, 127, 131, 133, 143, 144; BLAW 24 and electives chosen under advisement.

Recommended sequence: (128-hour B.B.A. program):

Sophomore year	ACCT 101 and 102
Junior year-1st semester	ACCT 123
-2nd semester	ACCT 124
Junior year-1st or 2nd semester	ACCT 127, 131
Senior year-1st semester	ACCT 143, BLAW 24
-2nd semester	ACCT 144
-1st or 2nd semester	ACCT 125, 133

Students may meet the New York State 150-hour requirement by taking one of the following two options:

Option I:
The 152-hour B.B.A. Program in Accounting requires the following *additional* courses (24 s.h.):

a) ACCT 210	3 s.h.
b) one of the following ACCT 128 or 129	3 s.h.
c) One business elective, selected under advisement	3 s.h.
d) five liberal arts electives, selected under advisement	15 s.h.

Option II:
The B.B.A./M.S. Program option is available for those *qualified students** who choose to pursue an M.S. in one of the following areas: Accounting, or Taxation; *and* who complete the following courses, which will be credited to both the B.B.A. and M.S. degrees:

a) ACCT 215 instead of ACCT 144
b) ACCT 242 instead of ACCT 125

*Students selecting the B.B.A./M.S. option must take the Graduate Management Admission Text (GMAT), meet the M.S. admission requirements, and submit the appropriate application after successfully completing a minimum of 88 undergraduate credits, but prior to enrolling in their last semester of their senior year. For complete M.S. requirements, please see the *Hofstra University Graduate Bulletin*.

See complete B.B.A. requirements, page 100.

Minors in Business, see page 101.

The Department of Accounting, Taxation, and Business Law sponsors an internship program available to above-average public accounting majors. Students are eligible for the program in their junior year. Qualifying seniors are placed in accounting positions with leading public accounting firms. Summer internships are also available.

Master of Business Administration Programs, see the *Hofstra University Graduate Bulletin*.

Master of Science Programs, see the *Hofstra University Graduate Bulletin*.

Business Honor Societies, 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.

101. *Financial Accounting* 3 s.h.
Fall, Spring
Introductory course in the practical applications of financial accounting. Topics include an introduction to financial statements, analysis of the statements, accounting information systems, accounting concepts involved in accounting for cash, accounts receivable, inventory, long lived assets, liabilities and stockholders equity. Ethical issues in accounting are explored. Computer-based applications for accounting and use of the Internet are employed. Prerequisite: sophomore class standing or above. Credit given for this course or ACCT 1 or 10 or 201. (Formerly ACCT 1; 10.)

102. *Managerial Accounting* 3 s.h.
Fall, Spring
Course provides students with an understanding of concepts that are fundamental to the use of management accounting. Topics include costing concepts and systems, budgeting, cost-volume-profit analysis, financial statement analysis, and the statement of cash flows and other managerial accounting concepts. Prerequisites: ACCT 101 and sophomore class standing or above. Credit given for this course or ACCT 2 or 20 or 201. (Formerly ACCT 2; 20.)

123 & 124. *Financial Accounting Theory and Practice* 3 s.h. each
Fall, Spring
Study of accounting theory and procedures and the special problems that arise in the application of underlying accounting concepts to financial accounting. Focus on the application of accounting information as a basis for decisions by management, stockholders, creditors, and other users of financial statements and accounting reports. Conflicts and shortcomings that exist within the traditional structure of accounting theory, including ethical aspects, are discussed in conjunction with *Opinions* of the Accounting Principles Board, and *Statements* of the Financial Accounting Standards Board. International accounting differences are also considered. Prerequisites: ACCT 2 or 20 or 102, junior class standing or above.

125. *Accounting Entities* (Advanced) 3 s.h.
Fall, Spring
Discussion of advanced theory and problem-solving for partnership formation, operation and termination; an analytical overview of the accounting problems associated with mergers, acquisitions, and the preparation and interpretation of financial reports with respect to the resultant combined corporate entities; translation of foreign financial statements, and governmental fund accounting and not-for-profit accounting. International perspectives and ethical issues are integrated throughout. Recent statements and pronouncements by the American Institute of Certified Public Accountants, the American Accounting Association, and the Securities and Exchange Commission are used throughout the course. Prerequisites: ACCT 124, BCIS 10, or 14, junior class standing or above. Credit given for this course or ACCT 242, not both.

127. *Computer-based Accounting and Tax Systems* 3 s.h.
Periodically
Provides students with an understanding of the impact of computer-based accounting systems on the practice of accounting, the functioning of transaction cycles, control and security concepts, and auditing. Students have hands-on exposure to accounting and tax programs providing them with an in-depth understanding of how these systems can be used to assist clients. Prerequisites: ACCT 2 or 20 or 102, and BCIS 10 or 14, junior class standing or above.

128. *Accounting in a Global Environment* 3 s.h.
Periodically
Discussion of contemporary debates regarding harmonization of accounting standards. Analysis of the differences among countries regarding their economic and social practices and corresponding accounting systems. Specific countries are discussed, and specific auditing and taxation accounting practices and theories are covered. Prerequisites: ACCT 125, junior class standing or above.

129. *Internal Auditing* 3 s.h.
Periodically
Course explores the role of the internal audit function in the management of companies. Topics include: reliability and integ-

rity of information; compliance with policies, procedures, laws and regulations; safeguarding of assets; economy and efficiency of operations. The unique ethical considerations affecting the internal audit function are stressed. Prerequisites: ACCT 2 or 20 or 102, and BCIS 10 or 14, QM 1, junior class standing or above.

131. *Cost Accounting Systems* 3 s.h.
Fall, Spring
Various cost accounting concepts and information systems are studied, e.g., production cost systems and computerized management information systems. Topics include job-order costing, process costing, standard costs, direct costing, by-products and joint products, differential and comparative costs. Ethical, environmental and international considerations relating to the production process are discussed. Prerequisites: ACCT 2 or 20 or 102, and BCIS 10 or 14, junior class standing or above.

133. *Auditing Theory and Practice* 3 s.h.
Fall, Spring
The role and function of the independent auditor in the profit-directed sector of the economy is emphasized. The ethical, social, economic and political forces that have influenced the philosophy and conceptual foundations of auditing are covered in depth. Pronouncements by the American Institute of Certified Public Accountants, rulings by regulatory agencies and court decisions are analyzed. Standards that guide the auditor and the methodology used in conducting an audit are covered and illustrated, including audit considerations regarding computerized management information systems. Prerequisites: ACCT 2 or 20 or 102, and BCIS 10 or 14, QM 1, senior class standing.

143. *Income Tax Accounting I* 3 s.h.
Fall, Spring
Analysis of the Federal Income Tax laws, their meaning, application, ethical and international considerations relating to individuals. Prerequisites: ACCT 2 or 20 or 102, senior class standing. (Formerly ACCT 143 & 144.)

144. *Income Tax Accounting II* 3 s.h.
Periodically
Analysis of the Federal Income Tax laws, their meaning, application, ethical and international considerations relating to business entities. Partnership, regular corporations and Subchapter S corporations will be the focus of this course. Prerequisites: ACCT 143 and senior class standing. Credit given for this course or ACCT 215, not both. (Formerly ACCT 143 & 144.)

155, 156. *Readings* 1-3 s.h. each
Periodically
Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: ACCT 2 or 20 or 102 and permission of department chairperson.

157, A-Z. *Seminar: Special Topics in Accounting* 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: ACCT 125, and 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. These courses may *only* be taken in addition to the required courses. These courses do *not* qualify for CPA examination credit.

174. *Business Internship* 1-3 s.h.
Fall, Spring
Actual practical experience in an approved setting open to junior and senior accounting 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 accounting 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 accounting major requirements. Prerequisites: permission of department chairperson, a minimum grade point average of 2.5 in accounting courses and 2.5 overall, ACCT 124, junior class standing or above.

185. *Internship in Accounting* 3 s.h.
Fall, Spring
A work-study program open to senior accounting majors. Students work a minimum of 120 hours in a structured accounting training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade point average of 3.0 in accounting courses and 3.0 overall, ACCT 124. Corequisite: related course in the area of the internship. (Students who do not meet these requirements, see ACCT 174.) (Formerly *Internship.*)

190. *Honors Essay* 3 s.h.
Fall, Spring
Research for and the writing of a substantial essay in the field of accounting. Open only to senior accounting majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade point average of 3.5 in accounting and 3.4 overall.

Africana Studies (AF ST)

Associate Professor Mwaria, *Director*

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

B.A. Specialization in Africana Studies: a minimum of 30 semester hours of advanced courses (100 level or above) in Africana Studies including AF ST 155, 156, 157; HIST 116; PSC 111 and CLL 193.

No more than 6 semester hours may be taken from any one of the following groups of optional courses in order to fulfill either major or minor requirements except under advisement. Only faculty members teaching in this area will advise students studying for this major or minor.

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

See complete B.A. requirements, page 79.

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

COURSES

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

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

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

119. *Blacks and Jews: Interrelation in the Diaspora* 3 s.h.
See course description, page 308.

120. *African Labor Economics* 3 s.h.
See course description, page 308.

122. *Health and Disease in Africa: A Medical Anthropology Perspective* 3 s.h.
See course description, page 308.

123. *Life and Death in the Black Community* 3 s.h.
See course description, page 308.

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

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

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

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

American Literature

See English

American Studies (AM ST)

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

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

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

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

B.A. Specialization in American Studies: 36 semester hours distributed as follows:

1) 3 hours chosen from each of the following categories of primary courses (a-e):
   a) AM ST 1
   b) ENGL 51, 52, 143, 144
   c) HIST 13, 14C
   d) PHI 148
   e) PSC 1, 105, 141
2) AM ST 145 and 146
3) Electives, 15 hours of courses that concentrate upon particular aspects of American Studies (e.g., The Arts in America, American Business and Technology, Immigration and Race in America, The American Political Process, American Social Problems), chosen with the approval of a member of the American Studies Advisory Committee, from the following:

ANTH	101, 108
AH	7, 8, 145
AVF	11
DRAM	140
ECO	131, 140, 171
ENGL	51, 52, 124A, 126, 137, 138, 140, 141, 142, 143, 144, 145A, 146A, 148, 149, 150, 171, 176
FDED	110, 111, 112, 114, 130
GEOG	110
HIST	13, 14C, 29, 30, 115, 116, 124, 143, 144, 145, 146, 147, 148, 149, 151, 152, 153, 154, 157, 160, 162C, 163, 165, 167, 169, 184, 185, 186, 187
MASS	104
MUS	122, 123, 134
PHI	148
PSC	1, 105, 111, 114, 115, 120, 121, 122, 126, 127, 128, 129, 134, 151
SCO	2
SOC	34, 134, 141, 170, 172
SPAN	125, 127

See complete B.A. requirements, page 79.

A Minor in American Studies consists of the successful completion of 18 semester hours as follows: 6 hours of primary courses (see 1 above); 9 hours of electives (see 3 above), approved by a member of the American Studies Advisory Committee; and AM ST 145 or 146. No more than two of the above listed electives offered by any one department participating in the American Studies program may be applied toward the minor. At least six hours must be taken in residence.

COURSES

1. *Creating America's Culture* # 3 s.h.
Periodically
An introduction to the interdisciplinary approach to understanding America which takes as its theme the active principles at work in this country by which a culture, distinct from that of other nations, was, and is formed.

100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial essay or execution and presentation of a creative project. Written analysis on any subject relating to the disciplines encompassed by the field of American Studies. Open only to eligible senior American Studies majors who wish to graduate with honors. Written permission of the instructor supervising the essay or project must be obtained before registration. Cumulative grade-point average must conform with departmental honors as defined under eligibility

#Core course

requirements on page 74. May not be taken on a Pass/D+/D/Fail basis.

145. *Readings in American Studies* 3 s.h.
Every other semester
An exploratory course analyzing American culture through the works of American writers. Each semester centers upon particular themes, ideas or topics broad enough to permit the student to become acquainted with the diversity of America's past and present. Prerequisite: two of the following: ENGL 51, 52, 143, 144; HIST 13, 14C, or permission of instructor.

146. *Seminar in American Studies* 3 s.h.
Every other semester
Each semester some aspect of American culture is chosen as the organizing theme of the seminar. In addition, students will work on individual research problems.

151A. *Individual Readings in American Studies* 1-3 s.h.
Every other semester
Students will read selections assigned by the instructor and prepare written or oral reports. Prerequisite: permission of instructor.

Members of the American Studies Advisory Committee are:

Mark Landis, *Professor of Political Science*
and G. Thomas Couser, *Professor of English* (Co-Chairpersons)
Michael D'Innocenzo, *Professor of History*
Louis Kern, *Professor of History*
Joann Krieg, *Professor of English*
Rosanna Perotti, *Associate Professor of Political Science*
Marc Silver, *Professor of Sociology*
Kathleen A. Wallace, *Professor of Philosophy*

Anthropology (ANTH)

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

Professor Mwaria; Associate Professor Varisco; Assistant Professors Fiorini, Kasmir, Matthews.

Lambda Alpha: a national anthropology honor society, see page 75.

B.A. Specialization in Anthropology: 30 semester hours in anthropology courses including ANTH 1, 3, 137, 145, 185 or 186, and 191. Of the remaining 12 credits, majors are urged to elect at least two area courses.

LING 101 or 151 and AH 114 are recommended electives.

See complete B.A. requirements, page 79.

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

COURSES

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

1. *Human Evolution in Philosophical Perspective* # 3 s.h.
Fall, Spring
Human origins are reviewed in light of evolutionary theory, recent research on living primates and the fossil record. Concepts of both human nature and culture are defined in evolutionary terms and critiqued with an eye to unraveling the distinctly human capacities for conjugal and extended family life, for symbolic communication and for social contracts that establish the minimal conditions for political order.

3. *Culture, Tradition and Transformation* # 3 s.h.
Fall, Spring
Anthropology has provided many critical revisions of the concept of culture and has thus shaped our modern world view. Is culture synonymous with tradition? How did people's capacity for culture evolve? How do cultures transform themselves? What is the difference between the humanistic and scientific approaches to understanding culture change? How can we use the study of other cultures to understand our own? (Formerly *Primitive World & its Transformations*)

4. *Cultural Diversity* # 3 s.h.
Fall, Spring
Introduces themes of cultural diversity through intensive discussion of enthographic case studies around the world. (Formerly *Human Condition in Ethnographic Perspective*)

5. *Archaeology: Living in the Mateial World* # 3 s.h.
See course description, page 308.

12. *Families Cross-Culturally* 3 s.h.
Every other year
Advanced study emphasizing detailed analysis of social and community structures and political, economic and religious institutions. Materials are selected from a wide range of primitive and other nonwestern societies. Prerequisite: ANTH 1. (Formerly *Social Organization of Non-Western Societies*)

32. *Women and Development* # 3 s.h.
Periodically
Examination of the historical transformation of the roles of Asian and African women in relation to the different modes of socio-economic organization of their respective societies. Critical assessment of the impact of social, religious, economic and political systems in defining the status of women in these societies. Credit given for this course or SOC 32, not both.

33. *Archaeological Field Methods* 3 or 6 s.h.
See course description, page 308.

99A, 99B, 99C. *Significant Contributors to Anthropological Theory and Practice* 1 s.h. each
Periodically
A study of the contribution of one important anthropologist such as Franz Boaz, Margaret Mead, Ruth Benedict, Alfred Kroeber, Julian Steward, etc., for a total of 15 hours.

100. *Honors Essay* 3 s.h.
Fall, Spring
The research and the writing of a substantial essay in the field of anthropology. Open only to senior anthropology majors who are eligible for and desire to graduate with departmental honors. Interested students must secure, before registration, written permission of the instructor who will supervise the essay.

101. *The Native Americans* 3 s.h.
Periodically
Native America once comprised one of the most diverse cultural areas in the world. This course explores the relation between Native Americans and the U.S. from the beginning of colonization, through the battle of Little Big Horn, to the image of Native Americans in the media and the contemporary problems faced by indigenous minorities today.

102. *African Cultures* 3 s.h.
Every other year
The continent of Africa is the birthplace of humanity and an area of enormous cultural diversity. This course will examine representative contemporary African societies against a backdrop of social, political and economic change. (Formerly *Peoples and Cultures of Africa*)

#Core course

103. *Peoples and Cultures of Asia* 3 s.h.
Periodically
This survey course will focus in any year on selected anthropological studies for two or three of the following areas: China, Japan, India, mainland Southeast Asia and Indonesia.

105. *Latin American Cultures* 3 s.h.
Every other year
The course focuses on the relations between Latin American cultural expression and the social realities of Mexico, Central America and the Caribbean by exploring the indigenous, European (Iberian), and African origins of Latin American societies. Themes include: the history of European colonization of the Americas; race and class relations in Latin America; traditional and modern forms of cultural expression in the arts, literature, and film and their relation to Latin American culture. (Formerly *Peoples and Cultures of Latin American*)

106. *Peoples and Cultures of the Middle East and North Africa* # 3 s.h.
Periodically
Survey of the region's cultural diversity in historical context. Focus on the impact of Islam, traditional lifestyles and the reaction to colonialization by the West. Emphasis placed on case studies from Egypt, Yemen, the Gulf States, Iraq, Iran and Israel. Critical discussion of the role of anthropology in studying the Middle East. Attention also given to the social context of contemporary issues, such as Islamic fundamentalism, gender roles and recent armed conflicts. (Formerly *Peoples and Cultures of the Middle East.*)

107. *Development, Conservation, and Indigenous Peoples* # 3 s.h.
Once a year
Anthropological contributions to the understanding of indigenous rights, forms of sustainable development, technology transfer and biodiversity issues. The focus is on "indigenous peoples," those societies in place before contact with Western Civilization or missionaries, and their current status. Application of applied anthropological methods in international development agencies (including World Bank, USAID, UNDP) and environmental organizations. (Formerly *Development, Conservation, and Indigenous Peoples in Applied Anthropology*)

108. *Afro-American Culture* 3 s.h.
Every other year
Consideration and analysis of the culture of black Americans and black communities; emphasis is on enculturation processes and social forms resulting from antecedents of African culture and pressures from the dominant American culture. Emphasis is on the legacy of slavery.

110. *Prehistory* 3 s.h.
Once a year
Discussion of prehistoric hunting and gathering sites, early agricultural societies, major royal burials and ancient urban settings. Examination of archaeological data, research methods, dating techniques, artifact analysis, problems of interpretation.

111. *Anthropology and Music* 3 s.h.
Periodically
World music in relation to culture: includes the musical instruments of preliterate peoples and nonwestern societies. Emphasis is on musical styles in appropriate social and cultural context.

112. *Anthropology of the Global Economy* 3 s.h.
Periodically
How do other cultures organize their economic lives? Are there aspects of human economic behavior that are universal, or are our economic motives culturally determined? As capitalism becomes more global, what kinds of native economies and ecnomic principles will it bump up against? In this course, we apply the theory and methods of economic anthropology to look at the full range of economic behavior and organization in world cultures. (Formerly *Economic Anthropology.*)

113. *Archaeology of Civilizations of the New World* # 3 s.h.
Fall, Spring
Study of the present state of archaeological knowledge about the development of such pre-Columbian New World civilizations as the Olmec, Maya, Toltec, Aztec and Inca. Recent archaeological evidence and glyph translations are discussed and analyzed in the context of prevalent theoretical perspectives. Distinctive forms of agriculture, cities and state formation in the New World are presented.

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

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

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

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

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

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

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

#Core course

131. *Anthropology and Education* 3 s.h.
Every other year
Social and cultural factors influencing the educational process, includes the application of anthropological methods and concepts in understanding cultural transmission. Emphasis is on comparison of educational systems and the examination of educational procedures in cross-cultural perspective. Same as FDED 131.

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

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

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

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

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

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

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

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

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

191. *Advanced Seminar in Anthropology* 3 s.h.
Periodically
Presentation of a topic that reflects broad understanding of anthropological ideas and modes of analysis with relevance to the discipline. Through joint readings and individual research, advanced students develop ideas relevant to the theme of the course. Topics vary from semester to semester. Prerequisite: completion of four courses in anthropology or permission of instructor. May be repeated for credit when topics vary. (Formerly *Senior Paper.*)

Applied Physics

See page 265.

Arabic (ARAB)

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

Minor in Arabic, see page 149.

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

3. *Intermediate Arabic* 3 s.h.
See course description, page 308.

4. *Intermediate Arabic* 3 s.h.
See course description, page 308.

101 through 106. *Advanced Arabic Language* 3 s.h.
See course description, page 308.

Art History and Humanities

Humanities Program and Courses are listed independently.

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

Professors Cohen, Masheck; Associate Professor Lindgren; Assistant Professor Naymark.

Art History (AH)

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

See complete B.A. requirements, page 79.

Teaching of Art, see page 284.

A Minor in Art History consists of the successful completion of 18 semester hours in art history courses, under advisement, with at least 6 hours in residence.

M.A. Program in Humanities, see Graduate Bulletin.

COURSES

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

#Core course

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

3. *Gods and Kings* # 3 s.h.
Fall
Study of Classical and European art from its prehistoric antecedents to the Gothic Age, with an emphasis on how powerful kings and religious beliefs influenced the forms and styles of architecture, sculpture and painting. Credit given for this course or New College HAH 13, not both.

4. *Religion, Rulers and Rebellion* # 3 s.h.
Spring
Study of European art from the Renaissance to modern times with a focus on how painting, sculpture and architecture were influenced by kings, courts, Christianity and the rebellious spirit of outstanding artists. Credit given for this course or New College HAH 14, not both.

5. *Form in the Art-Work, I* #, 3 s.h.
See course description, page 308.

6. *Form in the Art-Work II* # 3 s.h.
Spring
Analytical study of form in painting, sculpture and architecture emphasizing by comparative method structural significance and expressive values. Emphasis on the modern sense of the "object." Prerequisite: sophomore standing or above. (Formerly AH 5, 6.)

7. *American Art I* # 3 s.h.
Fall
Study of architecture, sculpture, painting and folk art from Colonial times to the end of the Civil War. The beginning of American artistic tradition.

8. *American Art II* # 3 s.h.
Spring
A study of architecture, sculpture, painting and graphic arts, from the Civil war to the end of World War II. Academic tradition, realism, and regionalism compete with modernism as America moves toward a uniquely and entirely American mode of art.

74. *Contemporary Art* # 3 s.h.
Fall, Spring
A topical and analytical study of contemporary art with an emphasis on the philosophical and aesthetic issues of modernism and post-modernism. There are required field trips to New York City during the semester.

100. *Honors Essay* 3 s.h.
Fall, Spring
The research for and the writing of a substantial essay in the field of art history. Open only to senior art history majors who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the project.

101. *Ancient Art* # 3 s.h.
Fall
Architecture, sculpture and painting of Ancient Greece and the Roman Empire with emphasis on the contributions of the earlier cultures of Egypt, the Near East and Ancient Celtic Europe.

102. *Medieval Art* 3 s.h.
Spring
Architecture, sculpture and painting of Europe from c. 300 A.D. to 1400 A.D., with emphasis on the contributions of eariler European and non-European cultures. Style periods such as late Antique, Byzantine, Romanesque and Gothic are covered.

103. *Images: West and East* 3 s.h.
Periodically
Analysis of the intercultural relationships between Europe and Asia as exemplified in the visual arts from Alexander the Great through the 20th century.

106. *Italian Renaissance Art* 3 s.h.
Every other year
Architecture, sculpture and painting in Florence, Rome, Venice, and other cities of Italy from the 14th through the 16th century.

107. *Renaissance Art in Northern Europe* 3 s.h.
Every other year
Architecture, sculpture and painting in Flanders, France, Germany, Spain and England during the 15th and 16th centuries.

109. *Art from the Baroque to Romantic Age* 3 s.h.
Every other year
Analysis of painting during the post-Renaissance, Baroque, Rococo, Neoclassic and Romanticist periods emphasizing old masters such as Caravaggio, El Greco, Velasquez, Rembrandt, Ingres, Delacroix and Turner.

110. *Modern Architecture and Design* 3 s.h.
Every other year
Development of modern architecture as a three-dimensional art in the fine-arts tradition (with some attention to parallels in sculpture) and as part of a new technical approach to "design" under industrialism. Architecture versus mere building; architecture and social life; "functionalism" and the International Style; "post-modernism" and the fate of modernity. Emphasis on works of major American and European masters. No previous knowledge of architecture required. (Formerly *Modern Architecture, Modern Sculpture.*)

114. *Tribal Arts* 3 s.h.
Periodically
A survey of tribal art forms in pre-Columbian America, Africa (West Africa and the Congo) and Oceania (Melanesia and Polynesia) with reference to religious, social and geographical influences. The art of each region is studied within the cultural context. Credit given for this course or New College HAH 6, not both.

118. *Pre-Islamic and Islamic Art* 3 s.h.
Periodically
Origins and development of Islamic art in the Near and Middle East, from the prehistoric age through the 18th century. Emphasis is on the study of Islamic art in Iran and its spread throughout the world in architecture, sculpture, pottery and textile design.

119. *19th-Century Painting in Europe* 3 s.h.
Every other year
Development of modern art during the 19th century, emphasis on the major movements, concepts and artists.

120. *20th-Century Painting in Europe* 3 s.h.
Every other year
A survey emphasizing the concepts entailed in the various styles of 20th century European painting; concentration on the major movements in European painting since post-impressionism. Emphasis on the foundational role of the School of Paris, but also on the emergence of abstraction in Central Europe and the former Soviet Union; rationalist and irrationalist alternatives; response to American ascendancy after World War II; later modernism and postmodernism; problematics of nationalism and internationalism.

145. *American Art* 3 s.h.
Every other year
Art in America from 1620 to the present. Emphasis on architecture, sculpture and painting, and the visual forms are analyzed within the context of American culture.

#Core course

151. *Readings in Art History* 3 s.h.
Fall, Spring
Specifically designed for concentration in a single area. Open to highly qualified students, normally seniors, who are capable of working independently. Before registering, the student must consult with the faculty member who will act as the tutor. This course is not a substitute for AH 164, *Senior Seminar.*

152. *Venetian Art and Architecture* 3 s.h.
See course description, page 309.

161. *Art of Personal Adornment* 3 s.h.
Once a year
Analysis of the development of clothing design and personal decoration as art forms from Antiquity to the present. Chronologically presented, stylistic changes and fashions are examined within cultural contexts.

164. *Senior Seminar* 3 s.h.
Spring
Open only to seniors specializing in art history or by permission of department chairperson. An intensive study of selected problems in historical research.

165. *Asian Art* 3 s.h.
Periodically
Art forms of India, China and Japan with reference to philosophical, religious and social influences from the prehistoric through the 19th century. Architecture, sculpture, painting and ceramics are analyzed; themes, styles and techniques distinctive of the art tradition of each country are stressed.

168. *Internship* 6 s.h.
See course description, page 309.

170. *Museum Studies* 3 s.h.
Periodically
Students gain theoretical and practical experience in the functions and operation of galleries: cataloging, authentication, insurance and methods of displaying works of art. Visits to museums, guest lecturers and informal seminars. Pass/D+/D/Fail grade only.

187. *Landscape in Art* 3 s.h.
See course description, page 309.

188. *Age of Rembrandt* 3 s.h.
See course description, page 309.

192. *Workshop in Art History* 3 s.h.
See course description, page 309.

Asian Studies (AS ST)

Assistant Professor of Japanese and Comparative Literature Welch, Director of Asian Studies.

The Asian Studies program is an interdisciplinary program designed to provide the student with a broad understanding of the traditional and modern civilizations of East Asia and Southeast Asia. The Asian Studies program offers both major and minor specialization. Study of an Asian language is strongly recommended for all majors and minors, and language courses beyond level 4 may be counted toward the major requirements.

Students majoring in Asian Studies will choose a core of four courses, concentrating on either traditional or contemporary Asia, and also take a seminar as part of the major. To assure that students receive training in a specific discipline, students are required to complete a minor (18 hours) in the discipline of their choice, in addition to their Asian Studies courses, as a requirement of the major.

B.A. Specialization in Asian Studies: 30 credits in Asian studies and a minor consisting of 18 credits in an academic discipline, distributed as follows:

A. 12 credits from four different fields of study of the following:
- AH 165. *Asian Art*, 3 s.h.
- ANTH 103. *Peoples & Cultures of Asia*, 3 s.h.
- CLL 149. *Asian Literature: India*, 3 s.h.
- CLL 150. *Asian Literature*, 3 s.h.
- ECO 112. *Economic Development of China*, 3 s.h.
- ECO 114. *Japan's Modern Economy*, 3 s.h.
- GEOG 113C. *The Geography of East & Southeast Asia*, 3 s.h.
- HIST 71. *China & Japan to 1800*, 3 s.h.
- HIST 72C. *China & Japan Since 1800*, 3 s.h.
- PHI 17. *Introduction to Eastern Philosophy*, 3. s.h.
- PSC 144. *Asian Politics & Government*, 3 s.h.
- RELI 15. *Introduction to Eastern Religious Traditions*, 3 s.h.

B. 15 additional credits in courses chosen from the following:
- AH 165. *Asian Art*, 3 s.h.
- ANTH 103. *Peoples & Cultures of Asia*, 3 s.h.
- CLL 149. *Asian Literature: India*, 3 s.h.
- CLL 150. *Asian Literature: China & Japan*, 3 s.h.
- CLL 190. *World Literature & the Anatomy of Cultural Difference*, 3 s.h.
- ECO 112. *Economic Development of China*, 3 s.h.
- ECO 114. *Japan's Modern Economy*, 3 s.h.
- ENGL 167. *Post-Colonial Literature of South Asia*, 3 s.h.
- GEOG 113C. *The Geography of East & Southeast Asia*, 3 s.h.
- HIST 131. *Japan*, 3 s.h.
- HIST 71. *China & Japan to 1800*, 3 s.h.
- HIST 72C. *China & Japan Since 1800*, 3 s.h.
- HIST 173. *Modern China*, 3 s.h.
- HIST 174. *Modern Japan*, 3 s.h.
- HIST 175. *Confucian China: Origins to the 18th Century*, 3 s.h.
- HIST 177, 178. *Special Studies in History*, 3 s.h. each
- LING 7. *History of Chinese Calligraphy & Language*, 3 s.h.
- LIT 80. *Chinese Literature in Translation*, 3 s.h.
- LIT 88. *Self & Society in Chinese Literature*, 3 s.h.
- LIT 89. *Beauty & Sadness in Japanese Literature and Culture*, 3 s.h.
- PHI 17. *Introduction to Eastern Philosophy*, 3 s.h.
- PHI 60. *Introduction to Chinese Philosophical & Religious Traditions*, 3 s.h.
- PHI 102. *Mysticism & the Spiritual Quest*, 3 s.h.
- PSC 144. *Asian Politics & Government*, 3 s.h.
- PSC 146. *China: Government & Politics*, 3 s.h.
- PSC 154. *Seminar: Comparative Politics*, 3 s.h.*
- RELI 15. *Introduction to Eastern Religious Traditions*, 3 s.h.

C. 3-credit Seminar:
AS ST 195. *Asian Studies Seminar*, 3 s.h.

D. A minor, consisting of 18 credits, taken in an academic discipline. Courses taken in the major may not be applied toward the minor.

A Minor in Asian Studies consists of the succesful completion of 18 semester hours, under advisement in the department. At least six hours must be in residence.

See complete B.A. requirements, page 79.

COURSES

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

100. *Honors Essay* 3 s.h.
Once a year
Research for and writing of a substantial essay on Asia. Open only to senior Asian Studies majors who are eligible for departmental honors and who secure written permission of the instructor who will supervise the essay.

*Depending on course content.

195. *Asian Studies Seminar* 3 s.h.
Once a year
Examination of selected topics from the perspectives of the several disciplines represented by student and faculty members by means of special lectures and student papers. Open only to Asian Studies Program students in their senior year.

Faculty Offering Courses in Asian Studies and Members of the Asian Studies Committee:
Margaret Abraham, *Professor*, Sociology
Neil H. Donahue, *Professor*, Comparative Literature and Languages
David Flynn, *Professor*, Management and General Business
Warren Frisina, *Associate Professor*, Philosophy
Paul Harper, *Professor Emeritus,* Political Science
Ronald Janssen, *Associate Professor*, English
Keun S. Lee, *Associate Professor*, Marketing and International Business
Arvind Mandair, *Assistant Professor*, Philosophy and Religious Studies
James Neelankavil, *Professor*, Marketing and International Business
Jean-Paul Rodrigue, *Assistant Professor*, Economics/Geography
Sabina Sawhney, *Associate Professor*, English
Patricia Welch, Assistant Professor, Comparative Literature and Languages

Astronomy (ASTR)

Administered by the Department of Physics and Astronomy.
Professor Hastings, *Chairperson*

Associate Professor Edwards; Assistant Professors Bochner, Lawrence.

A Minor in Astronomy consists of the successful completion of 18 semester hours of courses, including:
a) 12 semester hours in Astronomy or Astrophysics, selected from Astronomy 11, 12, 31, 190; Physics 125, 126, and
b) Physics 1A and B, or 11A and B.
Six semester hours must be completed in residence.

COURSES

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

5, 6. *Fundamentals of Astronomy* 3 s.h. each
Periodically
Elementary treatment of solar system and stellar astronomy. Prerequisites: 1 unit high school algebra; 1 unit plane geometry.

10. *The Universe* 3 s.h.
Periodically
This course is designed for nonscience students. It is intended to present a coherent picture of the universe from the nuclear structure of matter through the solar system and ultimately to stars and galaxies. Credit given for this course or ASTR 11 or ASTR 12 or New College NPG 2.

11. *The Solar System* # 3 s.h.
Fall, Spring
Elementary treatment of the solar system, tracing the development of ideas to the present time. Accompanying laboratory illustrates measurements appropriate to solar astronomy. (2 hours lecture, 2 hours laboratory.) Credit given for this course or ASTR 10, not both.

12. *Stars and Galaxies* # 3 s.h.
Fall, Spring
Elementary treatment of stellar and galactic astronomy, tracing the development of ideas to the present time. Accompanying laboratory illustrates measurements appropriate to stellar and galactic astronomy. (2 hours lecture, 2 hours laboratory.) Credit given for this course or ASTR 10, not both.

31. *Frontiers of Astronomy: Black Holes, Pulsars, Supernovae and Quasars* 3 s.h.
Periodically
Recently discovered astronomical objects are presented from the point of view of the nonphysics major. Cosmological theories such as the Big Bang theory are considered in terms of present day observational effects. Prerequisites: ASTR 11, 12.

190. *Independent Studies* 3 s.h.
Periodically
Advanced topics or research not covered in other astronomy courses. Students undertake an appropriate project under faculty guidance. Projects include but not limited to: collaborative research, observational work, computer modeling and library research. A detailed essay is required. Prerequisite: ASTR 31 or permission of department chairperson. May be repeated for credit when topics vary.

Athletic Training

See Physical Education and Sport Sciences

Audio/Video/Film (AVF)

Associate Professor Gershon, *Chairperson*
Professor Delamater, Del Gaudio; Associate Professors Gershon, Kaplan; Assistant Professors Franklin, Katzman, Lisi, Mazzocco, Murillo, Noschese, Wyatt.

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

Candidates for graduation from the School of Communication with the degree of Bachelor of Arts must fulfill the B.A. requirements as listed under the School of Communication on page 105. In addition, students majoring in Audio/Video/Film must complete the program requirements listed below plus a liberal arts minor from one of the following: any minor in the College of Liberal Arts and Sciences, or the Department of Speech Communication and Rhetorical Studies. The minor must consist of 18 semester hours as defined by that discipline, of which at least 6 hours must be taken in residence.

Audio/Video/Film majors transferring to Hofstra must complete at least 24 hours in residence in the major field of study. Transfer credits are subject to the approval of the Department of Audio/Video/Film of the School of Communication and are approved only for those courses meeting the department's curriculum requirements and course standards.

(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. Grades of C- or better are required for the major and minor. Students may not take a course for which they received less than C- in a prerequisite. 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 Audio/Radio: 36 s.h.
3 s.h.—SCO 4
15 s.h.—AVF 11, 21, 41, 111, 161
6 s.h.—Chosen from AVF 91, 131, 152
12 s.h.—Chosen under advisement from SPCM 5, any AVF courses, or any MASS courses

The School of Communication also requires that Audio/Radio majors take SCO 2 and SPCM 1.

B.A. Major in Video/Television: 37 s.h.
3 s.h.—SCO 4
16 s.h.—AVF 24, 26, 44, 64, 164
3 s.h.—Chosen from AVF 144, 145, 165 or 174
6 s.h.—Chosen from AVF 65, 66, 84, 104, 106, 134,144, 145, or 184A

#Core course

3 s.h.—Chosen from any MASS course
6 s.h.—Chosen from AVF 170 or any liberal arts courses(s) in the School of Communication.

The School of Communication also requires that Video/Television majors take SCO 2 and SPCM 1.

B.A. Major in Film Studies and Production: 36-37 s.h.
3 s.h.—SCO 4
9 s.h.—AVF 10, 27, 47
9 s.h.—Chosen from AVF 137A, 137B, 138, 139, 157, 158, or 177
9 s.h.—Chosen from AVF 60, 80, or any 100-level AVF course, chosen under advisement
3 s.h.—Any other Film Studies or Production course(s) chosen under advisement
3-4 s.h.—Chosen from AVF 21, 24, 26, JRNL 1, SPCM 5, or any MASS course, chosen under advisement

The School of Communication also requires that Film Studies and Production majors take SCO 2 and SPCM 1.

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

Bachelor of Science Programs
To qualify for a B.S. major:
a) Student must be at least of sophomore standing,
b) Student must have obtained a minimum grade of B- in AVF 24 and any subsequent production courses, and
c) Student must get permission of adviser and the B.S. programs coordinator.

Candidates for graduation from the School of Communication with the degree of Bachelor of Science must meet the following qualifications:
a) Student must complete at least 124 semester hours with at least 24 hours in residence in the major field of study. Transfer credits are subject to the approval of the Department of Audio/Video/Film of the School of Communication and are approved only for those courses meeting the department's curriculum requirements and course standards.
b) Student must fulfill the B.S. requirements as listed under the School of Communication on page 106, and
c) Student must complete the program requirements listed under one of the B.S. majors listed below.

B.S. Major in Video/Television: 94 s.h.
9 s.h.—SCO 2, 4, SPCM 1 (see page 107)
15 s.h.—DRAM 9, ENGL 102, FA 27, SPCM 9 and a literature course, chosen under advisement
3 s.h.—PHYS 5 or 6
3 s.h.—CSC 5
21 s.h.—AVF 14 (5 s.h.), 21, 24, 26, 44, 64
1 s.h.—AVF 14, 65, 66, or 104
9 s.h.—Chosen from AVF 106, 134, 144, 145
6 s.h.—AVF 164, 165
3 s.h.—AVF 170 or liberal arts electives
3 s.h.—Chosen from MASS 11 or JRNL 21
9 s.h.—Chosen from departments within the School of Communication, other than video/television courses, chosen under advisement
12 s.h.—Chosen from any liberal arts courses, not in the AVF department, chosen under advisement.

B.S. Major in Video/Television and Film: 94 s.h.
9 s.h.—SCO 2, 4, SPCM 1 (see page 107)
15 s.h.—ENGL 102, DRAM 3, 9, 190, and a literature course, chosen under advisement
3 s.h.—PHYS 5 or 6
3 s.h.—CSC 5
18 s.h.—AVF 14 (5 s.h.), 24, 26, 44, 64
9 s.h.—AVF 10, 27, 47
1 s.h.—AVF 14, 65, 66, or 104
3 s.h.—AVF 60 or 80
15 s.h.—AVF 110, 144 or 168, 164, 165, 167
6 s.h.—Chosen from AVF 84, 134, 137A, 137B, 144, 145, 157 or 158
3 s.h.—AVF 170 or liberal arts electives
3 s.h.—Chosen from MASS 11 or JRNL 21
3 s.h.—Chosen from AVF courses, chosen under advisement
3 s.h.—Chosen from any liberal arts courses, not in the AVF department, chosen under advisement

B.S. Major in Video/Television and Business: 94 s.h.
9 s.h.—SCO 2, 4, SPCM 1 (see page 107)
6 s.h.—ENGL 4, 102
3 s.h.—SPCM 1 or 7
3 s.h.—Chosen from any literature courses, chosen under advisement
6 s.h.—ECO 1 or 7, and 2, chosen under advisement
18 s.h.—AVF 14 (5 s.h.), 24, 26, 44, 64
1 s.h.—AVF 14, 65, 66, or 104
12 s.h.—AVF 134, 145, 164, 165
6 s.h.—AVF 170 or liberal arts electives
3 s.h.—Chosen from JRNL 21 or MASS 11
6 s.h.—Chosen from School of Communication liberal arts courses, outside of AVF department, chosen under advisement
3 s.h.—GB 1 (to be taken during first semester of program).
9 s.h.—Chosen from BLAW 20, IB 150, MKT 101, MGT 101, chosen under advisement
9 s.h.—Chosen from Zarb School of Business courses, chosen under advisement. Note: Nonbusiness students may not take more than 24 credits in business courses.

A Minor in Audio/Video/Film consists of the successful completion of 18 semester hours of courses with at least 12 hours in residence, as follows: SCO 4 and 15 additional hours to be taken under advisement.

COURSES

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

10. *Introduction to Film and Television Study* # 3 s.h.
Fall, Spring
The basic language of filmic expression and the methodologies of film study, including their influence on television and video, are introduced through analysis of films and television programs. Emphasis is on ways of looking at films and television, the major concepts of theory, the various forms of film and television, and the techniques that determine visual styles. Cannot fulfill core requirement for AVF majors. (Formerly COMM 60, *Introduction to Film Study.*)

11. *History and Theory of Audio and Radio* 3 s.h.
Fall, Spring
Introduction to the development of the radio industry, from 1919 to the present, focusing on managerial structure and philosophies, technological changes, programming formats, licensing, and national and international policies. Prerequisite: SCO 4. (Formerly COMM 13, *Survey of Radio.*)

14. *Video Production: Practical Experience* 1-2 s.h.
Fall, Spring
Practice in all phases of video production in addition to special projects assigned on an individual basis. Up to 6 s.h. to be applied to the B.S. degree. Open only to B.S. majors. Pass/D+/D/Fail grade only. Prerequisite: AVF 24 or 26. No liberal arts credit. (Formerly COMM 125, *Television Production Practical Experience.*)

21. *Fundamentals of Audio Production* 3 s.h.
Fall, Spring
Theories and practices of basic audio production. Course focuses on audio board operations, production formats, microphones,

#Core course

analog and digital recording and playback equipment, and other studio standards. Students are required to be available for production and laboratory time beyond scheduled class time. Admission to class by permission of department. Prerequisite: SCO 4. No liberal arts credit. (Formerly COMM 21, *Fundamentals of Radio Production.*)

24. *Fundamentals of Video: Studio Production* 4 s.h.
Fall, Spring
Introduction to the creative process of video production emphasizing the theory, language and techniques of production as applied in the studio/control room environment. Topics include the moving image, audio, lighting, editing and the integration of the various positions for the multicamera production. Admission to class by permission of department. Students are required to be available for production work beyond scheduled class time. Prerequisite: SCO 4. No liberal arts credit. (Formerly COMM 11, *Basic Television Production.*)

26. *Fundamentals of Video: Field Production and Editing* 3 s.h.
Fall, Spring
Introduction to field video production emphasizing the theories and concepts of production applicable to shooting on location. Studies include applied video techniques and basic post-production editing methods used in electronic news gathering (ENG), satellite news gathering (SNG), and electronic field production (EFP) for various purposes, including news events, documentaries, industrials, educational programming, training and sales promotion. Students are required to be available for production work beyond scheduled class time. Admission to class by permission of department. Prerequisite: SCO 4. No liberal arts credit. (Formerly COMM 124, *Workshop: Electronic Field Production Techniques.*)

27. *Introductory Film Production* 3 s.h.
Fall, Spring
Introduction to film production emphasizing the development of short narrative films and the use of principles of continuity filmmaking. Basic processes of how cameras work and how films are constructed from scripting through editing. Equipment is provided but students will have expenses for film and processing. Admission to class by permission of department. Prerequisites: SCO 4 and AVF 10. (Formerly COMM 61, *Film Theory and Technique I.*)

40. *Television Production* 3 s.h.
Periodically
Practice and theory of the use of video and sound for cognitive and affective communication, stressing the development of creative, original concepts and ingenuity of execution in production and direction. Students are required to be available for production work beyond scheduled class time. Open to nonmajors only. Prerequisite: SCO 4. No liberal arts credit. (Formerly COMM 12A, *Intermediate Television Production.*)

41. *Intermediate Audio Production* 3 s.h.
Fall, Spring
Through the application of theories and practices of audio production, students produce layered audio/radio production appropriate to a variety of formats. Students gain competency in field production, familiarity with emerging technologies and techniques, and mastery of digital editing and multi-track digital mixing. Projects include the conception, writing, and production of newscasts, feature stories, and creative audio pieces. Students are required to be available for production and laboratory time beyond scheduled class time. Admission to class by permission of department. Prerequisite: AVF 21. No liberal arts credit.

44. *Advanced Facilities Training* 3 s.h.
Fall, Spring
Training and practice with broadcast-quality equipment. Basic engineering theory is studied and the core technical areas of high-level equipment are investigated and practiced. Technical preparation for intermediate and advanced production work. Students are required to be available for production work beyond scheduled class time. Admission to class by permission of department. Prerequisite: AVF 24. No liberal arts credit. (Formerly COMM 119A, 119.)

47. *Intermediate Film Production* 3 s.h.
Fall, Spring
Advanced concepts of film production and the creation of alternatives to continuity filmmaking are practiced through production of short films. Equipment is provided but students will have expenses for film and processing. Admission to class by permission of department. Prerequisite: AVF 27. (Formerly COMM 62, *Film Theory and Technique II.*)

60. *Documentary Film and Video Production* 3 s.h.
Every other year
Students produce and direct individual or group projects that explore issues of documentary. Emphasis is on confronting social and political problems through the media. Equipment is provided but students will have expenses for videotape and film and processing. Admission to class by permission of department. Prerequisite: AVF 26 or 47. (Formerly COMM 171A, *Advanced Film Production.*)

64. *Intermediate Video: Studio Production* 3 s.h.
Fall, Spring
Intensive practice and theory of intermediate video techniques. Methods of communicating various messages through images and sound. Studies of the effects that can be achieved through the use of the camera and the creative development in both narrative and nonnarrative productions. Students are required to be available for production work beyond scheduled class time. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 17, *Intermediate Production Workshop: Television.*)

65. A-Z. *Video Production Workshop* 1-2 s.h.
Periodically
Intensive examination and practice in specific production duties and responsibilities. Possible topics include directing, associate directing, stage managing, and talent makeup.

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

66. *Video Lighting* 1 s.h.
Once a year
Aesthetic, technical, and theoretical considerations of the art of lighting for video. Study, analysis, and practice of fundamental and intermediate lighting methods for both the studio and field production. Students are required to be available for lighting sessions beyond scheduled class meetings. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 19, *Television Lighting Workshop.*)

80. *Experimental Film and Video Production* 3 s.h.
Every other year
Students produce and direct individual or group projects that explore issues of nonnarrative and other experimental, self-expressive forms. Emphasis is on experimental combinations of image and sound and alternatives to classic Hollywood style. Equipment is provided but students will have expenses for videotape and film processing. Admission to class by permission of department. Prerequisite: AVF 26 or 47. (Formerly COMM 182A, *Workshop: Experimental Film Production.*)

84. *Alternative Video Production Techniques* 3 s.h.
January
Various theories and demonstrations of the alternatives to live-on-tape production techniques. Evaluations are made of the different methods and their best use. Written analyses of current

broadcast and nonbroadcast methods are required. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 123, *Workshop: Video Production Techniques.*)

90. *Acting for Television and Film* 3 s.h.
Periodically
Techniques used in acting for the camera. Processes that differ from those used in stage acting. Extending the range of the student actor to include the electronic and film media. Scene study, appropriate projects assigned and substantive written critical evaluations are required. Students are subject to rehearsal and production calls beyond class hours. Prerequisites: DRAM 59 & 60 or permission of instructor. Individual audition required before registration. Same as DRAM 169. (Formerly COMM 169.)

91. *Audio Announcing* 3 s.h.
Spring
Theories and practices of multiple audio announcing formats. Course includes analyzing, scripting and performing the following: dramatic productions, various DJ formats, news, commercial and noncommercial spot reads, and more. Students are required to be available for production work beyond scheduled class time. Audition required for admission. Admission to class by permission of department. No liberal arts credit. Prerequisites: AVF 21 and 111; or permission of instructor. (Formerly COMM 132.)

94. *Television Performing* 3 s.h.
Periodically
Effective presentation of newscasts, sportscasts, interviews, panel discussions and other video forms. Emphasis is on development of the student's own personality and rhetorical talents. Exercises are videotaped, analyzed and criticized by instructors and peers. No liberal arts credit. (Formerly COMM 18.)

100. *Principles of Nonlinear Digital Editing* 3 s.h.
Periodically
A post-production film and video course introducing students to the theories and concepts of nonlinear digital editing using the Avid Media Composer and/or other computer-based systems. Through screenings, lectures, discussions and demonstrations, students learn basic editing concepts and styles and methods of accomplishing various editing tasks. Admission to class by permission of department. Prerequisite: AVF 26 or 47. No liberal arts credit. (Formerly COMM 129.)

104. *Video Graphics* 1 s.h.
Once a year
This course focuses on the artistic elements, design factors, and impact of video graphics. Study of intermediate and advanced operation and production techniques involved in creating computerized graphics for video use. Admission to class by permission of department. Prerequisite: AVF 44. No liberal arts credit. (Formerly COMM 20, *Television Production Workshop: Audio and SEG.*)

106. *Advanced Video Editing* 3 s.h.
Fall, Spring
Emphasis on the use of computerized equipment to facilitate the creative decision-making processes of video editing. Study of how editing choices influence the way viewers perceive programming. Methods of editing drama or comedy, news footage, documentaries, and music are learned. Students are required to be available for editing sessions beyond scheduled class meetings. Admission to class by permission of department. Prerequisite: AVF 64 or permission of instructor. No liberal arts credit. (Formerly COMM 128.)

110. *Film and Television Writing: Theory and Application* 3 s.h.
Once a year
The basic principles of narrative emphasizing plot and character development, film and television screenplay formats, and the process of screenwriting from synopsis through treatments to scripts. Admission to class by permission of department. Prerequisite: AVF 10. (Formerly COMM 103, *Cinema-TV Writing: Theory and Application.*)

111. *Writing for Audio* 3 s.h.
Fall
Applied writing for audio. Formats covered include news, dramatic, commentary, and commercial and noncommercial spot writing. Admission to class by permission of department. Prerequisites: ENGL 1-2 and AVF 21. (Formerly COMM 131, *Writing for Radio.*)

131. *Contemporary Issues in Radio Broadcasting* 3 s.h.
Periodically
An examination, using concepts of cultural studies, of the major social, economic, and political developments shaping the radio broadcasting industry today. Through analysis of historic and current radio programs, the Internet, and books and periodicals, students explore issues such as globalization, consolidation, technological convergence, ownership and programming content, representation, and the future of radio. Prerequisite: SCO 4 or permission of department.

134. *Producing and Television Programming* 3 s.h.
Periodically
The study of research and development methodologies as applied to producing, programming, and distribution. Emphasis is on the producer's need to combine creative abilities and originality with vision, drive, and good business acumen. Course highlights ethics, responsible decision-making, critical thinking, organizational skills, and resourcefulness. Open to juniors and seniors only. No liberal arts credit. Prerequisite: AVF 24 or 26. (Formerly COMM 120, *Producing Reality Programming.*)

137A, 137B. *Film History* 3 s.h. each
Every other year
The development of the motion picture from its origins in the 1890s to the present. The courses confront the issues of world cinema and the historiography of film as seen in the aesthetic, social, economic, and technological forces that influence the development of movies. 137A deals with approximately the first half of film history, 137B with the second. Prerequisite: AVF 10. (Formerly COMM 173, 174, *History of the Motion Picture.*)

138. *Film Adaptation* 3 s.h.
Periodically
Study of the aesthetic and technical aspects and social implications of adapting plays and novels for the screen and remaking movies in different eras. Analysis of how narrative structure is affected by the medium of its presentation as seen through selected stories, novels, and films. Prerequisite: AVF 10. (Formerly COMM 111, *Cinema Adaptation of Plays and Novels.*)

139. *Film Theory* 3 s.h.
Periodically
Study of the various theoretical approaches of how cinema relates to society and the individual. In addition to the classic film theories of Arnheim and Eisenstein, among others, and Bazin's and Kracauer's concepts of film realism, the course confronts issues such as Marxism, feminism, and structuralism and introduces new theoretical concepts as they develop. Prerequisite: AVF 10. (Formerly COMM 176, *Theories of Cinema.*)

144. *Television Directing* 3 s.h.
Fall
The art and style of the television director and the processes involved in producing a television program, from basic concept to final production. Emphasis on creativity and leadership essential to the making of any television project. Students are required to be available beyond scheduled class time. Admission to class by permission of department. No liberal arts credit. Prerequisites: AVF 64 or 84. (Formerly COMM 121, *Television Directing and Producing.*)

145. *Non-Broadcast Video Production* 3 s.h.
Periodically
Development of communication systems for nonbroadcast purposes. Focuses on writing, researching, planning and producing videotape programs for users with specific needs and audiences. Students work with clients through all phases of production from initial contact to completion and presentation of program. Admission to class by permission of department. Prerequisite: AVF 64. No liberal arts credit. (Formerly COMM 197.)

150, 151. *Independent Studies/Readings* 1-3 s.h. each
Fall, Spring, Summer
Individualized courses designed to fill gaps in the student's knowledge of audio, video, or film. Ordinarily open to seniors in the Department of Audio/Video/Film who are exceptionally capable of independent work. Before registering for this course, the prospective student must find a member of the department who will agree, in writing, to serve as instructor. Prerequisite: permission of department chairperson. (Formerly COMM 110, *Readings in Communications.*)

152. *The Radio Industry* 3 s.h.
See course description, page 325.

157. *Film Genres* 3 s.h.
Once a year
Studies of genre cinema emphasizing critical and aesthetic analyses of significant types of motion pictures. Possible topics include film comedy, the Western, melodrama, the musical, science-fiction, and animated film. Prerequisite: AVF 10. May be repeated for credit when subject matter varies. (Formerly COMM 112.)

158. *Film Authorship* 3 s.h.
Once a year
Studies of the concepts of film authorship and the auteur theory as applied to the work of particular directors and other filmmaking personnel. Possible topics include the films of Hitchcock, Truffaut, Bergman, or Kubrick, among others; the star as auteur; and the producer or studio as auteur. Prerequisite: AVF 10. May be repeated for credit when subject matter varies. (Formerly COMM 178, *Auteur-Director Series.*)

161. *Advanced Audio Production* 3 s.h.
Spring
Theories and practices of advanced audio production techniques. Course includes conceptualizing, producing, directing, recording, editing and mixing multi-track audio projects. Students are required to be available for production and laboratory time beyond scheduled class time. Admission to class by permission of department. No liberal arts credit. Prerequisite: AVF 41; or permission of instructor. (Formerly COMM 130.)

164. *Advanced Television Production I* 3 s.h.
Fall, Spring
An advanced practicum dealing with creative production in aesthetic and technical phases. Students are responsible for all phases of producing a weekly television series. Open to juniors and seniors only. Admission to class by permission of department. Prerequisite: AVF 64. No liberal arts credit. (Formerly COMM 122A, 122B, *Advanced Television Production I, II;* AVF 164&165, *Advanced Television Production.*)

165. *Advanced Television Production II* 3 s.h.
Spring
An advanced practicum dealing with creative production in aesthetic and technical phases. Students are responsible for all phases of producing independent television programs of various genres. Open to seniors only. Admission to class by permission of department. Prerequisite: AVF 164. No liberal arts credit. (Formerly COMM 122B, *Advanced Television Production II*: AVF 164&165, *Advanced Television Production.*)

167. *Advanced Film Production Workshop* 3 s.h.
Fall, Spring
A study of three major areas of 16mm film production: cinematography (including lighting), sound, and editing. The semester is divided into three segments, one devoted to each area, to allow participants to gain proficiency in the technical aspects of shooting film, recording sound (sync and dubbed), and editing multiple tracks. Equipment is provided but students will have expenses for film and processing. Admission to class by permission of department. No liberal arts credit. Note: When taken in the fall, this course is the first half of a one-year sequence that continues with AVF 168 in the spring. When taken in the spring, it is a stand-alone course. Prerequisite: AVF 47. (Formerly COMM 177, *Workshop: Film Production.*)

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

170. *Internship Program* 1-3 s.h.
Fall, January, Spring, Summer
An internship program provides an opportunity for students to apply their classroom experience to an appropriate professional work setting. Students work with an assigned faculty sponsor and an on-site supervisor. They work a requisite number of hours, keep a daily journal, and write midterm and final papers. Students must be approved for admission into the program before registering. Applications to the program, with information about deadlines, are available in the AVF department office. May be repeated for a total of 6 s.h. AVF 170 and AVF 174 can be taken in combination for no more that 6 credits. Prerequisites: junior class standing; GPA of 2.5 or better overall, the successful completion of 12 s.h. in the major, of which 6 s.h. must be in residence; and an intermediate level course in major. Pass/D+/D/Fail grade only. (Formerly COMM 189A, *Communication Internship*; 170, 171, *Internships.*)

174. *Advanced Video/Television Internship* 3 s.h.
See course description, page 325.

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

180-189. A-Z. *Special Topics* 1-3 s.h. each
Periodically
Designed to meet the needs of individual and specific groups of students interested in special topics not covered by other course offerings.

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

199. *Departmental Honors* 3 s.h.
Fall, Spring
Individual research project in student's major area, under tutorial supervision. Open only to majors in the Department of Audio/Video/Film who are eligible according to the criteria listed on page 74, and who desire to graduate with departmental

honors. Students should normally start work with their faculty adviser in the semester preceding their registration for this course. Permission of chairperson, prior to registration, is required.

Baccalaureate Programs

See page 66.

Biochemistry (BCHM)

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

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

B.S. Specialization in Biochemistry: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science 1C, 1E, 2C, 2E and associated leadership laboratories may not be counted toward this total semester hour requirement.
2. At least 62 semester hours must be completed in liberal arts courses outside the Chemistry Department.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The following general requirements:
   ENGL 1-2 or placement examination*
   German, French or Russian preferred, completion of level 4 if studied in high school or to level 2 if studied as a new language;
   Computer science, 3 semester hours;
   Social science and humanities, 15 semester hours of core courses; (social science: 3 hours in behavioral social sciences and 3 hours in history and philosophy; humanities: 3 hours in the appreciation and analysis category (literature) and 3 hours in the creative participation category; and 3 hours from any core category).
   For listing of core courses, see page 82.
5. The fulfillment of the following major requirements:
   BCHM 162, 163, 173, 176; CHEM 3A & 4A, 3B & 4B, 80, 105, 109, 124, 125, 131A & 132A, 131B & 132B, 141-142, and 180; PHYS 11A & 12A, 11B, 12B; MATH 19, 20; BIO 1 & 2, 135.

A Minor in Biochemistry consists of the successful completion of 18 hours in chemistry and biochemistry courses including BCHM 162, and 163 or 173, taken under advisement. Courses listed for the minor may not simultaneously be used to satisfy a chemistry minor. Chemistry majors may offer BIO 1 & 2, 135, 137, or 143 as part of the 18 hours for the minor. At least 6 hours must be taken in residence.

COURSES

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

78. *Mechanisms of Disease* 2 s.h.
See course description, page 309.

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

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

173. *Experimental Biochemistry* 3 s.h.
Spring
A laboratory course in biochemical methodology. Experiments which illustrate biochemical concepts are emphasized. As time permits, the student will carry out experiments in the following areas: biochemical assays; enzymes (isolation, kinetics); chromatography and electrophoresis; clinical chemistry; physical chemistry of nucleic acids and proteins; radioisotope methodology. (1 hour lecture, 6 hours laboratory.) Prerequisites: BCHM 162 and CHEM 105 and 109. Same as CHEM 173. No liberal arts credit.

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

182 & 183. *Biochemical Research* 1-3 s.h. each
Fall, Spring
The student conducts research under the direction of a faculty member on some topic of mutual interest. The problem will involve both laboratory and library work. (1 hour conference, 3 hours laboratory per credit.) The number of credits will be decided on before registration. Prerequisite: permission of faculty member and chairperson. Same as CHEM 182 & 183. No liberal arts credit.

Biology (BIO)

Professor Seagull, *Chairperson*

Professor Pumo; Associate Professors Burke, Daniel, Morrissey, Sanford, Willey; Assistant Professors Clendenning, Krause, Williams.

The Donald E. Axinn Distinguished Professorship in Ecology and Conservation at Hofstra University. See page 336.

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

The following courses are required for the degree:

36 credits in biology including:
BIO 1 & 2 (recommended for Freshman year)
BIO 119, 135, 136, 137 (recommended for Sophomore year)

*See University Degree Requirements, page 71.

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

I. BIO 23, 24, 147, 148A
II. BIO 143, 147, 150, 151A
III. BIO 109A, 114, 181
IV. BIO 144, 149A

Additional electives may be taken from the above categories or from other biology courses with these exceptions: BIO 3, 4, 50, 103, 105, 106, 162.
The following are also required: CHEM 3A & 4A, 3B & 4B, 131A & 132A, 131B & 132B; PHYS 1A & 2A, 1B & 2B or 11A & 12A, 11B, 12B; a core course in mathematics (students planning to pursue advanced degrees in life and health sciences are urged to take MATH 19) and either a second mathematics course or *Biostatistics* (BIO 100), under advisement. BIO 100 may be used to satisfy either a MATH elective or a BIO elective, but not both.

See complete B.A. requirements, page 79.

PRE-ALLIED MEDICAL PROFESSIONS: additional information for biology majors who are planning to enter certification or basic master's programs in physical or occupational therapy or similar programs after graduating from Hofstra need to be aware that most of these programs require courses in addition to those required for a bachelor's degree in biology. The following courses are recommended to allow completion of the requirements for a B.A. in Biology as well as the additional prerequisites for entry into these programs.

The following courses are required: 35 credits in Biology including: BIO 1 & 2 (recommended for freshman year) BIO 119, 135, 136, 137 (recommended for sophomore year)

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

I. BIO 23, 24
II. BIO 143, 150, 151A
III. BIO 109A, 114, 181
IV. BIO 144

One elective biology course. BIO 100 is recommended if not taken as a mathematics requirement.

The following are also required: BIO 103 and 105 (do not count for credit toward the biology major), CHEM 3A & 4A, 3B & 4B, 131A & 132A, 131B & 132B, PHYS 1A & 2A, 1B & 2B, or 11A & 12A, 11B, 12B; a core course in mathematics (MATH 19 recommended) and one other mathematics course or BIO 100 under advisement. BIO 100 may be used to satisfy either a MATH elective or a BIO elective, but not both.

The following courses are also recommended: 9 credits in psychology chosen from PSY 1, 39, 53, 177.

The following courses are required as prerequisites for Physical Therapy and Occupational Therapy Programs by some schools (students should check the prerequisites of the schools to which they intend to apply): BIO 50, 106; PESP 106, 113; MSPE 220.

Please note that this program includes 45 credits of biology without including BIO 50 or 106. If any number of credits above 45 in biology is taken in order to fulfill prerequisites for a post-baccalaureate program, a comparable number of extra total credits over the 124 required for graduation must be taken.

Most post-baccalaureate programs in physical and occupational therapy require at least 200 hours of experience in the field as a prerequisite. Students interested in using this experience to acquire general college credit (6 s.h. maximum) should discuss this with their Biology Department adviser.

For complete B.A. requirements, see page 79.

TEACHING OF HIGH SCHOOL BIOLOGY AND GENERAL SCIENCE, see page 290.

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

Candidates for graduation must successfully complete the following requirements.

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science 1C, 1E, 2C, 2E and associated leadership laboratories may not be counted toward this total semester hour requirement.
2. At least 60 semester hours must be completed in liberal arts courses outside the Biology Department.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 20 semester hours in the major field of specialization and the last 30 semester hours. The 20 semester hours need not be included within the last 30 hours.
4. The following general requirements: ENGL 1-2 or placement examination*
   Foreign language (same as B.A. requirement, page 79) Core course requirement: (for listing of core courses, see page 82) 6 semester hours in humanities: 3 hours in appreciation and analysis (literature), 3 hours in creative participation; 6 semester hours in social science: 3 hours in behavioral social sciences and 3 hours in history and philosophy.

   NOTE: Students who matriculate at Hofstra with advanced standing, must complete at least 3 semester hours in humanities core courses and 3 semester hours in social science core courses in residence. In *no case* may core course requirements be taken elsewhere after matriculation at Hofstra.
5. After completion of the freshman year and each subsequent semester, all B.S. program majors must have a cumulative grade point average of 2.8 or better and a grade point average of 2.8 or better in all BIO courses to remain in the B.S. program. If a student does not maintain the proper cumulative grade point average, he/she will be placed on a one-semester probation. If at the end of the probationary semester his/her grade point average does not meet the requirement, the student will be dropped from the program.
6. The fulfillment of the following major and additional requirements:

45 credits in biology including:
BIO 1 & 2 (recommended for Freshman year)
BIO 119, 135, 136, 137 (recommended for Sophomore year)
BIO 90, 100 (recommended for Junior or Senior year)

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

I. BIO 23, 24, 147, 148A
II. BIO 143, 150, 151A
III. BIO 109A, 114, 119, 181
IV. BIO 144, 149A
V. BIO 91, 92 (note: BIO 90 is a prerequisite for these courses)

*See University Degree Requirements, page 71.

Additional electives may be taken from the above categories or from other biology courses with these exceptions: BIO 3, 4, 50, 1 03, 105, 106, 162.
The following are also required: CHEM 3A & 4A, 3B & 4B, 131A & 132A, 131B & 132B; PHYS 1A & 2A, 1B & 2B or 11A & 12A, 11B, 12B; a core course in mathematics (students planning to pursue advanced degrees in life and health sciences are urged to take MATH 19) and a second mathematics course, under advisement. *Biostatistics* (BIO 100) may be used to satisfy a MATH elective (in such cases, and additional 3 semester hours of biology must be completed).

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

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

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

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

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

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 70.

Premedical, Predental, Preveterinary Medicine Studies

Students who complete the requirements for the B.A. Specialization in Biology or B.S. Specialization in Biology will meet the course requirements for acceptance into most schools of medicine, dentistry, veterinary medicine, etc. Students must take advantage of the advisement offered by the Department of Biology and Premedical/Prehealth Professional Studies Office in the University Advisement Office to make sure that the courses selected to complete degree requirements are appropriate for the post bachelor program of studies they wish to pursue.

Beta Beta Beta: a national biology honor society, see page 75.

Biochemistry Program and Courses, see page 136.

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

COURSES

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

1 & 2. *General Biology* # 4 s.h. each
Fall, Spring
1: Topics emphasized include biochemistry, cell biology, genetics, microbiology and botany. 2: Topics emphasized include ecology, evolution and animal biology. (3 hours lecture, 3 hours laboratory.) Credit given for BIO 2 or New College NBB 1, not both. Course designed for science majors. (Formerly 1, 2.)

3. *Biology in Society* # 3 s.h.
Fall, Spring, Summer
Laboratory and lecture course designed to introduce the student to tenets of modern biology and provide scientific background for current issues involving biology in society. Consideration of the basic principles of ecology, evolution by natural selection, Mendelian and human genetics, and basic gene expression form a foundation for understanding ozone depletion, global warming, loss of habitat, pesticide and antibiotic resistance, and genetic engineering. Laboratory time is used to demonstrate the scientific method, isolate DNA, and provide a hands-on opportunity to survey the Five Kingdoms of living organisms. (2 hours lecture, 2 hours laboratory.)

4. *Human Biology* # 3 s.h.
Fall, Spring
Intended for non-science majors. Lecture and laboratory course designed to introduce students to the basics of human anatomy, physiology, health, and disease. Course focuses on the systems of the vertebrate body: muscular, skeletal, endocrine, nervous, circulatory, immune, respiratory, reproductive, and digestive. Emphasis is placed on using the scientific method to gain new knowledge about how the human body works. Laboratory sessions are used to learn basic microscope technique, investigate the structure and function of the body, and to design and carry out experiments. (2 hours lecture, 2 hours laboratory.)

7. *First-Year Biology Seminar* 1 s.h.
See course description, page 309.

10. *Genetics and Society* 3 s.h.
See course description, page 309.

23. *Developmental Biology* 4 s.h.
Spring
A study of the morphological events that occur during embryogenesis combined with an investigation of the cellular and molecular mechanisms that underlie these events. Surveys the development of a number of animals that have become standard models for studies in developmental biology. Laboratory work includes preparation and investigation of timed embryos, chemical and microsurgical manipulation of embryos, use of molecular markers, tissue culture techniques. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1 & 2, 135 and 137. (Formerly *Embryology.*)

24. *Comparative Anatomy* 4 s.h.
Fall
Phylogenetic survey of the anatomy and evolution of organ systems of vertebrate animals. (2 hours lecture, 6 hours laboratory.) Prerequisite: BIO 1 & 2.

25. *General Microbiology* 4 s.h.
See course description, page 309.

50. *Biology of Human Nutrition* 3 s.h.
Spring
Introduction to the biological, chemical and cultural basics of human nutrition: nutrients, metabolism, energy balance, and

#Core course.

human diets. Analysis of dietary trends and fashions in terms of human physiology and culture. (3 hours lecture.) Recommended for nonmajors. No credit toward major in biology. (Formerly *Human Nutrition.*)

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

81. *Introduction to Bioengineering* 3 s.h.
Periodically
A survey of applications of quantitative methods of engineering and physical science to problems in biology and medicine. Topics include biomechanics, including solids and fluids; biotransport in the lung and circulatory system; heat transfer in human and animal systems; biomaterials of surgical implants; biocontrol; and bioinstrumentation. Oral presentation in class and a written report are required. Open to bioengineering and biology majors. (3 hours lecture.) Prerequisite: sophomore class standing or permission of instructor. May not be taken on Pass/D+/D/Fail basis. Same an ENGG 181. (Formerly BIO 179) Same as ENGG 81.

90. *Undergraduate Research I* 2-4 s.h.
Fall, Spring
Students begin an independent research project in biology. Students may choose between a laboratory (BIO 90 and 91) or a library research project (BIO 90 and 92). Students register for BIO 90 with permission of the instructor no later than the first semester of their senior year. During the first semester, students develop their projects, learn necessary techniques and begin their research. Grade is based on a progress report. Highest honors are only given to students enrolled in BIO 90 or 90A and 91. Prerequisites: 2.8 or better GPA, BIO 1 & 2 and permission of instructor. (Formerly *Undergraduate Research.*)

90A. *Introduction to Laboratory Research* 3 s.h.
See course description, page 309.

91, 92. *Undergraduate Research II* 2-4 s.h. each
Fall, Spring
Students continue either a laboratory (BIO 91) or a library research project (BIO 92). Students must complete the research and write a thesis (BIO 91) or essay (BIO 92). Grading is based on the quality of the research, the thesis or essay, and an oral presentation. Students seeking honors in biology must prepare either a thesis or an essay. Highest honors are only given to students enrolled in BIO 90 or 90A and 91. A maximum of 6 credits can be earned for either BIO 90 or 90A and 91, or BIO 90 or 90A and 92. Credit given for either BIO 91 or 92, not both. Prerequisites: 2.8 or better GPA, BIO 90 or 90A and permission of instructor.

100. *Biostatistics* 3 s.h.
Periodically
Fundamentals of descriptive and predictive statistics in biology. Elements of experimental design and analysis of biological data. Topics include measures of central tendency and variability, tests of significance, analysis of variance and correlation. (2 hours lecture, 1 hour recitation.) Prerequisite: algebra. Degree credit given for this course or MATH 8, QM 1, SOC 180 or PSY 140 or New College S 91 or QTB 2. Of these courses only BIO 100 may be used by biology majors for B1O elective credit or to satisfy the mathematics requirement. BIO 100 may be used either for BIO elective credit or to satisfy the mathematics requirement, but not both.

103. *Human Anatomy and Physiology I* 3 s.h.
Fall
Basic histology, anatomy (gross and microscopic) and physiology of the skeletal, muscular and nervous system. Human anatomy is studied using charts and models. Superficial anatomy is studied on the human body. Dissection of analogous structures on the cat. (2 hours lecture, 3 hours laboratory.) Credit not awarded toward major in biology.

105. *Human Anatomy and Physiology II* 3 s.h.
Spring
Histological, anatomical and physiological aspects of the circulatory, lymphatic, respiratory, endocrine, urinary, digestive and reproductive systems. Human anatomy is studied using human models and charts. Dissection of these systems in the cat. (2 hours lecture, 3 hours laboratory.) Credit not awarded toward major in biology.

106. *Physiology of Exercise* 3 s.h.
Fall
Integration of the body systems and their physiological adjustments as a result of exercise and physical activity. (2 hours lecture, 3 hours laboratory.) Prerequisites: BIO 103, 105. Not open to biology majors.

108. *Ornithology* 3 s.h.
Every other year
Basic biology of birds emphasizing their unique characteristics and the selective forces responsible for their evolution. Laboratory work is almost entirely in the field and will emphasize the behavior, ecology, migration and identification of birds. Prerequisites: BIO 1 & 2 or permission of instructor.

109A. *Tropical Marine Biology* 3 s.h.
Summer Sessions I & II
A field course covering the ecology of the coral reef and tropical shores. Lectures and field work on the taxonomy, physiology, behavior of Caribbean fishes, invertebrates and algae. Twelve day program held at Hofstra's own laboratory in Jamaica. Students participate in sediment and water quality surveys, snorkel on coral reefs, and explore a cave and tropical terrestrial habitats including rocky shores and mangrove swamps. (Equivalent to 2 hours lecture/recitation and 3 hours laboratory.) Prerequisites: BIO 1 & 2 and permission of instructor.

110A. *Field Ecology* 1-3 s.h.
Spring
Lectures on species and ecology of selected geographic regions. Techniques of specimen collection, preservation, field identification, and ecological evaluation of study sites are stressed on field trips and in the laboratory. Prerequisites: BIO 1 & 2 or permission of instructor.

114. *General Ecology* 3 s.h.
Fall
Lecture and discussion of the basic principles determining the distribution and abundance of populations and species, including ecological tests of adaptation. Structure and relationships at the community, landscape, and biosphere levels. Emphasis on applied topics such as pollution abatement, ancient and contemporary climate change, pest and wildlife management, and human population growth. Credit given for this course or New College NBG 1, not both. Prerequisites: BIO 1 & 2, or permission of instructor.

115. *Conservation Biology* 2 s.h.
Spring
Lecture and discussion of the basic principles of the conservation of biological diversity. Review of the main causes of extinction events past and present, sustainable development, and the importance of zoological parks and legislation to species conservation. Prerequisites: BIO 3 and 4, or BIO 1 & 2, or permission of instructor. (Formerly *Conservation of Natural Resources.*)

116. *Terrestrial Vertebrate Natural History* 2 s.h.
See course description, page 309.

117. *Behavior* 3 s.h.
See course description, page 309.

119. *Organic Evolution* 3 s.h.
Spring
The modern synthesis of evolutionary theory, including history of evolutionary thought and controversies over supportive evidence. Topics include tests of natural selection, population genetics, speciation, the neutral theory of evolution, and phylogenetic reconstruction. Emphasis on application of evolutionary theory to real-world problems such as host-parasite evolution, antibiotic and pesticide resistance, and the impact of humans on the evolution of other species. Occasional Saturday field trips required. Prerequisites: BIO 1 & 2, 135 or permission of instructor.

123. *Human Anatomy/Neuroanatomy* 4 s.h.
See course description, page 309.

124. *Mammalian Biology* 3 s.h.
Periodically
An introduction to the study of mammals with special consideration of human beings in the context of mammalian origins and evolution. Focuses on adaptive radiation in morphology, reproduction, ecology, and behavior. Prerequisites: BIO 1 & 2, 24, or permission of instructor.

125. *Elements of Histology* 1 s.h.
See course description, page 309.

133. *Histology* 4 s.h.
Periodically
Microscopic anatomy of mammalian tissues with emphasis on structure-function relationships. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1 & 2, and 137.

135. *Genetics* 3 s.h.
Fall, Spring
Fundamental laws concerning the transmission and interaction of genes. (3 hours lecture.) Prerequisites: BIO 1 & 2, or permission of instructor; corequisite for biology majors: BIO 136.

136. *Genetics Laboratory* 1 s.h.
Fall, Spring
Preparation and study of material to demonstrate normal and abnormal cell division, segregation in animals, plants and other genetic techniques. (3 hours laboratory.) Prerequisites BIO 1 & 2; corequisite: BIO 135.

137. *Cell Biology* 3 s.h.
Fall, Spring
Ultrastructure, composition and function of cells and their organelles, DNA replication transcription and translation are covered in depth. Includes a discussion of the major research techniques in cell biology. Prerequisites: BIO 1 & 2, CHEM 3A, 3B; prerequisite or corequisite: CHEM 4A, 4B.

139. *Techniques in Molecular Biology* 3 s.h.
Periodically
This course covers routine and advanced techniques in molecular biology. Theory underlying the techniques is covered in lectures. Techniques are learned in the context of interrelated experiments that address a single research problem. Techniques to be covered include DNA and RNA isolations, acrylamide and agarose gel electrophoresis, recombinant DNA techniques, Southern and Northern blot analysis, PCR, protein isolation and characterization by Western blot analysis and DNA and protein database analysis. Recommended for students interested in biotechnology or research in genetics/molecular biology. (2 hour lecture, 4 hour laboratory). Prerequisites: BIO 135, 136, 137, and permission of the instructor. (Formerly *Techniques in Molecular Biology and Cytochemistry.)*

141. *Biology of the Cardiovascular System* 1 s.h.
Fall
Application of anatomy, physiology, genetics, biochemistry, histology, and cell biology to the study of the cardiovascular system. Emphasis is on the normal functioning of the system as well as an examination of cardiovascular disease, diagnosis, treatment, and pharmacology. The course is recommended for biology or biochemistry students with interests in medicine or health sciences research. One major paper required. Prerequisites: BIO 1 & 2, 135, 136; junior class standing or above. May not be taken on a Pass/D+/D/Fail basis.

143. *Microbiology* 4 s.h.
Fall
The study of microbial cell structure, physiology, genetics and taxonomy. Laboratory exercises focus on identification, growth, metabolism and genetics of prokaryotes and lower eukaryotes, with special emphasis on bacteria and yeasts. Consideration is given to microbial interactions with the environment and to aspects of pathogenicity and host resistance in response to both bacterial and protozoan infections. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1 & 2, 135, CHEM 3A & 4A, 3B & 4B. (Formerly *Bacteriology.*)

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

147. *Invertebrate Zoology* 4 s.h.
Fall
Development, physiology, life histories and gross anatomy of representative invertebrate phyla. (3 hours lecture, 3 hours laboratory.) Prerequisite: BIO 1 & 2.

148A. *Plant Morphology and Development* 4 s.h.
Periodically
Dynamic aspects of embryology, morphogenesis and development in the higher plants. (3 hours lecture, 3 hours laboratory.) Prerequisite: BIO 1 & 2, 137.

149A. *Plant Physiology* 4 s.h.
Periodically
Plant functions including water relations, transpiration, photosynthesis, respiration, mineral nutrition, translocation, photoperiodism and plant hormones. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1 & 2, 137; CHEM 3A & 4A, 3B & 4B, 131A & B, 132A, 132B or permission of instructor.

150. *Parasitology* 4 s.h.
Spring
The study of parasitism, parasite-host interactions and disease. Life cycles of parasites in humans and animals and principles of transmission, diagnosis, treatment and prevention. Each student participates in several investigations including tracing the course of malaria in living mice. (3 hours lecture, 3 hours laboratory.) Prerequisite: BIO 1 & 2. Recommended for premedical, predentistry and preveterinary students.

151A. *Protozoology* 4 s.h.
Periodically
The biological importance of protozoa. A study of their taxonomy, ecology, morphology, reproduction and physiology. Special emphasis on pathogenic protozoa. (3 hours lecture, 3 hours laboratory.) Prerequisites: BIO 1 & 2, 137.

162. *Molecular Biochemistry* 3 s.h.
Fall
Same as BCHM 162 and CHEM 162. Prerequisites: CHEM 132A, 132B.

172. *Algae and Fungi and Their Relation to the Environment* 3 s.h.
Periodically
Designed to acquaint students with the major groups of algae and fungi, with emphasis on study of representatives from Long Island and adjacent areas. Students are involved in the collection of specimens for study through class and individual field trips. Included are the study of aspects of algal and fungal ecology, algae toxic to animals and man, and fungi as agents of plant and human disease. Prerequisite: BIO 1 & 2.

175. *Field Botany* 4 s.h.
Periodically
Designed to acquaint students with the higher plants (mosses, ferns, gymnosperms and angiosperms) found in various habitats. Class consists primarily of field and laboratory work involving observation, collection and identification of higher plants, with some emphasis on distribution of plants among various specific ecosystems. Prerequisite: BIO 1 & 2.

176. *Plant Ecology* 4 s.h.
Periodically
Study of plant autoecology (relationship of the individual plant to its environment) and plant synecology (study of plant communities). Prerequisite: BIO 1 & 2.

177. *Plant Systematics* 4 s.h.
Periodically
Study of current systems of plant classification with consideration given to their historical development and validity based on current knowledge of plant phylogeny. Study of technique of plant systematics and representative plant taxa. Prerequisite: BIO 1 & 2.

181. *Marine Biology* 3 s.h.
Spring
The study of marine organisms and their adaptation to various habitats including intertidal, pelagic, deep sea and coral reefs. Prerequisites: BIO 1 & 2.

182. *Marine Biology Laboratory* 1 s.h.
Spring
The study and identification of marine fish, invertebrates, plankton and algae. Dissections, microscopic analysis and field work will be included. Prerequisites: BIO 1 & 2. Prerequisite or corequisite: BIO 181.

183. *Fundamentals of Aquaculture/Mariculture* 4 s.h.
See course description, page 309.

184. *Advanced Aquaculture/Mariculture* 3 s.h.
See course description, page 309.

185 & 186. *Internship: Aquaculture/Mariculture* 5 s.h. each
See course description, page 310.

187. *Analysis of Aquaculture/Mariculture Internship* 2 s.h.
See course description, page 310.

190. *Special Topics in Biological Sciences* 2 s.h.
Periodically
Advanced topics that are not covered in other biology courses are discussed. The topics vary yearly. May be taken for more than one semester. Prerequisite: BIO 1 & 2.

191. *Oral Biology* 3 s.h.
Periodically
A survey of the subject including lectures on dental evolution, development, dental tissues, gross and microanatomy of the oral cavity, mastication and an introduction to basics on pathology. Prerequisite: junior or senior standing in biology; BIO 1 & 2, 133 recommended. Credit given for this course or *Oral Biology* taken as BIO 190, not both.

Broadcasting

See School of Communication

Business Computer Information Systems and Quantitative Methods

Professor Affisco, *Chairperson*
Linda Schain, *Assistant Chairperson*

Professors Nasri, Paknejad, Silver, Stern, Tafti; Associate Professors Binbasioglu, Chandra, Cosares, Dickman, Guiahi, Lally, Sessions, Stevans; Assistant Professors Klein, Saylani, Soliman, Winston.
Director of Zarb School Networking Instructional Lab Hardiman

The Brodlieb Distinguished Professorship in Business is held by Professor Stern. See page 336.

Business Computer Information Systems courses are listed below.

Quantitative Methods courses are listed alphabetically.

Business Computer Information Systems (BCIS)

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

B.B.A. Specialization in Business Computer Information Systems: (all specializations must have prior approval of adviser). BCIS 30; one of the following four courses: BCIS 40, 50, 90, or 95; and 116, 117, and 120. (NOTE: Students who choose the E-Commerce and Internet Technology Track must take BCIS 95.) All students must select one of the following Tracks:

Track I: Information Systems Technology

Required courses (noted above)	15 s.h.
Three BCIS electives, selected under advisement, 3 s.h. each	9 s.h.
	24 s.h.

Track II: E-Commerce and Internet Technology

Required courses (noted above)	15 s.h.
BCIS 35, 76, 136 (3 s.h. each)	9 s.h.
	24 s.h.

Track III: Network Design and Management

Required courses (noted above)	15 s.h.
BCIS 122, 123 (3 s.h. each)	6 s.h.
One BCIS elective, selected under advisement	3 s.h.
	24 s.h.

See complete B.B.A. requirements, page 100.

A Minor in Business Computer Information Systems consists of the successful completion of a minimum of 19 semester hours of course work with grades of C- or better, *under faculty advisement in the Department of Business Computer Information Systems and Quantitative Methods*, with at least twelve semester hours in residence. The requirements are: BCIS 14, 30, and four additional three-credit BCIS courses. A completed minor in business computer information systems will be listed on the student's transcript. NOTE: students who have successfully completed BCIS 9 and 10 are not required to take BCIS 14. Credit will not be given for both this course and BCIS 9 and/or 10.

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

Nonbusiness majors may choose a BCIS minor.

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

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

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see the *Hofstra University Graduate Bulletin.*

MASTER OF SCIENCE IN COMPUTER INFORMATION SYSTEMS, see the *Hofstra University Graduate Bulletin.*

BUSINESS HONOR SOCIETIES, 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.

9. *Introduction to Microcomputer Tools* 1 s.h.
Fall, Spring
Introduction to microcomputers and microcomputer software tools and their applications and ethical use. Focus on PC operating systems, spreadsheets, document management, e-mail, and Internet access. NOTE: Business majors must complete this course as part of their first 30 credits at Hofstra. This course may not be taken concurrently with BCIS 10 (students who need to take both BCIS 9 and 10 should take BCIS 14 instead). Zarb School of Business students may not take this course unless they have prior credit for BCIS 10 or equivalent.

10. *Introduction to Computers in Business* 3 s.h.
Fall, Spring
Focus on hardware and software technology and innovations, and the ways in which they are integrated in management information systems. Use of productivity tools and the Internet are emphasized along with business application areas that make use of computing resources and technology. Political, legal and ethical issues relating to security, privacy and copyright protection as they apply to computing are explored. Global communications technologies relating to the Internet and other networks are discussed. Prerequisite: BCIS 9. NOTE: credit will not be given for both BCIS 10 and 14. Students who need to take both BCIS 9 and 10 must take BCIS 14 instead. Zarb School of Business students may not take this course unless they have prior credit for BCIS 9 or equivalent.

14. *Introduction to Computer Concepts and Software Tools in Business* 4 s.h.
Fall, Spring
Focus on hardware and software technology and innovations, and the ways in which they are integrated in management information systems. Use of productivity tools and the Internet are emphasized along with business applications areas that make use of computing resources and technology. Political, legal, and ethical issues relating to security, privacy, and copyright protection as they apply to computing are explored. Global communications technologies relating to the Internet and other networks are discussed. Hands-on introduction to microcomputers and software tools with a focus on PC operating systems, spreadsheets, document management, e-mail, and Internet access is provided. NOTE: includes 1 s.h. computer laboratory. Credit will not be given for both this course and BCIS 9 and/or 10.

30. *Power Tools for End-User Support* 3 s.h.
Fall, Spring
An in-depth study of the software tools used by managers and other end-users to improve their productivity, their decision-making effectiveness and their computer enhanced communication skills. Focus on microcomputer hardware and software. Topics such as presentation graphics, desktop publishing, operating systems, multimedia and creating and using Internet pages are covered. Students become proficient power users and learn to evaluate software and hardware for accounting, finance, management and marketing problems. Introduces student to Visual Basic. Prerequisite: BCIS 10, 14 or CSC 5.

35. *Multimedia Concepts, Software and Applications* 3 s.h.
Once a year
An in-depth treatment of multimedia graphic, sound, animation and video presentations. Multimedia is explored through a variety of methods including hands-on tutorials, lectures, projects, and case studies that include interactivity and hyperlinking. Global, ethical, social and legal issues relating to multimedia are explored. Prerequisites: BCIS 30 or permission of department chairperson; junior class standing or above.

40. *Software Development in Business* 3 s.h.
Fall, Spring
A comprehensive programming course focusing on business applications. Students learn how to develop elementary and intermediate programs in Structured COBOL. Topics include basic syntax, structured design concepts and file processing in accounting, finance, management and marketing. The COBOL language is compared and contrasted with other languages. Prerequisites: BCIS 10, 14 or CSC 5; junior class standing or above. With the permission of department chairperson *one* of the following programming courses BCIS 40, 50, 90, or 95 may be taken at the sophomore level.

50. *Object-Oriented Programming* 3 s.h.
Once a year
The design, testing, implementation and documentation of accounting, finance, marketing and management applications using C++ as an object-oriented programming language. Program testing and evaluation, object-oriented concepts and documentation are emphasized. An introduction to Java programming is provided. Prerequisites: BCIS 30 or 40; junior class standing or above. With the permission of department chairperson *one* of the following programming courses BCIS 40, 50, 90, or 95 may be taken at the sophomore level. (Formerly *Advanced Business Application Programming; Intermediate and Advanced Business Application Programming.*)

76. *Introduction to Electronic Commerce* 3 s.h.
Fall, Spring
An introduction to electronic commerce from both the technical and the business perspectives. Topics include understanding how the Internet and the World Wide Web enable new business opportunities, choosing the appropriate software for electronic commerce, an overview of security issues and currently available methods for securing transactions. Principles of electronic payment, strategies for successfully reaching customers, streamlining value chain activities and doing global business on the Web. Electronic markets, legal and ethical considerations, and preparing a business plan for electronic commerce will be considered. Prerequisites: BCIS 30 or permission of department chairperson; junior class standing or above.

90. *Interface Design and Programming in Visual Basic* 3 s.h.
Fall, Spring
A focus on Visual Basic as a tool for development, testing, implementation, and documentation of Windows-based business applications. Topics include event-driven programming, string and arrays handling, graphics, and linking of applications. Prerequisites: BCIS 30; junior class standing or above. With the permission of department chairperson *one* of the following programming courses BCIS 40, 50, 90, or 95 may be taken at the sophomore level. (Formerly *Survey of Business Programming Languages.)*

95. *Introduction to Java* 3 s.h.
Fall, Spring
This course provides software developers with the knowledge and skills to use Java to build Internet and Intranet applets and Windows applications. Topics include overview of the Java virtual machine, Java classes and method, instantiating Java objects, access method, creating Java applets, the Java applet life cycle, inheritance and polymorphism, and Java class libraries. Prerequisites: BCIS 10 or 14; junior class standing or above. With permission of department chairperson *one* of the following programming courses BCIS 40, 50, 90, or 95 may be taken at the sophomore level.

115. *Introduction to Simulation* 3 s.h.
Periodically
Introduction to modeling. Classifications and properties of elementary simulation models and simulation languages. Computer-based simulation models using a general programming language and a specialized simulation language (GPSS). Application areas in production management, marketing, capital investment devaluation, information systems, mechanized equipment and computer systems. Prerequisites: QM 1 and knowledge of a programming language; junior class standing or above.

116. *Structured Systems Analysis and Design* 3 s.h.
Fall, Spring
Advanced course in structured analysis and design of computerized information systems in accounting, finance, management, marketing, and other application areas. Topics include Systems Life Cycle methodologies, Data Flow Diagrams using CASE tools and rapid prototyping techniques. Ethical and global issues are considered. Emphasizes design issues such as user involvement and the selection of appropriate methodologies. Course requirements include designing a system using a CASE tool for implementation on either a mainframe or microcomputer. Prerequisites: one of the following courses: BCIS 40, 50, 90, 95 or permission of department chairperson; junior class standing or above. (Formerly *Data Systems and Management.)*

117. *Database Management Systems* 3 s.h.
Fall, Spring
Advanced course on database management systems (DBMS) concentrating on the relational data model and the SQL language. Covers theory of the relational data model contrasting it with earlier models. Database design is developed in the context of the overall design of an information system in accounting, finance, management, marketing, and other application areas. Topics include conceptual, logical, and physical database design, including data normalization and integrity constraints. Distributed database systems in a global business environment and issues related to data accuracy, security, privacy, and threat to individual rights are explored. Course requires designing and implementing databases using a mainframe and/or micro DBMS. Prerequisites: one of the following courses: BCIS 40, 50, 90, 95 or CSC 120 or permission of department chairperson; junior class standing or above.

118. *Oracle SQL Programming* 3 s.h.
Once a year
A practical course covering the concepts of relational database management systems (RDBMS), Structured Query Language (SQL), and PL/SQL. Topics include conceptional design, relational systems design, normalization and denormalization processes and Structured Query Language and its components such as data manipulation commands. Other topics covered are advanced queries, joins, outer joins, subqueries, group functions, formatting query results, triggers, and stored procedures. Special emphasis on data security, data integrity, query optimizations, and database administration. Prerequisites: BCIS 117; junior class standing or above.

120. *Connectivity in the Business Environment* 3 s.h.
Fall, Spring
Explores the various ways information is shared among networked computer systems. Integrates MIS and telecommunications concepts to enable business managers to select, implement, manage and evaluate computer networks. Topics also include data communication needs of organizations in a global environment. Legal and ethical issues related to planning, design, implementation, and use of networks, including that of the Internet are discussed. Course project involves use of LAN management software. Prerequisites: BCIS 30; junior class standing or above. (Formerly *Selection and Evaluation of Hardware and Software; Business Computer Data Communication.*)

122. *Networking Technologies Utilizing Microsoft Software* 3 s.h.
Once a year
An in-depth study of networking technology involving the use of Microsoft Corporation network software. Topics include a study of Windows 98 and 2000 network components and Windows NT Client Server. Global considerations involve the study of the Internet Information Server and Exchange Server. Issues of ethics, software piracy, and global access considerations will be discussed. Numerous course projects, including the construction of a LAN with all of its component parts will be an integral part of this course. Prerequisites: BCIS 120; junior class standing or above.

123. *Networking Technologies Utilizing Novell Software* 3 s.h.
Once a year
An in-depth study of networking technology involving the use of Novell Corporation network software. Topics include a study of Windows 98 and 2000 client network components, and Netware 5/0 Server. Global considerations involve the study of NDS for both NetWare and NT. Issues of ethics, software piracy, and global access considerations will be discussed. Numerous course projects, including the construction of a LAN with all of its component parts, will be an integral part of this course. Prerequisites: BCIS 120; junior class standing or above.

125. *Managing the Systems and Information Processing Function* 3 s.h.
Periodically
Study of the systems and information processing function from a strategic planning perspective. The methods appropriate for information resources planning discussed within the framework of overall corporate strategy. Topics include information systems, strategic planning, capacity planning, facilities management, evaluation and control, data processing staff planning, and hardware and software evaluation and selection. Prerequisite: BCIS 116; junior class standing or above.

136. *Advanced E-Commerce Technology and Applications* 3 s.h.
Once a year
This course provides advanced knowledge and skills needed to use Java and markup languages to build E-Commerce applications. Java topics include inheritance, Abstract Windows Toolkit, Layout Managers, Event Model, and Multithreading. Coverage of XML and an introduction to JavaScript is also included. Additional topics of discussion include data mining and warehousing, server infrastructure including architecture, web servers, database servers, and transaction servers. Prerequisites: BCIS 76, 95, 116, 117, 120; junior class standing or above.

151, 152. *Readings* 1-3 s.h. each
Fall, Spring
Assigned readings, individual research and projects on selected topics such as systems or software design and development, and computer applications. Taught on a tutorial basis. Prerequisites: BCIS 116, 117, or 120; and permission of department chairperson.

157, A-Z. *Seminar: Special Topics in Business Computer Information Systems* 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: BCIS 10 or 14, junior class standing or above, 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.

174. *Business Internship* 1-3 s.h.
Fall, Spring
Actual practical experience in an approved setting open to junior and senior business computer information systems 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 business computer information systems 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 business computer information systems major requirements. Prerequisites: permission of department chairperson, a minimum grade point average of 2.5 in business computer information systems courses and 2.5 overall, BCIS 116 or 117; junior class standing or above.

179. *Business Computer Project* 3 s.h.
Once a year
A capstone course using concepts learned in earlier courses. Students develop a complete business information system in accounting, finance, management, or marketing, or a management information system integrating their computer expertise with their business background. Students must choose a project, identify and document the user's needs, develop the specifications, write the programs and implement the project with supporting documentation. Course applies systems and database design, telecommunications and programming concepts to business problems. Prerequisites: BCIS 116, 117, 120; senior class standing and permission of department chairperson.

182. *Decision Support and Expert Systems* 3 s.h.
Once a year
Techniques for problem solving and decision making. Focuses on areas in which computers can be used to support selection of decision alternatives. Students are provided with software tools for implementing decision support and expert systems which go beyond traditional file and information manipulation programs. Prerequisites: BCIS 116 and 117; junior class standing or above.

185. *Internship in Business Computer Information Systems* 3 s.h.
Fall, Spring
A work-study program open to senior business computer information systems majors. Students work a minimum of 120 hours in a structured business computer information systems training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade-point average of 3.0 in business computer information systems courses and 3.0 overall, BCIS 116 and 117. (Students who do not meet these requirements, see BCIS 174.) (Formerly *Internship.*)

190. *Honors Essay* 3 s.h.
Fall, Spring
Research for and the writing of a substantial essay in the field of business computer information systems. Open only to senior business computer information systems majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade-point average of 3.5 in business computer information systems and 3.4 overall.

Business Law (BLAW)

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

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

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

Nonbusiness majors may choose a business law minor.

No student pursuing a bachelor's degree other than a Bachelor of Business Administration degree may complete more than 30 semester hours of School of Business 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 Academic Records.

COURSES

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

20. *Introduction to Legal Systems, Environment and Contracts* 3 s.h.
Fall, Spring
Introductory course explaining the nature and ethics of law on a domestic and international scale, its sources, its relation to profit and not-for-profit organizations, and to society and government; law as an instrument of social change with reference to regulatory agencies, labor relations, antitrust, consumerism, environmental issues and contracts.

23. *Contract Law* 3 s.h.
Periodically
A study of the fundamental elements of contracts as defined by the common law, the Uniform Commercial Code (UCC), and the United Nations Convention on Contracts for the International Sale of Goods (CISG); contracts and commercial transactions in contemporary business situations; including e-commerce; the relationship between contract law and the general legal environment, particularly ethical and international considerations; fundamentals of contract negotiations, drafting, damages, and dispute resolution. Actual contracts and cases are studied. Prerequisite: BLAW 20.

24. *Legal Aspects of Business Organizations and Activities* 3 s.h.
Fall, Spring
The law as it pertains to profit and not-for-profit organizations. Topics include negotiable instruments, personal property, bailments, secured transactions, surety, agency, partnerships, corporations, insurance, real property, wills and estates. Required for accounting majors.

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

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

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

116. *Cyberlaw: Law for the Internet and Technology* 3 s.h.
Periodically
Legal principles applicable to the Internet and other advances in technology. Jurisdiction, trademarks, copyrights, contracts, privacy, defamation, security, global, and ethical issues. Prerequisites: BLAW 20 and BCIS 10 or BCIS 14 or CSC 5. (Formerly *Legal Aspects of Computers and Computer Use.)*

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

118. *Litigation and Alternate Dispute Resolution* 3 s.h.
Periodically
A consideration of domestic and international litigation, negotiation, mediation, fact-finding, arbitration, and recently developed variations of the foregoing. Emphasis on the extent to which these various methods of dispute resolution can be developed and controlled by the disputing parties themselves and/or by the courts. Historical development of ADR and emerging ethical issues are considered. Prerequisite: BLAW 20. Same as MGT 118.

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

125. *Entertainment Law and Business* 3 s.h.
Periodically
This course examines the impact of the business opportunities, economic risks, legal structures and regulatory environment associated with the entertainment business. The diverse elements of our legal system, such as contracts, employment, intellectual property, torts, etc., are applied to each of the major fields of entertainment, i.e. theater, motion pictures, television, music, publishing and advertising. Further, the entertainment industry is studied in conjunction with the business practices and industry standards of each particular field. Prerequisite: BLAW 20.

157, A-Z. *Seminar: Special Topics in Business Law* 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods such as lectures, projects and case studies. Prerequisites: BLAW 20, and 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 pursuing a business law minor may take only one of these courses to fulfill their minor requirements.

Business, Zarb School of

See Page 98.

Chemistry (CHEM)

Associate Professor Finzel, *Chairperson*

Professors Cassidy, Ryan; Associate Professors Brack, Novick, Strothkamp, Wachter-Jurcsak; Assistant Professors Lloyd, Nirode.

B.A. Specialization in Chemistry: CHEM 3A & 4A, 3B & 4B, 80, 105, 109, 124, 125, 131A & 132A, 131B & 132B and 134B, 141-142, 147, and one course chosen from 171, 180, or 191; MATH 19, 20, 29; PHYS 11A & 12A, 11B, 12B; CSC, 3 semester hours under advisement. The language requirement for the B.A. should preferably be fulfilled in German or French. Students who plan a professional career in chemistry and who intend to go on to graduate work will elect CHEM 180. MATH 131 is strongly recommended.

See complete B.A. requirements, page 79.

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

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

Candidates for graduation must fulfill the requirements listed below:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science 1C, 1E, 2C, 2E and associated leadership laboratories may not be counted toward this total semester hour requirement.
2. At least 65 semester hours must be in liberal arts courses outside of the Department of Chemistry.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.

4. The following general requirements:
   ENGL 1-2 or placement examination†;
   German, French or Russian preferred, completion of level 4 if studied in high school or to level 2 if studied as a new language;
   Social science and humanities, 15 semester hours of core courses; (social science: 3 hours in behavioral social sciences and 3 hours in history and philosophy; humanities: 3 hours in the appreciation and analysis category (literature) and 3 hours in the creative participation category; and 3 hours from any core category).
   For listing of core courses, see page 82.
5. The fulfillment of the following major and additional requirements:

CHEM 3A & 4A, 3B & 4B, 80, 105, 109, 124, 125, 131A & 132A, 131B & 132B and 134B, 141-142, 147, 148, 171, 180, 191, and 3 hours of research; BCHM 162; MATH 19, 20, 29; PHYS 11A & 12A, 11B, 12B; CSC, 3 semester hours under advisement. MATH 131 is strongly recommended.

Teaching of High School Chemistry and General Science, see page 290.

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

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 270.

Alpha Epsilon Delta: the international honor premedical society, see page 74.

Biochemistry Program and Courses, see page 136.

COURSES

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

1. *Atoms, Molecules and Genes* # 3 s.h.
Periodically
Historically important developments which have contributed to modern understanding of the hereditary apparatus and molecular mechanisms in living systems are examined. While the interrelationships between chemistry and biology which contributed to these developments are considered, the subject matter is principally chemical in nature. Emphasis on studying the processes by which scientific understanding evolves. Philosophical/ethical questions raised by current advances (as in genetic engineering) are discussed. (2 hours lecture, 2 hours recitation and laboratory.) Recommended for nonscience majors.

2A. *Introduction to Chemistry* 2 s.h.
See course description, page 310.

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

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

71. *Organic and Biological Chemistry* 4 s.h.
See course description, page 310.

80. *Descriptive Chemistry* 1 s.h.
Every other Fall
A systematic study of the elements of the Periodic Table and their compounds. Topics include structure, properties and reaction chemistry. Use of the chemical literature and information retrieval are emphasized in the completion of a seminar and term paper. Prerequisites: CHEM 3A, 4A.

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

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

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

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

125. *Advanced Laboratory II, Instrumental Methods* 2 s.h.
Fall
Laboratory work in the application of instrumental methods which may include spectroscopy, fluorescence, voltammetry, chromatography, stopped flow kinetics and computer interfacing of instrumentation. (4 hours laboratory.) Prerequisite: CHEM 105. Prerequisite or corequisite: CHEM 124.

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†See University Degree Requirements, page 71.
#Core course

131A & 132A. *Elements of Organic Chemistry* 3 s.h. each
131A: Fall, Spring; 132A: Fall, Spring
Basic principles of chemistry extended to organic compounds, aliphatic and aromatic, through nomenclature, methods of preparation, reactions and physical properties, and to theories of bonding, structure and mechanism of reaction. (3 hours lecture, 1 hour recitation.) Students registering for 131A or 132A should also register for the corresponding laboratory course 131B or 132B. Prerequisites: CHEM 3A & 4A, 3B & 4B.

131B & 132B. *Organic Chemistry Laboratory* 1 s.h. each
131B: Fall; 132B: Spring
Laboratory taken in conjunction with 131A & 132A lectures. (4 hours laboratory.) Synthesis, isolation, purification and spectroscopy of organic compounds, organic qualitative analysis. CHEM 131B may be taken by students who have previously completed 131A and CHEM 132B may be taken by students who have previously completed 132A. CHEM 131B must be completed before taking CHEM 132B.

134B. *Chemical Synthesis Laboratory* 1 s.h.
Periodically
Laboratory stressing advanced methods in synthesis, separation and identification of organic and inorganic compounds; instrumental methods include ultraviolet-visible and infrared spectroscopy; nuclear magnetic resonance and chromatographic methods. For chemistry majors only. (4 hours laboratory.) Prerequisites: CHEM 131A, 131B.

141-142. *Physical Chemistry* 3 s.h. each
141: Fall; 142: Spring
Thermodynamics, properties and kinetic theory of gases, elementary wave mechanics and the development of atomic structure and chemical bonding, homogeneous and heterogeneous chemical and physical equilibria, chemical kinetics; electrochemistry, elementary statistical thermodynamics. (3 hours lecture, 1 hour recitation.) Prerequisites: CHEM 3A & 4A, 3B & 4B; PHYS 11A & 12A and mathematics through the calculus.

147 & 148. *Advanced Laboratories III and IV: Experimental Physical Chemistry* 2 s.h. each
Spring
Laboratory work designed to introduce basic physiochemical methods used to solve chemical problems. Methods include those used to determine molecular structure and physical properties; calorimetry; study of chemical and physical equilibria; examination of rate processes; photochemistry. Emphasis on the source, magnitude and propagation of errors. (1 hour lecture, 3 hours laboratory.) Prerequisites: CHEM 105, 109, 141.

151 & 152. *Undergraduate Research* 1-3 s.h. each
Fall, Spring
Students undertake a problem including laboratory and library work (1 hour conference, 3 hours laboratory per credit) under the direction of a faculty member. The number of credits are decided on by the student and faculty member before registration. May be taken for more than two semesters. Prerequisite: permission of department chairperson.

162. *Molecular Biochemistry I* 3 s.h.
Fall
Same as BCHM 162 and BIO 162. Prerequisites: CHEM 131A & 132A, 131B & 132B.

163. *Molecular Biochemistry II* 3 s.h.
Every other Spring
Same as BCHM 163. Prerequisite: BCHM 162.

168. *Historical and Philosophical Foundations of Chemistry* 1 s.h.
Periodically
Selected topics. A study of some important conceptual and experimental discoveries that influenced the development of chemistry; an analysis of some factors inside and outside of the sciences that had an impact on these discoveries. (1 hour seminar.) Restricted to junior and senior chemistry, biochemistry and other majors in the natural sciences.

171. *Advanced Organic Chemistry* 3 s.h.
Every other Fall
Reaction mechanisms; implications of theory as applied to organic synthesis. Selected syntheses of important natural products. Use of physical methods in organic structure determinations. (3 hours lecture.) Prerequisites: CHEM 131A & 132A, 131B & 132B, 142.

173. *Experimental Biochemistry* 3 s.h.
Spring
Same as BCHM 173. Prerequisites: BCHM 162 and CHEM 105 and 109. No liberal arts credit.

175. *Medicinal Chemistry* 3 s.h.
Every other Fall
A variety of medicinal agents—natural and synthetic—are examined for structure-activity relationships. Emphasis on chemical synthesis, analytical and structure-proof methods in medicinal chemistry. Current approaches to new drug design are compared to classical molecular modification of drugs. (3 hours lecture.) Prerequisites: CHEM 131A & 132A, 131B & 132B.

176. *Seminar in Biochemistry* 1 s.h.
Every other Spring
Same as BCHM 176. Prerequisite: permission of instructor.

180. *Advanced Inorganic Chemistry* 3 s.h.
Every other Spring
Properties of the elements interpreted systematically in terms of modern bonding theory. Emphasis on coordination compounds, group theory and modern acid-base concepts. (3 hours lecture.) Prerequisite: CHEM 141.

182 & 183. *Biochemical Research* 1-3 s.h. each
Fall, Spring
Same as BCHM 182 & 183. Prerequisite: permission of faculty member and chairperson. No liberal arts credit.

185. *Environmental Chemistry* 3 s.h.
Every other Spring
Chemical composition and reactions of both naturally occurring substances and anthropogenic pollutants in the atmosphere, hydrosphere, lithosphere and important cycles of the biosphere. Sources of pollutants, their effect on living organisms with reference to human health, possible ways for their control and chemical analyses. Pollution aspects of waste disposal and those of energy production are considered. (3 hours lecture.) Prerequisites: CHEM 3A & 4A, 3B & 4B; or 3A, 3B, 4A.

191. *Theories of Electrons in Atoms and Molecules* 3 s.h.
Periodically
Elementary wave mechanics and approximate methods for its applications to atoms and molecules; molecular orbital theory, applications of group theory to molecules, theory of magnetic resonance and electronic spectroscopy. (3 hours lecture.) Prerequisite: CHEM 141.

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

Chinese (CHIN)

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

Assistant Professor Zhou, *Adviser*

For Chinese Literature and Translation courses, see page 229.

COURSES

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

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

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

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

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

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

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

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

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

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

Classics

See Comparative Literature and Languages

Communication, School of

See Page 104.

Community Health

See Health Professions and Family Studies

Comparative Literature and Languages (CLL)

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

Professor Donahue, *Chairperson*

Professors D'Acierno, Leonard; Associate Professors Lekatsas, Mihailovic; Assistant Professors Berlinerblau, Hartman, Welch, Zhou.

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

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

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

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

B.A. Specialization in the Classics, German, Hebrew or Russian: 24 semester hours in one language beyond language 4, plus 6 semester hours of comparative literature. The adviser may direct additional courses to provide an integrated program.

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

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

See complete B.A. requirements, page 79.

TEACHING A FOREIGN LANGUAGE IN HIGH SCHOOL, see page 287.

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

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

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

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

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

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

Required
SPCH 5. *Phonetics*
LING 151. *Phonology*
152. *Syntax*
Electives
LING 125. *Natural Language vs Programming Languages*
161. *Historical Linguistics*
162. *Applied Linguistics*
171. *Sociolinguistics*
181. *Special Studies*
190. *Formal Grammars*
Recommended electives from other departments
ENGL 103. *Structures of English*
SPCH 101. *Experimental Psycholinguistics*
102. *Language in Child Development*
Other courses may be chosen, under advisement.

MASTER OF ARTS IN APPLIED LINGUISTICS (TESL), see Graduate Bulletin.

MASTER OF ARTS IN COMPARATIVE LITERATURE*

NONLISTED LANGUAGES

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

COMPARATIVE LITERATURE (CLL)

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

COURSES

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

39. *Mythologies and Literature of the Ancient World* # 3 s.h.
Fall
Near Eastern mythology, the Bible and Greek literature focusing on our earliest attempts to order reality and formulate our individual identity.

40. *Literature of the Emerging Europe* # 3 s.h.
Spring
Roman and Christian writers and the medieval literature of England, Germany, Italy, France and Spain as the sources of western consciousness emerging from Judaic, classical and Christian views of reality.

53. *Faust Theme* # 3 s.h.
Once a year
Comparative treatment of the Faust theme in different centuries (the Renaissance to the twentieth century) and various countries (France, Germany, Spain, England, Russia and the United States).

54. *The Oedipus Theme* # 3 s.h.
See course description, page 310.

75. *Women Writers in the Romantic Tradition* # 3 s.h.
See course description, page 310.

131. *Comparative Mythology* 3 s.h.
Periodically
European, Asian, American and African mythology exemplified in various religious and heroic legends.

149, 150. *Asian Literature* 3 s.h. each
Every other year
Major literary works are examined as a reflection of Asian cultures and as an influence on western culture. First semester, India; second semester, China and Japan.

151, 152. *Studies in Literature* 3 s.h. each
Fall, Spring
Designed to treat special subjects or authors at the discretion of the department, but with the student's interest in view. Such subjects as existentialism, death and the literary imagination, or subjects of a like nature are presented. May be repeated when topics vary.

155. *Medieval Literature* 3 s.h.
Once a year
Medieval literature of England, Germany, France and Spain, with emphasis on the epic, lyric, romance and drama.

161. *Renaissance* 3 s.h.
Once a year
Origins and evolution in Italy. Further developments in France, Spain and England.

172. *European Literature of the 17th and 18th Centuries* 3 s.h.
Periodically
A comparative study of the main aspects of classicism and rationalism in Europe during the 17th and 18th centuries.

173. *Sentiment to Sadism in the Early European Novel* 3 s.h.
See course description, page 310.

190. *World Literature and the Anatomy of Cultural Difference* # 3 s.h.
See course description, page 310.

191. *Romanticism* 3 or 4 s.h.
Once a year
Literature and culture of Europe and America in the late 18th and early 19th centuries.

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*Applications not accepted in 2003-2004.
Interested students should consult the M.A. in Humanities. See Graduate Bulletin.
#Core course

193. *The Color of Literature* 3 s.h.
Periodically
This course explores works by 'writers of color' and investigates the notion of assigning racial, ethnic, and cultural identity labels to works of literature. Does literature have a color? Can it? How is this relevant to literary study? In a cross-cultural context, we will examine how works of literature reflect the history and discussion of race, ethnicity, and culture in a given society. These works also participate in and give form to issues and debates that extend beyond the work back into society at large. (Formerly *Black Literature Across Cultures.*)

195. *Realism, Naturalism, Symbolism* 3 s.h.
Once a year
Western European literature in the second part of the 19th century.

196. *Senior Essay* 3 s.h.
Periodically
Research and writing of a substantial essay in the field of comparative literature. 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. Note: CLL 196, 197, 198 satisfy the same major requirement.

197. *Honors Essay* 3 s.h.
Periodically
Research and writing of a substantial essay in the field of comparative literature. Open only to senior majors who are eligible for departmental honors and 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. Note: CLL 196, 197, 198 satisfy the same major requirement.

198. *Advanced Seminar* 3 s.h.
See course description, page 310.

199. *Contemporary European Literature* 3 or 4 s.h.
Once a year
Modern man as he appears in representative works of contemporary European literature.

Computer Science (CSC)

Professor Burghardt, *Chairperson*

Professor Impagliazzo; Associate Professors Barr, Pillaipakkamnatt; Assistant Professors Divakaran, Doboli, Kamberova, Liang, Ostheimer.

Hofstra offers B.A. and B.S. degrees in Computer Science and a B.S. degree in Computer Engineering. The B.A. combines a major in computer science with a broad program in the liberal arts. The B.S. in Computer Science prepares the student for a professional career in computer science requiring a stronger foundation in mathematics and science, while still allowing the student the opportunity to explore the liberal arts. The B.S. in Computer Engineering, jointly administered program with the Engineering Department, aims at providing students with a solid education in the engineering of computer and digital systems with a strong liberal arts component.

B.A. Specialization in Computer Science: 37 semester hours in computer science: CSC 14, 15, 16, 24, 110, 110A, 112, 120, 155 and 12 semester hours in computer science electives numbered higher than 100. Science requirements: 12 semester hours in natural sciences to include *either* PHYS 11A & 12A (with 11B, 12B laboratories) *or* PHYS 1A & 2A (with 1B & 2B laboratories) *or* CHEM 3A-4A (with 3B-4B laboratories) or BIO 1 & 2. Additional requirements: MATH 19, 20. A grade of C- or better in all courses required for the major.

An overall average of C or better is required in CSC 14, 15, 16, and 24 for continuation in the major. In addition, a student may not take any of these four courses more than twice.

See complete B.A. requirements, page 79.

B.S. Specialization in Computer Science: 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 55 semester hours must be completed in the liberal arts excluding courses in computer science.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. ENGL 1-2 or placement examination*, (see University Degree Requirements, page 71).
5. 6 s.h. Humanities core (3 hours in appreciation and analysis (literature), 3 hours in creative participation).
6. 6 s.h. Social Sciences core (3 hours in history and philosophy; 3 hours in behavioral social sciences).
7. 3 s.h. Cross-Cultural core.
8. 9 s.h. Humanities and/or Social Science (not limited to core).
9. Minimum general requirements for the major: CSC 14, 15, 16, 24, 110, 110A, 112, 120, 123, 155, 161, 163, 185, 190 and 12 semester hours in computer science electives numbered higher than 100. CSC 5 may be included as an elective in computer science if taken prior to CSC 15. MATH 19, 20 and at least one course in MATH beyond MATH 20; and 3 courses in natural sciences to include *either* PHYS 11A & 12A (with 11B, 12B laboratories) *or* CHEM 3A-4A (with 3B-4B laboratories). All science courses must be courses for science majors.
10. A grade of C- or better in all courses required for the major.
11. An overall average of C or better is required in CSC 14, 15, 16, and 24 for continuation in the major. In addition, a student may not take any of these four courses more than twice.

B.S. Specialization in Computer Engineering
Accredited by the Engineering Accreditation Commisison of the Accreditation Board for Engineering and Technology.

Program Educational Objectives

The Department of Computer Science and the Department of Engineering jointly sponsor this program. Students desiring intensive study at the undergraduate level to develop proficiency in the fields of computer engineering, such as hardware, software, and systems that arise in the design, analysis, development, and application of computers and digital systems, will find this program to be a challenging and rewarding experience. The curriculum provides a broad foundation in the science and engineering of computers and digital systems with emphasis on theory, analysis, design, natural science, and discrete and continuous mathematics in a liberal arts setting. The broad range of Hofstra University resources in the humanities and social sciences make the liberal arts component especially enlightening.

Students will develop analytical, computer and applied skills which will enable them to analyze, design and test digital and

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

computer systems, architectures, networks, and processes. Graduates will understand the various areas of computer engineering such as applied electronics, digital devices and systems, electromagnetic fields and waves, and computer architectures, systems, and networks. Graduates will also have an understanding of hardware issues, software issues and models, the interactions between these issues, and related applications. This thorough preparation in theoretical tools and laboratory experimentation will give graduates the skill and flexibility required to meet the ever changing demands on the computer engineer. The program is responsive to suggestions posed by industry leaders from the Long Island community.

Students will develop design skills progressively, beginning with their first courses in programming, circuit analysis, digital circuits, computer architectures, and networks and they will apply their accumulating knowledge to practical problems throughout the curriculum. This process culminates in the capstone design course, which complements the analytical part of the curriculum.

The thorough preparation afforded by the computer engineering curriculum includes the broad education necessary to understand the impact of engineering solutions in a global and societal context. Hence, graduates will be well prepared for professional employment or advanced studies. The following generic indicators of achievement apply specifically to computer engineering graduates and provide methods to measure of the program's effectiveness in meeting its stated objectives

1. Ability to apply knowledge of mathematics, science, computer science, and electrical engineering;
2. Ability to design and conduct experiments, and to analyze and interpret data;
3. Ability to design a system, component, or process to meet desired needs;
4. Ability to function on multi-disciplinary teams;
5. Ability to identify, formulate, and solve computer engineering problems;
6. Understanding of professional and ethical responsibility;
7. Ability to communicate effectively;
8. Broad education necessary to understand the impact of engineering solutions in a global and societal context;
9. Recognition of the need and ability to engage in life-long learning;
10. Knowledge of contemporary issues;
11. Ability to use the techniques, skills, and modem engineering tools necessary for engineering practice.

Candidates for graduation with the B.S degree in this area must fulfill the following requirements:

1. The successful completion of at least 132 semester hours and a cumulative grade point average of 2.0 for all courses required for the major as well as an overall 2.0 GPA. Military Science may not be counted toward this total semester hour requirement.
2. At least 57 credits must be completed in the liberal arts excluding courses in computer science and engineering. ENGG 149 may be used for liberal arts credit.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The general and major requirements are listed under the program below. Courses in computer science and engineering may not be taken on a Pass/D+/D/Fail basis.
5. A cumulative average of C or better is required in the following courses: CSC 110 or ENGG 32A, CSC 112, CSC 120, CSC 153 or ENGG 153, CSC 175, ENGG 30, ENGG 36, and ENGG 177. A cumulative average of C or better is required in all computer science and engineering courses.

FULL-TIME STUDENTS—132 s.h.
SUGGESTED FOUR-YEAR SEQUENCE

	1st Sem.	*2nd. Sem.*
First Year		
MATH 19, 20	4	4
CSC 14, 15, 16	6	3
ENGG 9A	2	-
PHYS 11A, 11B	-	5
ENGL 1–2 or placement examination*	3	3
Social science or humanities elective**	-	3
	15	18
Second Year		
MATH 29	4	-
CSC 120	3	-
ENGG 30, 34	3	1
CSC 110/ENGG 32A, CSC 102/ENGG 101	-	6
CHEM 3A, 3B	-	4
PHYS 12A, 12B	5	-
Literature or literature in translation**	3	-
Social science or humanities elective**	-	6
	18	17
Third Year		
MATH 143	3	-
CSC 112, 163, 175	3	4
ENGG 33, 36, 104, 176, 177	9	6
CSC 110A/ENGG 32B, CSC 185/ENGG 185/ ENGG 189***	1	3
Technical elective****	-	3
	16	16
Fourth Year		
CSC 132	3	-
ENGG 143B, 149, 192	4	3
CSC 153/ENGG 153, CSC 154/ENGG 154	3	1
CSC 187/ENGG 188*****	3	-
Literature or literature in translation**	-	3
Social science or humanities electives**	-	3
Technical electives****	3	6
	16	16

B.S. Specialization in Computer Science and Mathematics, see page 237.

A Minor in Computer Science consists of the successful completion of CSC 14, 15, 16 and an additional 9 semester hours in

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

***ENGG 189 may substitute for CSC 185/ENGG 185 with adviser's approval, but students can no longer use ENGG 189 as a technical elective. Note: ENGG 189 is a prerequisite for ENGG 171.

****With adviser's approval.

*****ENGG 188 may substitute for CSC 187 with adviser's approval, but students can no longer use ENGG 188 as a technical elective.

computer science courses which may include CSC 5 with at least 6 hours in residence, with grades of C- or better.

A Minor in General Business (for nonbusiness majors only) broadens the background of computer science majors who are interested in entering the profit or not-for-profit job market. For further information, please contact the department 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.

5. *Overview of Computer Science* # 3 s.h.
Fall, Spring
Introduction to fundamental concepts in computer hardware and software. Exploration of the history and evolution of computing, and foundational areas of current computer science research. Algorithms, program development, and problem solving. Elements and use of a high-level programming language. Credit given for this course or New College ISGG 1, not both. May not be taken after CSC 15.

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

14. *Discrete Structures* 3 s.h.
Fall, Spring
Review of propositional and predicate logic. Methods of theorem proving; strong and weak induction. Finite and infinite sets, set operations. Introductions to computational complexity, theta and big-O notation Combinatorics, including permutations and combinations. Discrete probability and binomial distribution. (3 hours lecture, 1 hour laboratory.) Prerequisite: MATH 11 or equivalent. (Formerly *Discrete Mathematics.*)

15. *Fundamentals of Computer Science I* # 3 s.h.
Fall, Spring
Introduction to computer science with emphasis on problem solving, programming and algorithm design. Uses a high-level programming language for solving problems and emphasizing program design and development. Topics include basic programming constructs, expressions, conditional statements, loop statements, functions, classes and objects, data types, arrays and strings. (3 hours lecture, 1 hour laboratory.) Prerequisite: MATH 11 or equivalent.

16. *Fundamentals of Computer Science II* # 3 s.h.
Fall, Spring
Investigate the essential properties of data structures, abstract data types, and algorithms for operating on them; to use these structures as tools to assist algorithm design; introduce searching and sorting techniques. (3 hours lecture, 1 hour laboratory.) Prerequisites: CSC 14, 15 or equivalent.

24. *Discrete Mathematics II* 3 s.h.
Fall, Spring
Functions, including surjections, injections, bijections. Continued study of computational complexity, theta and big-O notation. Recursive definitions and algorithms, recurrence relations and their solution, divide and conquer algorithms. Graphs: terminology, representations of graphs (including applications of matrix multiplication), complexity of graph problems. Prerequisite: CSC 14.

50. *Fundamentals of Object-Oriented Programming* 3 s.h.
See course description, page 310.

52. *Fundamentals of Systems Analysis* 3 s.h.
See course description, page 310.

54. *Fundamentals of Data Communications* 3 s.h.
See course description, page 310.

56. *Fundamentals of Database Management Systems* 3 s.h.
See course description, page 310.

58. *Fundamentals of JavaScript Programming* 3 s.h.
See course description, page 310.

60. *Fundamentals of Networking* 3 s.h.
See course description, page 311.

62. *Ecommerce* 3 s.h.
See course description, page 311.

102. *Numerical Methods* 3 s.h.
Fall, Spring
Same as ENGG 101 and MATH 147. Prerequisite: MATH 20, CSC 15 or ENGG 10.

110. *Introduction to Computer Architecture* 3 s.h.
Fall
Internal structure of computers. Logic design: Boolean algebra, gates and flip-flops, synthesis of combinatorial networks, registers, serial and parallel organization, control mechanisms. Number systems and arithmetic, two's-complement arithmetic. Operating cycle, data and control flow in a typical computer. Interrupts, i/o devices, programmed i/o and DMA. Prerequisites: CSC 14, 16.

110A. *Computer Architecture Laboratory* 1 s.h.
Fall, Spring
Provides hands-on experience in using digital electronics by way of integrated circuits without engineering bias. Offers practical construction, testing and implementation of circuits useful in digital circuits and modules. Prerequisite: CSC 110. Same as ENGG 32B.

111. *Assembly-Language Programming* 3 s.h.
Spring
Organization of a computer: memory, addressing; number systems and conversion. Assemblers, base registers, relocation. Fixed-point numeric processing, string processing, indexing and iteration. Floating-point arithmetic and Boolean operations. Subroutines, macros, i/o channel programming. Prerequisites: CSC 14, 16.

112. *Computer Operating Systems* 3 s.h.
Spring
A study of the internal design of operating systems. Topics include memory management, multiprogramming, virtual memory, paging and segmentation. Job and process scheduling; multiprocessor systems; device and file management; thrashing, cache memory. Prerequisites: CSC 110, 120.

120. *Algorithms and Data Structures* 3 s.h.
Fall
The study of representations for lists, stacks, queues, trees, and graphs. Fundamental algorithms (and their implementation) for sorting, searching, merging, hashing, graph theoretic models and recursive procedures. Prerequisites: CSC 14, 16.

123. *Programming Languages: Survey, Design and Implementation* 3 s.h.
Fall
A study of the fundamental principles that distinguish the major families of modern programming languages. Syntax and the BNF, memory allocation and semantics of static, stack-based and dynamic languages, abstract data types, advanced control struc-

#Core course

tures. Programming in functional, logic, imperative, and object-oriented programming languages. Prerequisites: CSC 16, 24.

124. *Compiler Construction* 3 s.h.
Spring
Design and implementation for imperative and object-oriented programming languages. Lexical scanning, parsing techniques, semantic analysis and intermediate code generation, optimization techniques, target code generation. Management of symbol table; error handling. Programming required. Prerequisites: CSC 123, 161, 120.

132. *Computational Modeling* 3 s.h.
Spring
Fundamental principles of modeling and simulation. Methodology including model formation, design of simulation experiments, analysis of generated data and validation of results. Survey of applications. Project chosen from area of student's interest. Prerequisites: CSC 15, 24.

143, 144. *Projects in Computer Science* 3 s.h. each
Fall, Spring
Individual or group projects on selected topics such as the design of computer software or applications programs. Prerequisites: senior standing and permission of project adviser.

145. *Special Studies* 3 s.h.
Periodically
Topics are chosen from areas of current interest that are not covered in existing course offerings. Subjects are announced annually. Prerequisites: junior standing and requirements for current topic. May be repeated for credit when topics vary.

153. *Advanced Computer Architecture* 3 s.h.
See course description, page 311.

154. *Advanced Computer Architecture Laboratory* 1 s.h.
See course description, page 311.

155. *UNIX and C++* 3 s.h.
See course description, page 311.

158. *Introduction to Artificial Intelligence* 3 s.h.
Spring
Survey of concepts and problems of computers performing tasks which traditionally require human intelligence. Topics include heuristic search and robotics, pattern recognition, game playing, theorem proving, question-answer systems and natural language processing. Prerequisite: CSC 120.

161. *Introduction to Automata Theory* 3 s.h.
Periodically
Introduction to automata and the languages they accept, focusing on finite and pushdown automata. Introduction to Turing machines and the Halting Problem. Prerequisite: CSC 24.

163. *Computing, Ethics, and Society* 1 s.h.
See course description, page 311.

170. *Principles of Database Management* 3 s.h.
Fall
Introduction to data modelling, databases, data management systems and query languages. Hierarchical, network and relational models. The ANSI/SPARC architecture and conceptual schemas. Entity-attribute construction. Existing systems: IMS, IDMS, DB2, FOCUS, ORACLE, Ingres, SQL; relational algebra and normalization; database design. Prerequisite: CSC 120.

171A. *Introduction to Computer Graphics* 3 s.h.
Fall
Fundamentals of two-dimensional modern interactive graphics: hardware technologies, software, data structures, mathematical manipulation of graphical objects, the user interface and the fundamental implementation of algorithms. Prerequisites: CSC 16, 24, 155, MATH 19. MATH 135A recommended. (Formerly 171.)

175. *Principles of Data Communication* 3 s.h.
Once a year
A technical introduction to data communication. Topics include the OSI Reference Model, layer services, protocols, LANs, packet switching and X.25, ISDN, File transfer, virtual terminals, system management and distributed processing. Prerequisites: CSC 16, MATH 19 and junior standing.

185. *Methods of Random Process* 3 s.h.
Fall
Same as ENGG 185. Prerequisites: MATH 20, CSC 16, 24.

186. *Design and Analysis of Experiments* 3 s.h.
Spring
Same as ENGG 186. Prerequisites: ENGG or CSC 185.

187. *Linear Programming* 3 s.h.
Fall
Elements of matrix algebra, vector spaces and convex sets pertinent to the theory and application of linear programming (LP) models. Development of the simplex method and duality theory. The nature of solutions to systems of linear equations are related to LP complications and their resolution. Applications are extended to include the generalized LP problem, transportation, assignment and network problems. Prerequisites: MATH 20, CSC 16, 24.

190. *Software Engineering: Theory and Practice* 3 s.h.
Spring
Students study the nature of the program development task when many people, modules and versions are involved in designing, developing and maintaining a large program or system. Issues addressed include program design, specification, version control, cost estimation and managment. Students work in small teams on the cooperative examination and modification of existing systems. Prerequisites: CSC 155, junior standing. (Formerly *Project in Software Engineering.*)

195. *Computer Science Internship I* 3 s.h.
Fall, Spring
Internship course for qualified senior computer science majors. Students work approximately one day per week with a participating industry or research concern and are jointly supervised by department and employer. Admission by permission of department chairperson and is dependent on student's record and availability of placement.

196. *Computer Science Internship II* 3 s.h.
Fall, Spring
Continuation of 195. This course may not be used to satisfy any of the 15 credits of required computer science electives. Prerequisite: CSC 195.

NOTE: Graduate courses taken toward the major may not be taken on a Pass/Fail basis. dian algorithm. Fast matrix multiplication.

Counseling, Research, Special Education, and Rehabilitation (CRSR)

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 and courses are listed alphabetically: Counseling, Creative Arts Therapy, Gerontology, Rehabilitation Counseling, Research, and Special Education.

Associate Professor Sciarra, *Chairperson*

Professors Bowe, Gellman; Associate Professors Bloomgarden, Johnson, Lechowicz, Schwartz; Assistant Professors Chang, Gonzalez-Dolginko, McLean, Pace, Wilson.

EDUCATIONAL PSYCHOLOGY

Educational psychology elective and required studies in teacher preparation programs are given at the undergraduate and graduate levels. For information about these offerings, see the course descriptions below as well as program descriptions in other educational specializations, e.g., elementary education and secondary education. These courses are also appropriate for persons teaching or training in business, industry, library systems, etc.

Education Honor Societies, see page 74.

COURSES

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

113. *Educational Psychology* 3 s.h.
Fall, Spring, Summer
Study of the cognitive and affective dimensions of adolescent behavior. Emphasis is on the theoretical conceptions of learning and personality, which underlie educational methods. Prerequisite: PSY 1 or 7.

115. *The Helping Relationship* 3 s.h.
Periodically
Supervised fieldwork experience integrating psychological and educational theory with field-based learning. Relevant to careers such as teaching, counseling, social work, medicine and law. Prerequisite: introductory course in psychology or educational psychology.

116. *Health Counseling Issues* 3 s.h.
Spring
Designed to familiarize prospective educators and community health professionals with the myriad of health problems they may encounter in their respective settings. Emphasis on encouraging awareness of individual and group approaches to helping individuals with a variety of health concerns. Also focuses on developing a range of communication and helping skills. (Formerly *Health and Counseling for the Teacher.*)

117. *Peer Counseling With College Students* 2 s.h.
Fall, Spring
Provides an opportunity for students to acquire the theory and techniques of a variety of skills essential for effective humanrelations and in working with college students in a variety of settings.

180 through 189, A-Z. *Workshops* 1-4 s.h. each
Periodically
Designed to meet the needs of specific groups of students interested in special topics not covered by other course offerings.

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.

Creative Arts Therapy (CAT)

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

COURSES

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

101. *Introduction to Art Therapy* 3 s.h.
Fall, Spring
Acquaints students with the fundamentals of art therapy as currently practiced. Emphasis on experiential activities. Brief introduction to the other creative arts therapies. Prerequisite: PSY 1 or permission of instructor.

Creative Writing

See English page 181

Curriculum and Teaching (CT)

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.

Professor Fromberg, *Chairperson*

Areas of specialization are Early Childhood; Elementary; and Secondary Education; and Pre-K to 12 programs in Business Education, Fine Arts Education, Music Education, and Speech Communication Education.

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.

102. *Development and Learning in Childhood and Adolescence* 3 s.h.
Fall, Spring
Theory and research on physical, cognitive, affective, and social development in childhood and adolescence, with implications for learning, teaching and health in elementary, middle, and secondary schools. Issues pertaining to literacy, technology, and multicultural education are considered. May not be taken on a Pass/D+/D/Fail basis. Required 20 hours of classroom participation-observation in high needs schools.

165. *Methods and Materials in Teaching the Bilingual Learner* 3 s.h.
Once a year
Designed to prepare students to teach K-12 children in a mixed cultural group. Motivation and degree of acculturalization are analyzed. Suitable materials and teaching strategies are included. Field placements in bilingual settings appropriate to major levels of interest are required. Students must be registered in an elementary or secondary provisional certification sequence.

179. *Student Teaching (Undergraduate)* 6 s.h.
Fall, Spring
Full time student teaching in cooperating schools with direction and supervision from University sponsors. Students have two

placements during the semester: one at the elementary school level (preK-6) and the other at the high school level (7-12). Attendance at weekly seminars is required. Student teachers review content area planning including assessment, inclusion, diversity, literacy, resources, and technology and relate pedagogy to content. Special required seminars address issues of child abuse and abduction, substance abuse, and safety, fire and arson prevention. Admission by application and interview only. Application may be obtained at the Office of Field Placement and returned by October 1 for spring semester and by March 1 for the fall semester. Prerequisites: 19 semester hours of professional education course work, the appropriate methods courses, appropriate grade point averages, and official acceptance into Student Teaching. For admission criteria, see Secondary Education, Undergraduate Programs on page 283. Corequisite: SED 178. Pass/D+/D/Fail grade only.

Dance (DNCE)

Administered by the Department of Drama and Dance. Professor Kolb, *Chairperson*

Associate Professors Brandenberger, Westergard; Assistant Professor Becker; Mr. Galian, Accompanist.

B.A. Specialization in Dance: a performing art program with emphasis on the study of technique, composition, performance and production. The course of study is designed to complement the existing academic programs and to provide students with the opportunity for a concentrated experience in dance as an art form.

A personal interview with a member of the dance faculty is required prior to registration as a major.

Degree Requirements

A minimum of 128-131 s.h. depending on the number of DNCE s.h. taken in category 3 below, including:

1) 49 s.h. in DNCE as follows: DNCE 11M, 12M, 13, 14, 15M, 16M, 17, 18, 25, 111M, 112M, 113, 114, 115M, 116M, 121, 127, 128, 130 or 132, 133.
2) 8 s.h. as follows: DRAM 55 (2 semesters required, one to be taken concurrently with DNCE 25), PESP 107 and PHI 160.
3) 2 or 3 s.h. chosen from the following: DNCE 48, 49, 50 (*Jazz Dance I, II* and *III*), 122, 123, 130, 132, DRAM 157, PESP 103.

Students must participate in the MOVOM (Modern Dance Club) each semester.

Assignment of students to the appropriate ballet and modern dance courses and labs will be based on prior experience, study and advancement.

See complete B.A. requirements, page 79.

A Minor in Dance consists of the successful completion of 18 semester hours of courses with at least 6 hours in residence in one program. Minors are required to take DNCE 121, 127, and 128. The remaining 9 semester hours may be chosen from the dance curriculum with the permission of the instructors. DRAM 157 and one semester of DRAM 55 may also be elected as partial fulfillment of the minor requirement.

COURSES

11M. *Modern Dance I* # 2½ s.h.
Fall
12M. *Modern Dance II* # 2½ s.h.
Spring
13. *Modern Dance III* # 2 s.h.
Fall
14. *Modern Dance IV* # 2 s.h.
Spring
Technique classes in contemporary dance forms designed for the dance major—to continue over a four-year range of study. Emphasis on technical development, theories and discussion related to expressive potentialities and the mastery of stylistic variation in contemporary forms of movement. Assignment of students to one of the sections is based on prior experience, study and advancement. DNCE 13 and 14 each include a required 90-minute laboratory component. Open only to dance majors or by permission of instructor.
11M.
12M.

11A. *Modern Dance IA* # 2 s.h.
12A. *Modern Dance IIA* # 2 s.h.
13A. *Modern Dance IIIA* # 2 s.h.
14A. *Modern Dance IVA* # 2 s.h.
Once a year
Technique classes in contemporary dance forms designed for the nonmajor—to continue over a two-year range of study. Emphasis on technical development, theories and discussion related to expressive potentialities, and the mastery of stylistic variation in contemporary forms of movement. Assignment of students to one of the sections is based on prior experience, study and advancement. Open only to nondance majors.
12A. Prerequisite: DNCE 11A.
13A. Prerequisite: DNCE 12A.
14A. Prerequisite: DNCE 13A.

15M. *Ballet I* # 2½ s.h.
Fall
16M. *Ballet II* # 2½ s.h.
Spring
17. *Ballet III* # 2 s.h.
Fall
18. *Ballet IV* 2 s.h.
Spring
Technique classes designed for the dance major—to continue over a three-year range of study. Emphasis on technical development, mastery of stylistic variation, the extension of expressive potentialities and the understanding of the basic concepts of classical, neoclassical and contemporary ballet. New students are assigned to a section appropriate to their level of experience, knowledge and achievement. DNCE 17 and 18 each include a required 90-minute laboratory component. Open only to dance majors or by permission of instructor.

15A. *Ballet IA* # 2 s.h.
Fall
16A. *Ballet IIA* # 2 s.h.
Spring
17A. *Ballet IIIA* # 2 s.h.
Fall
Technique classes designed for the nonmajor to continue over a two-year range of study. Emphasis on technical development, mastery of stylistic variation, the extension of expressive potentialities and the understanding of the basic concepts of classical, neoclassical and contemporary ballet.

25. *The Art of Dance Production* 3 s.h.
Fall
A survey course in basic theater technology as it applies to dance, as well as a fundamental understanding of the running of a dance company. Emphasis on the writing of fact sheets, press releases, press kits, resumes, grants, and some understanding of contract agreements. Includes lighting, costume, makeup, audio equipment and culminates in an actual production. Students are subject to rehearsal and production calls beyond regular class hours.

30. *Rhythmic Training and Accompaniment for Dance* 3 s.h.
See course description, page 311.

#Core course

48. *Jazz Dance I* 2 s.h.
Fall, Spring
Instruction and practice in several styles and forms of contemporary jazz dance. Emphasis on understanding the concepts and origins of jazz dance in Broadway theater and technical progress in typical movement patterns. Designed for beginning students.

49. *Jazz Dance II* 2 s.h.
Fall, Spring
A continuation of Jazz Dance I with emphasis on the development and performance of intermediate advanced jazz dance combinations. Prerequisites: DNCE 48, 13 or permission of instructor.

50. *Jazz Dance III* 2 s.h.
Fall, Spring
Instruction and practice in several styles and forms of contemporary jazz dance. Emphasizes the development and performance of advanced jazz combinations. Primarily for dance majors and minors. Prerequisites: DNCE 49, 14 or permission of instructor.

111M. *Modern Dance V* 2½ s.h.
Fall
112M. *Modern Dance VI* 2½ s.h.
Spring
113. *Modern Dance VII* 2 s.h.
Fall
114. *Modern Dance VIII* 2 s.h.
Spring
Technique classes in contemporary dance forms designed for the dance major—to continue over a four-year range of study. Emphasis on technical development, theories and discussion related to expressive potentialities and the master of stylistic variation in contemporary forms of movement. Assignment of students to one of the sections is based on prior experience, study and advancement. DNCE 113 and 114 each include a required 90-minute laboratory component. Open only to dance majors or by permission of instructor.

115M. *Ballet V* 2½ s.h.
Fall
116 M. *Ballet VI* 2½ s.h.
Spring
Refer to DNCE 15M. New students are assigned to a section appropriate to their level of experience, knowledge and achievement. Open only to dance majors or by permission of instructor.

121. *Choreography I* 3 s.h.
Spring
A consideration of the basic tools of the dancer: the body as instrument, technique as the on-going development of a vocabulary of movement to serve choreographic demands, "movement as substance," space, rhythm and dynamics as compositional tools. An exploration of gesture and stylization and abstraction of gesture. Open only to dance majors and minors, physical education majors, or by permission of instructor.

122. *Choreography II* 3 s.h.
Spring
Continuation of DNCE 121. More complex compositional problems, asethetic elements and theatrical considerations explored through improvisations and the construction of structured phrases. Prerequisite: DNCE 121 or permission of instructor.

123. *Independent Study in Dance* 1-3 s.h.
Fall, Spring
Course designed to meet the special interests of dance majors and minors. Students are permitted to engage in individual research and specific projects under the supervision of a member of the dance faculty. Students must obtain written approval of his or her faculty adviser. Open only to juniors and seniors or by permission of the chairperson of the department.

127. *Dance Appreciation #* 3 s.h.
Spring
Introduction to dance as an art form through the development of analytical viewing skills. Includes aesthetics, definitions, and the study of representative dance masterpieces and the principal genres, forms and styles of theatrical dance. Independent viewing of dance videos and attendance at on-campus concerts required.

128. *History of Dance II* 3 s.h.
Fall
A survey of the historical development of theatrical dancing from the Renaissance to current art forms of ballet and modern dance. Aesthetics and philosophy of dance with particular reference to drama, opera, ballet and modern dance.

130. *Dance Repertory* 3 s.h.
Fall
Reconstruction of a major work or modern dance classic from the files of the Dance Notation Bureau under the direction of a certified dance notation reader. Emphasis on choreographic analysis, aesthetic interpretation and theatrical presentation. Prerequisites: DNCE 14, 18 and permission of the department.

131. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial honors essay or a performance project with a strong accompanying written component. If a performance project is chosen, DNCE 121 must have been completed. Open to qualified senior majors who desire to graduate with departmental honors. Approval of the chairperson and an adviser is required.

132. *Dance Styles* 3 s.h.
Spring
Concentrated practicum/seminar in various period and ethnic styles and a continuation of DNCE 128, *History of Dance II*. Study and practice of several major styles under the guidance of specialized dancer/scholars. Readings, lectures and discussions.

133. *Senior Practicum* 2 s.h.
Fall, Spring
Presentation and execution of a creative project in contemporary dance. Open only to senior dance majors or by special permission of the department chairperson.

Drama (DRAM)

Administered by the Department of Drama and Dance. Professor Kolb, *Chairperson*

Professor Sander; Associate Professor Coppenger; Assistant Professors Giebel, Henderson, Pierce; Costumer Ms. McGuire; Mr. Markley, Director of the West End Theatre; Technical Director Mr. Curtiss.

Normally, students electing drama as a major will enroll as such in the freshman year. A personal interview with a member of the drama faculty is recommended at the time of application.

Demonstration of proficiency in theater skills is required for satisfactory completion of all drama major specializations. All students (both minors and majors) must work in a technical capacity a specified number of hours each semester. An additional fee for materials may be required for selected programs.

Students may elect to pursue the B.A. or B.F.A. program. Continuation in the B.F.A. program is dependent on faculty approval. B.F.A. candidates normally spend the last six semesters of full-time study in residence at Hofstra.

#Core course

NOTE: B.A. and B.F.A. drama majors may not use drama courses to fulfill core course degree requirements.

B.A. SPECIALIZATION IN DRAMA: for students who elect drama concentration as the core of their liberal arts education. Not a professional degree, but offers a broad basis for continued work in graduate school or sound preparation for professional school. The requirements include DRAM 3, 5, 9; 6 semesters of 55 and either 15, 16, 17, 18, 19 or 20; 163 & 164, 173, 174, 175, 176 and 6 additional semester hours in drama (excluding DRAM 1, 2), selected with the approval of the major adviser; ENGL 115, 116.

See complete B.A. requirements, page 79.

B.F.A. SPECIALIZATION IN THEATER ARTS: for the student preparing for a career in the practice of theater as a performer, director, designer or technician. The B.F.A. degree (in performance or production) is intended to provide a small, specialized group of such students with a high level of competence.

PERFORMANCE SEQUENCE

First Year: DRAM 3, 5, 59 & 60; DRAM 55 must be taken for 6 semesters
Second Year: DRAM 9, 13 & 14, 15, 16; DNCE 11A, 12A
Third Year: DRAM 23 & 24, 131, 165 & 166, 173, 174; AH 3, 4; DNCE 13A, 14A
Fourth Year: DRAM 163 & 164, 167, 168, 169, 175, 176, 190; ENGL 115, 116

PRODUCTION SEQUENCE

First Year: DRAM 3, 5; DRAM 55 must be taken for 6 semesters
Second Year: DRAM 9, 15, 16, 59, 78, 173, 174; AH 3, 4
Third year: DRAM 17, 18, 19, 20, 131, 163 & 164, 178, 179
Fourth Year: DRAM 155, 156, 175, 176, 190, 192; ENGL 115, 116

See complete B.F.A. requirements on page 81.

A MINOR IN DRAMA consists of the successful completion of 18½ semester hours, at least 6 hours in residence. DRAM 3 and three semesters of DRAM 55 are required. The remaining 14 semester hours may be chosen from the following: 5, 9, 55, 59A & 60A, 131, 132, 140, 150, 151, 173, 174, 175, 176

Drama courses open to nonmajors: DRAM 1, 2, 3, 5, 9, 55, 59A & 60A, 119-120, 131, 132, 140, 150, 151, 173, 174, 175, 176.

ALPHA PSI OMEGA: a national drama honorary society, see page 75.

COURSES

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

1 #, 2. *Theater Appreciation I #, II* 3 s.h. each
Once a year
Introduction to theatrical art for the general student, its nature as a composite creation and its contribution to western culture. First semester: analysis and appreciation of the elements which compose the art of the theater. Second semester: examination of the theater in modern culture in light of its tradition in and contribution to western civilization.

3. *Introduction to Theater Arts* 3 s.h.
Fall, Spring
What makes theater happen and how? A thorough exploration of the elements that compose the art of the theater.

4. *Freshman Theater Laboratory* 2 s.h.
Fall, Spring
An intensive three-week workshop (twelve 2 ½ -hour sessions). The goal is creation of a short theater piece which is presented as an open rehearsal to the departmental community. Emphasis is on basic exercises in body movement, vocal work and improvisation, with increasing awareness of each other, culminating in a theatrical continuity based on essentially nontheatrical materials (poetry, satiric essays, etc.). Open to freshman performance majors only or by permission. Pass/D+/D/Fail grade only.

5. *Play Production* 4 s.h.
Fall, Spring
Introduction to backstage organization and basic practices in stagecraft, lighting and other phases of theatrical production. Required of all drama majors in freshman or sophomore year. Laboratory hours arranged by instructor. Students are subject to production call beyond regular class hours. Prerequisite: DRAM 3 or by permission of department. No liberal arts credit.

9. *Play Analysis* 3 s.h.
Fall, Spring
Intensive analysis of dramatic form. A tool in the literary and theatrical study of plays.

13 & 14. *Speech for the Actor* 3 s.h. each
Once a year
Basic principles of stage speech. Practice hours in addition to regular class meetings will be required. DRAM 13 for drama majors only or by permission of instructor; DRAM 14 for drama majors only. No liberal arts credit.

15. *Basic Stage Makeup* 2 s.h.
Fall, Spring
Fundamentals of straight and corrective makeup with emphasis on styling techniques for the thrust, arena and proscenium stage. For majors only or by permission of the instructor. No liberal arts credit.

16. *Stage Lighting* 2 s.h.
Spring
The mechanical and technological basis of stage lighting. Study and practice of the fundamental processes which are necessary groundwork for lighting design. Prerequisite: DRAM 5. No liberal arts credit. (Formerly *Stage Lighting-Intermediate.*)

17. *Scene Construction and Painting Techniques* 2 s.h.
Every other year
Intensive concentration on the fundamental skills in planning, construction and painting of scenery, and development of the student's knowledge of methods, materials and tools specific to scenic practice. Prerequisite: DRAM 5. No liberal arts credit.

18. *Costume Construction* 2 s.h.
Every other year
A beginning laboratory course devoted to the techniques of draping, sizing and cutting of costumes for the theater. Emphasis on methods and materials. Prerequisite: DRAM 5. No liberal arts credit.

19. *Rigging and Scenery for the Stage* 2 s.h.
Every other year
Specific practices of assembling, rigging and moving scenic units. Basic traditional methodology as well as new methods and techniques (mechanical and scientific) adaptable to the theater. Prerequisite: DRAM 5. No liberal arts credit.

20. *Sound and Properties for the Stage* 2 s.h.
Every other year
Sources, processes and procedures used in creating and obtaining properties and sound effects for theater production. Extensive project work including the operation of sound equipment. Prerequisite: DRAM 5. No liberal arts credit.

23 & 24. *Speech for the Actor (Advanced)* 2 s.h. each
Once a year
Further development of the voice as to range, flexibility, resonance; intensive work in diction for classical drama; dialects.

#Core course

Application of these techniques to representative dramatic literature. One additional weekly contact hour is scheduled because of individualized demands of the course material. Prerequisite: DRAM 14. No liberal arts credit.

55. *Rehearsal and Performance—Theater* ½ s.h.
Fall, Spring
Required of the department major. Practice in all phases of theatrical production in connection with regular departmental presentations. Up to 3 semester hours may be applied to any degree. Pass/D+/D/Fail grade only. Open to the general student body. No liberal arts credit.

59 & 60. *Fundamentals of Acting* 3 s.h. each
Once a year
Basic acting techniques arranged to provide students with continuing guidance in the development of their abilities. Prerequisite for DRAM 59: drama major or permission of instructor; for DRAM 60: DRAM 59 and drama major only.

59A # & 60A. *Acting Workshop* 3 s.h. each
Once a year
Exploration of the basic techniques of stage performance, introduction to major contemporary approaches. Nondrama majors only. Same as DRAM 59 & 60. Prerequisite for DRAM 60A: DRAM 59A.

78. *Theater Design Fundamentals: Methods and Materials #* 3 s.h.
Fall
An exploration of the process of theatrical design. Dramatic script analysis and conceptualization in visual terms. Historic period research within the context of design for the theater. Practical study of basic methods and materials used to graphically depict designs for the theater. Required of all B.F.A. production majors. Specific design materials required. Limited enrollment. Prerequisite: DRAM 5 or permission of instructor.

100. *Honors Essay* 3 s.h.
Fall, Spring
The research and writing of a substantial honors essay, the writing of a full-length play or a performance project with a strong accompanying written component. If a directing project is chosen, DRAM 190 must have been completed and the student must have taken or be concurrently enrolled in DRAM 192. Open to qualified senior majors who desire to graduate with departmental honors. Approval of the chairperson and an adviser is required.

103. *Senior Practicum* 1-3 s.h.
Fall, Spring
Presentation and execution of a creative project in any aspect of theatrical art. Open only to senior B.F.A. Theater Arts and B.A. Drama majors or by special permission of the departmental chairperson. Written permission of an adviser who will supervise the project must be presented at registration.

110. *Special Topics in Drama* 1-3 s.h.
See course description, page 311.

112. *Advanced Special Topics in Drama* 1-3 s.h.
Periodically
Intended primarily for students who have had previous background in subjects under discussion. Closer study of aspects of dramatic literature, theater history or performance and production skills. Junior class standing or permission of instructor or chairperson. May be repeated for credit when topics vary.

115. *Independent Studies* 1-3 s.h.
Periodically
Research, production or performance work on subject of advanced or special interest resulting in a substantial essay, major project or public performance. Offers opportunity for experienced drama major to pursue individual research or exploration under faculty supervision. Permission of chairperson and adviser. Not open to freshmen or sophomores. May be repeated for credit when topics vary.

119-120. *Playwriting* 3 s.h. each
Periodically
Theory and practice in writing dramatic material for the theater. The student's writing is considered in light of fundamental techniques of dramatic construction. Prerequisite: permission of department.

131, 132. *History of the Theater* 3 s.h. each
Every other year
First semester: from the Greeks and Romans, through the Middle Ages and ending with the English Renaissance with emphasis upon methods of staging, theater construction and the influence of cultural changes on the theater as an art form. Second semester: from the Restoration in England to the Off-Off-Broadway movement of the 1970s, paying attention to the methods of staging and theater construction, and to the influence of cultural changes both abroad and here in America. Prerequisite: DRAM 3 or permission of instructor.

140. *Art of the Film* 3 s.h.
Fall, Spring
A survey of the art and history of motion pictures. Aesthetic and social influences upon the medium and the medium's effects upon society are examined. Representative motion pictures illustrating the significant milestones in the development of the film are studied. Field trips and/or screenings, outside of class hours, may be required.

150. *Theater Today* 3 s.h.
Periodically
Phenomena of the theater off- and off-off-Broadway. The new plays, playwrights and theater innovation will be covered. The approach is sociological, critical and evaluative. Attendance at performances in the New York area will be required. Not open to freshmen. Separate materials fee for theater attendance required.

151. *The Audience as Artist* 3 s.h.
Periodically
A study of the contemporary audience primarily as it relates to the content, context and form of film, theater and television events. Emphases are on the necessity of audiences as co-artists in the aesthetic event and exploration of the social forces currently serving to dissipate rather than polarize them. Participation in and attendance at varied theatrical events required at the student's expense. Not open to freshmen or sophomores.

155, 156. *Advanced Production Workshop* 3 s.h. each
Every other year
Intended primarily for the production major. First semester: special problems in production and training for technical direction. Second semester: advanced stage lighting, special techniques and laboratory experimentation. Students are given a variety of responsible positions in connection with regular departmental presentations. Rehearsal and production calls beyond regular class hours. Prerequisites: DRAM 5 and permission of instructor. No liberal arts credit.

157. *Choreography for the Theater #* 3 s.h.
Once a year
A continuation of work begun in movement theory and technique courses. The choreographic elements of form, content and design are taught and explored through the improvisation and structured phrases, and studies toward the eventual goal of theatrical presentation. Prerequisite: DNCE 14A or permission.

163 & 164. *Seminar in Theater Style* 3 s.h. each
Once a year
First semester: theoretical approaches to both dramatic genre and period as sources of theatrical styles and their relationships

#Core course

to the work of the actor, director, designer. Second semester: the integration of independent research in these areas with theatrical demonstration. Students may be subject to call beyond regular class hours. Prerequisites: DRAM 3, 5, 9.

165 & 166. *Acting: Characterization and Scene Study* 3 s.h. each
Once a year
Exploration of techniques in characterization, laboratory in analysis and developments of a major role, scene study workshop. Prerequisites: DRAM 59 & 60 and permission of instructor.

167, 168. *Repertory Theater* 3 s.h. each
Periodically
Advanced work in performance skills. Arranged whenever possible around the specialties of a visiting professor or artist. Prerequisite: invitation of the faculty. May be repeated for credit when topics vary.

169. *Acting for Television and Film* 3 s.h.
Spring
Techniques used in acting for the camera. Processes that differ from those used in stage acting. Extending the range of the student actor to include the electronic and film media. Scene study, appropriate projects assigned and three substantive written critical evaluations are required. Students are subject to rehearsal and production calls beyond class hours. Prerequisites: DRAM 59 & 60 and individual audition. Same as AVF 90.

173, 174. *History of the Drama I #, II #* 3 s.h. each
Once a year
Lines of development in the creation of the great dramatic literature of the West, intensive reading of the principal playwrights from Aeschylus to Sheridan. Prerequisites: ENGL 1-2 and passing the English Proficiency Examination.

175, 176. *Modern Drama I #, II #* 3 s.h. each
Once a year
Trends in contemporary drama related to social and literary forces of the 19th and 20th centuries, plays from Ibsen to Ionesco. Prerequisites: ENGL 1-2 and passing the English Proficiency Examination.

178. *Theater Design* 3 s.h.
Every other year
Emphasis on principal styles of stage design in contemporary and historical settings. Prerequisite: DRAM 78 or permission of instructor.

179. *Advanced Theater Design* 3 s.h.
Every other year
Emphasis on methods and techniques employed in modern scenic practice. Prerequisite: DRAM 178.

181. *Dramatic Theory and Criticism* 3 s.h.
Periodically
A study of the development of dramatic theory and criticism from Aristotle to the present day. Emphasis will be upon critical standards throughout the ages and their application to the drama in performance. Not open to freshmen or sophomores.

190. *Play Directing* 3 s.h.
Fall
The steps—conceiving, casting, coaching, rehearsing, etc.—whereby a theatrical representation is translated from the director's conception of the play. Students are subject to rehearsal and production calls beyond regular class hours. Prerequisites: DRAM 3, 5, 9.

192. *Directing Seminar* 3 s.h.
Spring
Advanced problems in directing plays of various types and historical periods. Students are required to direct scenes outside regular class hours. Prerequisite: DRAM 190.

Economics (ECO)

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

Professors DeFreitas, Guttmann, Moghadam; Associate Professors Christensen, Wiley; Assistant Professors Duffy, Mazzoleni.

The Augustus B. Weller Chair in Economics is held by Dr. Irwin L. Kellner. See page 338.

Students may major or minor in economics or enroll in courses of special interest. Course levels are classified as:

Introductory: ECO 1, 2, 7, 10
No prerequisites. Open to all students.
Intermediate: all 100-level courses not on the advanced level. Open only to students who have completed 30 or more semester hours. Assumes at least one prior semester of economics. Under special circumstances, this may be waived for juniors or seniors by the departmental chairperson. B.B.A. majors must have completed ECO 1,2 before electing an intermediate course.
Advanced: ECO 100, 130, 132, 144, 150, 151A, 152A, 172, 180, 182
Courses designed primarily for majors and minors but open to other students. Prerequisites are ECO 1, 2 and other courses as indicated. ECO 7 may be used as prerequisite instead of 1.

B.A. Specialization in Economics: 33 semester hours in economics including ECO 1 (or 7), 2, 130, 132, 144, 150, 184 (economics electives must be at 100 level); and, in addition 3 semester hours in statistics. Of the geography courses, only GEOG 135 may be offered as an economics elective.

Mathematics core requirements: MATH 9, 10 or 10E.

Recommended: basic courses in computer science and the social sciences other than economics.

Areas of Interest
The following list serves as a guide for a student's particular area of interest. This does not supersede the six specific courses required of all economic majors.

Economic theory: 125, 130, 132, 144, 150, 172; GEOG 135
Economic history: 139, 140, 144
Economic development and area studies: 110, 111, 112, 114, 115, 116, 143, 145, GEOG 135 (see courses listed below under international economics)
Human resources: 121, 130, 141C
International economics: 137, 142 (see courses listed above under economic development and area studies)
Public sector economics: 131, 136, 165, 171
Quantitative economics: 180, 182, 184

See complete B.A. requirements, page 79.

B.S. Specialization in Business Economics: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 62 semester hours must be completed in the liberal arts. Economics courses offered by the Department of Economics and Geography may not be applied toward this requirement.
3. There are three requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization, at least three semester hours in core course work toward each divisional core course requirement, and the last 30 semester hours. The 15 semester hours in the

#Core course

major and the resident core course requirement need not be included within the last 30 hours.

4. The following general requirements:
ENGL 1-2 or placement examination;*
The same core course requirements as for the B.A., see page 84:
Humanities: 9 semester hours
Natural Sciences: 3 semester hours; and mathematics: MATH 9, 10 or 10E, for a divisional total of 9 semester hours
Social Sciences (other than economics): 9 semester hours
Languages: LING 101 or proficiency at least level 2 in one foreign language. This proficiency can be demonstrated by satisfactory completion of a level 2 foreign language course in college or by passing the foreign language level 2 proficiency examination administered by the language departments.

5. The following major requirements:
33 semester hours in economics including ECO 1, or 7, 2, 130, 132, 144, 150, and 184. Students planning to pursue graduate work in economics are strongly advised to take ECO 182 (*Introduction to Econometrics*). Economics electives must be at the 100 level. In addition, 3 semester hours in statistics (MATH 8, or QM 1), and four semester hours in computer science (BCIS 14) are required. Students are required to take a total of 25 hours in business. Business credits in excess of 25 will not be counted toward a degree in Business Economics. All business courses must be chosen under advisement. Of the geography courses, only GEOG 135 and GEOG 193 may be offered as economics electives.
Recommended: students who wish to specialize in a specific area of business are recommended to plan early, and under faculty advisement take one of the following six combinations of courses in business, elective economics, and general requirements.
Accounting: ACCT 101, 102, 123, 124
Finance: ACCT 101; FIN 101, 110, 132, 160, 165; QM 122; ECO 125, 142, 180, 182; MATH 19, 20
BCIS/QM: BCIS 30, one of the following four BCIS courses 40, 50, 90, 95, and the following BCIS courses: 116, 117, 120; QM 122; GEOG 60, 160
International Business: IB 150, 154, one of the following: 160, 161, 162, or 163, and IB 175; FIN 101; choice of twelve credits from the following economics courses: ECO 142, 110, 111, 112, 114, 115, 116, 117, 125, 137, 139, 140, 143, 145, 165; six credit hours in geography including three credits in GEOG 1 or 135
Management: MGT 101, any five, three credit undergraduate elective courses in management and/or general business (except GBUS 1 and 180); FIN 101; choice or twelve credits from the following economics courses: ECO 117, 121, 131, 133, 141C, 169, 171
Marketing: MKT 101, 124, 144; QM 122; ECO 131, 169, 171; GEOG 60, 160.

B.A. Specialization in Labor Studies
See page 225.

See Areas of Interest listed above under the B.A. Specialization.

Teaching of High School Social Studies, see page 291.

A Minor in Economics consists of the successful completion of 18 hours of economics, at least 6 hours in residence.

Omicron Delta Epsilon: an international economics honor society, see page 76.

COURSES

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

1, 2 *Principles of Economics* 3 s.h. each
Fall, Spring, Summer
First semester: introduction to economic concepts and doctrines, followed by an extended analysis of the impact of the Keynesian revolution on the government's role in the economy, its effects on economic stability, on growth and on social problems such as poverty. Second semester: examination of the market economy emphasizing oligopoly, income distribution followed by an analysis of special problems arising out of international trade. Credit given for ECO 1 or 7 or New College SEB 1; Credit given for ECO 2 or New College SEB 1, not both. ECO 1 is not a prerequisite for ECO 2.

7. *Explorations of Current Economic Issues* # 3 s.h.
Periodically
Introduces key concepts of economics through detailed exploration of topics at the center of economic and political debate: economic growth and income distribution; proper role of government in our "mixed" economy; globalization of economic activity; strategic role of financial institutions and markets in the new world economy. Credit for this course or ECO 1, or New College SEB 1.

10. *Economics, Environment and Community* # 3 s.h.
Periodically
Examination of the issues of natural resource limits, the ongoing quest and needs for economic growth, threats to environmental sustainability from over-exploitation of resources and environmental pollution, and a variety of economic and social policies designed to mitigate adverse human impacts on resource and environmental systems. May not be taken as one of the four elective courses in economics required for the economics major.

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

101. *Introduction to Economics* 3 s.h.
See course description, page 311.

110. *Economics of Latin America* 3 s.h.
Periodically
Examination of historical roots of present day economies in Central and South America. Relationship between the structure of land holding and economic development. Causes of high rates of inflation. Role of Spain, Portugal and the Catholic Church in the development of the environment for growth or the lack thereof. Prerequisite: one introductory course in economics.

111. *Economic Development in Sub-Saharan Africa* 3 s.h.
Periodically
Development theories, practices and results evident in the region's primary industries such as agriculture, pastoral farming, mining and manufacturing from the colonial period to the present. Precolonial socioeconomic formations in each country within the region are examined as background to transformations fostered by colonialism. Prerequisite: one introductory course in economics.

112. *Economic Development of China* 3 s.h.
Periodically
Analysis of several industrialization strategies adopted by the Chinese after 1949 and shifts in ideology and social policy that have accompanied them. Some 19th and early 20th century economic history helps to understand present problems. Prerequisite: one introductory course in economics.

114. *Japan's Modern Economy* 3 s.h.
Periodically
Historical background of the late 19th century to World War II. Structural characteristics of the contemporary economy; indus-

*See University Degree Requirements, page 71.
#Core course

trial organization, banking and finance, labor market. Role of government and macroeconomic policies. Economic, social and cultural factors in growth. Japan and the world economy. Prerequisite: one introductory course in economics.

115. *Economy of Western Europe* 3 s.h.
Periodically
Post-World War II economic growth and policy in Western Europe; economic integration and the European Economic Community; policy, problems, debates. Specific countries studied: France, Britain, West Germany, Italy. Prerequisite: one introductory course in economics.

116. *Economics of the Middle East* 3 s.h.
Periodically
Contemporary economy of the Middle East in its sociopolitical and historical contexts. Focus is on the post-World War II period: population, industrialization, oil, economic implications of militarization, growing religious fervor, revolution and rising instability. Prerequisite: one introductory course in economics.

117. *Women and Development in the Middle East* # 3 s.h.
See course description, page 311.

118. *Political Economy of Turkey* 3 s.h.
See course description page 311.

120. *African Labor Economics* 3 s.h.
See course description, page 311.

121. *Economics of Discrimination* 3 s.h.
Periodically
An inquiry into the distribution of income and wealth, with emphasis on opportunities and returns of minority groups, the economics of discriminatory practices, alternatives in providing greater equity and welfare to victims of discrimination. Prerequisite: one introductory course in economics.

125. *Monetary Economics* 3 s.h.
Periodically
Forms and functions of money; theories of money demand and supply; the relation between monetary aggregates, credit conditions and economic activity in the different models; the role of central banking; domestic and international aspects of monetary policy. Prerequisites: ECO 1, 2.

130. *Intermediate Microeconomics* 3 s.h.
Fall, Spring
Microeconomic theory; factors determining production, consumption and exchange. Theory illustrated with case materials. Prerequisites: ECO 1, 2. Prerequisite or corequisite: MATH 10 or 10E.

131. *Government and Business* 3 s.h.
Fall, Spring, Summer
Public policy toward business, government powers and private rights, the structure of industrial markets, regulation of competition and monopoly, economic aspects of the antitrust laws. Prerequisite: ECO 2.

132. *Intermediate Macroeconomics* 3 s.h.
Once a year
Theory; GNP and its limitations; components of aggregate demand; monetary and fiscal policy; analysis of inflation, unemployment and growth. Prerequisites: ECO 1, 2. Prerequisite or corequisite: MATH 9.

133. *Health Economics* # 3 s.h.
See course description, page 312.

136. *Public Finance and Fiscal Policy* 3 s.h.
Periodically
Expenditures and revenues of federal, state and local governments; analysis of effects upon private enterprise and public welfare; fiscal policy in relation to equity, stability, growth and defense. Prerequisite: one introductory course in economics.

137. *Transnational Enterprise in World Economy* 3 s.h.
Periodically
Origins, organization, magnitude and scope of private and state-owned TNE's. Neoclassical, managerial and radical theories of the transnational firm. Evaluation of the market and nonmarket including political, behavior of TNE's and their socioeconomic impact on both advanced capitalist and socialist economics, and the underdeveloped nations of the Third World. Case studies from agribusiness, minerals and fuels, manufacturing and financial sectors. Public policy. Prerequisite: one introductory course in economics.

139. *Economic History of Europe* 3 s.h.
Every other year
The changing economic framework of European institutions and cultures studied in selected pivotal periods such as the 11th-12th, 14th-15th and 17th-19th centuries. Prerequisite: one introductory course in economics or HIST 11,12. Same as HIST 139.

140. *Economic History of the United States* 3 s.h.
Every other year
Trends and patterns in the production, distribution and consumption of material wealth that mark the economic development of the United States from colonial times to the 20th century. These matters are subjected to economic analysis, but are also seen in relation to changing social and political institutions and moral values. Prerequisite: one introductory course in economics or HIST 13, 14C. Same as HIST 140.

141C. *Labor Economics* # 3 s.h.
See course description, page 312.

142. *International Economics* 3 s.h.
Fall, Spring
Examination of international trade theory: mercantilism, comparative advantage, protection, balance of payments, adjustments and the transfer problem. Selected historical and current issues including imperialism, multinational corporations, the U.S. balance of payments, and the role of trade, foreign aid and investment in developing poor countries. Prerequisite: one introductory course in economics.

143. *Economic Development* 3 s.h.
Periodically
Problems of the developing economies of the world, theories of development, requirements for and obstacles to economic development, policies to promote economic redevelopment. Prerequisite: one introductory course in economics.

144. *History of Economic Thought* 3 s.h.
Fall
Economic thought and policy in modern times and their relation to social, political and economic institutions and problems. Prerequisites: ECO 1, 2.

145. *Comparative Economic Systems* 3 s.h.
Periodically
Theory and history of markets and alternatives to markets as allocators of resources. Successes and failures of centralized economic planning (U.S.S.R., Maoist China, Cuba), reform of centrally planned economies (Russia, post-Maoist China, Eastern Europe), determination of the appropriate mix of regulation and marketization (U.S.A., Western Europe, Japan). Techniques of planning.

150. *Modern Economic Theory* 3 s.h.
Spring
Recent developments in economic theory including selected contributions of neoclassical, welfare, institutional and aggregative theorists. Prerequisites: ECO 130, 132.

#Core course

151A, 152A. *Readings in Economics* 1-3 s.h. each
Periodically
Intensive reading, oral and written work in one area. Open only to students interested in advanced work in economics who have received agreement of a faculty member who will serve as supervisor. Prerequisites: ECO 1, 2 and permission of chairperson. May be repeated twice for credit when topics vary.

165. *Urban and Regional Economics* 3 s.h.
Periodically
Explores the structure of cities and regions, the location of corporate (manufacturing, commercial, financial) activities, housing, transportation, recreational facilities within and across regions; influence of government tax, subsidy, investment, regulatory policies; emphasis on the United States. Prerequisite: ECO 2; geography majors and minors may substitute GEOG 103 or GEOG 135 for ECO 2. May be used towards the 27 semester hours in geography required for geography majors.

169. *Industrial Economics* 3 s.h.
See course description, page 312.

171. *Law and Economics* 3 s.h.
Periodically
An exploration of the applications of economic analysis to legal issues: analysis of major cases in selected areas of the law encompassing economic rights, including but not limited to, property, contract, environmental and antitrust law. Prerequisite: ECO 131 or permission of instructor.

172. *Seminar: Economic Theory* 3 s.h.
Periodically
The contents of this seminar will be selected by the instructor and announced beforehand by means of a detailed syllabus. Readings and written work will be integrated with designated themes geared to exploring new developments in and applications of economic theory. Prerequisites: ECO 1, 2.

180. *Introduction to Mathematical Economics* 3 s.h.
Periodically
A systematic exposition of matrix algebra, the differential and integral calculus, and some of their applications to economic analysis, particularly the study of equilibria and comparative statics. Prerequisites or corequisites: ECO 130 or 132, and permission of instructor; MATH 9 and 10 or 10E.

182. *Introduction to Econometrics* 3 s.h.
Periodically
Fundamental concepts and methods of the branch of economics designed to give empirical content to economic reasoning. Historical development of a distinctive econometric approach and theoretical underpinnings of principal methodologies; construction of economic models embodying hypothesized relationships between key variables and use of simple and multivariate regression techniques to both describe factual relationships and to test rival economic theories about the strength and direction of such relationships; applied econometric analysis of wide array of topics such as investment, inflation, income and employment differentials. Prerequisites: QM 1, ECO 1, 2.

184. *Introductory Research and Report Writing* 3 s.h.
Once a year
Interdisciplinary course in practical methods of empirical analysis of a wide variety of social science issues. Basic techniques of data collection and verification, descriptive presentations in tables and graphs. Introduction to government, business, economic and social science computerized data banks and to the use of the most popular spreadsheet and statistical software for desktop computers to organize data, present them graphically and to test hypotheses. Emphasis on applications to a range of sociological, political, and economic questions, culminating in a term paper based on independent empirical research of one such question. Open to all social science and B.B.A. students. Should be taken by economics majors at the same time as ECO 1, 2 or as soon as possible thereafter. Prerequisite: QM 1 or BI0 100 or MATH 8 or PSY 140 or SOC 180. (Formerly *Workshop: Analysis of Socioeconomic Data.*)

Education and Allied Human Services, School of

See Page 108.

Educational Studies (ED ST)

Administered by the Department of Foundations, Leadership and Policy Studies. Professor Osterman, *Chairperson*

Associate Professor Duarte and Assistant Professor Scott, *Codirectors*

The Educational Studies Program is the interdisciplinary examination of education as institution and as enterprise. It is designed specifically for those students concerned with the interpretation, appraisal and reform of our society's educational arrangements; the program is not designed to prepare school teachers or other school personnel. Students will be provided with the opportunity to view education from philosophical, historical, sociological, political, anthropological and psychological perspectives.

An undergraduate minor in Educational Studies requires 18 semester hours chosen from the courses listed below with a minimum of 15 semester hours in the School of Education including ED ST 170, *Colloquium in Educational Studies.*

Program Requirements

CRSR	113. *Educational Psychology*, 3 s.h.
	115. *The Helping Relationship*, 3 s.h.
ELED	125. *Child Development in the School Setting, Home & Community*, 6 s.h.
FDED	110. *History of American Education*, 3 s.h.
	111. *The American School*, 3 s.h.
	112. *Politics of Education*, 3 s.h.
	114. *The Education of America's Minority Groups*, 3 s.h.
	115. *Introduction to Sociology of Education*, 3 s.h.
	120. *Aesthetics & Education*, 3 s.h.
	121. *Existentialism & Education*, 3 s.h.
	127. *Introduction to Philosophy of Education*, 3 s.h.
	129. *Current Problems in Education*, 3 s.h.
	130. *Topics in the History of American Education*, 3 s.h.
	131. *Anthropology & Education*, 3 s.h.
	155, 156. *Seminar in Foundations of Education*, 3 s.h. each.
	161,162. *Readings in Foundations of Education*, 1-3 s.h. each.
PESP	155. *Leisure Interpretation*, 3 s.h.
PHI	25. *Theories of Human Nature*, 3 s.h.
PSY	53. *Child Psychology*, 3 s.h.
	54. *Adolescent Psychology*, 3 s.h.
SOC	102. *Social Institutions*, 3 s.h.

Advisement in the Educational Studies Program is available through the foundations of education area. Students are urged to confer with the faculty early in their program to enable individual planning of programs.

COURSE

170. *Colloquium in Educational Studies* 3 s.h.
Periodically
An integrative analysis of selected aspects of educational processes, policies and institutional practices. Prerequisite: 12 s.h. toward the Educational Studies minor.

Elementary and Early Childhood Education (ELED)

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.

Administered by the Department of Curriculum and Teaching.
Professor Fromberg, *Chairperson*

Professor Koch; Associate Professors Davey, Elijah, Kaufman, Miletta; Assistant Professors Ahern, Cooper, Smith, Toher; Special Assistant Professor Libresco.

UNDERGRADUATE TEACHER PREPARATION FOR EARLY CHILDHOOD EDUCATION (BIRTH-GRADE 2)

Bachelor of Arts. The undergraduate early childhood education program leads toward New York State initial teacher certification in early childhood (birth-grade 2). The early childhood program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of this program. The program conforms to the standards and guidelines of the National Association for the Education of Young Children and the New York State Learning Standards for Early Childhood Education.

Program Requirements

Students select a B.A. degree program from an area of the liberal arts and sciences (excluding fine arts, dance, drama, and music). After completing 45 semester hours of college course work, students choose early childhood education as a *co-major.* This education program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. Hofstra's undergraduate program in early childhood is a New York State Registered program. Students who successfully complete the program and who obtain passing scores on the New York State Teacher Certification Examinations (NYSTCE) will qualify for New York State Initial Teaching Certification.

Admission Criteria for the Early Childhood Education Program

After completing 45 semester hours of college course work, students may apply for admission to the School of Education and Allied Human Services through the Department of Curriculum and Teaching and is based on a comprehensive review of multiple criteria, including the following:

—A passing score on the Hofstra English Proficiency Examination.
—An overall GPA of 2.75 or higher on overall course work and liberal arts and sciences course work.
—Two letters of reference addressing the applicant's potential to succeed in the teaching profession.
—A written personal statement of professional intent and rationale.

The department understands that any single criterion may not reliably predict a student's potential for success in the program. Students may consider applying even if they fail to meet one of the criteria but feel that other aspects of their experience might compensate.

Required Course Work for the B.A. in Early Childhood Education

The Department of Curriculum and Teaching strongly recommends that emphasis on course work dealing with multi-cultural issues and social contexts of education. In order to ensure that prospective teachers have a broad education in the liberal arts and sciences, all students in B.A. degree programs with co-majors in early childhood education must complete course work from each of the content areas below. When programs are planned carefully, these requirements may be satisfied while completing the Hofstra Core. Specific courses and minimum credits required for prospective teachers are indicated.

Whereas satisfaction of the Hofstra Core may require more credits in the indicated areas than those stipulated below, the designated courses with the following areas *must* be included in the B.A. degree program of the early childhood and the elementary education major. Comparable course work must be completed by New College and School of Communication students in each of the areas below.

Areas to be included in partial fulfillment of the Hofstra Core

Artistic Expression/Humanities: 3 s.h.
AH 74, 101; CLL 39, 190; DNCE 127; DRAM 1; MUS 3; JWST ENGL 40, 139

Creative Participation: 3 s.h.
FA 8. *Art Concepts and Experiences*, or equivalent recommended

Communication: 3 s.h.
SPCM 1. *Oral Communication;* SPCM 7. *Public Speaking*, or ENGL 133. *General Creative Writing*

Information Retrieval: 0-3 s.h.
CSC 5. *Overview of Computer Science*, a passing score on the Examination for Information Retrieval (EIR), or comparable course work.

Historical Concepts: 3 s.h.
HIST course listed in the Social Sciences Division of the Hofstra Core. (Completion of American History, Western Civilization, Global History, or the equivalent prerequisite to ELED 135).

Social Science Concepts: minimum 9 s.h.
SOC 8, 9, 36, 37, (3-6 s.h.) or equivalent recommended; PSY 33 or 34 recommended; ANTH 3, HIST 72C or 162C, or PSC 1

Philosophy: 3 s.h.
PHI 161 recommended

Language other than English: 0-12 s.h.
Completion of level 4 competence in a language other than English, placement above level 4, or completion of the special language option. *American Sign Language*, REHB 191 and 192, may be used to satisfy this requirement for New College students. (6 s.h.)

Scientific Processes: 6 s.h.
BIO 4. *Human Biology* required (prerequisite to ELED 129A). Satisfy the Natural Sciences Core requirement by completing one of the following laboratory sciences courses: BIO 1&2; CHEM 3A with 3B; GEOL 1C, 2C; or PHYS 1A with 1B

Mathematical Processes: 3 s.h.
Any MATH course listed under the Mathematics/Computer Science division of the Hofstra Core. MATH 16 is highly recommended for non-mathematics/non-science majors.

Written Analysis and Expression: 6 s.h.
ENGL 1-2, and a passing score on the Hofstra English Proficiency Examination (also required for transfer students). Successful completion of the New College Writing Program is a require-

ment prior to admission to ELED courses for New College students.

Cross-Cultural Appreciation: 3 s.h.
Any course in the Cross-Cultural division of the Hofstra Core.

Transfer students must plan their courses of study carefully with an academic adviser to assure that their programs will fulfill both the University and New York State Education Department requirements.

PEDAGOGICAL CORE REQUIREMENTS FOR EARLY CHILDHOOD EDUCATION

ELED	41.	*Basic Concepts in Arithmetic and Related Teaching Practices* or a passing score on the Departmental Mathematics Proficiency Examination	2 s.h.
FDED	111.	*The American School* or	3 s.h.
	127.	*Introduction to Philosophy of Education*	
SPED	101.	*Inclusion: Infants, Toddlers, Pre-schoolers, and K-6 Children*	3 s.h.
ELED	104A.	*Educational Computing Issues, Trends & Practices*	1 s.h.
	111B.	*Young Children's Movement, Music, Rhythmic Activities & Play for the Classroom*	1 s.h.
	122.	*Art in the Elementary School*	1 s.h.

PROGRAM REQUIREMENTS FOR THE EARLY CHILDHOOD EDUCATION PROGRAM (BIRTH-GRADE2)

Phase 1. Satisfactory completion of 45 s.h. of college level course work and admission to the Early Childhood Education Program.

Phase 2.

ELED	134.	*Infant, Toddler, Preschool, & Primary, Child Development in Group Settings, Home & Community*	5 s.h.
	135.	*Interdisciplinary Teaching of Social Studies: Early Childhood*	3 s.h.
	135E.	*Social Studies Field Placement Laboratory*	1 s.h.
	136.	*Integrated Teaching of Emergent Reading, Writing & Children's Literature: Early Childhood Education*	5 s.h.
	136E.	*Literacy Field Placement Laboratory*	1 s.h.
	128A.	*Integrated Teaching of Mathematics in Early & Childhood Education*	3 s.h.
	128E.	*Mathematics Field Placement Laboratory*	1 s.h.
	129A.	*Integrated Teaching of Science in Early Childhood & Childhood Education*	3 s.h.
	129E.	*Science Field Placement Laboratory*	1 s.h.

Phase 3. Admission to Student Teaching

ELED	137.	*Student Teaching: Early Childhood*	6 s.h.
	138.	*Reflective Inquiry & Issues in Early Childhood Curriculum Design & Development*	3 s.h.

Student receiving a grade lower than C- in a professional education course must repeat the course and receive a grade of C- or higher in order to remain in the program.

Student Teaching Prerequisites
Program Phases 1 and 2 must be completed prior to student teaching. Application forms for student teaching are available in the Office of Field Placement and are accepted by October 1 or March 1 for the succeeding semester. Admission criteria are as follows: 1) a cumulative GPA of 2.75 on overall course work; 2) a GPA of 2.5 or higher in liberal arts and sciences course work; c) a grade of C- or higher in each ELED course completed and 4) no unresolved INC grades in professional education course work.
**See note below regarding teacher certification examinations.*

Graduation Requirements for the Early Childhood Education Program
Graduation from an undergraduate early childhood education program requires: 1) completion of all graduation requirements for the appropriate B.A. degree in the liberal arts and sciences; 2) completion of all course requirements for the co-major in early childhood education; 3) the successful completion of *at least* 129 semester hours. (Military Science courses may not be counted toward this total semester hour requirement.); 4) completion of *at least* 93 semester hours in liberal arts and sciences course work (FDED 111 and 127 may be counted toward this requirement); 5) a minimum GPA of 2.75 in overall course work; 6) a minimum GPA of 2.5 in liberal arts and sciences course work; 7) an electronic portfolio, illustrating the student's education course work and professional accomplishments.

Teacher Certification Requirements
Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State teachers' Initial Certificate. Students are required to pass each of the New York State Teacher Certification Examinations: 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 109.

**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 NYSTCEs should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for initial certification.

UNDERGRADUATE TEACHER PREPARATION FOR ELEMENTARY EDUCATION (GRADES 1-6)

The undergraduate elementary education program leads toward New York State initial teacher certification in childhood education (grades 1-6). The elementary education program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. The program conforms with the standards and guidelines of the Association for Childhood Education International and with the New York State Learning Standards for Childhood Education.

Program Requirements

Students select a B.A. degree program from an area of the liberal arts and sciences (excluding fine arts, dance, drama, music; speech-language-hearing sciences; and selected majors in New College and the School of Communication). After completing a minimum of 45 semester hours of college course work, students choose elementary education as a *co-major.* Hofstra's undergraduate program in elementary education is a New York State Registered program. Students who successfully complete this program and who obtain passing scores on the New York State Teacher Certification Examinations (NYSTCE) will qualify for New York State Initial Teacher Certification.

Admission Criteria for the Elementary Education Program

After completing a minimum of 45 semester hours of college course work, students may apply for admission to the School of Education and Allied Human Services through the Department of Curriculum and Teaching. Admission into a B.A. degree program in the Department of Curriculum and Teaching is

based on a comprehensive review of multiple criteria, including the following:

—A passing score on the Hofstra English Proficiency Examination or completion of the New College Writing Program.
—An overall GPA of 2.75 or higher in liberal arts and sciences course work.
—Two letters of reference addressing the applicant's potential to succeed in the teaching profession.
—A written personal statement of professional intent and rationale.

Required Course Work for B.A. Specialization in Elementary Education

The Department of Curriculum and Teaching strongly recommends an emphasis on course work dealing with multicultural issues and social contexts of education. In order to ensure that prospective teachers have a broad education in the liberal arts and sciences, all students in B.A. degree programs with majors in elementary education must complete course work from each of the content areas below. When programs are planned carefully, these requirements may be satisified while completing the Hofstra Core. Specific courses and minimum credits required for prospective teachers are indicated.

Whereas satisfaction of the Hofstra Core may require more credits in the indicated areas than those stipulated below, the designated courses within the following areas *must* be included in the B.A. degree program of the elementary education major. Comparable course work must be completed by New College and School of Communication students in each of the areas below.

Areas to be included in partial fulfillment of the Hofstra Core

Artistic Expression/Humanities: 3 s.h.
AH 74, 101; CLL 39, 190; DNCE 127; DRAM 1; MUS 3, JWST 10, 30, or 108; ENGL 40 or ENGL 139

Creative Participation: 3 s.h.
FA 8. *Art Concepts and Experiences,* or equivalent recommended

Communication: 3 s.h.
SPCM 1. *Oral Communication* or SPCM 7. *Public Speaking*

Information Retrieval: 0-3 s.h.
CSC 5. *Overview of Computer Science,* a passing score on the Examination for Information Retrieval (EIR), or comparable course work.

Historical Concepts: 3 s.h.
HIST course listed under the Social Science Division of the Hofstra Core. (Completion of American History, Western Civilization, Global History, or the equivalent prerequisite to ELED 126A).

Social Science Concepts: 6 s.h.
SOC 4 or equivalent highly recommended; PSY 7, ANTH 3, 137, HIST 162C, or PSC 1 recommended.

Philosophy: 3 s.h.
PHI 14, 20, or 161 recommended

Language other than English 0-12 s.h.
Completion of level 4 competence in a language other than English, placement above level 4, or completion of the special language option. *American Sign Language,* REHB 191 and 192, may be used to satisfy this requirement for New College students but do not carry liberal arts and sciences credit (6 s.h.).

Scientific Processes: 6 s.h.
BIO 4. *Human Biology* required (prerequisite to ELED 129A) Satisfy the Natural Sciences Core requirement by completing one of the following laboratory science courses: BIO 1 & 2; CHEM 3A with 3B; GEOL 1C, 2C; or PHYS 1A with 1B

Mathematical Processes: 3 s.h.
Any MATH course listed under the Mathematics/Computer Science division of the Hofstra Core. MATH 16 is highly recommended for non-mathematics/non-science majors.

Written Analysis and Expression: 6 s.h.
ENGL 1-2, and a passing score on the Hofstra English Proficiency Examination (also required for transfer students). Successful completion of the New College Writing Program is a requirement prior to admission to ELED courses for New College students.

Cross-Cultural Appreciation: 3 s.h.
Any course in the Cross-Cultural division of the Hofstra Core

Transfer students must plan their courses of study carefully with an academic adviser to assure that their programs will fulfill both University and New York State Education Department requirements.

PEDAGOGICAL CORE REQUIREMENTS FOR ELEMENTARY EDUCATION

ELED 41. *Basic Concepts in Arithmetic and Related Teaching Practices* or a passing score on the Departmental Mathematics Proficiency Examination 0-2 s.h.
FDED 111. *The American School* or 3 s.h.
FDED 127. *Introduction to Philosophy of Education*
SPED 101. *Inclusion: Infants, Toddlers, Pre-schoolers, and K-6 Children* 3 s.h.
ELED 104A. *Educational Computing Issues, Trends and Practices* 1 s.h.
111A. *Children's Movement and Rhythmic Activities for the Classroom Teacher* 1 s.h.
122. *Art in the Elementary School* 1 s.h.

Phase 1. Satisfactory completion of a minimum of 45 s.h. of college-level course work and admission to the Elementary Education Program.

Phase 2.
ELED 125A. *Child Development in the School Setting, Home and Community* 5 s.h.
126A. *Interdisciplinary Perspectives on Teaching Social Studies: Elementary Education Grades 1-6* 3 s.h.
126L. *Social Studies Field Placement Laboratory* 1 s.h.
127A. *Integrated Teaching of Reading, Writing and Children'a Literature: Elementary Education Grades 1-6* 5 s.h.
127L. *Literacy Field Placement Laboratory* 1 s.h.
128A. *Integrated Teaching of Mathematics in Early and Childhood Education* 3 s.h.
128L. *Mathematics Field Placement Laboratory* 1 s.h.
129A. *Integrated Teaching of Science in Early and Childhood Education* 3 s.h.
129L. *Science Field Placement Laboratory* 1 s.h.

Phase 3. Admission to Student Teaching
ELED 121A. *Student Teaching: Elementary Education* 6 s.h.
123A. *Classroom Perspectives and Issues: (Grades 1-6)* 3 s.h.

Students receiving a grade lower than C- in a professional education course must repeat the course and receive a grade of C- or higher in order to remain in the program.

Student Teaching Prerequisites for the Program

Program Phases 1 and 2 must be completed prior to student teaching. Application forms for student teaching are available in the Office of Field Placement and are accepted by October 1 or March 1 for the succeeding semester. Admission criteria for

student teaching are as follows: (1) a cumulative GPA of 2.75 on overall course work; (2) a GPA of 2.5 or higher in liberal arts and sciences course work; (3) a grade of C- or higher in each ELED course completed and (4) no unresolved INC grades in professional education course work. ***See note below regarding teaching certification examinations.*

Graduation Requirements
Graduation from this program requires (1) completion of all graduation requirements for the appropriate B.A. degree in the liberal arts and sciences; (2) completion of all course requirements for the co-major in the elementary education program; (3) successful completion of *at least* 129 semester hours. (Military Science courses may not be counted toward this total semester hour requirement.); (4) completion of *at least* 93 semester hours in liberal arts and sciences course work (FDED 111 and 127 may be counted toward this requirement); (5) a minimum GPA of 2.75 in overall course work; (6) a minimum GPA of 2.5 in liberal arts and sciences course work; and (7) an electronic portfolio, illustrating the student's education course work and professonal accomplishments.

Teacher Certification Requirements
Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State teacher certification for Initial Certification. Students are required to pass each of the New York State Teacher Certification Examinations: 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.

**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 initial certification.

Education Honor Societies, see page 74.

COURSES

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

41. *Basic Concepts in Arithmetic and Related Teaching Practices* 2 s.h.
Fall, Spring, Summer
Designed to aid early childhood and elementary teachers in understanding fundamental concepts of arithmetic and teaching techniques which integrate and coordinate such knowledge. Pass/D+/D/Fail grade only.

104A. *Educational Computing Issues, Trends and Practices* 1 s.h.
Fall, Spring, Summer
The elementary classroom teacher is called upon to use new technologies to facilitate the learning process. Provides a foundation in the theory and practice of such technology. Topics explored include technology and learning patterns, educational hardware and software, evaluation techniques, information processing and communication. Hands-on experience is provided with a variety of educational software. Students explore implementation models for computers across the elementary curriculum.

111A. *Children's Movement and Rhythmic Activities for the Classroom Teacher* 1 s.h.
Fall, January, Spring
A study of methodologies for the development of rhythmic activities, aesthetic and creative abilities for children grades 1-6. Consideration given to multicultural content and the special learning needs of diverse student populations.

111B. *Young Children's Movement, Music, Rhythmic Activities and Play for the Classroom* 1 s.h.
Fall, Spring, Summer
The development of movement, rhythmic activities, music, aesthetic and creative abilities from birth through 8 years is studied. The role of play as a learning condition is integrated. Consideration is given to multicultural content and the special learning needs of diverse populations.

121. *Student Teaching* 6 s.h.
Fall, Spring
Full-time student teaching in cooperating schools with direction and supervision from University supervisors. Students have two placements during the semester: one on the primary level (PreK-3) and one on the elementary level (4-6). Weekly seminars are provided. Must be taken concurrently with ELED 123. Admission by application on October 1 or March 1 to the Office of Field Placement and interview. Prerequisites: ELED 104A, 111A, 122, 125, 126, 127, 128, 129. Pass/D+/D/Fail grade only. Credit given this course or 121A, not both.

121A. *Student Teaching: Elementary Education* 6 s.h.
Fall, Spring
Full-time student teaching in cooperating schools with direct supervision from University supervisors. Students have two placements during the semester: one in grades 1-3 and one in grades 4-6. Weekly seminars are required, including child abuse and maltreatment; child abduction; substance abuse prevention; safety education, and fire and arson prevention. Must be taken concurrently with ELED 123A. Admission by application by October 1 or March 1 to the Office of Field Placement and interview. Prerequisites: see Elementary Education Undergraduate Program description, pg. 163. Pass/D+/D/Fail grade only. Credit given for this course or 121, not both.

122. *Art in the Elementary School* 1 s.h.
Fall, January, Spring
Course presents methods of integrating the creative arts into the elementary school curriculum. Explore art forms that engage students on many levels as well as clarify and enhance required academic curriculum. Subjects examined include perceptual stages of development, creativity, multiple intelligence theory, adaptation for included children with handicapping conditions, and curriculum mapping. Art forms include painting, drawing, poetry, sculpture, and collage. There is a material fee of $10.

123. *Classroom Interaction Analysis* 3 s.h.
Fall, Spring
Systems of classroom interaction are studied. Students engage in objective self-study of their own teaching behavior. Must be taken concurrently with ELED 121. (Formerly *Analysis of Teaching Behavior.*) Credit given for this course or 123A, not both.

123A. *Classroom Perspectives and Issues: Elementary Education (Grades 1-6)* 3 s.h.
Fall, Spring
Systems of classroom interaction are studied. Students engage in self-study of their own teaching behavior while engaging in analysis of macro- and micro-issues concerning classroom structures, equity, diversity, inclusion, assessment, and integration of curriculum. Includes development of classroom management techniques, provision for aesthetic education, development of cognitive abilities, home-school relationships, and integration of computer technology. Issues of health, nutrition, and safety are studied. Must be taken concurrently with ELED 121A. Credit given for this course or 123, not both.

125. *Child Development in the School Setting, Home and Community* 6 s.h.
Fall, Spring
Study of children's development as active learners in the school setting is related to the social context of schooling. Issues of

diverse sociocultural family and community influences on children's learning are explored. Individual variations, special learning needs, motivation, and discipline are examined as well as issues in evaluation and assessment. Students must allow four hours a week for public prekindergarten or registered nursery school observations and reflective participation under close clinical supervision. Students must provide transportation to and from assigned schools. Prerequisites: admission to the program in elementary and early childhood education and permission of instructor. Credit given for this course or 125A, not both.

125A. *Child Development in the School Setting, Home and Community* 5 s.h.
Fall, Spring
Study of children's development as active learners in the school setting is related to the social context of schooling. Issues of diverse sociocultural family, community, health, nutrition and safety influences on children's learning are explored. Individual variations, special learning needs, motivation, and discipline are examined as well as issues in evaluation and assessment. Fifty clock hours of reflective participation and observation in public pre-kindergarten or registered nursery school under close clinical supervision are required. Prerequisites: admission to the program in Elementary Education and permission of the instructor. Credit given for this course or 125, not both.

126. *Interdisciplinary Perspectives on Teaching Social Studies* 4 s.h.
Fall, Spring
Interdisciplinary relationships between the social sciences and other disciplines are examined from their different conceptual frameworks and methods of inquiry, as well as the study of self in relation to social groups. Multicultural and global education, controversies and critical issues, sociodrama, cooperative group processes and other social models of teaching are considered. Developing appropriate experiences for children with handicapping conditions in the mainstream are studied. Students develop a repertoire of curriculum experiences and materials, and develop extended curriculum projects as well as the ability to facilitate children's social development and the building of a class community. Students participate in the reflective study of their teaching under close clinical supervision in primary grades. Students must provide transportation to and from assigned placements. Prerequisites: ELED 125, including admission to the program in Elementary and Early Childhood Education, satisfactory completion of departmental writing examination, and core prerequisite in history. Corequisites: ELED 127 and the corresponding laboratory section of ELED 126. Credit given for this course or 126A, not both.

126A. *Interdisciplinary Perspectives on Teaching Social Studies: Elementary Education Grades 1-6* 3 s.h.
Fall, Spring
Interdisciplinary relationships between the social sciences and other disciplines are examined from their different conceptual frameworks and methods of inquiry, as well as the study of self in relation to social groups and careers. Related issues of health, nutrition, and safety are studied. Multicultural and global education, controversies and critical issues, sociodrama, cooperative group processes and other social models of teaching are considered. Developing appropriate experiences for children with disabilities in inclusion settings are studied. Students develop a repertoire of curriculum projects as well as the ability to facilitate children's social development and the building of a class community. Students participate in the reflective study of their teaching under close clinical supervision in grades 1-3. Prerequisites: ELED 125A, including admission to the program in Elementary Education. Completion of 3 s.h. of American History, Western Civilization, Global History, or the equivalent. Successful completion of Hofstra University English Proficiency Exam or equivalent. Corequisite: ELED 127A and the corresponding laboratory section of ELED 126L. Credit given for this course or 126, not both.

126L. *Social Studies Field Placement Laboratory* 1 s.h.
Fall, Spring
Students participate in the reflective study of their social studies teaching under close clinical supervision in grades 1-3 for a minimum of 45 clock hours. Corequisite: ELED 126A and 127A. Pass/D+/D/Fail grade only.

127. *Integrated Teaching of Reading, Writing, and Children's Literature* 6 s.h.
Fall, Spring
Selection, design and organization of rationales, strategies, and materials for the integrated teaching of reading, writing, and children's literature appropriate for diverse cultural groups and individual learning styles and special learning needs are studied. Students develop a repertoire of egalitarian materials and methods for use with bilingual as well as monolingual English speakers. Students participate in the reflective study of their teaching under close clinical supervision in primary grades. Students must provide transportation to and from assigned placements. Prerequisites: admission to the ELED program; ELED 125 and satisfactory completion of departmental writing examination. Corequisite: ELED 126 and the corresponding laboratory section of ELED 126. Credit given for this course or 127A, not both.

127A. *Integrated Teaching of Reading, Writing and Children's Literature: Elementary Education Grades 1-6* 5 s.h.
Fall, Spring
Selection, design and organization of rationales, strategies, and materials for the integrated teaching of reading, writing, and children's literature appropriate for diverse cultural groups and individual learning styles and special learning needs are studied. Students develop a repertoire of egalitarian materials and methods for use with bilingual as well as monolingual English speakers. Students participate in the reflective study of their teaching under close clinical supervision in grades 1-3. Prerequisites: ELED 125A, including admission to the program in Elementary Education. Corequisites: ELED 126A and the corresponding laboratory section of ELED 127L. Credit given for this course or 127, not both.

127L. *Literacy Field Placement Laboratory* 1 s.h.
Fall, Spring
Students participate in the reflective study of their literacy teaching under close clinical supervision in grades 1-3 for a minimum of 45 clock hours. Students must provide transportation to and from assigned placements. Corequisite with ELED 127A and 126A. Pass/D+/D/Fail grade only.

128. *Integrated Teaching of Mathematics* 4 s.h.
Fall, Spring
Examination of the curriculum, goals, methods and materials for teaching mathematics in the elementary school. Focus on methods for making mathematics meaningful to children by promoting an active learning process. Attention also given to methods for teaching mathematics to children with special needs and for whom English is a second language. Students participate in the reflective study of their teaching under close clinical supervision in intermediate grades. Students must provide transportation to and from assigned placements. Prerequisites: completion of the mathematics core course requirement, and ELED 41 (may be exempted by passing the departmental mathematics proficiency examination). Corequisite: ELED 129 and the corresponding laboratory section of ELED 128. Credit given for this course or 128A, not both.

128A. *Integrated Teaching of Mathematics in Early and Childhood Education* 3 s.h.
Fall, Spring
Examination of the curriculum, goals, methods and materials for teaching mathematics PreK-6. Focus on methods for making mathematics meaningful to children by promoting an active learning process. Attention also given to methods for teaching mathematics to children with special needs and for whom English is a second language. Students participate in the reflec-

tive study of their teaching under close clinical supervision. Prerequisites: ELED 134, 135, 136, or ELED 125A, 126A, 127A, including admission to the programs in Early Childhood or Elementary Education. Completion of the mathematics core course requirement. Satisfactory completion of ELED 41 or passing score on the departmental mathematics competency test. Corequisite: 128E or 128L and 129A. Credit given for this course or 128, not both.

128E. *Mathematics Field Placement Laboratory* 1 s.h.
Fall, Spring
Students participate in the reflective study of their mathematics teaching under close clinical supervision in grades 1-2 for a minimum of 45 clock hours. Corequisite: ELED 128A and 129A. Pass/D+/D/Fail grade only.

128L. *Mathematics Field Placement Laboratory* 1 s.h.
Fall, Spring
Students participate in the reflective study of their mathematics teaching under close clinical supervision in grades 4-6 for a minimum of 45 clock hours. Students must provide transportation to and from assigned placements. Corequisite with ELED 128A and 129A. Pass/D+/D/Fail grade only.

129. *Integrated Teaching of Science* 4 s.h.
Fall, Spring
Introduces the student to the purposes, selection organization and guidance of science experiences suitable for children. Explores the connection between science and technology with respect to contemporary themes in environmental science and communication. Emphasis on the development of skills in the construction and administration of science and technology investigations for children. Methods of instruction that address the needs of children with learning differences and diverse language backgrounds are integrated in the course. Students participate in the reflective study of their teaching under close clinical supervision in intermediate grades. Prerequisites: completion of the science core course requirement; ELED 125, 126, 127. Corequisites: ELED 128 and the corresponding laboratory section of ELED 128. There is a material fee of $10. Credit given for this course or 129A, not both

129A. *Integrated Teaching of Science in Early and Childhood Education* 3 s.h.
Fall, Spring
Introduces students to the purposes, selection, organization, and guidance of science experiences suitable for PreK-6 children. Explores the connection between science and technology with respect to contemporary themes in environmental science and communication. Emphasis on the development of skills in the construction and administration of science and technology investigations for children. Methods of instruction that address the needs of children with special learning needs and diverse language backgrounds are integrated. Students participate in the reflective study of their teaching under close clinical supervision. Prerequisites: completion of the science core course requirement; ELED 134, 135, 136 or ELED 125A, 126A, 127A. Corequisite: ELED 128A and 129E. There is a material fee of $10. Credit given for this course or 129, not both.

129E. *Science Field Placement Laboratory* 1 s.h.
Fall, Spring
Students participate in the reflective study of their science teaching under close clinical supervision in grades 1-2 for a minimum of 45 clock hours. Corequisite: ELED 128A and 129A. Pass/D+/D/Fail grade only.

129L. *Science Field Placement Laboratory* 1 s.h.
Fall, Spring
Students participate in the reflective study of their science teaching under close clinical supervision in grades 4-6 for a minimum of 45 clock hours. Students must provide transportation to and from assigned placements. Corequisite with ELED 128A and 129A. Pass/D+/D/Fail grade only.

134. *Infant, Toddler, Preschool, and Primary Child Development in the Group Settings, Home, and Community* 5 s.h.
Fall, Spring
Study of young children's development as active learners in the school setting is related to the social context of schooling. Issues of diverse sociocultural family, community, and health influences on learning are explored. Individual variations, special learning needs, motivation, and discipline are examined as well as issues in evaluation and assessment. Student must allow five hours a week for public prekindergarten or registered nursery school observations and reflective participation under close clinical supervision. Students must provide transportation to and from assigned schools. Prerequisite: admission to the program in early childhood education and permission of the instructor.

135. *Interdisciplinary Teaching of Social Studies: Early Childhood* 3 s.h.
Fall, Spring
Interdisciplinary relationships between the social sciences and other disciplines are examined from their different conceptual frameworks and methods of inquiry, as well as the study of self in relation to social groups. Multi-cultural and global education, controversies and critical issues, socio-drama, play, cooperative group processes and other social models of teaching are considered. Developing appropriate experiences for children with disabilities in inclusion settings are studied. Environmental design and curricular planning are studied. Students participate in reflective study of their teaching with close clinical supervision in primary grades. Students must provide transportation to and from assigned placements. Prerequisites: ELED 134, including admission to the program in Early Childhood Education, satisfactory completion of the English Proficiency Examination, and satisfactory completion of a college level history course (American History, Western Civilization, Global History, or the equivalent) prior to admission to ELED 135. Corequisites: ELED 135E and ELED 136.

135E. *Social Studies Field Placement Laboratory* 1 s.h.
Fall, Spring
Students participate in the reflective study of their social studies teaching under close clinical supervision in grades 1-2 for a minimum of 45 clock hours. Corequisite: ELED 135 and 136. Pass/D+/D/Fail grade only.

136. *Integrated Teaching of Emergent Reading, Writing, and Children's Literature: Early Childhood Education* 5 s.h.
Fall, Spring
Selection, design and organization of rationales, strategies, and materials for the integrated teaching of speaking, reading, writing, and children's literature appropriate for diverse cultural groups, individual learning styles, and the needs of young children with disabilities in inclusion settings are studied. Family literacy and multicultural materials are studied. Students develop a repertoire of egalitarian materials and methods, and study environmental designs for use with bilingual as well as monolingual English speakers. Students participate in the reflective study of their teaching under close clinical supervision in primary grades. Students must provide transportation to and from assigned placements. Prerequisites: Admission to the Early Childhood program; ELED 134 and satisfactory completion of the English Proficiency Examination. Successful completion of the New College Writing Program is a prerequisite to admission for New College students. Corequisite: ELED 135 and 136E.

136E. *Literacy Field Placement Laboratory* 1 s.h.
Fall, Spring
Students participate in the reflective study of their literacy teaching under close clinical supervision in grades 1-3 for a minimum of 45 clock hours. Corequisite: ELED 135 and 136. Pass/D+/D/Fail grade only.

137. *Student Teaching: Early Childhood* 6 s.h.
Fall, Spring
Full-time student teaching in cooperating schools with direct supervision from University supervisors. Students have two placements during the semester: one in kindergarten and one in grades 1-2. Weekly seminars are requried, including child abuse and maltreatment; child abduction; substance abuse prevention; safety education and fire and arson prevention. Must be taken concurrently with ELED 138. Admission by application by October 1 or March 1 to the Office of Field Placement and interview. Pass/D+/D/Fail grade only. Prerequisites-Student Teaching: Program Phases 1 and 2 must be completed prior to student teaching. Application forms for student teaching are available in the Field Placement Office and are accepted by October 1 or March 1 for the succeeding semester. Admission criteria are as follows: 1) a cumulative GPA of 2.75 on overall course work; 2) no grades lower than C- or unresolved INC grades in profes-sional education course work, and 3) a minimum GPA of 2.5 on liberal arts and sciences course work. Completion of the Liberal Arts and Science Test (LAST) of the New York State Certification Examinations is strongly recommended prior to student teaching.

138. *Reflective Inquiry and Issues in Early Childhood Curriculum Design and Development* 3 s.h.
Fall, Spring
Systems of integrated early child-curriculum development, inquiry, classroom interaction, environmental design, and assessment are studied. Students engage in reflective study of their own teaching behavior. Includes an analysis of macro- and micro-issues concerning classroom structures, environmental design, equity, diversity, inclusion, assessment and the integration of curriculum. Development of classroom management and governance strategies, provision for aesthetic education, play as a condition for learning, health, nutrition, safety, development of students' cognitive abilities, career aspirations, home-school relationships, and the integration of computer technology. Must be taken concurrently with ELED 137.

139. *Dual Program Student Teaching: Grades 4–6* 2 s.h.
January
Practicum course. Candidates for the dual program student teach for a minimum of twenty days in grades 4–6 with direct supervision by University supervisor. Weekly seminars are required. Must be taken concurrently with ELED 140. Prerequisites: ELED 104A, 111B, 122, 134, 135, 136, 128A, 128L, 129A, 129L, SPED 101. Students must earn a minimum grade of C- in each course. Admission by application to the Office of Field Placement by October 1 and interview. Pass/D+/D/Fail grade only.

140. *Dual Program Classroom Perspectives and Issues* 1 s.h.
January
Systems of intermediate grade (4-6) classroom interaction are studied. Includes integration of curriculum, assessment, classroom management techniques, provision for aesthetic education, development of cognitive abilities and home-school relationships. Must be taken concurrently with ELED 139. Prerequisites: ELED 104A, 111B, 122, 134, 135, 136, 128A, 128L, 129A, 129L, SPED 101. Student must earn a minimum grade of C- in each course. Admission by application by October 1.

151, 152. *Special Readings Seminar* 1-3 s.h. each
Fall, Spring, Summer
Investigations and reports on educational topics adapted to the student's program and more flexibility in course work. For undergraduates only. Prerequisite: permission of department chairperson.

180 through 189, A-Z. *Workshops* 1-3 s.h. each
Summer
Designed to meet the needs of specific groups of students or faculties of individual schools who want help in the solution of curricular or other school problems.

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

191. *Workshop: Methods and Materials* 6 s.h.
Summer
Cooperative work on problems related to school situations. Demonstrations and participation in an elementary classroom. Admission by permission of instructor.

193. *Workshop: Early Childhood Education* 6 s.h.
Summer
Supervised participation and systematic observation in demonstration kindergarten and preschool programs supplemented by lectures, selected readings and discussion. Designed also to acquaint experienced and prospective teachers with the current findings about the intellectual and emotional development of young children as they relate to curriculum design and implementation in early childhood education.

Engineering (ENGG)

Professor Rabbany, *Chairperson*

Professors Alvarez, Burghardt, Weissman; Associate Professors Agnone, Caputi, Forsberg, Jensen, Kwong, Rooney; Assistant Professors Ghorayeb, Hunter, Puerzer; Director of Freshman Engineering Hakola.

Technology and Public Policy courses are listed alphabetically.

The Jean Nerken Distinguished Professorship in Engineering is held by Dr. M. David Burghardt, Professor of Engineering.

Mission Statement

The Department of Engineering at Hofstra University offers ABET-accredited degree programs leading to a Bachelor of Engineering in Engineering Science, a Bachelor of Science in Electrical Engineering, and a Bachelor of Science in Mechanical Engineering. A new Bachelor of Science in Computer Engineering was started in fall 2002. In addition, it offers smaller interdisciplinary degree programs, not seeking ABET accreditation, leading to a Bachelor of Science in Industrial Engineering and a Bachelor of Arts in Engineering Science.

Since all degrees are offered under the aegis of a single department, the organizational structure fosters collegiality among faculty of different programs and ensures that all students are exposed to a variety of engineering disciplinary perspectives. The knowledge base encompassed by engineering is constantly expanding, but the fundamental skills and aptitudes which a four year undergraduate program can hope to impart to graduates remain the same, regardless of time or of specific degree. They include a solid grounding in mathematics as a language to express scientific laws, in applied physics as represented primarily in the engineering sciences, in engineering design integrated throughout the curriculum but especially demonstrated through participation in capstone team projects, and in a well-chosen variety of social sciences and humanities.

Technological advances generated by the engineering profession have foreseen and unforeseen effects on human culture and civilization. The broadly educated Hofstra engineering graduate will mirror the multi-faceted engineer/builder envisioned in classical times by Vitruvius, and will therefore be best situated to assess the consequences of the societal changes constantly being wrought by the profession.

Departmental Objectives

While adhering to the general philosophy outlined above, each degree program which seeks ABET accreditation is committed to

ensuring that its graduates exhibit a range of abilities indicative of a successful member of the engineering community. These include:

a) an ability to apply knowledge of mathematics, science, and engineering
b) an ability to design and conduct experiments, as well as to analyze and interpret data
c) an ability to design a system, component, or process to meet desired needs
d) an ability to function on multi-disciplinary teams
e) an ability to identify, formulate, and solve engineering problems
f) an understanding of professional and ethical responsibility
g) an ability to communicate effectively
h) the broad education necessary to understand the impact of engineering solutions in a global and societal context
i) recognition of the need for, and an ability to engage in life-long learning
j) a knowledge of contemporary issues
k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Students matriculate in an ambience of small class size, excellent student-faculty interaction, and easy access to all laboratory facilities for research and design projects. All students, part-time as well as full-time, are assigned a faculty adviser in their general field of interest, and may choose from a range of engineering and science electives to build a foundation for the engineering objective of their choice. For many the goal will be graduate study in a specialized area of engineering such as civil, electrical, mechanical or biomedical; for others, a position in industrial or government research, development and design.

A Minor in Engineering consists of the successful completion of 18 semester hours in engineering courses, excluding ENGG 4, 10 and 149, at least 6 hours in residence, with grades of C or better.

ROTC scholarship engineering majors, who must take additional courses in Military Science, may be funded for a total of five years while completing their engineering degree.

PROGRAMS

B.E. Specialization in Engineering Science

Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Program Educational Objectives

This program reflects the need within a broad-based engineering curriculum, for a diversity of offerings reflecting the diversity of careers in the engineering field today. Engineering today encompasses many new technologies, but the core educational requirements remain a thorough grounding in mathematics, physical sciences, engineering sciences and design. The Engineering Science degree then allows students to specialize in one of three options: biomedical, civil, or environmental. All three options integrate design throughout the curriculum, beginning with the first year, and culminating in a year-long major senior-level design project. Consequently graduates of the program are well prepared to do analytic work and to participate as design team members in engineering projects. The options guarantee a specificity of expertise within the Engineering Science program. They do so through 25 units of directed technical electives as outlined below under each of the three headings. A preponderance of biomedical option graduates may therefore be expected to pursue advanced studies in biomedical engineering or in some cases to enter medical school. On the other hand, the majority of civil or environmental option graduates will be expected to enter industry, with or without pursuing advanced degrees. Professional registration is highly important in the latter two fields, and so, all graduates of the civil option and the environmental option are required to take the Engineering Fundamentals Examination (but not necessarily to pass it) prior to the completion of the degree program. The eleven generic indicators of achievement listed under Department of Engineering objectives apply specifically to graduates of each option within the Engineering Science degree program, as a measure of the program's effectiveness in meeting its stated objectives.

Biomedical Option: Biomedical engineering or bioengineering is designed to bridge the gap between the life sciences and physical sciences by applying engineering concepts, methods and techniques to biology and medicine. An understanding of fundamental physiological processes using engineering methodology requires a broad background in basic engineering, sciences and mathematics. Two emphases (biomechanics and bioelectricity) are available to the students, differing from each other by five courses. In the biomechanics area required courses include ENGG 26, 114, 115, 163 and 169 or 170. In the bioelectricity area these courses are replaced by ENGG 32A, 32B, 33, 104, and 192. Technical electives for all biomedical option students include: BIO 1, 144, ENGG 166B, 81, 182, 183, 187, CHEM 131A, 132A, 162. Further technical electives for those in the biomechanics area include: ENGG 116, 129, 130, 131, while students in the bioelectricity area choose further technical electives from: ENGG 36, 176, 177, 180.
Professor Rabbany, *Adviser*

Civil Option: Civil engineering shares with military engineering the distinction of being the earliest of the engineering disciplines. Today's civil engineer is concerned with a broad spectrum of problems relating to structures and the infrastructures of modern society. The civil option provides a thorough preparation and professional training in the fundamentals of engineering and related fields with a major thrust in structural analysis and design. All civil option degree candidates must take the Engineering Fundamentals Examination prior to graduation. Technical electives include: ENGG 47, 62, 129, 131, 132, 134, 135, 136, 147.
Professor Alvarez, *Adviser*

Environmental Option: Environmental engineering applies a range of engineering disciplines to both natural environmental systems and treatment of water, air and land pollution. A traditional curriculum emphasizes the processes and system designs for water production, quality and treatment. Emphasis is also placed on the social, economic, political and legal aspects important for engineers working with the environment. All environmental option degree candidates must take the Engineering Fundamentals Examination prior to graduation. Technical electives include: ENGG 47, 60, 62, 117, 130, 132, 135, 136, 147; TPP 115; CHEM 131A, 132A, 185.
Assistant Professor Hunter, *Adviser*

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 137 semester hours, excluding Military Science, completed at Hofstra.
2. At least 65 semester hours must be completed in the liberal arts. No course in the Department of Engineering may count toward this requirement except for ENGG 149.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The following general and major requirements:
   ENGL 1-2 or placement examination*; 6 hours in literature, literature in translation or comparative literature; 15 hours in humanities or social science electives**; the two literature courses must be chosen from core courses in CLL, ENGL,

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

FRLT, JW ST, LIT or SPLT in the humanities division under the appreciation and analysis heading. The 15 credits of social science and humanities electives must include SPCM 1 or 7, one core course in behavioral social sciences and one core course in history and philosophy in social sciences. Students transferring in with previous social science/humanities credits may use them in place of core requirements in the same category as the transferred credits.
MATH 19, 20, 29, 131, 143 and 144 or 147; CHEM 3A, 3B, 4A; PHYS 11A & 12A, 11B;
ENGG 1, 9A, 10, 25, 26 or 33, 27, 28, 30, 34, 100, 113, 114 or 104, 115 or 32A, 143A, 143G, 149, 160, 163 or 32B, 169 or 170 or 192; 25 hours in technical electives. Courses may not be taken on a Pass/D+/D/Fail basis.

Other elective groupings are available subject to the needs of the individual student.

Course selection is made in conference and with the approval of a faculty adviser.

A cumulative average of C or better is required in the following courses: ENGG 25, 26 or 33, 27, 28, 30, 100, 113, 115 or 32A; a cumulative average of C or better is required in all engineering courses. Reflecting the fact that not all full-time students can and do adhere to a four year time frame for degree completion, the suggested sequence below shows a possible alignment of courses within that compass.

FULL-TIME STUDENTS—137 s.h.
SUGGESTED FOUR-YEAR SEQUENCE

	1st Sem.	*2nd Sem.*
First Year		
MATH 19, 20	4	4
ENGG 1, 9A, 10	4	3
ENGL 1 or placement examination*	3	-
CHEM 3A, 3B, 4A	4	3
PHYS 11A, 11B	-	5
	15	15
Second Year		
ENGL 2 or placement examination*	3	-
ENGG 25, 28	3	3
27	-	3
30	-	3
MATH 29, 131	4	3
PHYS 12A	4	-
Literature or literature in translation	3	3
Social science or humanities elective**	-	3
	17	18
Third Year		
ENGG 26 or 33	3	-
34	1	-
113, 115 or 32A	3	3
160, 163 or 32B	2	1
MATH 143, 144 or 147	3	3
TPP 112	-	3
Social science or humanities electives**		3
Technical electives	6	6
	18	19
Fourth Year		
ENGG 100	3	-
114 or 104	-	3
143G	-	3
149	3	-
143A	3	-
169 or 170 or 192	1	-
Social science or humanities electives**	-	6
Technical electives	7	6
	17	18

PART-TIME STUDENTS—135 s.h.

Part-time students follow the same curriculum as listed under the full-time program of study, with the exception of ENGG 9A. Candidates for graduation must fulfill all requirements listed under the individual program. The B.E. Specialization in Engineering Science requires 135 semester hours of part-time study.

B.S. Specialization in Industrial Engineering

Industrial engineering contributes to the management decision-making process. It is concerned with the optimal utilization of integrated systems of people, methods, materials, machines and energy to achieve organizational goals. In the application of principles and methods of engineering analysis and design, it is distinguished from other engineering disciplines in its concern with problems which involve human effort and energy, production systems, economy in the use of money, materials and time, and a high utilization of the social sciences.

Using the scientific method, industrial engineers establish factual information from which alternatives are defined, problems recognized and solved. In their concern for the design, improvement and control of systems, they collect, analyze, arrange and statistically examine data. They introduce new techniques and tools into the organization and into the decision-making process.

Areas of specialty associated with industrial engineering are administrative engineering, production and inventory control, automation, plant location and layout, methods engineering, quality control, data processing, operations research, cost forecasting and control.

Assistant Professor Puerzer, *Adviser*

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 137 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science may not be counted toward this total semester hour requirement.
2. At least 62 semester hours must be completed in the liberal arts. No course in the Department of Engineering may count toward this requirement except for ENGG 101, 149, and 185.
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 requirements:
   ENGL 1-2 or placement examination*; PSY 1, 33; ECO 1; 15 hours in humanities or social science electives**; the 15 credits of social science and humanities must include 6 credits in the humanities, of which 3 must be from the list of core courses in CLL, ENGL, FRLT, JW ST, LIT or SPLT. The other 9 credits must include SPCM 1 or 7, one core course in behavioral social sciences and one core course in history and philosophy in social sciences. Students transferring in with previous social science/humanities credits may use them in place of core requirements in the same category as the transferred credits.
   MATH 19, 20, 29, 131; CHEM 3A, 3B, 4A; PHYS 11A & 12A, 11B
   ACCT 101; CSC 132, 187; MGT 101, 127, 142;
   ENGG 1, 9A, 10, 25, 26, 27, 28, 30, 33, 34, 35, 100, 101, 113, 119, 149, 156, 158, 160, 185, 186, 188. Courses may not be taken on a Pass/D+/D/Fail basis.

A cumulative average of C or better is required in the following courses: ENGG 25, 26, 27, 28, 30, 35, 100 and 113; a cumulative average of C or better is required in all engineering courses. Reflecting the fact that not all full-time students can and do

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

adhere to a four year time frame for degree completion, the suggested sequence below shows a possible alignment of courses within that compass.

FULL-TIME STUDENTS—137 s.h.
SUGGESTED FOUR-YEAR SEQUENCE

	1st Sem.	*2nd Sem.*
First Year		
MATH 19, 20	4	4
ENGG 9A, 1, 10	4	3
ENGL 1 or placement examination*	3	-
CHEM 3A, 3B, 4A	4	3
PHYS 11A, 11B	-	5
	15	15
Second Year		
MATH 29, 131	4	3
ENGG 25, 26	3	3
ENGL 2 or placement examination*	3	-
PHYS 12A	4	-
ENGG 28	-	3
30	-	3
ECO 1	-	3
PSY 1, 33	3	3
	17	18
Third Year		
CSC 187, 132	3	3
ENGG 33, 35	3	3
34	1	-
27, 101	3	3
185, 186	3	3
188	-	3
MGT 101	-	3
ACCT 101	3	-
Social science or humanities elective**	3	-
	19	18
Fourth Year		
ENGG 156, 158	1	2
149, 100	3	3
113, 119	3	3
160	2	-
MGT 127, 142	3	3
Social science or humanities electives**	6	6
	18	17

PART-TIME STUDENTS—135 s.h.

Part-time students follow the same curriculum as listed under the full-time program of study, with the exception of ENGG 9A. Candidates for graduation must fulfill all requirements listed under the individual program. The B.S. Specialization in Industrial Engineering requires 135 semester hours of part-time study.

B.A. Specialization in Engineering Science

This program is designed for those students who wish to combine elements of a fundamental engineering program with those of a broad liberal arts program. In addition to meeting the degree requirements for the B.A., students are required to earn a cumulative average of C or better in engineering courses. Students pursuing this degree must choose either the Biomedical Engineering Option or the Production and Manufacturing Option.

See complete B.A. requirements, page 79.

Biomedical Engineering Option

One option of this degree has been created for those students whose career goals are directed toward medicine, but with a strong analytical element provided by engineering coursework. Bioengineering courses apply engineering methods to biomedicine, and ensure that successful candidates for this degree option have both the broad liberal arts background the B.A. degree offers, and the specialized skills that the prospective scientists and practitioners in the medical field need. Reflecting the fact that not all full-time students can and do adhere to a four year time frame for degree completion, the suggested sequence below shows a possible alignment of courses within that compass. Professor Rabbany, *Adviser.*

B.A. Specialization in Engineering Science With a Biomedical Engineering Option

FULL-TIME STUDENTS—126 s.h.
SUGGESTED FOUR-YEAR SEQUENCE

	1st Sem.	*2nd Sem.*
First Year		
MATH 19, 20	4	4
ENGG 1, 9A, 10	4	3
ENGL 1 or placement examination†	3	-
CHEM 3A, 3B, 4A, 4B	4	4
PHYS 11A, 11B	-	5
	15	16
Second Year		
ENGG 25, 81	6	-
27, 28	-	6
BIO 1	-	4
MATH 29	4	-
PHYS 12A, 12B	5	-
Social Science Core elective	-	3
ENGL 2 or placement examination†	-	3
	15	16
Third Year		
ENGG 30, 34, 182	3	4
113	-	3
Humanities Core	6	3
Language requirement†	3	3
CHEM 131A, 131B	4	-
132A, 132B	-	4
	16	17
Fourth Year		
ENGG 166B, 183	3	3
BIO 144	4	-
Language requirement†	3	3
Social Science Core, Cross-Cultural Core	6	3
Technical electives	-	6
	16	15

Production and Manufacturing Option

A special option of this degree has been created for those students whose career goals are directed toward business administration, especially in manufacturing or production. A career path in this situation requires someone with technical ability and eventually an M.B.A. degree. By combining the B.A. Specialization in Engineering Science with the following business and liberal arts courses, the student will meet Hofstra's B.A. degree requirements and be knowledgeable about technical matters the student will ultimately be responsible for in a manufacturing environment. Reflecting the fact that not all full-time students can and do adhere to a four year time frame for degree completion, the suggested sequence below shows a possible alignment of courses within that compass.

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

†For B.A. requirements, see page 79.

B.A. Specialization in Engineering Science
With a Production and Manufacturing Option

FULL-TIME STUDENTS—134 s.h.
SUGGESTED FOUR-YEAR SEQUENCE

	1st Sem.	*2nd Sem.*
First Year		
MATH 19, 20	4	4
ENGG 1, 9A, 10	4	3
ENGL 1-2 or placement examination†	3	3
CHEM 3A, 3B, 4A	4	3
PHYS 11A, 11B	-	5
	15	18
Second Year		
ENGG 25, 26	3	3
28	-	3
32A, 32B	-	4
MATH 29, 131	4	3
PHYS 12A	4	-
SPCM 1, ECO 1	3	3
Social Science Core elective	3	-
	17	16
Third Year		
ENGG 30, 36	3	3
113, 160	3	2
Literature Core or literature in translation††	3	3
Language requirement†	3	3
ACCT 101	3	-
BLAW 20	-	3
FIN 101	3	-
MGT 101	-	3
	18	17
Fourth Year		
ENGG 100, 119	3	3
27, 149	3	3
Language requirement†	3	3
MKT 101, 124	3	3
Social Science Core, Cross-Cultural Core	6	3
	18	15

B.S. Specialization in Electrical Engineering Mechanical Engineering

Candidates for graduation with the B.S. degree in these areas must fulfill the following requirements:

1. The successful completion of at least 137 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science may not be counted toward this total semester hour requirement.
2. At least 65 semester hours must be completed in the liberal arts. No course in the Department of Engineering may count toward this requirement except for ENGG 101, 149, and 185.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The general and major requirements as listed under the programs below. Courses may not be taken on the Pass/D+/D/Fail basis.

B.S. Specialization in Electrical Engineering

Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Program Educational Objectives

This program is intended for students who wish intensive study at the undergraduate level to develop proficiency in the fields of electrical and computer engineering. The curriculum provides a broad foundation in engineering, mathematics, physics and liberal arts. The broad range of Hofstra University resources in the humanities and social sciences make the liberal arts component especially enlightening.

Students will develop analytical, computer and applied skills which will enable them to analyze, design and test engineering systems, processes and components. Graduates will be acquainted with various areas of electrical engineering such as applied electronics, digital devices and systems, electromagnetic fields and waves, signal processing and communication systems. The computer option addresses the increasing need for specialized skills in this area.

They will develop design skills progressively, beginning with their first courses in circuit analysis and digital circuits and will apply their accumulating knowledge to practical problems throughout the curriculum. This process culminates in the capstone design course, which complements the analytical part of the curriculum.

The thorough preparation afforded by the electrical engineering curriculum includes the broad education necessary to understand the impact of engineering solutions in a global and societal context. Graduates will hence be well prepared for professional employment or advanced studies. The eleven generic indicators of achievement listed under the Department of Engineering objectives apply specifically to electrical engineering graduates, as a measure of the program's effectiveness in meeting its stated objectives.

In addition to fulfilling the degree requirements listed above, the following courses must be successfully completed. ENGL 1-2 or placement examination*; 15 hours in humanities or social science electives**; 6 hours in literature or literature in translation; the two literature courses must be chosen from core courses in CLL, ENGL, FRLT, JW ST, LIT or SPLT in the humanities division under the appreciation and analysis heading. The 15 credits of social science and humanities electives must include SPCM 1 or 7, one core course in behavioral social sciences, one core course in history and philosophy in social sciences and TPP 112. Students transferring in with previous social science/humanities credits may use them in place of core requirements in the same category as the transferred credits.
MATH 19, 20, 29, 131, 143 and 144 or 147 or CSC 185; PHYS 11A, 11B, 12A, 12B; CHEM 3A, 3B, 4A;
ENGG 9A (for full-time students), 10, 25, 27, 30, 32A, 32B, 33, 34, 35, 36, 104, 111, 113, 143B, 149, 171, 176, 177, 178, 189, 192, 193, 194, 195; 9 hours in technical electives†††

A cumulative average of C or better is required in the following courses: ENGG 30, 32A, 33, 36, 104, 176, 177, 193; a cumulative average of C or better is required in all engineering courses.

Computer Engineering Option: ENGG 10, 35, 111, 171, 178, 189 are replaced by CSC 15, 16, 112, 120, ENGG 151 and 173. Of the three technical electives, one must be a computer science course at the 100-level, and two must be 100-level engineering courses. Reflecting the fact that not all full-time students can and do adhere to a four year time frame for degree completion, the suggested sequence below shows a possible alignment of courses within that compass.

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

†For B.A. requirements, see page 79.

††For literature core requirements, see page 82.

†††With adviser's approval; one technical elective must be a design course.

FULL-TIME STUDENTS—138 s.h.
SUGGESTED FOUR-YEAR SEQUENCE

First Year

	1st Sem.	2nd Sem.
MATH 19, 20	4	4
ENGG 9A, 10	2	3
CHEM 3A, 3B, 4A	4	3
PHYS 11A, 11B	-	5
ENGL 1-2 or placement examination*	3	3
Social science or humanities elective**	3	-
	16	18

Second Year

MATH 29, 131	4	3
ENGG 25, 32A	3	3
30, 27	3	3
34	-	1
PHYS 12A, 12B	5	-
Literature or literature in translation	3	3
Social science or humanities elective**	-	3
	18	16

Third Year

MATH 143 and 144	3	3
ENGG 36, 104	3	3
176, 177	3	3
189	-	3
33, 192	3	1
32B, 193	1	3
TPP 112	-	3
Social science or humanities electives**	3	-
	16	19

Fourth Year

ENGG 35	3	-
111, 113	3	3
143B, 149	3	3
171, 178	3	1
194, 195	-	4
Social science or humanities elective**	3	-
Technical electives††	3	6
	18	17

PART-TIME STUDENTS—136 s.h.

Part-time students follow the same curriculum as listed under the full-time program of study, with the exception of ENGG 9A. Candidates for graduation must fulfill all requirements listed under the individual program. The B.S. Specialization in Electrical Engineering requires 136 semester hours of part-time study.

B.S. Specialization in Mechanical Engineering

Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Program Educational Objectives

This program provides intensive study at the undergraduate level in the field of mechanical engineering. A healthy mix of theory, experiment and design informs the curriculum. Design is introduced early in the curriculum, and all graduates are expected to be broadly enough educated to complete capstone senior deisgn courses in two distinct area s of mechanical engineering. Extensive laboratory involvement inculcates valuable insights into experimental methods and, in some cases, original research. Through a suitable choice of technical electives (decided on in consultation with a mechanical engineering faculty adviser) students have the opportunity to develop a greater in-depth knowledge of a major branch of mechanical engineering (aerospace, solid mechanics, controls, or thermal/fluids). In addition, the program provides a strong foundation in the engineering sciences, mathematics, and liberal arts.

The primary goal of the program is to provide the preparation necessary for graduates to have successful and productive careers in mechanical engineering and related fields, and to have the requisite academic background should they proceed to advanced graduate study in engineering or other professional fields. This educational goal includes the kindling of a desire to continue learning beyond the completion of formal education, and an ability to utilize engineering skills in non-traditional occupations. The eleven generic indicators of achievement listed under Department of Engineering objectives apply specifically to mechanical engineering graduates, as a measure of the program's effectiveness in meeting its stated objectives.

In addition to fulfilling the degree requirements on page 86, the following courses must be successfully completed. ENGL 1-2 or placement examination*; 18 hours in humanities or social science electives**; 3 hours in literature or literature in translation; the literature course must be chosen from core courses in CLL, ENGL, FRLT, JW ST, LIT or SPLT in the humanities division under the appreciation and analysis heading. The 18 credits of social science and humanities electives must include SPCM 1 or 7, one core course in behavioral social sciences, one core course in history and philosophy in social sciences and TPP 112. Students transferring in with previous social science/humanities credits may use them in place of core requirements in the same category as the transferred credits.
MATH 19, 20, 29, 131, 143 and 144 or 147 or CSC 185; PHYS 11A, 11B, 12A; CHEM 3A, 3B, 4A;
ENGG 1, 9A (full-time student only), 10, 25, 26, 27, 28, 30, 34, 35, 100, 113, 114, 115, 139, 141, 142, any two of 143D, 143E, 143F; 149, 160, 163, 169, 170; 12 hours in technical electives†

Course selection is made in conference and with the approval of a faculty adviser.

A cumulative average of C or better is required in the following courses: ENGG 25, 26, 27, 28, 113, 114, 115, 141; a cumulative average of C or better is required in all engineering courses. Reflecting the fact that not all full-time students can and do adhere to a four year time frame for degree completion, the suggested sequence below shows a possible alignment of courses within that compass.

FULL-TIME STUDENTS—137 s.h.
SUGGESTED FOUR-YEAR SEQUENCE

First Year

	1st Sem.	2nd Sem.
MATH 19, 20	4	4
ENGG 9A, 10	2	3
1	2	-
CHEM 3A, 3B, 4A	4	3
PHYS 11A, 11B	-	5
ENGL 1-2 or placement examination*	3	3
	15	18

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

†Mechanical engineering majors will choose four technical electives from the following list of courses: ENGG 32A, 36, 116, 119, 129, 130, 131, 132, 134, 136, 138, 140, 145, 146, 174, 179. Course selection is made with approval of a faculty adviser.

††With adviser's approval; one technical elective must be a design course.

Second Year		
ENGG 25, 26	3	3
27, 28, 113	-	9
MATH 29, 131	4	3
PHYS 12A	4	-
Literature or literature in translation	3	-
Social science or humanities electives**	3	3
	17	18
Third Year		
MATH 143	-	3
MATH 144 or 147 or CSC 185	-	3
ENGG 30, 34	3	1
114, 115	3	3
35	3	-
160, 163	2	1
141, 142	3	3
Social science or humanities electives**	3	-
Technical elective†	-	3
	17	17
Fourth Year		
ENGG 143D, E, or F	3	-
149	3	-
169, 170	1	1
100	3	-
139	3	-
143D, E, or F	-	3
TPP 112	-	3
Social science or humanities electives**	3	3
Technical electives†	3	6
	19	16

PART-TIME STUDENTS—135 s.h.

Part-time students follow the same curriculum as listed under the full-time program of study, with the exception of ENGG 9A. Candidates for graduation must fulfill all requirements listed under the individual program. The B.S. Specialization in Mechanical Engineering requires 135 semester hours of part-time study.

B.S. Specialization in Computer Engineering

Accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Program Educational Objectives

The Department of Computer Science and the Department of Engineering jointly sponsor this program. Students desiring intensive study at the undergraduate level to develop proficiency in the fields of computer engineering, such as hardware, software, and systems that arise in the design, analysis, development, and application of computers and digital systems, will find this program to be a challenging and rewarding experience. The curriculum provides a broad foundation in the science and engineering of computers and digital systems with emphasis on theory, analysis, design, natural science, and discrete and continuous mathematics in a liberal arts setting. The broad range of Hofstra University resources in the humanities and social sciences make the liberal arts component especially enlightening.

Students will develop analytical, computer and applied skills which will enable them to analyze, design and test digital and computer systems, architectures, networks, and processes. Graduates will understand the various areas of computer engineering such as applied electronics, digital devices and systems, electromagnetic fields and waves, and computer architectures, systems, and networks. Graduates will also have an understanding of hardware issues, software issues and models, the interactions between these issues, and related applications. This thorough preparation in theoretical tools and laboratory experimentation will give graduates the skill and flexibility required to meet the ever changing demands on the computer engineer. The program is responsive to suggestions posed by industry leaders from the Long Island community.

Students will develop design skills progressively, beginning with their first courses in programming, circuit analysis, digital circuits, computer architectures, and networks and they will apply their accumulating knowledge to practical problems throughout the curriculum. This process culminates in the capstone design course, which complements the analytical part of the curriculum.

The thorough preparation afforded by the computer engineering curriculum includes the broad education necessary to understand the impact of engineering solutions in a global and societal context. Hence, graduates will be well prepared for professional employment or advanced studies. The following generic indicators of achievement apply specifically to computer engineering graduates and provide methods to measure of the program's effectiveness in meeting its stated objectives.

1. Ability to apply knowledge of mathematics, science, computer science, and electrical engineering;
2. Ability to design and conduct experiments, and to analyze and interpret data;
3. Ability to design a system, component, or process to meet desired needs;
4. Ability to function on multi-disciplinary teams;
5. Ability to identify, formulate, and solve computer engineering problems;
6. Understanding of professional and ethical responsibility;
7. Ability to communicate effectively;
8. Broad education necessary to understand the impact of engineering solutions in a global and societal context;
9. Recognition of the need and ability to engage in life-long learning;
10. Knowledge of contemporary issues;
11. Ability to use the techniques, skills, and modem engineering tools necessary for engineering practice.

Candidates for graduation with the B.S. degree in this area must fulfill the following requirements:

1. The successful completion of at least 132 semester hours and a cumulative grade point average of 2.0 for all courses required for the major as well as an overall 2.0 GPA. Military Science may not be counted toward this total semester hour requirement.
2. At least 57 credits must be completed in the liberal arts excluding courses in computer science and engineering. ENGG 149 may be used for liberl arts credit.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The general and major requirements are listed under the program below. Courses in computer science and engineering may not be taken on a Pass/D+/D/Fail basis.
5. A cumulative average of C or better is required in the following courses: CSC 110 or ENGG 32A, CSC 112, CSC 120, CSC 153 or ENGG 153, CSC 175, ENGG 30, ENGG 36, and ENGG 177. A cumulative average of C or better is required in all computer science and engineering courses.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

†Mechanical engineering majors will choose four technical electives from the following list of courses: ENGG 32A, 36, 116, 119, 129, 130, 131, 132, 134, 136, 138, 140, 145, 146, 174, 179. Course selection is made with approval of a faculty adviser.

FULL-TIME STUDENTS—132 s.h.
SUGGESTED FOUR-YEAR SEQUENCE

	1st Sem.	*2nd Sem.*
First Year		
MATH 19, 20	4	4
CSC 14, 15, 16	6	3
ENGG 9A	2	-
PHYS 11A, 11B	-	5
ENGL 1–2 or placement examination*	3	3
Social science or humanities elective**	-	3
	15	18
Second Year		
MATH 29	4	-
CSC 120	3	-
ENGG 30, 34	3	1
CSC 110/ENGG 32A, CSC 102/ENGG 101	-	6
CHEM 3A, 3B	-	4
PHYS 12A, 12B	5	-
Literature or literature in translation**	3	-
Social science or humanities elective**	-	6
	18	17
Third Year		
MATH 143	3	-
CSC 112, 163, 175	3	4
ENGG 33, 36, 104, 176, 177	9	6
CSC 110A/ENGG 32B, CSC 185/ENGG 185/ENGG 189***	1	3
Technical elective****	-	3
	16	16
Fourth Year		
CSC 132	3	-
ENGG 143B, 149, 192	4	3
CSC 153/ENGG 153, CSC 154/ENGG 154	3	1
CSC 187/ENGG 188*****	3	-
Literature or literature in translation**	-	3
Social science or humanities electives**	-	3
Technical electives****	3	6
	16	16

COURSES

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

1. *Engineering Drawing* 2 s.h.
Fall, Spring
Engineering graphics, descriptive geometry, graphical mathematics, sketching and orthographic projection are presented within the framework of the design process. Introduction to, and extensive use of, computer-aided drafting (CAD) software, such as Auto CAD. Prerequisite: high school trigonometry. No liberal arts credit. May not be taken on a Pass/D+/D/Fail basis.

4. *Principles of Electronic Communications* 3 s.h.
Periodically
History, development, theory and operation of electrical communication systems are established. Introductory concepts are developed regarding the basic principles of operation of the telephone, telegraph, radio, sound reproduction and television. High frequency communication techniques including satellite communications and the utilization of lasers as communication devices are examined from an elementary viewpoint. No credit for engineering majors.

9A. *Introduction to Engineering* 2 s.h.
Fall
Overview of the engineering profession, its genesis and evolution to the present day, including fields of engineering and career paths within same. Study of ethics and with emphasis on the engineering workplace. Engineering design and analysis techniques, development of problem-solving skills, communication skills; student design projects. Enrollment restricted to freshmen and sophomores.

9B. *Graphic Science* 1 s.h.
Periodically
Engineering graphics, descriptive geometry, graphical mathematics, sketching and orthographic projection.

10. *Computer Programming for Engineers* 3 s.h.
Fall, Spring
Algorithms, programs and computers. Logic, flowcharting and programming of solutions to engineering problems. Introduction to the programming of numerical methods. Exercises utilizing analytical software packages, such as MathCAD and MATLAB. Corequisite: MATH 19, or permission of department. (Formerly *FORTRAN for Engineers and Physical Scientists.*)

25. *Mechanics: Statics* 3 s.h.
Fall, Spring
Vector algebra, conditions of equilibrium and constraint, centroids and moment of inertia, stress resultants, analysis of simple trusses and frames, friction, virtual work. Prerequisite: PHYS 11A. Corequisite: MATH 29.

26. *Mechanics: Dynamics* 3 s.h.
Fall
Kinematics and kinetics, impulse and momentum, impact, work-energy of particles and rigid bodies. Relative motion including Coriolis' acceleration, conservation of energy and conservation of momentum. Prerequisite: ENGG 25.

27. *Engineering Materials* 3 s.h.
Fall, Spring
Atomic structure and its relationship to properties of engineering materials. Mechanical, metallurgical, thermal, optical, chemical, electrochemical, radioactive, electrical and magnetic properties. Failure analysis, material selection and design. Ferrous and nonferrous metals, nonmetallic and anisotropic materials, polymers and ceramics. Prerequisites: CHEM 3A.

28. *Strength of Materials* 3 s.h.
Spring
Introduction to stress and strain relations in two dimensions. Combined stress at a point; Mohr's Circle of Stress; elastic and inelastic theories of axial stress, flexure, torsion, and buckling. Elastic line relationship for beam displacement. Elementary design. Prerequisite: ENGG 25.

30. *Engineering Circuit Analysis* 3 s.h.
Fall, Spring
Principles of linear system analysis introduced through the study of electric networks containing lumped circuit elements. DC resistive circuit analysis techniques. Transient analysis with capacitors and inductors. Steady-state AC analysis using phasors to study impedance and resonance. Prerequisite or corequisite: PHYS 12A. Corequisite: MATH 29.

*If this requirement is fulfilled by passing the placement examination, 6 semester hours in the humanities or social sciences should be taken with adviser's approval.

**With adviser's approval. Courses may not be taken on a Pass/D+/D/Fail basis.

***ENGG 189 may substitute for CSC 185/ENGG 185 with adviser's approval, but students can no longer use ENGG 189 as a technical elective. Note: ENGG 189 is a prerequisite for ENGG 171.

****With adviser's approval.

*****ENGG 188 may substitute for CSC 187 with adviser's approval, but students can no longer use ENGG 188 as a technical elective.

32A. *Logical Design and Digital Circuits* 3 s.h.
Spring
Introduction to switching theory and the design of logical networks. Review of number systems and codes. The formulation of logical equations and their realization in hardware. Binary arithmetic and its implementation with logical functions. Combinational and sequential logic networks are studied. These digital principles are applied to the study of registers, counters and information processing systems. Prerequisite: sophomore standing in the department or permission of instructor.

32B. *Digital Circuits Laboratory* 1 s.h.
Fall, Spring
Experiments provide laboratory experience in the design and operation of circuits using gates, flipflops and clocks. Prerequisite: PHYS 12A. Prerequisite or corequisite: ENGG 32A. No liberal arts credit. Same as CSC 110A.

33. *Electronic Circuits* 3 s.h.
Fall
Principles of semiconductor electronic devices: operational amplifiers, diodes and bipolar junction transistors. Amplifier specification and external characteristics. Analysis of electronic circuits using graphical methods and electronic device models. Analysis and design of electronic application circuits such as rectifiers, clippers, inverting amplifiers and voltage followers. Introduction to PSpice. Prerequisite: ENGG 30.

34. *Circuit Analysis Laboratory* 1 s.h.
Fall, Spring
The laboratory is designed to enhance the understanding and proper use of selected principles from circuit theory. The experiments introduce basic measurement techniques and problem solving. Comparisons between theoretical and experimental results are investigated in a written laboratory report. Topics include meter calibration, oscilloscope use, transient and steady-state analysis, AC parallel and series circuits, electric filters, Thevenin's theorem, and operational amplifiers. Prerequisite: ENGG 10, ENGG 30. No liberal arts credit. (Formerly *Circuits and Devices Laboratory.*)

35. *Fields, Energy and Power* 3 s.h.
Fall
Introduction to static and quasistatic electric and magnetic fields, with emphasis on physical forces and energy concepts with engineering applications. This includes lumped electric circuit elements, magnetically coupled circuits and transformers, electromechanical networks and rotating machines and direct energy conversion devices. Study of automatic control devices and system behavior. Prerequisite: ENGG 30.

36. *Microprocessor Systems* 3 s.h.
Once a year
Implementation of microprocessors in digital computer systems. Topics include architecture, operations, software, hardware/software design methodology. (2 hours lecture, 2 hours laboratory.) Prerequisites: ENGG 32A, ENGG 10 or CSC 15.

47. *Enviromental Engineering* 3 s.h.
See course description, page 312.

60. *Water Quality for Environmental Engineers* 3 s.h.
See course description, page 312.

62. *Environmental Unit Operations Laboratory* 1 s.h.
See course description, page 312.

63. *Biochemical Process Dynamics* 3 s.h.
See course description, page 312.

81. *Introduction to Bioengineering* 3 s.h.
Fall
A survey of applications of quantitative methods of engineering and physical science to problems in biology and medicine. Topics include biomechanics, including solids and fluids; biotransport in the lung and circulatory system; heat transfer in human and animal systems; biomaterials of surgical implants; biocontrol; and bioinstrumentation. Oral presentaiton in class and a written report are required. Open to bioengineering and biology majors. (3 hours lecture.) Prerequisite: sophomore class standing or permission of instructor. May not be taken on Pass/D+/D/Fail basis. (Formerly ENGG 181) Same as BIO 81

100. *Engineering Economy* 3 s.h.
Fall
Economic analysis for managerial and engineering decision making. Capital utilization based on the time value of capital. Methods for the tangible evaluation of designs, projects and equipment based on cashflows and interest. Capital management, present worth analysis, break-even analysis, and rate of return determination. Factors such as inflation and taxes are also covered. Prerequisite: MATH 20 or permission of department.

101. *Numerical Methods I* 3 s.h.
Fall, Spring
Iterative computational methods for solving numerical equations and systems using computer programs and spreadsheets. Roots of algebraic equations and equation systems. Matrices; solutions of linear algebraic equations by matrix methods, iteration, and relaxation. Taylor's series, finite differences, numerical integration, interpolation, and extrapolation. Solution of initial and boundary value ordinary differential equations. Prerequisite: MATH 20, CSC 15 or ENGG 10 or equivalent. Same as CSC 102 and MATH 147.

104. *Engineering Electromagnetics* 3 s.h.
Spring
Introduction to the theory of electric and magnetic fields, with emphasis on physical concepts and engineering applications. Included are vector analysis, relation between circuit and field concepts at low and high frequencies, and Maxwell's equations. Prerequisites: ENGG 30, MATH 143.

111. *Electromagnetic Waves and Transmission* 3 s.h.
Fall
Study of waves in transmission line networks including impedance properties and power transfer. Electromagnetic waves in waveguides and uniform media, including their reflection, refraction and transmission. Communication and radar systems design involving antennas and propagation. Optimum design methods for maximum power transfer. Prerequisite: ENGG 104.

113. *Engineering Thermodynamics* 3 s.h.
Fall, Spring
Fundamental concepts of thermodynamics, including open and closed systems, properties of thermodynamic fluids, First and Second Laws of Thermodynamics. Prerequisites: MATH 29, PHYS 11A. Corequisite: MATH 20. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit.

114. *Heat Transfer* 3 s.h.
Fall
Fundamental principles of heat transfer. Topics include steady and transient conduction, free and forced convection, radiation between surfaces, design of heat exchangers and equipment using fins, and numerical techniques for both steady and transient heat transfer. Prerequisite: ENGG 113, MATH 131.

115. *Fluid Mechanics* 3 s.h.
Spring
Fluid statics and dynamics. Incompressible inviscid and viscous flows. Dimensional analysis. Design of piping systems. Pressure and flow measurement. Drag and lift. Prerequisites: ENGG 25, 113. Corequisite: MATH 131.

116. *Compressible Flow* 3 s.h.
Once every three semesters
One-dimensional compressible flow, normal and oblique shocks; two-dimensional and nonsteady flow by method of characteristics. Flow with friction and heat transfer. Design of nozzles, diffusers and gas pipeline systems. Prerequisite: ENGG 115.

117. *Environmental Unit Processes and Operations* 3 s.h.
See course description, page 312.

119. *Methods Engineering* 3 s.h.
Spring
Operation and process analysis. Measurement and evaluation of worker-production systems including time study, work measurement, and predetermined measurement systems. Workplace design. Concepts in Human Factors Engineering and Ergonomics. Systems engineering including the implementation of total quality management systems.

129. *Mechanical Vibrations* 3 s.h.
Once every two years
Properties of mechanical vibrations. Natural frequencies of systems having one or multiple degrees of freedom, forced vibrations with or without damping, vibration isolation and reduction, transient phenomena and application to design. Prerequisites: ENGG 26, MATH 131.

130. *Modeling and Analysis of Dynamic Systems* 3 s.h.
Once every two years
Modeling of mechanical, electrical, electromechanical fluid and thermal systems. Differential equations of motion; dynamic behavior of physical systems; synthesis of systems; fundamentals of control-system analysis. Computer-aided design and analysis techniques. Prerequisites: ENGG 26, 30, MATH 131.

131. *Advanced Strength of Materials* 3 s.h.
Once every three semesters
Curved beams, theories of failure, shear center, elastic stability, beam columns, comparison of designs based upon elementary and advanced methods of analysis, beams on elastic foundations, energy methods, thin plates and shells, and selected topics. Prerequisites: ENGG 28, MATH 131.

132. *Structural Analysis I* 3 s.h.
Fall
Stability and determinacy, analysis of trusses, analytical and graphical methods, determination of forces in determinant structures, influence lines, approximate analysis of structures, displacement of structure by angle changes and energy methods. Prerequisite: ENGG 28.

134. *Structural Analysis II* 3 s.h.
Periodically
Indeterminate structural analysis by force and displacement methods, moment distribution, flexibility and stiffness influence, methods of analysis, structural analysis by computer programs and plastic design. Prerequisite: ENGG 132. No liberal arts credit.

135. *Structural Design* 3 s.h.
Once a year
Design of beams, columns and connections, and other structural components utilizing steel, concrete, timber and other materials commonly employed in structural design. The latest AISC, ACI and NDS specifications are used. Prerequisite: ENGG 28.

136. *Hydraulic Engineering and Water Resources* 3 s.h.
See course description, page 312.

138. *Propulsion* 3 s.h.
Periodically
Applications of principles of thermodynamics, gas dynamics and combustion to the design of air breathing and rocket motors. Thermodynamics of combustion, gas flows with chemical reactions, jet propulsion power plants, design of liquid and solid propellant chemical rockets. Prerequisites: ENGG 116, CHEM 4A. Corequisite: ENGG 116. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit.

139. *Thermal Engineering* 3 s.h.
Periodically
Synthesis of fundamental principles of thermodynamic fluid mechanics and heat transfer for the design and analysis of systems to produce power or refrigeration. Topics include com-bustion, vapor power cycles, gas turbine power plants, internal combustion engines, refrigeration cycles and air-conditioning systems. Prerequisite: ENGG 113.

140. *Aircraft Performance* 3 s.h.
Once every three semesters
Examination of performance characteristics of aircraft as a function of propulsion system (turbojet, turbofan, turboprop, piston prop). Optimal conditions for cruise, turning, climb, takeoff and landing. Calculations of best range speed, fuel consumption, and time for maneuvers. Prerequisites: ENGG 26, MATH 131. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit.

141. *Mechanical Analysis and Design I* 3 s.h.
Fall
General procedures for implementing the design phase of mechanical engineering. Complementary efforts of synthesis and analysis; applied stress analysis involving complex stress fields; deflection and stiffness considerations; stress for combined static and dynamic duties. Spring and shaft design. Prerequisites: ENGG 25, 28.

142. *Mechanical Analysis and Design II* 3 s.h.
Spring
Introduction to lubrication theory: types of lubrication, fluid, friction, hydrostatic and hydrodynamic theories of lubrication, externally pressurized bearings, squeeze-film bearings, wedge-film thrust bearings, journal bearings, bearing materials. Design and analysis of mechanical elements: shafts, gears, rolling contact bearings, clutches, brakes, screws, fasteners, flexible mechanical elements, welded joints. Prerequisite: ENGG 25, 28.

143A. *Engineering Design A* 3 s.h.
Fall, Spring
Integration of physical principles with mathematical analysis and/or experimental techniques as basis for an individually required design project in engineering science. Prerequisites: senior standing in Engineering Science.

143B. *Electrical and Computer Engineering Design* 3 s.h.
Fall
Integration of physical principles with mathematical analysis and/or experimental techniques as a basis for an individually required design project in electrical engineering. Prerequisite: Senior standing in Electrical Engineering or Computer Engineering. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit. (Formerly *Electrical Engineering Design.*)

143D. *Mechanical Engineering Design* 3 s.h.
Fall
Integration of physical principles with mathematical analysis and/or experimental techniques as a basis for an individually required design project in mechanical engineering. Prerequisites: senior standing in Mechanical Engineering. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit.

143E. *Aircraft Design* 3 s.h.
Periodically
Design of an aircraft meeting the specifications of payload, range, cruising speed and runway length. Project follows accepted design procedure in calculating the design characteristics: fuselage, wing planform and shape, engine specifications. Analysis of

the designed aircraft's performance is calculated. (2 hours lecture, 2 hours laboratory.) Prerequisite: ENGG 140. Corequisites: ENGG 145, 146. No liberal arts credit.

143F. *Mechanical Engineering Design: Thermal and Fluid Systems* 3 s.h.
Spring
Design of thermal systems. Students work in project teams on comprehensive design projects. Determination of process parameters and sizing/selection of equipment and components such as piping, heat exchangers, pumps, valves, compressors and fans. Both the analytical and practical aspects of design are included. Final designs are presented in report form and orally. Utilization of software currently employed in industry. (2 hours lecture, 2 hours laboratory.) Prerequisites: Senior standing in Mechanical Engineering. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit. (Formerly *Mechanical Engineering Design: Thermal Systems.*)

143G. *Engineering Design B* 3 s.h.
See course description, page 312.

145. *Aerodynamics* 3 s.h.
Once every three semesters
Development of potential flow theory, concepts of circulation and lift. Classical airfoil theory and finite wing theory. Viscous drag and lift-induced drag. Flow control and high lift devices for wings. Effects of compressibility at high subsonic Mach numbers. Prerequisites: MATH 143, ENGG 115.

146. *Aircraft Structures* 3 s.h.
Once every three semesters
Analysis of semimonocoque structures as typified by aircraft wings and fuselages. Normal stress and shear stress analysis of non-symmetric cross-sections, applications to open and closed box thin-walled beams with longitudinal stiffeners. Effects of taper. Torsion of closed box beams, multiple cell beams. Prerequisites: ENGG 28, MATH 131. No liberal arts credit.

147. *Soil Mechanics and Foundations* 3 s.h.
Spring
Fundamentals of soil behavior and its use as a construction material; engineering geology of soils and rocks; soil properties and classification; effective stress principle, consolidation, and settlement; shear strength and limit analysis; relationship of soils to foundation design. Prerequisite: ENGG 28. (Formerly *Soil Mechanics.*)

149. *Technology and Society—An Historical Overview* 3 s.h.
Fall, Spring
The interrelationship between technology and society in the past and present is established. The technological achievements of major civilizations from the Egyptians and Babylonians through the classical Mediterranean, Medieval, Renaissance and modern industrialized eras are all examined. The worldviews of different cultures toward technology are investigated, as well as both the desired and the unforeseen consequences of technological change. Same as TPP 149. (Formerly *Technology and Society—Impact and Implication.*)

153. *Advanced Computer Architecture* 3 s.h.
See course description, page 312.

154. *Advanced Computer Architecture Laboratory* 1 s.h.
See course description, page 312.

151, 156, 157. *Projects in Engineering Design* 1 s.h. each
Fall, Spring
Selections assigned by the instructor for oral and written reports. (Hours arranged on individual basis.)

151. *Projects in Engineering Design—Electrical Engineering I*
Prerequisite: Senior standing in Electrical Engineering or permission of department. (Formerly *Electrical Engineering I.*)

156. *Projects in Engineering Design—Industrial Systems Engineering and Operations Research I*
Prerequisite: Senior standing in Industrial Engineering or permission of department. (Formerly *Industrial Systems Engineering and Operations Research I*)

157. *Projects in Engineering Design—Industrial Systems Engineering and Operations Research II*
Prerequisite: Senior standing in Industrial Engineering or permission of department.
Prerequisite or Corequisite: ENGG 156 (Formerly *Industrial Systems Engineering and Operations Research II*)

158. *Independent Study* 2 s.h.
Fall, Spring
Independent design or experimental work in an area of interest. Prerequisite: senior standing or permission of department.

160. *Measurements and Instrumentation Laboratory* 2 s.h.
Fall
Introduction to measurement theory and techniques. Topics include basic elements of measurement systems terminology pertinent to experimental work (accuracy, precision, resolution, uncertainty), graphical and analytical interpretation of data, curve fitting, statistical methods, systematic error analysis, dynamic response of measurement systems. Laboratory experiments incorporate and enhance topics covered in the lecture portion of the course. Several measurement systems are calibrated by the student. Experiments include measurement of flow, temperature, displacement, dimensions, angular velocity, pressure and strain. (1 hour lecture, 2½ hours laboratory per week.) Prerequisites or corequisite: ENGG 28, 113, PHYS 11A. No liberal arts credit.

163. *Mechanics of Solids and Properties of Materials Laboratory* 1 s.h.
Spring
Experimental determination of the properties of engineering materials. Behavior of solids subjected to axial, flexural and torsional stresses. Investigation of creep characteristics, microscopic examination of heat treated metals, introduction to nondestructive testing of materials. Prerequisite: ENGG 28. Corequisite: ENGG 27.

166B. *Medical Instrumentation* 3 s.h.
Once every three semesters
Introduction to the nature of biological signals and the systems engineering principles required for their measurement and analysis. Computer applications to the analysis of physiological signals such as the ECG and EEG and to modeling of biological systems. Design and analysis of amplifiers and digital filters for physiological signal conditioning is emphasized. The origins of signals, and the use of transducers, analog devices, operational amplifiers, and system analysis as applied to biological measurements are covered. Introduction to medical imaging systems and modalities. (2 hours lecture, 2 hours laboratory.) Prerequisites: ENGG 30, 34.

169. *Mechanical Engineering Laboratory I* 1 s.h.
Fall
Experiments in fluid mechanics. Flow visualization, pipe flow analysis, boundary layer measurements, lift and drag of streamlined and bluff bodies, jet impact, supersonic flow characteristics. Use of subsonic and supersonic wind tunnel facilities and data acquisition system. Prerequisite: ENGG 115. No liberal arts credit.

170. *Mechanical Engineering Laboratory II* 1 s.h.
Spring
Experiments, primarily in the areas of heat transfer and vibrations. Prerequisite: ENGG 114. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit.

171. *Principles of Communication Systems and Noise* 3 s.h.
Fall
Analysis and design of signals and electronic systems used for the modulation and demodulation of carriers. Communication systems using amplitude, angle and pulse modulation are compared with respect to instrumentation requirements, bandwidth and operation in the presence of noise. Computer simulation of performance and probabilistic methods of error analysis for analog and digital systems. Introduction to optical communications. Prerequisites: ENGG 177, 189, and 193.

172. *Computer Aided Circuit Design* 3 s.h.
Spring
Analog, digital and integrated circuits are designed using professional-level software. Basic methods of circuit design are presented followed by execution analysis and optimization using algorithms developed by the student. Prerequisites: ENGG 32A, 32B.

173. *Digital System Design* 3 s.h.
Fall
Principles and method required for the design of small computer systems. Topics include timing, control functions and interface design. Prerequisites: ENGG 32A, 33. Corequisite: ENGG 36.

174. *Direct Energy Conversion* 3 s.h.
Periodically
Analysis of the principles and methods by which energy in various forms is converted directly into electricity. Energy conversion processes studied are thermionic devices, thermoelectric devices, magnetohydrodynamic converters, solar and fuel cells. Prerequisites: ENGG 27, 113.

176. *Network Analysis* 3 s.h.
Fall
Review of circuit equations and classical methods of solution. Laplace transform method of analysis for signal sources and network responses. Convolution method of determining network response. Mutual inductance and transformers. Modeling and analysis of two-port networks. Resonance and filters: analysis and design. Applications to network design; delay distortion, equalization, compensation and impedance matching. Prerequisite: ENGG 30. Prerequisite or Corequisite: MATH 143.

177. *Signals and Linear Systems* 3 s.h.
Spring
Analysis of discrete time and continuous-time signals and systems. Development of Fourier analysis. Determination of transfer functions and impulse response of linear systems. Design of continuous-time electric filters. Sampling and the Nyquist criterion. Introduction of state-variable concepts. Prerequisite: ENGG 176. (Formerly *Signal and Spectrum Transmission.*)

178. *Communication Networks Laboratory* 1 s.h.
Spring
Experiments are designed to provide laboratory experience in the following areas: filters, noise, spectral analysis, transmission lines and individual or team project or design experiments. Prerequisites: ENGG 34, 171. Prerequisite or corequisite: ENGG 111.

179. *Control Systems Engineering* 3 s.h.
Periodically
Analysis and design of feedback control systems. Feedback principles: proportional, integral, derivative and PID feedback, error and stability analysis. Root-locus and frequency- response analysis and design methods. Case studies. Introduction to the state-space approach and digital control. Computer-aided design and analysis techniques. Prerequisite: ENGG 129 or 130 or 176.

180. *Digital Signal Processing* 3 s.h.
See course description, page 312.

182. *Biomechanics and Biomaterials* 3 s.h.
Once every three semesters
This course is designed to introduce the students to the application of statics and dynamics to perform force analyses of the musculo-skeletal system. Introduction to the fundamentals of strength of materials and its application to deformable bodies. Biomechanics of soft and hard tissue and its application to organ systems. Linear viscoelastic models, incorporating a blend of both elastic and viscous characteristics, are analyzed. The course also provides a comprehensive background in biomaterials. Topics include mechanial, chemical and thermal properties of replacement materials and tissues. Implants are studied from the point of view of biological response of tissues and evaluation of biomaterials. (3 hours lecture.) Prerequisitie: ENGG 28. Corequisite: ENGG 27.

183. *Cell and Tissue Engineering* 3 s.h.
Periodically
Seminar course uses nature as a basis for engineering design. Compares and contrasts biophysical systems at the molecular and cellular levels. Examines the inner workings of a living cell and the varied mechanisms through which organs/tissues function. Enables students to appreciate engineering design considerations inherent to complete biological systems. Develops strategic insight into the proposal of bioartificial substitutes. Attempts to optimize potential substitutes by borrowing the finest structural qualities eclectically from biological lessons. Topics include cell structure, tissue engineering, biochemical kinetics, mass transfer, mathematical modeling and artificial organs. Open to majors and nonmajors. Prerequisite: junior standing in Engineering Science or permission of instructor. No liberal arts credit. (Formerly *Special Topics in Bioengineering.*)

185. *Methods of Random Processes* 3 s.h.
Fall
Systematic development of the concept of probability and random process theory. Topics include probability and set theory, random variables, density and distribution functions, multivariate distributions, sampling statistics and distributions, central limit theorem, estimation and the philosophy of applied statistics. The material covered is applied to problems in engineering and the physical sciences. Prerequisite: MATH 20.

186. *Design and Analysis of Experiments* 3 s.h.
Spring
Introduction to the principles of statistical analysis and experimental design. Emphasis on designs and analysis useful in scientific research and management science. Topics include inferences concerning one or more means, variances and proportions, regression and correlation, analysis of variance, and experimental design including factorial experiments. Prerequisites: ENGG or CSC 185. Same as CSC 186.

187. *Medical Imaging* 3 s.h.
See course description, page 312.

188. *Operations Research Optimization Techniques* 3 s.h.
Spring
Deterministic and probabilistic methods used in the solution of industrial engineering and systems analysis problems. Emphasis on mathematical model formulation and optimization. Topics include classical optimization methods, game theory, markov chains, deterministic and stochastic inventory models, queuing theory, and sensitivity analysis. Prerequisite: ENGG 185 or equivalent. Recommend taking CSC 187 prior to taking this course. Same as MATH 188.

189. *Random Signal Analysis* 3 s.h.
See course description, page 313.

190. *Physical Electronics and Devices* 3 s.h.
Periodically
Development of techniques to examine device behavior from physical considerations, to characterize this behavior in terms of a mathematical model, and to use this model to interpret network behavior. The physical principles of charge generation and motion in conductors, semiconductors, vacua, plasma and optically sensitive media are considered. Various modeling techniques which are useful in electronic circuit theory (piece-wise-linear, graphical and analytical) are developed. The devices considered will consist of semiconductor and vacuum diodes, vacuum triodes, transistors, tunnel diodes and negative resistance amplifiers. Prerequisite: ENGG 33.

192. *Electronics Laboratory* 1 s.h.
Fall, Spring
The laboratory is designed to enhance the understanding and proper use of selected principles of electronic circuits. Topics cover diode and transistor applications, including feedback analysis and design, BJT and FET amplifier design and the analysis of measurement limitations of selected instruments. Prerequisites: ENGG 33, 34.

193. *Electronic and Feedback Networks* 3 s.h.
Spring
Principles of field-effect transistors. Analysis and design of FET amplifiers and logic circuits. Theory, analysis, and design of electronic feedback amplifiers and oscillators. Use of PSpice for design verification. Prerequisite: ENGG 33.

194. *Advanced Electronic Circuits* 3 s.h.
Spring
Analysis and design of electronic circuits for purposes of pulse amplification, waveshaping, and waveform generation. Design of circuits using transistors and operational amplifiers. Design of wideband amplifiers. Comparators and timers. Pulse response of electric filters. Voltage sweep circuits. Prerequisites: ENGG 32A, 33. (Formerly *Pulse and Switching Circuits.*)

195. *Advanced Electronics Laboratory* 1 s.h.
Spring
Experiments will provide laboratory experience in advanced measurement and instrumentation techniques. Students perform a number of selected experiments from the following: AM and FM modulation and demodulation, operational amplifier applications, regulated power supplies, sweep circuit design, data acquisition. Prerequisites: ENGG 33, 34, 177. Prerequisite or corequisite: ENGG 193, 194.

198. *Honors Thesis* 3 s.h.
See course description, page 313.

199. *Readings in Engineering* 1-3 s.h.
Fall, Spring
Individualized study in the student's area of specialization. Open only to seniors. Prerequisite: written approval of a faculty member who is to be the tutor and of the departmental chairperson. May be repeated for credit when topics vary. No liberal arts credit.

English (ENGL)

Associate Professor Uruburu, *Chairperson*

Professors Bryant, Burke, Couser, DiGaetani, Klause, Krieg, Levin, Lopate, MacCary, Markus, McLaren, Prigozy, Russell; Associate Professors Alter, Berger, Brand, Brogger, Fichtelberg, Harshbarger, Janssen, Levine, Lorsch, Otis, Rustici, Sargent, Sawhney, L. Zimmerman, S. Zimmerman; Assistant Professors Baron, Fizer, McPhee, Sills, Smith, Sulcer, Jr., Torpey.

The John Cranford Adams Chair in the Humanities is held by Professor Lopate. See page 336.

The Joseph G. Astman Distinguished Professorship in the Humanities. See page 336.

English Honor Society, see page 75.

The English department offers a full range of courses in literature, creative writing, expository writing, and publishing. The department also offers tutorial services through the Writing Center, see page 24.

The English Major

By studying literature, English majors develop their abilities to read, interpret, think, and write. They expand their intellectual, imaginative, social, cultural, and ethical perspectives, and they enrich their lives. The skills they acquire are useful for anyone living in a complex modern society. They are particularly useful for anyone intending to enter a profession in which mastery of language is important and in which there is a need for an ability to analyze, interpret, write, and explain. Most English majors do in fact go into such professions as teaching (at all levels), publishing, law, journalism, writing, advertising, communications, public relations, management and government.

When a student chooses to major in English, he or she must choose to concentrate either in English and American Literature, in Creative Writing, or in Publishing Studies. Students who choose the English and American Literature concentration take a wide variety of courses in literature, organized around issues, authors, genres, or historical periods. Students who choose the Creative Writing concentration divide their coursework between literature courses and workshops in writing prose, poetry, drama, essays, screenplays, and children's literature. Students who choose the Publishing Studies concentration divide their coursework between literature courses and courses in which they study the history and practice of publishing and the skills and techniques that are essential in the publishing industry.

B.A. Specialization in English: the requirements of these three areas of concentration are listed below.

English and American Literature: 39 credits in literature as specified below and 3 credits in English or American history.

1) 9 credits in foundation courses: ENGL 41 and 6 credits chosen from among the following: ENGL 40 or 43; 42; 51 or 143
2) 3 credits in ENGL 100
3) 3 credits in major authors chosen from ENGL 107, 115, 116, or 119
4) 24 credits of electives: chosen from among any of the 100-level courses in the English department. At least six of these credits must come from courses dealing exclusively with literature written before 1800. In satisfying this requirement, students may elect to take up to 6 credits in any of the following courses offered in other departments: AMST 145, 146; CLL 191, 195, 199; DRAM 173, 174, 175, 176. No more than 6 credits of the 24 elective credits may be in courses in creative writing or publishing studies.
5) 3 credits of English or American history, chosen under advisement.

Creative Writing and Literature (admission only with permission of the director of the program): 39 credits in writing and literature and 3 credits in history, chosen under advisement, including:

1) 6 credits chosen from the following: ENGL 133, 134, 135
2) 6 credits in advanced creative writing workshops
3) 6 credits in foundation courses
   a) 3 credits to be chosen from ENGL 40 or 43, 41
   b) 3 credits to be chosen from ENGL 40 or 43; 41, 42, 44; 51 or 143

4) 3 credits in major authors chosen from ENGL 107, 115, 116, or 119
5) 18 credits of electives: chosen from among any of the 100-level courses in the English department. At least 12 of these credits must be in literature courses. Of these 12 credits at least 3 must be in a course dealing with literature written before 1900. The remaining 6 credits may be taken in literature, advanced creative writing workshops, publishing or language courses or DRAM 176
6) 3 credits in history, chosen under advisement.

Publishing Studies and Literature: 39 credits in publishing and literature and 3 credits in history, including:

1) 6 credits chosen from ENGL 40, 41; or 43, 44; or 40, 193
2) 13 credits in ENGL 102, 172 & 173, 174, 178
3) 6 credits in ENGL 170, 171
4) 9 credits of 100-level English or American literature courses
5) 5 credits of electives in any other publishing studies, literature, or creative writing courses
6) 3 credits in history, chosen under advisement with the director.

The program is assisted by the Advisory Board consisting of the following high level publishing executives: Robert Carter, Eleanor Friede, Jon Gillett, Richard Marek, Richard Seaver, Timothy Seldes, Grace Shaw and Liz Walker.

See complete B.A. requirements, page 79.

Teaching of High School English, see page 286.

A Minor in English consists of the successful completion of 18 semester hours, under advisement, with at least 6 hours in residence, as follows:

no more than 6 credits from 40- and 50-level courses
all other courses must be chosen from 100-level English courses except that up to 6 hours may be chosen from DRAM 173, 174, 175, 176; or CLL 191, 195, 199; or AM ST 145, 146.
English composition courses may not count toward the minor.

COURSES

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

1-2. *Composition* 3 s.h. each
Fall, Spring
First semester: an introduction to expository writing at the college level, with an emphasis on analysis and argument. Assignments in reading and writing are coordinated. May not be taken on a Pass/D+/D/Fail basis. Second semester: continued instruction in expository writing, and an introduction to literature. Most reading and writing assignments are organized around a central theme. Includes a Shakespeare play and a documented essay. The English Proficiency Examination is given as part of the course. Prerequisite: ENGL 1. May not be taken on a Pass/D+/D/Fail basis.

1A. *English Composition Tutorial* 1 s.h.
Fall, Spring, Summer
Taken in conjunction with ENGL 1 to assist students in reaching a higher competency in writing English with clarity and precision. May not be used to satisfy the general University humanities requirement. Pass/D+/D/Fail grade only.

2A. *English Composition Tutorial/Workshop* 1 s.h.
Fall, Spring
ENGL 2A, is a workshop in argument and exposition. It focuses on organization, what it means to make an assertion and the nature of evidence. This course is required of students who do not fulfill the English Proficiency Exam requirement. Pass/D+/D/Fail grade only.

4. *Argument and Analysis* 3 s.h.
Fall, Spring
Principles of analysis and argument as they apply to writing tasks commonly assigned in college and in the world of work. Expository writing for various audiences. Practice in revision and editing. Prerequisites: ENGL 1-2. May not be used to satisfy the general University humanities requirement.

5. *Technical Communications* 3 s.h.
See course description, page 448.

30. *Business Communication* 3 s.h.
Fall, Spring
Especially adapted to the needs of business majors. An examination of and systematic practice in writing strategies and styles, with the objective of selecting those modes most effective in interpersonal/organizational contexts. Emphasis on the mastery of professional language, the application of logic to syntactic structures and the development of library research skills. Further expansion of modes of discourse and proper structure and tone as well as analysis of the roles of ethics and psychology in written expression. Required for all business majors who entered Hofstra prior to the fall semester of 1996. Prerequisites: ENGL 1-2. May not be used to satisfy the general University humanities requirement. (Formerly 3.)

30A. *Business Writing for Accountants* 3 s.h.
See course description, page 313.

40. *Source Studies* # 3 s.h.
Fall
Readings in the Old Testament and Greek classics to indicate the sources of contemporary attitudes in the responses of earlier periods and cultures to fundamental human and literary issues. Prerequisite: ENGL 1.

41, 42. *English Literature I* #, *II* # 3 s.h. each
41: Fall; 42: Spring
An historical survey of the major British authors. First semester: English literature from its beginnings through the 18th century. Second semester: 19th century to the present. Prerequisite: ENGL 1.

43, 44. *Western Literature I* #, *II* # 3 s.h. each
43: Fall; 44: Spring
The shaping of the western mind as viewed in literature from the Greek and Hebrew experiences to the present. Readings from European texts in translation. First semester: Greeks and Hebrews to the Renaissance. Second semester: Renaissance to the Modern age. Prerequisite: ENGL 1.

45. *Modern Literature* 3 s.h.
Periodically
Literary modernism to 1945 as exemplified by representative western writers and focusing on imagist, naturalist, Marxist and existentialist writers. Prerequisite: ENGL 1.

46. *Contemporary Literature* 3 s.h.
Periodically
The literature and sensibility of our own day with readings to include new poetry, prose and drama not usually dealt with in traditional courses. Prerequisite: ENGL 1.

51. *The American Literary Identity* # 3 s.h.
Fall, Spring
Readings from major American authors; the colonials through 1865. Prerequisite: ENGL 1. Credit given for this course or ENGL 143, not both.

52. *The American Experience in Context* # 3 s.h.
Fall, Spring
Readings from major American authors; 1865 through the present. Prerequisite: ENGL 1. Credit given for this course or ENGL 144, not both.

#Core course

100. *Ways of Reading Literature** 3 s.h.
Fall, Spring
A seminar designed to introduce students to the many different ways in which it is possible to read literature, and to the many issues that need to be addressed when literature is read. Students develop skills needed to analyze literature at an advanced level, and they become familiar with the theoretical and philosophical questions that are involved in the act of interpretation. Prerequisites: ENGL 1-2. Required of all English majors. Limited to 25 students. Credit given for this course or ENGL 197U, not both.

101. *History of the English Language** 3 s.h.
Periodically
The origins and the development of the English language from Old English to the present, introductory linguistic principles presenting language problems in the light of language history. Prerequisites: ENGL 1-2.

102. *Grammar** 3 s.h.
Fall, Spring
Instruction in the forms and functions of standard English grammar and their relation to meaning. Prerequisites: ENGL 1-2. (Formerly *Grammar and Usage**.)

103. *Structure of English** 3 s.h.
Periodically
Current linguistic methods applied to English: emphasis on structural linguistics, transformational grammar. Prerequisites: ENGL 1-2.

104. *Old English Language and Literature** 3 s.h.
Periodically
Introduction to the rich and powerful English literature of a thousand years ago. The class includes instruction and simple reading in the original language, followed by extensive readings in translation. Readings include *Beowulf*, chronicles, riddles, and religious and secular poetry. Prerequisites: ENGL 1-2. (Formerly *The Age of Beowulf**.)

105. *The Middle Ages in England** 3 s.h.
Periodically
English literature of the 13th through 15th centuries. This age is strikingly like our own, with social and intellectual upheavals and its own expression of anxiety and courage, doubt and faith. Authors typically include Chaucer, Langland, the Gawain-poet, and selected early dramatists. Prerequisites: ENGL 1-2. (Formerly *The Age of Chaucer**.)

107. *Canterbury Tales** # 3 s.h.
Fall, Spring
Study of Geoffrey Chaucer's most important poem, a varied and surprising picture of English life and values in the Middle Ages. Topics include the development of the idea of the individual, faith versus skepticism, and the social implications of age, race, and gender. Prerequisites: ENGL 1-2. (Formerly *Chaucer's Canterbury Tales**.)

110. *The Age of Spenser** 3 s.h.
Periodically
A study of important literary and cultural trends of the 16th century. Readings by such writers as Thomas More, Askew, Queen Elizabeth, Gascoigne, Sidney, Marlowe, Shakespeare and Spenser. Prerequisites: ENGL 1-2.

112. *Elizabethan and Jacobean Drama** 3 s.h.
Periodically
An exploration of the drama exclusive of Shakespeare in the 16th and 17th centuries. In addition to considering questions of language, form, genre and performance, this course explores the relationship of selected plays to political, social, philosophical and theological concerns of the age. Prerequisites: ENGL 1-2. Credit given for this course or New College HD 15D, not both.

115. *Shakespeare: The Earlier Plays and Sonnets** # 3 s.h.
Fall, Spring
A study of the sonnets and selected comedies, histories, and tragedies (including *Hamlet*) from the first half of Shakespeare's career. Attention is given to close readings, the social, political, and cultural conditions of the age, and to the theatrical heritage of the plays. Prerequisites: ENGL 1-2. Credit given for this course or New College HDG 1, not both.

116. *Shakespeare: The Later Plays** 3 s.h.
Fall, Spring
An examination of the comedies, tragedies, and romances from the last half of Shakespeare's career. Attention is given to close readings, the social, political, and cultural conditions of the age, and to the theatrical heritage of the plays. Prerequisites: ENGL 1-2. Credit given for this course or New College HDG 2, not both.

117. *Seminar: Renaissance and 17th-Century Literature** 3 s.h.
Periodically
Subject to be selected yearly. Prerequisites: ENGL 1-2.

118. *The 17th Century** 3 s.h.
Periodically
A survey of the grand and modest revolutions in the literary, political, and social worlds of England during this period, as those changes are reflected in the works of writers such as Donne and Jonson, Lanyer and Wroth, Milton and Marvell, Bacon and Hobbes, Bradstreet and Behn. Prerequisites: ENGL 1-2.

119. *Milton** 3 s.h.
Spring
An examination of Milton's poetry and prose. Attention is given to such issues as the persona he constructs, his representations of kingship and revolution, and his treatments of marriage and gender. Students come to appreciate some of the literary forms, poetic conventions, and religious, social and political traditions to which Milton was responding and from which he was departing. Prerequisites: ENGL 1-2.

120. *English Drama from 1660 to 1789** 3 s.h.
Periodically
Restoration comedies, the beginnings of bourgeois drama and the comedy of manners: Congreve, Wycherley, Dryden and Sheridan. Prerequisites: ENGL 1-2.

121. *Studies in the Novel I #* 3 s.h.
Spring
The development and variety of the novel form from its beginnings in the 18th century through the 19th century, the great age of the novel. Representative of the major novelistic traditions of those centuries in England, America, France, and Russia, examples studied may include such works as *Tom Jones, Frankenstein, Jane Eyre, Moby Dick, Madame Bovary,* and *The Brothers Karamazov.* Prerequisites: ENGL 1-2. (Formerly 121 #, 122, *Studies in the Novel, I #, II.*)

122. *Studies in the Novel II* 3 s.h.
Spring
Investigates the range of novel forms in the 20th century, including works by major novelists such as James, Mann, Proust, Faulkner, Joyce, Woolf, Nabokov, and Marquez. Topics discussed may include novelists' treatment of time, point of view, the quest for values, and the possibilities of modern love. Prerequisites: ENGL 1-2. (Formerly 121 #, 122, *Studies in the Novel I #, II.*)

123. *20th-Century Anglo-Irish Drama** 3 s.h.
Periodically
Irish drama from the beginning of the Irish literary revival in 1898 emphasizing Shaw, Synge, Yeats, O'Casey, Behan and

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#Core course
*Open only to students who have fulfilled the English Proficiency Exam requirement.

Beckett. Postwar British theater emphasizing Delaney, Osborne and Pinter. Prerequisites: ENGL 1-2.

124A. *The Woman Writer in America** 3 s.h.
Periodically
A study of the woman writer in America from the Colonial period through the present which considers gender in relation to larger historical issues and forces. Personal narratives, poetry, essays, and novels by such writers as Bradstreet, Sojourner Truth, Dickinson, Wharton, Plath, Oates, and Morrison. Prerequisites: ENGL 1-2. (Formerly ENGL 124.)

126. *The American Short Story** 3 s.h.
Spring
A study of the genre, its origins and development, from 1820 to the present, including works by such diverse writers as Irving, Poe, James, Wharton, Crane, Hemingway, Wright, Welty, Baldwin, and O'Connor. Prerequisites: ENGL 1-2.

129. *The 18th Century** # 3 s.h.
Fall, Spring
Typically short, frequently satirical works in prose and verse from the later 17th century to 1800, the period when emerging middle- and lower-class kinds of literature challenged traditional aristocratic kinds. The flourishing of such genres as mock-epic, periodical essay, biography, and novel, and of such major authors as Dryden, Defoe, Swift, Pope, Johnson, Boswell, and Blake. Prerequisites: ENGL 1-2.

130. *Seminar: 18th-Century Literature** 3 s.h.
Periodically
Subject to be selected yearly. Prerequisites: ENGL 1-2.

131. *The 18th-Century British Novel** 3 s.h.
Periodically
The rise of this popular genre in the century that mainly invented it, in subgenres involving forms of autobiography, journalism, satire, epic, romance in general, and Gothic romance in particular, by such authors as Defoe, the Fieldings, Richardson, Sterne, Smollett, Burney, and Austen. Prerequisites: ENGL 1-2.

132. *The 19th-Century British Novel** 3 s.h.
Periodically
The 19th-century English novelists: Austen, Scott, Emily Brontë, Thackeray, Dickens, Eliot and other writers. Prerequisites: ENGL 1-2.

133. *Workshop: General Creative Writing** # 3 s.h.
Fall, Spring
Develop and sharpen writing skill in all forms of creative writing. Students' work is read aloud and the techniques employed in celebrated works of literature are studied and analyzed. Prerequisites: ENGL 1-2.

134. *Workshop: Poetry Writing** 3 s.h.
Fall
A workshop to help the developing poet sharpen the powers of poetic expression. Reading and discussion of students' poems, and analyses by students of themes and techniques of contemporary poems of their choice. Prerequisite: ENGL 133 or submission of manuscript. Credit given for this course or New College CSWG 2, not both.

134A. *Workshop: Poetry Writing**† 2 s.h.
Discussion includes contemporary poets. Same as ENGL 134.

135. *Workshop: Prose Writing** 3 s.h.
Fall
A workshop to help the developing writer of short stories and novels sharpen the powers of expression. Students' work will be read and analyzed, discussions will deal with matters particular to the manuscript as well as with general problems of craft. Prerequisite: ENGL 133 or submission of manuscript.

136A. *Workshop: Short Fiction Writing**† 2 s.h.
Discussion includes matters particular to the manuscript as well as with general problems of craft. Credit given for this course or New College CSWG 4, not both.

136B. *Workshop: Children's Fiction Writing**† 2 s.h.
Discussion includes techniques and themes in contemporary examples of children's fiction. Credit given for this course or New College CSWA 13, not both.

136C. *Workshop: Writing in Varieties of Nonfiction**† 2 s.h.
Discussion of techniques used in a wide range of nonfiction writing including journalistic columns, the familiar essay, interviews, magazine articles, drama and book reviews. Credit given for this course or New College CSWA 15, not both.

136D. *Workshop: Writing for Stage, Screen and Television**† 2 s.h.
Discussion includes techniques in contemporary scripts for theater, film and television. Credit given for this course or New College CSWA 12, not both.

137. *Colonial and Early American Literature from the Puritans Through Irving** 3 s.h.
Periodically
An intensive examination of the literature and ideas of Colonial America through the early Republic in personal narratives, essays, sermons, and poetry by such writers as Bradford, Mather, Bradstreet, Rowlandson, Edwards, and Franklin. Prerequisites: ENGL 1-2.

138. *American Literary Naturalism** 3 s.h.
Periodically
The philosophical premises, major themes, and significance of race, gender, and time in American literary naturalism. Writers include Crane, Norris, Dreiser, Wharton, London, Wright and others. Prerequisites: ENGL 1-2. (Formerly *Naturalism in American Literature.*)

139. *The African Novel** # 3 s.h.
See course description, page 313.

140, 141 #. *African American Literature* I, II #* 3 s.h. each
Fall, Spring
First semester: the origins of an African American literary tradition from the Colonial period to the early 20th century. Themes include the African Diaspora, slavery, folk culture, race, and social equality. Such authors as Equiano, Wheatley, Douglass, Brown, Jacobs, Harper, Washington, and Du Bois. Prerequisites: ENGL 1-2. Second semester: the growth of African American literature from the Harlem Renaissance to the present. Such topics as migration, African heritage, protest, vernacular, and gender. Writers include Hughes, Hurston, Wright, Brooks, Ellison, Baldwin, Baraka, Walker, Morrison, and Wilson. Prerequisites: ENGL 1-2. (Formerly *The Literature of Black America I, II #.*)

142. *The American Renaissance, 1820-1860** 3 s.h.
Periodically
A study of a period in American literary history so rich, it as been called "the American Renaissance." Works by such authors as

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#Core course
*Open only to students who have fulfilled the English Proficiency Exam requirement.
†Summer Writer's Conference designed to help developing writers sharpen their powers of expression including reading and discussion of student's work, and analysis of themes and techniques. Prerequisite: ENGL 133 or permission of the Director of the Conference.

Emerson, Thoreau, Melville, Poe, Hawthorne, Douglass, Stowe, Whitman and Dickinson. The development of a distinctively American literature is studied in the context of the revolutionary changes and deep conflicts that characterized American life in this period. Prerequisites: ENGL 1-2.

143. *American Literature* I #* 3 s.h.
Fall, Spring
A study of the origins and development of an American literary tradition from the Colonial period to the Civil War in the poetry, prose, and fiction of such writers as Bradstreet, Wheatley, Franklin, Hawthorne, Dickinson, Douglass, and Melville. Prerequisites: ENGL 1-2. Credit given for this course or ENGL 51, not both. (Formerly 143 #, 144, *American Literature I #, II.*)

144. *American Literature* II* 3 s.h.
Periodically
A study of the development of American literature from Whitman to the early moderns. The course includes the works of writers such as Crane, Dickinson, Fitzgerald, Hemingway, Wright. Prerequisites: ENGL 1-2. Credit given for this course or ENGL 52, not both. (Formerly 143 #, 144, *American Literature I #, II.*)

145A. *American Fiction, 1900-1950* #* 3 s.h.
Fall, Spring
A study of how various writers of the period grapple with questions about literary history, ideology, aesthetics, and the meaning(s) of America. Works by such authors as Chopin, Wharton, Fitzgerald, Hemingway, Hurston, Faulkner, and Wright. Prerequisites: ENGL 1-2. (Formerly *20th Century American Fiction, 1900-1950 #.*)

146A. *American Fiction, 1950-Present** 3 s.h.
Periodically
An exploration of how fiction since WWII engages the complexity of aesthetic and cultural challenges that have characterized the second half of the "American" century. Works by such authors as Ellison, Nabokov, Bellow, Pynchon, Morrison, DeLillo, and Erdrich. Prerequisites: ENGL 1-2. (Formerly *20th-Century American Fiction, 1950 to Present.*)

148. *20th-Century American Poetry** 3 s.h.
Periodically
Readings in the poets of the Modern period, such as Eliot, Pound, Frost, Moore, and Stevens, as well as an exploration of a variety of Postmodernisms, including such writers as Bishop, Roethke, Lowell, Ginsberg, Kinnell, Plath, and Rich. Prerequisites: ENGL 1-2. Credit given for this course or New College HLG 15 or HLG 60E.

149. *The 19th-Century American Novel** 3 s.h.
Periodically
A study of the origins and development of the 19th-century American novel in works by such writers as Cooper, Hawthorne, Melville, Stowe, Alcott, Twain, James, and Chopin. Prerequisites: ENGL 1-2.

150. *Native American Literature* #* 3 s.h.
See course description, page 313.

153. *The Romantic Age* #* 3 s.h.
Fall, Spring
The response of British Romantic writers—Blake, Wordsworth, Coleridge, Mary Shelley, Percy Shelley, Byron, and Keats—to the philosophical, industrial, and political revolutions of the late 18th and early 19th centuries. Topics include natural supernaturalism, innocence and experience, social protest, and the Byronic hero. Prerequisites: ENGL 1-2.

154. *Seminar in the Romantic Age** 3 s.h.
Periodically
Subject is selected yearly. Prerequisites: ENGL 1-2.

157. *The Age of Dickens* #* 3 s.h.
Fall, Spring
Writings of the industrial and colonial age in Britain, the 19th century. Readings explore changes in social structure, education, religion, science, and everyday life in the Victorian age; works by such authors as Dickens, the Brontes, Tennyson, the Brownings, Arnold, Gaskell, Eliot, and Butler. Prerequisites: ENGL 1-2.

158. *Seminar in Victorian Literature** 3 s.h.
Periodically
Subject is selected yearly. Prerequisites: ENGL 1-2.

159. *20th-Century British Poetry** 3 s.h.
Periodically
Poetic responses to the philosophical ideas and political and cultural events of modernism. Such poets as Hardy, Hopkins, Yeats, Eliot, Lawrence, Thomas, and Auden are studied. Particular attention is given to their development of new poetic forms and symbolism responsive to 20-century crises of faith and the search for new certainties. Prerequisites: ENGL 1-2.

165. *20th-Century British Novel** 3 s.h.
Periodically
The modern British novel, its themes and innovative forms. Novels by such authors as Conrad, Joyce, Woolf, Forster, and Lawrence are studied with an eye to what makes them respresentative of modernism: the interest of subjectivity, impressionism, and stream of consciousness, their treatment of alienation, politics, psychology, and sexuality. Prerequisites: ENGL 1-2. Credit given for this course or New College HLG 20, not both.

166. *Critical Theories and Critical Writings** 3 s.h.
Periodically
Theory and technique of literary criticism with practice in writing critical papers. Prerequisites: ENGL 1-2.

167. *Post-Colonial Literature of South Asia* #* 3 s.h.
See course description, page 313.

168. *Caribbean Experience in Literature* #* 3 s.h.
See course description, page 313.

170. *Theory and Practice of Publishing** 3 s.h.
Spring
The full process of publishing from submission of a manuscript to its publication including the various phases of editing and production. A work project is used to illustrate the publication stages. Specialists from the publishing field address the class. Prerequisites: ENGL 1-2. No liberal arts credit.

171. *The History of Publishing in America** 3 s.h.
Fall
A comprehensive study from Colonial days to the present: early printing shops in New England, the first publishing houses, the emergence and continued existence of the by-now giant firms, the establishment of copyright laws and changes in it. How the economic, political and cultural conditions of the country affected the field of publishing and how publishing affected them. Prerequisites: ENGL 1-2.

172 & 173. *Book Editing* I, II* 3 s.h. each
172: Fall; 173: Spring
Practices that make up the complete editing of a book: copy and manuscript editing. Production editing, proofreading, symbols, printer's marks and marking up a manuscript ready for the

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#Core course
*Open only to students who have fulfilled the English Proficiency Exam requirement.

printer. The use of a style book. Students in ENGL 173 will edit and produce a book made up from work done by students in the creative writing workshops. Students taking the Publishing Studies concentration must take both courses. Materials fee for both courses: $25. Prerequisites: ENGL 1-2. Corequisite for 173: ENGL 178.

174. *Book Promotion** 3 s.h.
Spring
Various activities by which a publisher markets a book: book promotion, field sales, book retailing. Covers the development of catalogs, advertising, media promotion, field sales calls, distribution to bookstores, libraries and wholesalers. Prerequisites: ENGL 1-2. No liberal arts credit.

175. *Editing Children's Books** 3 s.h.
Periodically
The skill of presenting fiction and nonfiction to children from the ages of four to fourteen. Included are editing picture books, how-to books, learning books, juvenile fiction and books in science. Prerequisites: ENGL 1-2.

176. *Popular Literature and the Mass Market** 3 s.h.
Every other year
Popular literature, past and present. The making of best sellers. An in-depth look at the making of popular trends, popular literature and popular culture. Editors from the industry visit the class. Prerequisites: ENGL 1-2.

177. *Magazine Editing** 3 s.h.
Periodically
Content selection, editing, makeup and production of mass circulation and popular trade magazines. Prerequisites: ENGL 1-2.

177A. *Textbook Editing** 3 s.h.
Periodically
A study of the categories within the textbook division—various age levels and fields of study—emphasizing the editorial practices essential to a clear presentation of information. Students edit one entire manuscript including copy editing, proofreading, design and production. The nature of the market, its distribution and promotion. Prerequisites: ENGL 1-2.

178. *Book Design and Production** 1 s.h.
Spring
Fundamentals of design and production. Aesthetic and economic consideration. Discussion on type selection, page design, paper selection and understanding the manufacturing process. Prerequisites: ENGL 1-2. Corequisite: ENGL 173. No liberal arts credit.

178A. *Book Retailing** 1 s.h.
Spring
Distribution and retailing. Function of sales department in publishing house, national sales networks, distribution to libraries, and wholesale and retail book outlets. Tours of leading bookstores in the City. Prerequisites: ENGL 1-2. No liberal arts credit.

178B. *Books and the Law** 1 s.h.
Spring
Copyrights, contract clauses, questions of libel. Prerequisites: ENGL 1-2. No liberal arts credit.

178C. *The Economics of Publishing** 1 s.h.
Spring
How the costs of books are determined, how promotion is budgeted and how a publishing house is structured from an economic point of view. Prerequisites: ENGL 1-2. No liberal arts credit.

178D. *Desktop Publishing for Book Publishing** 3 s.h.
See course description, page 313.

191A. *Science Fiction** 3 s.h.
Spring
A survey course, from the classics to the moderns including readings from the works of such authors as Mary Shelley, Verne, Wells, Stapledon, Heinlein, Asimov and Clarke. Prerequisites: ENGL 1-2.

SPECIAL STUDIES AND SEMINARS

Each semester, the department offers several "special studies" courses. These courses deal with specific issues, themes, genres, and authors. The topics of the "special studies" courses change every semester. Please consult the *English Department Course Description Booklet* for topics offered in a particular semester. Prerequisites: ENGL 1-2.

182, 183, 184, 190, 192, 196,
197, 198, A-Z. *Readings in Literature or Special Studies** 3 s.h. each
Fall, Spring
Intensive study of major authors and/or literary themes. Subjects to be selected yearly. Prerequisites: ENGL 1-2. May be repeated for credit when topics vary.

193. *Classical Influences on Modern Literature: the Bible and Greek and Roman Classics** 3 s.h.
Fall
An investigation of the influence of the Bible and the Greek and Roman classics on major works of English and American literature. Attention to literary forms and patterns as well as to theological and philosophical ideas. Prerequisites: ENGL 1-2, 40.

188, 195, A-Z. *Independent Readings in Literature** 1-3 s.h. each
Fall, Spring
Readings are selected appropriate to the interests of the students and instructor. Written work as applicable. Prerequisites: ENGL 1-2. May be repeated for credit when topics vary.

199. *Honors Essay** 3 s.h.
Fall
Writing of a substantial essay in the field of English or American literature. Open only to senior English majors who are eligible for departmental honors and who secure, before registration, the written permission of the instructor who will supervise the essay.

English Language Program (ELP)

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

Dr. Greaney, *Director*

The English Language Program is designed for students whose native language is not English. Its purpose is to bring non-English speaking students to college-level proficiency in speaking, reading and writing English. It is an accelerated program providing intensive study on a full-time basis. Students who are accepted into a degree-granting program may earn up to 12 semester hours of liberal arts credit. The Bachelor of Arts foreign language requirement may be fulfilled by completing those intermediate (Level II: ELP 25) and advanced (Level III: ELP 31, 35, 36) courses in the program which are designated for degree credit.

Students will be accepted into degree-granting programs upon the successful completion of the following requirements:

*Open only to students who have fulfilled the English Proficiency Exam requirement.

1) ELP courses as required, based upon the Hofstra ELP Placement Examination and the student's progress;
2) a TOEFL score of 500;
3) completion of at least four University courses including ENGL 1 and any one course from the social sciences.

Students not admitted to a degree program are not eligible to take courses other than the English Language Program courses.

For further information, contact the Admissions Office, Admissions Center, or the Director of the English Language Program.

Level I, Introductory Intensive English: an accelerated program providing intensive instruction and practice in reading, writing and speaking English for students whose native language is not English. Level I consists of two components: 1) Reading and Writing; 2) Conversation and Language Laboratory. Each component is based on a grammatical syllabus. No degree credit.

11A. *Introductory Reading Comprehension* 3 s.h.
Fall
Development of reading skills including vocabulary development, comprehension and study skills, and critical evaluation of written materials. No degree credit.

12A. *Introductory Grammar* 3 s.h.
Fall
The introduction and development of the fundamental aspects of English grammar and structure. No degree credit.

13A. *Introductory Conversation* 3 s.h.
Fall
Selected readings and discussions with stress on the audio-lingual aspect of the language and the development of verbal communication skills. No degree credit.

14A. *Introductory Language Laboratory and Tutorial* 4 s.h.
Fall
Supervised laboratory and tutorial work on specific weaknesses in spoken English. For beginning ELP students. No degree credit.

15A. *Introductory Composition* 3 s.h.
Fall, Spring
A writing course designed to give the non-native student extensive practice in the development of expository writing skills. No degree credit.

16A. *Introductory Reading and Writing* 6 s.h.
See course description, page 313.

17A. *Introductory Conversation, Language Laboratory and Tutorial* 6 s.h.
See course description, page 313.

Level II, Intermediate Intensive English: an intermediate level program providing intensive instruction and practice in reading, writing and speaking English for students whose native language is not English. Prerequisites: completion of ELP Level I and/or the appropriate satisfactory score on the Hofstra ELP Placement Examination.

21B. *Intermediate Reading Comprehension* 3 s.h.
Fall, Spring
Development of specialized reading skills through selected readings from the disciplines of the sciences, social sciences and the humanities. No degree credit.

22B. *Intermediate Grammar* 3 s.h.
Fall, Spring
Structural review and development of vocabulary and grammar at the intermediate level. No degree credit.

23B. *Intermediate Oral Communication* 3 s.h.
Fall, Spring
Development of ability to communicate orally in English through such activities as discussions and role plays. Focus is on discussion techniques such as clarification and confirmation of a message and on speech functions such as stating facts, stating or challenging opinions, or reporting information. No degree credit.

24B. *Intermediate Language Laboratory and Tutorial* 3 s.h.
Fall, Spring
Supervised laboratory and tutorial for intermediate work on specific weaknesses in spoken English. No degree credit.

25. *Intermediate Composition* 3 s.h.
Fall, Spring
Development of the student's expository writing skills including idiomatic usage and the argumentative essay.

Level III, Advanced Intensive English: an intensive program providing instruction and practice in written and spoken English for students whose native language is not English. Prerequisite: satisfactory completion of Level II and/or the appropriate scores on the Hofstra ELP Placement Examination.

31. *Advanced Reading Comprehension* 3 s.h.
Fall, Spring
Development of reading skills. Topics range from the liberal arts to the sciences and careers, depending on the interests of the students and faculty.

32C. *Workshop: Sentence Structure and Tutorial* 2 s.h.
Frequent practice in writing with emphasis on the paragraph. Attention is focused on both paragraph organization (topic sentence, development of specific concrete details, coherence) and basic sentence structure (word order, tenses, agreement, punctuation). Required of Level 3 students who are not prepared for ELP 35 based upon the ELP Placement Examination or with the advice of the student's ELP 25 teacher. No degree credit.

33C. *Advanced Oral Communication* 3 s.h.
Fall, Spring
Designed for students who need to increase their fluency and communicative ability in English. Different speaking tasks include discussing, role playing, interviewing and making speeches or short oral reports. Emphasis is given to continuing development of discussion techniques and speech functions practiced in the intermediate course in addition to speech functions such as summarizing, presenting proposals and argumentation. No degree credit.

34C. *English for Academic Purposes* 2 s.h.
Fall
Designed to teach the non-native student skills in following lectures in English, note-taking, summarizing, paraphrasing and test taking necessary for successful participation in the American university system. In particular, this course provides practice in refining listening comprehension skills and, in part, prepares students to take the TOEFL examination. No degree credit.

35. *Advanced Composition* 3 s.h.
Fall, Spring
Designed to have non-native students achieve proficiency in essay writing on specific themes. Introduction to literary analysis using the appropriate technical vocabulary and figures of speech. Prerequisite: satisfactory completion of ELP 25 or permission of instructor.

36. *Topics in American Culture* 3 s.h.
Fall, Spring
Readings and discussions related to contemporary American society. Emphasis is on the writing of essays on current issues in American social, political and economic scenes. Prerequisite: satisfactory completion of ELP 35 or permission of instructor.

Entrepreneurship (ENTR)

Administered by the Department of Management, Entrepreneurship, and General Business. Associate Professor Charnov, *Chairperson*

B.B.A. SPECIALIZATION IN ENTREPRENEURSHIP:
(All specializations must have prior approval of adviser.) The requirements are: ENTR 115, 120, 125 and one of the following: ENTR 165, 170 or 185; and four 3 s.h. courses from *one* of the following areas: ACCT, BCIS, FIN, MGT or MKT (excluding Business Core listed on page 100) selected under advisement. See complete B.B.A. requirements, page 100.

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.

115. *Entrepreneurship* 3 s.h.
Fall, Spring
An introduction to entrepreneurship. Basic topics will include: entrepreneurship, entrepreneurs, new ventures, position in society and economy, resources, related disciplines, etc. Individual and team projects will include interviews with entrepreneurs and the development of simple business plans. Prerequisite: sophomore class standing or above.

120. *Advanced Entrepreneurship Studies* 3 s.h.
Fall, Spring
An advanced course in entrepreneurship studies building upon the concepts introduced in ENTR 115, which deals in a comprehensive manner with planning, starting, growing and managing new ventures. Students will apply the business case method to various new ventures, develop an individual professional-level business plan using business planning software, and make an individual presentation of that plan. Prerequisites: ENTR 115; BCIS 14; junior class standing or above.

125. *Corporate Venturing and Intrapreneurship* 3 s.h.
Fall, Spring
Focus on how corporations develop new ventures and critically examine the circumstances that make it possible for employees to be entreprenurial within a corporate context. Intrapreneurial projects will be developed. Prerequisites: ENTR 120, ACCT 101, FIN 101, MGT 101, MKT 101, junior class standing or above.

165. *Research in Current Entrepreneurship Issues* 3 s.h.
Fall, Spring
Current issues and topics in entrepreneurship are examined via the most recent academic and practitioner printed and electronic media and sources. These issues and topics will be subjected to in-depth analysis in the class sessions and in individual written assignments. Prerequisites: ENTR 125, senior class standing.

170. *Entrepreneurship Consulting Project* 3 s.h.
Once a year
Team-based consulting project to entrepreneur business client. Combination of class sessions, instructor-team conferences, student team meetings, research, and team-client meetings. The primary course objective is a comprehensive consulting report for the client. Prerequisites: a minimum grade point average of 3.0 in major and 3.0 overall, ENTR 125, FIN 110, MGT 110, IB 150, ACCT 102, senior class standing.

185. *Internship in Entrepreneurship* 3 s.h.
Fall, Spring
A work-study program open to senior entrepreneurship majors. Students work a minimum of 120 hours in a structured entrepreneurial activities program offered by a for-profit organization. Prerequisites: permission of department chairperson, a minimum grade point average of 3.0 in major and 3.0 overall, ENTR 125, senior class standing. Corequisite: related course in the area of internship. (Students who do not meet these requirements, see ENTR 170.)

Environmental Resources

Administered by the Department of Geology. Professor Radcliffe, *Chairperson*

The B.S. degree in Environmental Resources: students are exposed to the conflicts between modern resource development and conservation. This interdisciplinary program prepares the student for middle management positions in earth and energy resource industries and government service.

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

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 62 semester hours must be completed in the liberal arts, excluding courses in geology.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. And the following general requirements:

	Sem. Hrs.
ENGL 1-2 or placement examination*	6
Humanities electives	6
Social science electives	6
(The humanities and social science electives must be satisfied with approved core courses, see page 82)	
Foreign language: level 4, or 6 additional semester hours in humanities electives.	

5. The fulfillment of the following major and additional requirements:
38-42 semester hours in introductory courses: BIO 1 & 2; or 3, 4; CHEM 3A & 4A, 3B & 4B; ECO 1, 2; GEOL 1C, 2C or 5; MATH 9 or 11; PSC 1; TPP 1 or 149;
42 semester hours in primary curriculum: BIO 114; CHEM 185 or GEOL 132; CSC 5; GEOG 60; GEOL 33, plus any 7 advanced courses in geology; MATH 10 or 19; PSC 135; ENGL 1-2 or equivalent*; foreign language level 4, or 6 semester hours in humanities electives.

Exercise Specialist

SEE PHYSICAL EDUCATION AND SPORT SCIENCES

Film

SEE SCHOOL OF COMMUNICATION

Finance (FIN)

Associate Professor White-Huckins, *Chairperson*

Professors Cebenoyan, Lyn, Nikbakht, Papaioannou, Rai; Associate Professors Bishnoi, Kim, Krull, Viswanathan, Zychowicz; Assistant Professors Campbell, Karagozoglu, Spieler; Instructor Bales.

B.B.A. SPECIALIZATION IN FINANCE: FIN 132, 160, 165 and 12 semester hours of electives in finance. (No credit given for FIN 31. With permission of department chairperson, finance elective credit given for GBUS 170); three semester hours of economics chosen from ECO 125, 130, 132 or 142; and electives chosen under advisement.

*See University Degree Requirement, page 71.

A Minor in Finance consists of the successful completion of a minimum of 18 semester hours of coursework with grades of C- or better, *under faculty advisement in the Department of Finance*, with at least six semester hours in residence. This includes two required courses (6 s.h.), FIN 101 and 110; two courses (6 s.h.) from the following three: FIN 132, 160 and 165; plus two finance courses (6 s.h.). A completed minor in finance will be listed on the student's transcript.

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

Nonbusiness majors may choose a finance minor.

No student pursuing a bachelor's degree, other than a Bachelor of Business Administration degree, may complete more than 30 semester hours of School of Business 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 Academic Records.

Master of Business Administration Programs, see the *Hofstra University Graduate Bulletin*.

Master of Science in Finance, see the *Hofstra University Graduate Bulletin*.

Business Honor Societies, 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.

31. *Personal Financial Planning* 3 s.h.
Periodically
Basics of personal finance. Types of savings and investments available and their relative merits. A survey of investment principles and problems from the point of view of personal finance. Analysis of real estate, insurance and estate planning. A discussion of charge accounts, installment accounts and various types of credit cards. No credit will be applied to the finance major or minor requirements. (Formerly 131, *Personal Finance.*)

101. *Introduction to Finance, Financial Markets and Institutions* 3 s.h.
Fall, Spring
An introductory course in finance. Topics include the time value of money, risk and return, valuation of securities, the functions, organization, structure and regulation of financial institutions and markets. Overview of the globalization process, ethical, political and social, and demographic issues that apply to financial markets and institutions. Prerequisites: sophomore class standing or above, MATH 9 or above, (excluding MATH 12 and MATH 16) ECO 1, ACCT 101, QM 1.

110. *Fundamentals of Corporate Finance* 3 s.h.
Fall, Spring
A study of the theoretical principles and analytical techniques used for the financial evaluation of capital budgeting, capital structure and dividend policy decisions under conditions of uncertainty. Evaluation of corporate acquisitions; financial statement analysis and overview of working capital management; and study of the international dimensions of corporate finance. Overview of the influence of the globalization process, legal and regulatory, political and social, and environmental forces on corporate finance decisions and practices. Discussion of the ethical perspectives of corporate financial decisions. Prerequisites: junior class standing or above, FIN 101, ECO 2, ACCT 102. Corequisite: QM 122.

111. *Working Capital Management* 3 s.h.
Once a year
Analysis of the short-term sources and uses of funds with primary emphasis on the management of short-term assets and liabilities. Topics include credit and collections, the role of banks, inventory control procedures, financial analysis, cash forecasting, payables, and investing excess cash. Impact of technology, regulations and globalization on working capital management is discussed. Prerequisite: FIN 110.

123. *Money and Financial Institutions* 3 s.h.
Fall, Spring
The role of money and financial institutions within the financial system. Determination of interest rates. Goals and operations of the Federal Reserve System, and the U.S. Treasury and their impact on the financial system. Study of the framework and the management of banking and nonbank financial intermediaries. Issues pertaining to the regulation, innovation, competition, and internationalization of financial institutions. Prerequisites: junior class standing or above, FIN 101.

132. *Security Analysis* 3 s.h.
Fall, Spring
A study of the theories and analytical techniques used to value financial securities and assets in the markets they are traded. Valuation principles and models for securities including options and futures contracts. Theories of equilibrium asset pricing and the efficient capital markets hypothesis are discussed. Fundamental and technical analysis compared. Overview of the role of computer and information technology for investment evaluation and related securities markets. Discussion of the ethical, global, regulatory, environmental and demographic issues which impact the analysis and valuation of investments by individuals and institutional investors. Prerequisite: FIN 110.

133. *Portfolio Management* 3 s.h.
Once a year
A course in modern portfolio theory and its applications. Efficient diversification, portfolio construction and evaluation procedures. Management of equity and bond portfolios and risk hedging techniques. Portfolio practices and strategies for institutional and individual investors. Impact of globalization, ethics, regulations, social and international dimensions are incorporated into specific topics. Computer applications and hypothetical portfolio construction and performance evaluation are required in this course. Prerequisite: FIN 110. Corequisite: FIN 132.

135. *Options and Futures* 3 s.h.
Once a year
Analysis of options and futures contracts traded worldwide. Topics include the organization and structure of markets in which they are traded; ethical considerations faced by market participants; effect of recent computer advances on futures and options markets; pricing futures and options; hedging applications; the role of price discovery; and speculative strategies. Although particular emphasis is on financial futures and options, commodity futures and options are also discussed. Corequisite: FIN 132.

141. *Money and Capital Markets* 3 s.h.
Fall, Spring
An in-depth analysis of the structure of domestic and international money and capital markets and the role the government plays in these markets. The role of investment bankers, brokers, and dealers in the financial markets. The characteristics of different financial instruments traded in the money and capital

markets, including their relevant risk and yields. Issues pertaining to ethics, innovation, competition, and globalization of financial markets. Prerequisites: junior class standing or above, FIN 101.

150. *Commercial Bank Administration, Policies and Practices* 3 s.h.
Fall, Spring
A study of the operations and policies of commercial banks. Overview of the industry and regulatory environments. Analysis of the banking operations, and techniques for bank asset and liability management. International dimensions of banking activities; discussion of ethical and social considerations. Prerequisite: FIN 110.

151, 152. *Readings* 1-3 s.h. each
Fall, Spring
Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: FIN 110 and permission of the department chairperson.

157, A-Z. *Seminar: Special Topics in Finance* 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: FIN 110, and 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. *Corporate Financial Policy* 3 s.h.
Fall, Spring
An in-depth study of financial theory and analysis used to evaluate and set corporate financial policy in the areas of capital budgeting, capital structure, dividend distribution, corporate restructurings, and working capital management. Discussion of the role of the various firm stakeholders in influencing financial policy. The ethical, global, social and political, regulatory, and environmental issues related to corporate financial policy are also discussed. Prerequisite: FIN 110.

165. *Principles of International Financial Management* 3 s.h.
Fall, Spring
Principles of financial management of firms operating in the global market. The parity relationships between interest rates, exchange rates and inflation rates are defined and emphasis placed on the techniques employed by multinational firms to borrow short and long term capital, evaluate projects on a global basis and hedge anticipated cash flows and profits against adverse exchange rate risks. The dilemma and ethical, environmental and legal issues encountered because of the divergence of goals and needs between parent and subsidiaries and between local and host governments are also examined. Prerequisite: FIN 110.

166. *International Financial Markets and Investments* 3 s.h.
Fall, Spring
Framework of the global financial markets and the development of foreign financial assets. Emphasis on the innovations and evolution of the various financial instuments and the role played by the markets. Foreign financial markets include foreign exchange markets, international bond and stock markets, international loan markets, futures and options markets and emerging securities markets. Financial instruments include Eurodollar bonds, foreign spread agreements, currency swaps and currency options and futures. Prerequisite: FIN 110.

170. *Fundamentals of Insurance* 3 s.h.
Once a year
Basic principles underlying the field of insurance and risk management including the financial, economic, social, ethical and political ramifications of decision making in this area. An analysis of the institutional aspects of risk management, which will enable the individual or business to lessen financial loss from fortuitous causes. Prerequisite: FIN 110.

174. *Business Internship* 1-3 s.h.
Fall, Spring
Actual practical experience in an approved setting open to junior and senior finance 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 finance 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 finance major requirements. Prerequisites: permission of department chairperson, a minimum grade point average of 2.5 in finance courses and 2.5 overall, FIN 101, junior class standing or above.

175. *Real Estate Finance* 3 s.h.
Fall, Spring
Evaluation of real estate financing and the mechanics of the mortgage market. The role of regulation, government agencies and the banking system as vehicles in promoting real estate activity. Analysis of real estate investments, property valuation, leases and types of tenancy. Prerequisite: FIN 110.

185. *Internship in Finance* 3 s.h.
Fall, Spring
A work-study program open to senior finance majors. Students work a minimum of 120 hours in a structured finance training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade point average of 3.0 in finance courses and 3.0 overall, FIN 110. Corequisite: related course in the area of the internship. (Students who do not meet these requirements, see FIN 174.) (Formerly *Internship.*)

190. *Honors Essay* 3 s.h.
Fall, Spring
Research for the writing of a substantial essay in the field of finance. Open only to senior finance majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: FIN 110, six additional credit hours in finance, and a minimum grade point average of 3.5 in finance and 3.4 overall.

Fine Arts (FA)

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

Professors Fendrich, Hilson; Associate Professors Chaleff, Devine, Jaffe, Klinkowstein; Assistant Professor Ocko, Roskin.

Students in all fine arts programs are advised to present examples of work to-date upon declaration of the major. Continuing development of a portfolio is strongly emphasized.

B.A. Specialization in Fine Arts: students will concentrate their work in one of these areas:

Ceramics: FA 10, 11, 12, 13, 14, 15, 27, 80, 80A, 81, 82 or 83, 199; nine additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74 and three additional semester hours in art history.
Associate Professor Chaleff, *Adviser.*

Design: FA 10, 11, 12, 13, 14, 15, 27, 51, 51A, 102A, 158, 159G, 170, 199; three hours of fine arts electives; AH 3 or 5, 4 or 6, 74; three semester hours of art history electives.
Professor Infield, Associate Professor Klinkowstein, and Assistant Professor Ocko, *Advisers.*

PAINTING: FA 10, 11, 12, 13, 14, 15, 16, 17, 27, 45, 46, 160, 166, 199 or 100; 3 semester hours chosen from FA 58, 59, 170, 172, 173, 198; AH 3 or 5, 4 or 6, 74, 120 or 145.
Professor Hilson, *Adviser.*

PHOTOGRAPHY: FA 10, 11, 12, 13, 14, 15, 27, 51, 170, 170A, 170F, 170G, 170H, 199; three additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74; HUM 141.
Associate Professor Jaffe, *Adviser.*

SCULPTURE-JEWELRY: silversmithing (sculpture/metalry): FA 10, 11, 12, 13, 14, 15, 27, 58, 70, 199; 15 semester hours chosen from FA 59, 80A, 120, 121, 122, 123, 167; AH 3 or 5, 4 or 6, 74; 110 or 165.
Assistant Professor Devine, Sculpture *Adviser,*

NOTE: the humanities requirements may not be fulfilled by additional fine arts or art history courses.

See complete B.A. requirements, page 79.

B.S. SPECIALIZATION IN FINE ARTS with concentrations in Ceramics, Design, Painting and Sculpture-Jewelry: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 129 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 66 hours must be completed in liberal arts with no less than 60 outside the Department of Fine Arts.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 hours. The 15 semester hours need not be included within the last 30 hours.
4. The following general requirements:
   ENGL 1-2***
   Core course requirement: (for listing of core courses, see page 86)
   9 semester hours in the humanities: 3 hours in the creative participation category, 6 hours in the appreciation and analysis category including at least 3 hours of literature. Not more than 3 hours may be satisfied by fine arts core courses of the required nine;
   9 semester hours in the natural sciences, mathematics/computer science: the 9 semester hours must include 3 hours in the mathematics/computer science category, 3 hours in the natural sciences category;
   9 semester hours in the social science: the 9 semester hours must include 3 hours in the behavioral science category and 3 hours in the history and philosophy category.
5. The fulfillment of the major requirements as listed below.

Students will concentrate their work in one of these areas:

CERAMICS: FA 10, 11, 12, 13, 14, 15, 27, 45, 58, 59, 70, 80, 81, 82, 83, 170, 180, 180A, 199; and three additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74, and three additional semester hours in art history.
Associate Professor Chaleff, *Adviser.*

DESIGN: FA 10, 11, 12, 13, 14, 15, 27, 45, 51, 51A, 58, 102A, 158, 159G, 170, 199; twelve semester hours of fine arts electives; AH 3 or 5, 4 or 6, 74; three semester hours of art history electives.
Professor Infield, Associate Professor Klinkowstein, Assistant Professor Ocko, *Advisers.*

PAINTING: FA 10, 11, 12, 13, 14, 15, 16, 17, 27, 45, 46, 80, 160, 166, 170, 199 or 100; 3 semester hours chosen from FA 58, 59, 198; nine additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74, 120 or 145.
Professor Hilson, *Adviser.*

SCULPTURE-JEWELRY: FA 10, 11, 12, 13, 14, 15, 27, 58, 59, 70, 120, 161, 167, 199; 6 semester hours chosen from FA 121, 122, 123; twelve additional semester hours in fine arts; AH 3 or 5, 4 or 6, 74; 165 or 110.
Assistant Professor Devine, Sculpture *Adviser,*

B.S. IN ED.—SPECIALIZATION IN FINE ARTS EDUCATION, see page 284.

Associate Professor Fendrich, *Departmental Adviser.*

A MINOR IN FINE ARTS consists of the successful completion of 18 s.h. in the department, at least 6 hours in residence. Any combination of fine arts courses is acceptable.

Reports based on museum visits are required of students in some fine arts courses.

COURSES

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

1. *Introduction to Visual Arts I* 3 s.h.
Periodically
Lecture and workshop exploration of concepts of painting, graphics and related two-dimensional art forms. Limited to nonfine arts majors.

5. *Visual Arts: Beginning Drawing* 3 s.h.
Fall, Spring
A basic introduction to techniques and concepts of drawing utilizing the human form as a primary resource. Limited to nonfine arts majors.

6. *Introduction to Printmaking* 3 s.h.
Fall, Spring
Printmaking, design and narrative techniques will be explored in this course. This class will investigate the nature of book structures. Assigned projects will introduce the methods and means of making fold books, pamphlets, accordion fold books and a Japanese bound book structures. A visit to a museum/printshop/or artist studio will be made in coordination with the studio part of this course. (Formerly *Introduction to Graphics Arts I.)*

7. *Fundamentals of Visual Expression* 3 s.h.
Periodically
Visual education through drawing experiences. Develop visual literacy and the ability to communicate ideas graphically. Studio problems exploring the relationship between perception, mental image and graphic expression are combined with a variety of drawing media and techniques. Limited to nonfine arts majors.

8. *Art Concepts and Experiences* # 3 s.h.
Fall, Spring
Art concepts related to experiences in drawing, design and color. Fundamentals of drawing, design and color theory are taught in an integrated sequence to develop student's understanding of art in a studio workshop atmosphere.

9. *Art Studio: Sculpture* # 3 s.h.
Fall, Spring
Introduction to the concepts and practices of the sculptor. Students model clay, carve stone or wood and assemble found objects in a sequence of projects meant to inform visual thinking and encourage expression.

10. *Two-Dimensional Design I: Black and White* 3 s.h.
Fall, Spring
Basic conceptual and studio work in principles of two-dimensional design including exploration of factors of composition, movement, texture, space, pattern, line and scale. Credit given for this course or New College CSFA 1D, not both.

***See University Degree Requirements, page 71.
#Core course

11. *Two-Dimensional Design II: Color* 3 s.h.
Fall, Spring
Continued experimentation with principles of two-dimensional design, with special emphasis in the area of color. Studio situation. Prerequisite: FA 10.

12. *Three-Dimensional Design I: Concepts* 3 s.h.
Fall
Basic theoretical and studio work in principles of three-dimensional concepts. Spatial and formal organization is emphasized in a series of studio projects in various media. Credit given for this course or New College CSFG 4, not both.

13. *Three-Dimensional Design II: Techniques* 3 s.h.
Spring
Introduction to concepts, materials, tools and techniques of the shop, with emphasis toward applicability in the formulation of three-dimensional visual thinking. A progression of projects explores a variety of materials and methods. Prerequisite: FA 12.

14. *Drawing and Perception I* 3 s.h.
Fall, Spring
Freehand and instrument drawing, sketching and perspective systems are taught in an integrated sequence intended to develop the student's awareness of the relationship between visual perception and drawing skills.

15. *Drawing and Perception II* 3 s.h.
Spring
Continuation of 14. Freehand and instrument drawing, sketching and perspective systems are taught in an integrated sequence intended to develop the student's awareness of the relationship between visual perception and drawing skills. Prerequisite: FA 14.

16. *Drawing III: The Figure* 3 s.h.
Fall
Introduction to analysis and representation of the human form, with emphasis on its role as an aesthetic source. Prerequisite: FA 14. Credit given for this course or New College CSFG 3, not both.

17. *Drawing IV: The Figure* 3 s.h.
Spring
Continued exploration of the aesthetic potential of the human form, with emphasis on its role as a compositional element. Prerequisites: FA 14, 16.

27. *Computer Graphics* 3 s.h.
Fall, Spring
Basic computer graphics are used for creative visual problem solving. Emphasis on visual aesthetics and features lecture, demonstration and a survey of the creative application to the design and advertising field.

30. *Illustration* 3 s.h.
Periodically
A basic course introducing materials and techniques of illustration, with emphasis on the understanding and accurate representation of forms and structures. Developing an eye for significant detail is stressed in order for the student to illustrate with clarity. Projects include use of pencil, pen and ink, grease pencil, charcoal, opaque and transparent pigments, colored inks (to acquaint students with the variety of graphic media) available for illustrative purposes. Prerequisite: FA 14.

30A. *Biomedical Photography* 3 s.h.
Periodically
A photographic exploration of the macro and micro areas of the world with emphasis on practical experience and application. Attention is given to individual needs, i.e., support materials for research, etc. Use of microscopy, macro lenses; close-up adaptors are used to produce both black and white and color photos. Portfolio is required for grade. Prerequisite: FA 170.

45. *Beginning Painting* 3 s.h.
Fall, Spring
An introduction to painting with emphasis on painting media, color theory and composition. A variety of painting techniques and subject matter is considered. Credit given for this course or New College CSFG 2, not both.

45A. *Materials and Techniques of the Painter* 3 s.h.
Periodically
Lectures and demonstrations dealing with the description, properties and execution of egg tempera, casein, oil, acrylic encaustic, watercolor, collage and gouache painting. The student is expected to create original works using all the media. Prerequisite: FA 45.

46. *Intermediate Painting* 3 s.h.
Fall, Spring
Continuation of experiences in painting with greater emphasis on developing students self-expression and creativity by an in-depth approach and concentrated effort in an area of painting of special interest to the student. Prerequisite: FA 45.

47. *Techniques of Watercolor* 3 s.h.
Periodically
A studio course designed for beginning and intermediate students in the use of the transparent water color medium. Materials and techniques of Western and Oriental watercolor are explored with emphasis on their inherent, unique qualities. This course is project oriented, focusing on the study of landscapes and still life subject matter. Prerequisite: FA 45.

48. *Life Painting* 3 s.h.
Periodically
A foundation course in painting from the model with emphasis on the portrait and figure. Includes drawing and design concepts with slide lectures, emphasizing the historical, technical and aesthetic concerns of life painting. Prerequisites: FA 16, 45.

51. *Graphic Design I* 3 s.h.
Fall
Introduction to visual communications based on problem solving; development of basic graphic design skills and professional practice; emphasis on typography. Prerequisites: FA 10, 11, 27 or instructor's permission.

51A. *Graphic Design II* 3 s.h.
Spring
Continuation of 51, with emphasis on verbal-visual relationships in visual communications; class projects oriented toward professional application of design principles. Prerequisite: FA 51.

52. *Fundamentals of Applied Design: Three-Dimensional* 3 s.h.
Periodically
Interrelations of function, form and structure in architecture, interior and industrial design with lectures and class assignments. Prerequisites: FA 10, 11, 12, 13, 14, 15.

52A. *Fundamentals of Applied Design: Three-Dimensional* 3 s.h.
Periodically
A continuation of 52, for design majors wishing to major in three-dimensional design. Prerequisites: FA 51, 52.

58. *Sculpture I: Construction* 3 s.h.
Fall
A basic understanding of the construction approach to sculpture. Materials such as wood, metals, plastics, and ceramics are used. Various techniques of joining including welding are introduced. Lectures and museum visits supplement studio work.

59. *Sculpture II: Modeling* 3 s.h.
Spring
A basic course meant to provide experience in modeling from life and other forms in such materials as clay, wax, rubber and plaster. Elements of mold making and casting are also covered. Lectures and museum visits will supplement studio work.

70. *Metalsmithing—Jewelry I* 3 s.h.
Fall, Spring
Study, design and construction. Techniques including silver soldering, basic forming, surface treatments, metal coloring, stone setting, and other basic dimensions of jewelry making. Aesthetic considerations are stressed.

71. *General Crafts* 3 s.h.
Fall, Spring
Exploration of various crafts, traditional and contemporary. These crafts will be examined as expressions of their cultural context. Techniques and media included are smithing, enameling, batiking, stained glass and leather.

73. *Current Gallery Developments* 1 s.h.
Periodically
Study and analysis of contemporary developments. Students are required to spend 45 hours in museum and gallery visits. Open to fine arts majors and others with permission of instructor.

80. *Beginning Ceramics* 3 s.h.
Fall, Spring
Study of ancient, classic and contemporary ceramics, with emphasis on hands on creative interpretation and design by the student. (Formerly *Ceramics: The Potters Wheel.*)

80A. *Intermediate Ceramics* 3 s.h.
Fall, Spring
Continuation of 80 with emphasis on further development of techniques as well as increased fluency with the language of ancient, classic and contemporary ceramics. Prerequisite: FA 80. (Formerly *Ceramics: Handbuilding Techniques.*)

81. *Ceramic Material Formulation and Kilns* 3 s.h.
Periodically
Study of the physical and chemical properties of clay and glaze including their transformation by firing. Research and experimentation with clays, glazes, and kilns of various cultures, past and present. Exploration of aesthetic, formal and technical implications of ceramic materials and firing techniques. Prerequisite: FA 80 or 80A or permission of instructor. (Formerly *Glaze Formulation and Surface Decoration.*)

82. *Ceramic Sculpture/Advanced Ceramics* 3 s.h.
Once a year
Exploration of ceramics as sculpture. Emphasis on individual creative work. In-depth research including field trips, technical log and preparatory drawings are required of students. Prerequisites: FA 80, 80A. (Formerly *Ceramic Sculpture.*)

83. *Japanese Ceramics* 3 s.h.
Periodically
History and techniques of Japanese ceramics to enrich student's own work. Prerequisite: FA 80 or 80A or permission of instructor.

100. *Departmental Honors* 3 s.h.
Fall, Spring
The research for and the writing of a substantial essay in the field of fine arts or the execution and presentation of a creative project in an acceptable media. Open only to senior fine arts majors (those who have achieved better than a 3.4 cumulative average and 3.5 departmental average) who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the project. FA 100 may be substituted for 199 by those who meet the above qualifications.

102A. *New Media I* 3 s.h.
Periodically
Introduces students to the conceptual and creative thinking necessary to conceive and produce new media projects. Included are rudimentary introductions to sound and image programs for the production of screen-based media like digital sound, motion graphics and websites. Emphasis on encouraging experimentation and imagination within focused assignment goals as a means of developing a personal aesthetic direction. Prerequisites: two of the following: FA 27, SCO 4, or MUS 157, or permission of instructor. (Formerly *Multimedia Workshop.*)

102B. *New Media II, Intermediate Web Design* 3 s.h.
See course description, page 313.

102C. *New Media III, Intermediate Motion Graphics and Sound Design* 3 s.h.
See course description, page 313.

102D. *New Media IV: Advanced Screen-based Design Projects* 3 s.h.
See course description, page 314.

106. *Special Projects* 1-3 s.h.
Fall, Spring
Independent study in two and three-dimensional forms. Projects vary from year to year. Permission of department chairperson. Limited to fine arts majors.

120. *Metalsmithing—Jewelry II* 3 s.h.
Fall, Spring
Design and construction of jewelry as a sculptural form. Techniques include lost wax centrifugal casting, advanced stone setting techniques, metal chasing, and repousse and enameling. The aesthetic merits of each student's work is an intrinsic component in its evaluation. Prerequisite: FA 70 or permission of instructor.

121. *Metalsmithing—Forging* 3 s.h.
Fall, Spring
Fundamental design and techniques of forging metal, forming flatware, decorative sections, handles, special applications. The aesthetic merit of each student's work is an intrinsic component in its evaluation. Prerequisite: FA 70 or permission of instructor.

122. *Metalsmithing—Raising* 3 s.h.
Fall, Spring
Fundamental design and techniques of hollow ware: raising, forming and planishing spouts, handles, bodies and box forms, hinging. The aesthetic merit of each student's work is an intrinsic component in its evaluation. Prerequisite: FA 70 or permission of instructor.

123. *Metalsmithing—Jewelry* 3 s.h.
Fall, Spring
Design and techniques including filigree work, advanced surface treatments, engraving, enameling, stone, wood or metal inlay. The aesthetic merit of each student's work is an intrinsic component in its evaluation. Prerequisite: FA 120 or permission of instructor.

158. *Graphic Design III* 3 s.h.
See course description, page 314.

159G. *Graphic Design IV* 3 s.h.
Spring
Further comprehensive design projects exploring specific areas of graphic design, including design research, proposal writing

and presentation. Internships inside and outside the University are encouraged in this and all further graphic design courses. Prerequisites: FA 51, 51A, 158.

160. *Painting Workshop I* 3 s.h.
Fall, Spring
A continuation of 46. A studio course to provide advanced students with the means to express their own ideas in the most suitable painting medium. Prerequisites: FA 45, 46.

161. *Sculpture IV: Workshop* 3 s.h.
Fall, Spring
Advanced construction. Prerequisite: FA 58.

166. *Painting Workshop II* 3 s.h.
Fall, Spring
A studio course to provide advanced students with the means to express their own ideas in the most suitable painting medium. Prerequisites: FA 45, 46 and 160.

167. *Sculpture V: Workshop in Advanced Modeling* 3 s.h.
Fall, Spring
Prerequisites: FA 58, 59.

170. *Basic Photography* 3 s.h.
Fall, Spring
Introduction to photography. Course covers the aesthetic and technical aspects of black and white photography including 35mm camera technique, film processing and development of photographs in the darkroom. Weekly assignments, class critique of student work, and slide lectures on photography are given. Students must have an *adjustable* 35mm camera capable of manual controls, and buy film, paper and some materials. Not open to first year students. Prerequisite for fine arts majors only: FA 10. (Formerly *Photography.*)

170A. *Intermediate Photography* 3 s.h.
Fall, Spring
Advanced techniques and aesthetics of black and white printing and developing. Using 11" X14" fiber paper (or larger), students learn to make the fine print. Opportunity for experimentation with technique, form and content. Exploration of different films, papers, toners. Students are encouraged to develop a personal vision. Assignments, class critiques and discussions on historical/contemporary photographers and issues. Prerequisite: FA 170 or permission of instructor.

170B. *Advanced Photography* 3 s.h.
Periodically
For fine arts majors interested in pursuing individual projects. Emphasis on individual creativity, developing and refining a personal style. Students are expected to produce a professional-level portfolio with a consistent vision. Individualized reading assignments. Class discussion of contemporary issues. Prerequisite: FA 170A or permission of instructor.

170E. *Documentary Photography* 3 s.h.
Once a year
Students photograph extended projects that tell a story and convey the texture of people's lives. They learn how to be keen observers of events and visually interpret the world around them. This course covers technical, aesthetic and practical considerations of shooting 'on location.' Much of the work takes place in New York City or on Long Island. Class critiques and slide lectures from current and historical documentary photography. Prerequisite: FA 170 or permission of instructor. (Formerly *Location Photography.*)

170F. *Color Printing from Color Negatives* 3 s.h.
See course description, page 314.

170G. *The Portrait—Studio Photography I* 3 s.h.
Fall
Introduction to studio photography and portraiture. Basic principles and techniques of daylight, tungsten and strobe lighting. Students learn how to light and photograph people. A variety of approaches are explored from traditional to experimental. Use of an assortment of studio tools, black and white, color films. Students have access to the studio. Weekly assignments given as well as freedom to pursue individual ideas. Class critique of student work; slide lectures from historical/contemporary portraiture. Prerequisite: FA 170A. (Formerly FA 170D, *Photographing People: The Portrait.*)

170H. *Large Format Camera* 3 s.h.
Every other Spring
This is a large format photography class using the 4" X 5" studio view camera and traveling field cameras, strobe, and tungsten lighting. Aesthetic and technical problem solving using fine art and commercial applications. Creative work centers on still life, but may also include architectural, landscape, and portraits. Students develop the 4" X 5" negative, print on 11" X 14" and 16" X 20" paper, shoot color transparency and Polaroid films. Access to studio; assignments, class critiques slide lectures. Prerequisite: FA 170G or permission of the instructor. (Formerly FA 170C.)

171. *Alternative Photographic Processes* 3 s.h.
Once a year
This course explores alternatives to the traditional silver print. Aesthetic and visual sensitivity, individual creativity and experimentation are encouraged along with the development of photographic skills and techniques. Among the methods explored are toning, Polaroid transfers, hand coloring, Kodalith film, liquid photographic emulsion on art paper, collage and other processes. Prerequisite: FA 170 or permission of instructor. (Formerly *Photo-Graphics.*)

172. *Relief Printing* 3 s.h.
Fall, Spring
This course will introduce the basic tools and aesthetics of relief printing, a process of transferring ink from a raised surface. Using waterbased inks we will create works using cardboard, linoleum and wood. The historical significance of this area of the print will be discussed and investigated. A visit to a museum/printshop/or artist studio will be made in coordination with the studio portion of this course. (Formerly *Wood-Block Printing.*)

173. *Etching* 3 s.h.
Once a year
A comprehensive course including intaglio-printing processes such as drypoint, etching, aquatint, soft ground, lift ground and engraving to develop critical awareness and sensitivity to line and value as expressive elements in printmaking.

180. *Advanced Ceramic Workshop I* 3 s.h.
Fall, Spring
Investigation of three dimensional form and design through fabrication with clay. Prerequisites: FA 80, 80A, 82 or permission of instructor.

180A. *Advanced Ceramic Workshop II* 3 s.h.
Fall, Spring
Investigation of three dimensional form and design through fabrication with clay. Prerequisites: FA 80, 80A, 82, 180 or permission of instructor.

198. *New York Seminar* 3 s.h.
Periodically
Examination of the development of contemporary art in New York from 1945 to the present with emphasis on the past ten years. Classes meet at Hofstra and at museums, galleries, artists' studios and other loctions where major traditional and transitional trends may be studied. Two formal essays and seminar attendance are required. Not open to freshmen.

199. *Senior Project* 3 s.h.
Fall, Spring
Individual supervised research project in student's major area including seminar analyses. Project is to be chosen with the approval of the instructor. Registration is limited to approved fine arts majors.

Foreign Languages

See Comparative Literature and Languages, page 148; French, page 196; Italian, page 219; Spanish, page 298.

Foundations of Education (FDED)

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.

Administered by the Department of Foundations, Leadership and Policy Studies. Professor Osterman, *Chairperson*

Professors Barnes, Kottkamp, Shakeshaft, Smith; Associate Professors Duarte; Assistant Professor Scott.

Professor Smith, *Director*

A number of undergraduate courses are available in Foundations of Education, all of which may be taken as electives or as part of the requirements for the Educational Studies minor. For a description of the minor program, see page 162.

COURSES

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

110. *History of American Education* 3 s.h.
Every other year
The development of schooling in the context of the history of American education. Includes the development of textbooks and curriculum, educational ideas and practices, and proposals for reform.

111. *The American School* 3 s.h.
Fall, Spring
This course examines the school as an institution shaped by political, professional, economic, and social units. We examine these units as both distinct and intersecting elements that contribute to the social, philosophical, and historical lens. Hypotheses and analytical tools from a variety of the social sciences are employed as means of exposing and interpreting central features of the American public educational system. May be applied toward liberal arts credit.

112. *Politics of Education* 3 s.h.
Every other year
Analysis of the organization and control of the American school, including political influences upon education. Consideration of questions of educational and social policy affecting the schools.

114. *The Education of America's Minority Groups* 3 s.h.
Every other year
Analysis of the education afforded to minority groups, focusing on four major factors: (1) the response of the dominant American society to particular minority groups; (2) the educative milieu of the minority group including attention to family patterns, cultural values and the establishment of ethnic institutions; (3) the schooling provided to minority group members; and (4) the problem of intergroup education in the schools. The primary mode of inquiry will be through the several social and behavioral sciences.

115. *Introduction to Sociology of Education* 3 s.h.
Every other year
An examination of education as an institution using sociological concepts and research as the basic tools of exploration. Credit given for this course or SOC 101, not both.

120. *Aesthetics and Education* 3 s.h.
Fall
Examination of selected views about the nature and meaning of aesthetic experience, and the relationship between the educative values of aesthetic experience and schooling. Problems of pedagogy in connection with aesthetic education are considered. Students are required to attend concerts, exhibits and dramatic events.

121. *Existentialism and Education* 3 s.h.
Every other year
Analysis of some important aspects of the existentialist position as developed by selected representative spokesmen with emphasis on educational implications.

127. *Introduction to Philosophy of Education** 3 s.h.
Fall, Spring
Examination of the philosophic dimension of key educational ideas over time and exploration of the philosophical issues and assumptions involved in various classroom practices in the past and present. May be applied toward liberal arts credit.

129. *Current Problems in Education* 3 s.h.
Periodically
Critical examination of problems and issues—political, social, economic, religious, ideational, etc.—significant to education in contemporary democratic society.

130. *Topics in the History of American Education* 3 s.h.
Periodically
Historical studies of important themes and selected issues in education such as higher education, academic freedom, minority groups, and religion and education.

131. *Anthropology and Education* 3 s.h.
Every other year
Same as ANTH 131. May be applied toward liberal arts credit.

155, 156. *Seminar* 3 s.h. each
Periodically
Content varies and students should obtain information about the area of focus for a given semester before registering for the seminar. These seminars are designed to take advantage of the special competence of visiting professors and to facilitate special attention to particularly timely problems and issues, or issues of special concern to a specific group of students or faculty.

161, 162. *Reading* 1-3 s.h. each
Fall, Spring
Individual oral and written reports on a mutually determined reading or research program. Prerequisite: permission of instructor.

*FDED 127 is an introductory course in philosophy of education. Students with more than an introductory course in philosophy should consult a Foundations of Education adviser about substitutions.

Foundations, Leadership and Policy Studies (FLPS)

Areas of specialization are Administration and Policy Studies, Educational Administration, Educational Studies, and Foundations of Education. These areas are listed alphabetically.

Professor Osterman, *Chairperson*

French (FREN)

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

Professors Powell, Schwab; Associate Professor Jean; Assistant Professor Loucif.

B.A. Specialization in French: 30 hours in the language and literature beyond FREN 4, distributed as follows: 21 credits in courses numbered 100-139 including FREN 114A, 115A and 116A, and 9 credits in courses numbered 140 and above, three of which must be in literature. An additional three credits of advanced literary study is required. It is recommended that French majors fulfill their additional three credits of literary study by taking a course in comparative literature.

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

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

See complete B.A. requirements, page 79.

Both major and minor programs are supervised by a full-time faculty member of French, selected by the student.

A Minor in French consists of 18 semester hours above FREN 3, at least 6 hours in residence, including FREN 114 and FR 111, and at least 6 hours from culture (FREN 103A, 110, 113, 121, 122, 123, 124, 130A(1 s.h.). While students are strongly encouraged to take FREN 107 each semester after FREN 4, only 1 credit can be applied to the minor.

Pi Delta Phi: a national French honor society, see page 76.

Teaching of High School French, see page 287.

For Summer Study in France, see International Study, page 17.

Literature in Translation, see end of French course listings.

COURSES

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

1. *Elementary French* 3 s.h.
Fall, Spring, Summer
Fundamentals of structure, sound system and vocabulary building for effective communication: speaking, understanding, reading and writing techniques are introduced.

1A. *Intensive Beginning French* 6 s.h.
Periodically
Intensive exposure to the materials of the first year of language study is covered in one semester. Credit not given for both 1A and 1 and/or 2.

2. *Elementary French* 3 s.h.
Fall, Spring, Summer
Sequel to FREN 1. Continued development of the fundamentals of structure, sound system and vocabulary building for effective communication and understanding. Speaking, understanding, reading and writing techniques are further developed. Prerequisite: FREN 1 or equivalent.

2B. *French as a Second Romance Language* 3 s.h.
Fall
An accelerated course which presents the material of FREN 1 and 2 in one semester. Designed specifically for students who are studying French as their second romance language. Prerequisite: advanced study of Spanish, Italian, Portuguese, Latin or special permission of instructor.

2R. *Review of Elementary French* 3 s.h.
Fall, Spring
Intended for students who have had two years of French in high school, but who need review of the basics from FREN 1 and 2 before enrolling in FREN 3. No credit given for either FREN 1 or 2 if credit received for FREN 2R

3. *Intermediate French* 3 s.h.
Fall, Spring, Summer
Continued development of the fundamentals of structure, sound system, vocabulary building for effective communication and understanding. Speaking, understanding, reading and writing techniques are further developed. Prerequisite: FREN 2 or 2R or equivalent.

3A. *Intensive Intermediate French* 6 s.h.
Periodically
Intensive exposure to materials of the second year of language study. Prerequisite: FREN 1A, 2 or 2R. Credit given for 3A or 3 but not both and 3A or 4 but not both.

4. *Intermediate French* 3 s.h.
Fall, Spring, Summer
Places emphasis on attaining an integrated performance in speaking, listening, reading and writing at a high intermediate level of proficiency. Students are able to handle communicative tasks successfully and to write several paragraphs on a variety of topics with reasonable accuracy. Prerequisite: FREN 3 or equivalent.

101. *Intermediate French Grammar* 1 s.h.
Periodically
Five weeks of intensive work designed for students who have finished FREN 4 and want to take courses on the advanced French level. This mini-course prepares them to read and write more efficiently and progress more gainfully in courses numbered 105, 109, 110, 111, 112. To be taken prior to or simultaneously with 105 and/or 109. May not be taken with or after 111 and beyond. Prerequisite: FREN 4.

102. *Introductory Conversation* 1 s.h.
Periodically
Five weeks of intensive work on oral expression for students who have finished FREN 4 and wish to develop the ability to communicate orally with increasing fluency before going on to advanced courses. May be taken by itself or in conjunction with the other mini-courses 101, 130A, 138 and/or 105. May not be taken with or after 109, 100 or any other higher numbered course. Attendance is mandatory. Prerequisite: FREN 4.

102A. *Practical Translation* 1 s.h.
See course description, page 314.

103A. *Readings in Business I* 3 s.h.
Fall
Readings of French texts taken from standard business works and from contemporary business publications and materials. Concentration on the business terminology of France and Canada. Prerequisite: FREN 105 or 111 or 112, or permission of instructor.

104A. *Readings in Business II* 3 s.h.
See course description, page 314.

105. *Advanced Reading* 3 s.h.
Fall
Development of reading skills. While the foreign language, spoken and written, will be the basis of classwork and written assignments, the course will aim at attaining the stage of liberated reading. Prerequisite: FREN 4 or equivalent.

107. *Individualized French Aural-Oral Development* ½ s.h.
Fall, Spring
Development of skills in listening and speaking on a one-to-one basis with a native or bilingual speaker. Diagnosis of each problem at the onset of the course and assignment of phonetic exercises in the language laboratory. One 25-minute private session weekly with instructor. Prerequisite: FREN 4, or equivalent.

NOTE: may not be used to satisfy the language requirement; course may be repeated, but a maximum of 3 s.h. of this course may be applied toward the B.A. degree. Pass/D+/D/Fail grade only. No credit toward French major.

109. *Conversational French* 3 s.h.
Periodically
The student will develop ability to organize ideas, feelings, concepts and impart information through oral French. Topics for discussion chosen by students and instructor will be based upon appropriate classic and current materials. Direct experiences such as field trips and movies will be encouraged. Attendance is mandatory. Prerequisite: FREN 4.

110. *Advanced Conversation* 3 s.h.
Summer
Designed to develop ability to communicate in the French manner. Topics for discussion range from the literary to the sociological, from the cultural and aesthetic to the personal. Background readings may be classical or contemporary. Field trips are encouraged. Attendance is mandatory.

111. *Advanced French Grammar* 3 s.h.
Fall, Spring
Thorough review and refinement of the student's knowledge of French grammar and structure. Systematic exercises, compositions and illustrative analysis of reading passages.

112. *French Composition* 3 s.h.
Spring
Designed to improve the student's ability to write correct French. Stylistic and linguistic studies of selected texts. Exercises in French composition, outside readings.

113. *French Civilization* 3 s.h.
Spring
A survey of French culture through its arts and letters, scientific contributions and the development of its political and social institutions. Extensive use of audio-visual materials.

114A. *Introduction to French Literature I* 3 s.h.
Fall, Spring
Designed to foster literary appreciation through the analysis of texts from the *Chanson de Roland* through Corneille's *Cid*. Introduction to the basic vocabulary of literary analysis and to the French technique of "explication de texte." Prerequisities: FREN 105, 109 or 110, 111 or 112.

115A. *Introduction to French Literature II* 3 s.h.
Periodically
Introduction to French literature from the Classic Period to the early Romantics (mid-17th century to mid-19th century). Continued development of literary analysis through the method of "explication de texte." Prerequisite: FREN 114A. (Formerly 115; 115A, 116A.)

116A. *Introduction to French Literature III* 3 s.h.
Fall, Spring
Introduction to French literature from the late Romantics through the Realists to the present time. Continued development of literary analysis through the method of "explication de texte." Prerequisite: FREN 114A. (Formerly 115A, 116A.)

120. *Provence Today* 3 s.h.
Summer
Participation in the life of Provence through contact with artists, artisans, professionals, etc., as well as museums, cultural events and historical sites. Preparatory sessions and follow-up meetings to help students evaluate their experience. Prerequisite: FREN 4 or permission. Given as part of the Summer in France Program

121. *The Francophone Experience in Sub-Saharan Africa* 3 s.h.
See course description, page 314.

122. *The Francophone Experience in North Africa* 3 s.h.
See course description, page 314.

123. *The Francophone Experience in the Caribbean* 3 s.h.
See course description, page 314.

124. *Culture et Littérature Québécoises* (Culture and Literature of Quebec) 3 s.h.
See course description, page 314.

130A. *Aspects of French Culture* 1 s.h.
See course description, page 314.

138. *Intermediate French Phonetics* 1 s.h.
Fall, Spring
A five-week intensive study and practice of French phonetics for the intermediate student. Prerequisite: FREN 4. May not be taken concurrently with or following FREN 165.

140, 141, 142. *Readings in French*
Fall, Spring
140. 1 s.h.
141. 1 s.h.
142. 3 s.h.
Individualized reading courses to permit the student to pursue topic of special interest. Ordinarily open only to seniors. Prerequisite: permission of department chairperson.

144. *History of the French Language* 1 s.h.
Periodically
A five-week intensive course in French philology. Emphasis on the development of the French vowel and verb system. Previous study of Latin is helpful. Prerequisites: intermediate or advanced French phonetics; FREN 111, 114A or permission.

145. *French Transformational Grammar* 1 s.h.
See course description, page 314.

Prerequisite for advanced literature courses numbered above 150: 114A or 115A.

151. *Satire in Various Genres* 3 s.h.
Periodically
Study of satire attempts to determine how satirical expression in diverse works of the modern period differs from that in the earlier period. Focuses on differences as may occur in such texts by Voltaire and those by Ionesco.

155. *Love Literature through the Ages* 3 s.h.
Periodically
The theme of love—literary treatment and attitudes revealed in representative works from its romantic courtly expression in the

12th century (*Tristan et Iseult*) to its anti-romantic manifestations in the 20th century.

160. *Translation* 3 s.h.
Periodically
Introduction to the theory of translation and the contrastive structures of English and French. Extensive work in translating from French into English as well as exercises in translating English into French. Texts used for translation come from journalism, nonfiction and literature, and focus on culture-specific traits as revealed through language. Prerequisites: FREN 111 or 112; 114A, each with a minimum grade of B, or permission.

162. *Workshop in the French Theater* 3 s.h.
Periodically
Systematic study of the traditions of French theater from the Middle Ages to the modern day. Regular classroom scene study. Students read texts from a literary and a dramatic perspective. Emphasis on the critical reading of a dramatic text as well as phonetic and gestural interpretation of written texts. Students present a final dramatic project in pairs or groups. Prerequisites: FREN 109 or 110 or 138, and 114A, or permission of instructor.

165. *French Phonetic Development* 3 s.h.
Summer
Systematic study of sounds and intonation patterns. Class sessions will include explanation of the formation of sounds and the phonology rules as well as group exercises. Regular laboratory sessions will be assigned to drill and reinforce classroom work. Weekly phonetic dictations and tape recordings will check student's progress in acquiring the correct speech habits necessary for effective communication. Prerequisites: FREN 109 or 110, FREN 111 or 112.

166. *Advanced French Grammar and Phonetics* 3 s.h.
Summer
In-depth review of the structure of the French language with focus on problems of phonetics, phonology, morphology and syntax. Special attention will be paid to oral expression and to elements of diglossia encountered in everyday communication. Class time will be devoted to drills, exercises and presentations prepared by the students. Prerequisite: FREN 111 or 112. Usually given as part of the Summer in France Program.

172. *The Theater of Corneille, Racine and Moliere* 3 s.h.
Periodically
Origin and development of the 17th-century classical theater. Love and honor in tragedy, farce to high comedy in Moliere as revealed through discussions of selected works by the three playwrights.

183. *Society Under Attack* 3 s.h.
Periodically
Social criticism, reformist doctrines, moral and idealist tendencies from the Philosophes through the Existentialists.

191. *From Romanticism to Symbolism* 3 s.h.
Periodically
The 19th-century development of Romanticism and Symbolism as revealed in the theater and in poetry from Victor Hugo to Baudelaire, Rimbaud and Mallarmé.

192. *19th-Century French Novel and Short Story* 3 s.h.
Periodically
Topics selected from the following: the romantic novel, realism and naturalism in the novel, the novel and history, the short story in the 19th century.

195. *Modern French Theater* 3 s.h.
Periodically
Exploration of major dramatic theories and techniques since the romantic age. Reading of representative works from Musset to Ionesco and Arrabal.

196. *Modern French Poetry* 3 s.h.
Periodically
Major poets and poetic movements of the 20th century from Valéry, Dada and surrealism through Prévert, Cocteau, St. John Perse, Michaux, Ponge, Emanuel, et al.

197. *20th-Century French Novel and Short Story* 3 s.h.
Periodically
Topics selected from the following: the first generation, up to World War I, novels of childhood and adolescence, novels of the human condition, the "new novel."

198. *Littérature Québécoise* (Literature of Quebec) 3 s.h.
See course description, page 314.

199. *Honors Essay* 3 s.h.
Fall, Spring
The research for and the writing of a substantial essay in the field of French language and literature. Open only to senior French majors who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the essay.

LITERATURE IN TRANSLATION (FRLT): 41, 42, 43, 44, 45, 46, 47, 48, 49, 52, 60, 120, 121.

41. *Me, Myself, and I: Autobiographical Expressions from the French* # 3 s.h.
Periodically
An investigation of various forms of lifewriting translated from French, including autobiography, memoirs, diary, and correspondence. Texts, read in English, represent a wide variety of writings by women and men, from the Renaissance through the late twentieth century, from Francophonia as well as from metropolitan France.

42. *Heroines Exotic and Erotic: Romantic Women in 19th-Century French Narrative Prose* # 3 s.h.
Periodically
Critical examination of certain tenets of Romanticism as they reflect and form images of women in 19th-century French narrative prose. The impact and continuing influence of these images of femininity on contemporary ideals of womanhood are analyzed. Readings include texts by major 19th-century French novelists like Sand, Stendhal, Balzac, Flaubert, etc. All works are read in English. Prerequisite: sophomore standing or above.

43. *Decolonizing the Mind: Contemporary Literature from Africa to Southeast Asia* # 3 s.h.
Periodically
Examination of literary voices from Francophone countries including Senegal, Algeria, Tunisia. Topics include decolonization and the African identity, the search for self, the contradictions of life in the colonies and racism. Readings include works by Memmi, Ben Jelloun, Snow-Fall, Senghor. All works are read and discussed in English. (Formerly *Decolonizing the mind: Contemporary Literature from Africa, Southeast Asia, and the Caribbean; Decolonizing the Mind: Contemporary Literature from Africa and the Caribbean; Decolonizing the Mind; Francophone Literature from Africa and the Caribbean.)*

44. *Major Works of French Literature to 1800* 3 s.h.
Periodically
Selected from among major authors of France from the middle ages to the 18th century. No credit toward major in French but may be used to fulfill part of the B.A. language or humanities requirement. All works are read and discussed in English.

#Core course

45. *Major Works of French Literature Since 1800* 3 s.h.
Periodically
Selected from among major authors of France of the 19th and 20th centuries. No credit toward major in French but may be used to fulfill part of the B.A. language or humanities requirement. All works are read and discussed in English.

46. *Sex, Gender and Love in 20th-Century French Prose* # 3 s.h.
Periodically
Selected narrative and experimental texts examined to show the deconstruction and evolution of traditional concepts of sex, gender and love in 20th-century French literature. Gender reading techniques constitute the principal methodological approach, along with close textual analysis. Readings include works by Andre Gide, Colette, Simone de Beauvoir, Marguerite Duras, Luce Irigaray, Julia Kristeva, Monique Wittig and Jean Genet. All works are read and discussed in English.

47. *French Literature and the World of Music* # 3 s.h.
Periodically
Study of the intersection of narrative and musical phenomena as manifested in the French literary tradition. No formal musical kowledge required but a sensitivity to musical and literary forms and techniques is exploited and formalized. Texts represent French literature from the Middle Ages to modern day. All works are read and discussed in English.

48. *The Knightly Heritage in French Literature* # 3 s.h.
Periodically
Examination of the knightly themes established in the 12th-century courtly romances *Ywain* and *Tristan and Iseut*, and their various embodiments in major literary works of the 17th and 18th centuries: the "splendid century" of French Classicism, and the age of Enlightenment and pre-Romanticism. Readings include works by Chrétien de Troyes, Corneille, Racine, Lafayette, Prévost, Voltaire, Staël. All works are read and discussed in English.

49. *Irony in Modern French Literature* # 3 s.h.
Periodically
Examination of post-Nietzchean French literature showing the failure of the romantic ideal and the virtual impossibility of attaining and maintaining a heroic status for the modern protagonist. While archetypal criticism is the principal means of approaching the works, other methods are encouraged. Literary works by Gide, Malraux, Sartre, Giraudoux, Camus, Ionesco, Beckett, Robbe-Grillet and the surrealists. Critical theory by Northrup Frye. All works are read and discussed in English.

50. *Reconstructing French Caribbean Identities* # 3 s.h.
See course description, page 314.

52. *Sovereignty and Quebec: A Literary and Cultural Perspective* # 3 s.h.
See course description, page 314.

60. *Modern French Feminist Thought* 3 s.h.
Periodically
Exploration of 20th-century French feminism through works of theory and literature. No credit toward French major but may be used to fulfill part of the B.A. language requirement. All works are read and discussed in English.

120, 121. *Special Topics in French Literature and Civilization* 3 s.h. each
120: January, Spring; 121: Once a year
Movements, ideas and issues of special interest such as Dada and surrealism, the rebel and the outsider in modern French literature, history and literature; the idea of Utopia, etc. May be repeated when topics vary. No credit toward French major, but may be used to fulfill part of the B.A. language requirement. All works are read and discussed in English.

General Business (GBUS)

Administered by the Department of Management, Entrepreneurship, and General Business. Associate Professor Charnov, *Chairperson*

NONBUSINESS MAJORS MAY CHOOSE A MINOR IN GENERAL BUSINESS that is designed for those students who are interested in entering the profit or not-for-profit job market. This minor consists of the successful completion of a minimum of 18-19 semester hours of course work with grades C- or better, *under faculty advisement by the Department of Management, Entrepreneurship, and General Business; and with the approval of that department chairperson*; with at least 9 semester hours in residence. The requirements are: any six of the following courses: ACCT 101, BCIS 14, BLAW 20, FIN 101, IB 150, MGT 101, MKT 101, QM 1. See course listings for prerequisites.

A completed minor in general 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 Academic Records.

COURSES

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

1. *Foundations of Business* 3 s.h.
Fall, Spring
An overview of business functions in the context of the overall business environment. Concepts from all fields of business including management, marketing, finance, accounting, business computer information systems, international business and business law. The impact of societal, political, legal and ethical considerations is emphasized. **NOTE:** designed as an orientation course for nonbusiness students or for business students who have not chosen their majors. May not be used to satisfy management elective specialization requirements.

151, 152. *Readings in Business Administration* 1-3 s.h. each
Periodically
Assigned readings for undergraduate students on a tutorial basis. Oral or written reports may be required. Prerequisites: six credits in a student's major and permission of department chairperson.

157, A-Z. *Seminar: Special Topics in General Business* 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MGT 101, junior class standing or above, and 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.

#Core course

165. *Managing International Development* 3 s.h.
Periodically
Explore the strategic role of corporate and government planners performing in regional industrial development. Interdisciplinary consideration is given to effective policy development and implementation in emerging markets (different regions could be offered each semester). Examples include the United States and other geographic areas. Problems of specific industries are examined. Prerequisites: MGT 101, QM 1 or equivalent, and junior class standing or above. (Formerly MGT 125, *Industrial Development*; MGT 165, *Managing Industrial Development.*)

170. *Small Business Administration* 3 s.h.
Fall, Spring
Advanced seminar in theory and practice of management and consulting; student groups with varied business majors assist local businesses under faculty guidance; periodic student and instructor project discussion; groups develop final written analysis and recommendations. Prerequisites: A minimum grade-point average of 3.0 overall, MGT 110, MKT 101, ACCT 102, BCIS 10 or 14, FIN 101 or permission of department chairperson.

180. *Seminar: Business Policy* 3 s.h.
Fall, Spring
A capstone integrative course for all functional areas focusing on technological issues, executive ethics, and corporate social and environmental responsibilities for domestic and international organizations. Knowledge and competencies developed in other business courses are synthesized with a computer simulation of top management policy decisions under conditions of uncertainty. Prerequisites: business majors with senior class standing and MGT 101, FIN 101, MKT 101.

180H. *Seminar: Business Policy - Honors* 3 s.h.
Once a year
An honors version of the Zarb School of Business' capstone integrative course for all functional areas, focusing on technological issues, executive ethics, and corporate social and environmental responsibilities for domestic and international organizations. Knowledge and competencies developed in other business courses are synthesized with a complex computer simulation of top management policy decisions under conditions of uncertainty, and the analysis of strategic management cases in which the actual companies' top executives participate. Significant written and oral communication skills are emphasized. Prerequisites: business majors with senior class standing and MGT 101, FIN 101, MKT 101. Students must have successfully completed 88 or more credits before entering this course. Most valuable to the student if taken during last semester at Hofstra. Students must be enrolled in the University Honors College or have a 3.4 GPA and the permission of the department chair to enroll in this course. Satisfies same B.B.A. requirements as regular sections of GBUS 180.

Geography (GEOG)

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

Associate Professor Saff; Assistant Professor Rodrigue.

B.A. Specialization in Geography: a minimum of 27 semester hours in geography including GEOG 1, 2, and 191; ECO 165 and GEOL 1C may be included in these 27 semester hours. Fifteen semester hours in a cognate field selected from anthropology, economics, history, political science, philosophy, sociology, biology, geology, mathematics or international business. Students with approval of the department may select an interdepartmental cognate field. Also required, three semester hours of statistics.

See complete B.A. requirements, page 79.

A Minor in Geography consists of the successful completion of 18 semester hours of geography, at least six hours in residence.

COURSES

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

NOTE: GEOG 1 and 2 are not prerequisites for other geography courses.

1. *World Regional Geography* 3 s.h.
Periodically
An introductory course that offers students an overview of the major regions of the world, their characteristics, and the contemporary human and environmental issues and challenges faced by each. The course is organized along lines of economic development, with coverage of the more developed regions preceding that of less developed parts of the world. (Formerly *Environment and Society.*)

2. *Human Geography* 3 s.h.
Periodically
Human geography focuses on how society drives environmental/geographical issues. This course is an in-depth investigation of the key sub-fields of human geography, such as: Population Geography (demography and migration), Political Geography (nation states), Economic Geography (the structure and location of economic activities), Cultural Geography (the worlds major cultural regions) and Urban and Regional Geography (the structure of cities and their hinterlands). Each of these subdisciplines are examined to show how they enhance our spatial understanding of the world. This course is a requirement for geography majors and complements GEOG 3.

3. *Geographic Systems: An Introduction to Topical Geography* # 3 s.h.
Once a year
An introduction to a variety of geographic systems around the world and to methods used by geographers to study them. Course provides students with the conceptual basis for understanding and interpreting a wide variety of world events and the relationships that exist among world regions. Focus is on topics rather than on regions. Students examine different aspects of geography, ranging from the study of physical landscape to many of the human geographic sub-disciplines such as political geography and population.

60. *Introduction to Geographic Information Systems* 3 s.h.
See course description, page 314.

80. *Transport Geography* # 3 s.h.
See course description, page 314.

100. *Honors Essay* 3 s.h.
Fall, Spring
Research for and the writing of a substantial essay in the field of geography. Open only to senior geography majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson.

102. *Population, Resources and Environment* # 3 s.h.
Periodically
Analyzes the relationships among population growth, factors influencing human migration, resource distribution and utilization, and the environmental impact of the human presence at various geographic scales ranging from local to global.

103. *Urban Geography* 3 s.h.
Periodically
Introduction to the key features of urban geography, including the distribution, structure and hierarchy of towns and cities, the

#Core course

economic basis for cities, the growth of world cities, urban policy and urban problems, and urban and regional planning. While the scope is global, the emphasis is on the development of the United States urban landscape. (Formerly *Towns and Cities.*)

104. *Special Topics in Geography* 3 s.h.
See course description, page 315.

106. *Urbanization in the Developing World#* 3 s.h.
See course description, page 315.

110. *Geography of the United States and Canada* 3 s.h.
Periodically
Geographic factors affecting the exploration, settlement, population distribution, land use, and economic development of the United States and Canada.

113C. *The Geography of East and Southeast Asia #* 3 s.h.
See course description, page 315.

122. *Western Europe* 3 s.h.
Periodically
Analysis of the geographic factors affecting the history and development of Western Europe and its parts. Attention is given to the problems and goals of the European Economic Community (E.E.C.) and the European Free Trade Association (E.F.T.A.).

123. *Eastern Europe and the Republics of the Former Soviet Union* 3 s.h.
Periodically
Study of the environment and peoples of the republics of the former U.S.S.R. and Yugoslavia, and of Poland, the Baltic states, Czek Republic, Slovakia, Hungary, Romania, Bulgaria and Albania. Emphasis on past territorial changes and recent social, economic and political transitions. (Formerly *U.S.S.R. and East Central Europe.)*

131. *Japan* 3 s.h.
Periodically
Description and analysis of the geographic aspects of the modernization of Japan, with emphasis on the economic, population and urban geography of the country.

135. *Economic Geography* 3 s.h.
Periodically
Theory and analysis of the location of economic activities; distribution and hierarchy of central places; land use; delineation, structure and growth of economic regions. May be used towards the 30 semester hours in economics required of economics majors.

140. *Geography of Latin America #* 3 s.h.
See course description, page 315.

141. *Geography of the Caribbean* 3 s.h.
See course description, page 315.

145. *Geography of Africa #* 3 s.h.
Once a year
Study of Africa's diverse human and physical landscapes, focusing on the interaction between the two. Analysis of the cultural, environmental, economic, social, political and population geography of the continent. Both North Africa and sub-Saharan Africa, the continent's two major regions, are featured prominently and examples are drawn from many of Africa's more than 50 individual nation-states.

151, 152, 153, 154. *Readings in Geography* 1-3 s.h. each
Periodically
Intensive reading, oral, and written work focusing on a regional and/or topical subdiscipline of geography. Open only to students interested in pursuing advanced work in geography and who have arranged to work with a supervising faculty member. Prerequisite: a combination of any two semesters of geography courses offered at Hofstra.

160. *Intermediate Geographic Informations Systems* 3 s.h.
See course description, page 315.

190. *Internship in Geography* 3 s.h.
Periodically
This work-study program aims at providing students with an opportunity to apply academic and theoretical knowledge to practical situations. A minimum of 84 hours of work in an approved academic, government, non-government or research institution is combined with weekly classroom meetings, reading and writing assignments including an in-depth term paper that situates the internship experience with the broader framework of theoretical geographical scholarship. Prerequisites: successful completion of at least 18 s.h. of geography with a geography GPA of 3.0 or above. May be taken on a Pass/D+/D/Fail basis.

191. *Seminar: Geographic Methodology* 3 s.h.
Periodically
Introduction to geographic research. Sources of material and techniques of geographic analysis. Readings in past and recent geographic literature. Preparation and presentation of a report is required.

193. *Seminar: Economic Geography* 3 s.h.
Periodically
Review of history and the literature. Methodology for investigating economic, geographic problems. Oral and written reports are required. Prerequisite: GEOG 135 or permission of instructor.

Geology (GEOL)

Professor Radcliffe, *Chairperson*

Professors Merguerian, Wolff; Associate Professor Bennington; Adjunct Professors Chervkapi, Liebling, Rockwell; Adjunct Associate Professor Hess-Tanquay, Sichko; Adjunct Assistant Professors Dieffenbach, Gibbons; Adjunct Instructor G. Bennington.

B.S. Specialization in Geology: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 65 semester hours must be completed in the liberal arts, excluding courses in geology.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. And the following general requirements:

	Sem. Hrs.
ENGL 1-2 or placement examination*	6
Humanities electives	6
Social science electives	6
(The humanities and social science electives must be satisfied with approved core courses, see page 82.)	
Foreign language: fulfillment of one of the following options:	

a) complete 2 semesters of a language not previously studied;
b) a student who continues the study of a foreign language begun before coming to Hofstra must take the language placement test (administered by the Language Laboratory) and fulfill one of the options listed below:
   1) place above level 4 of that langage;
   2) complete level 4 of that language;
   3) complete 2 semesters of that language.

*See University Degree Requirements, page 71.
#Core course

Credit will not be given toward completion of the language requirement or toward graduation for any language course taken below the level of placement in that language.

5. The fulfillment of the following science requirements:
   a) 30 semester hours in geology, chosen in consultation with the chairperson.
   b) CHEM 3A, 3B, 4A, 4B; PHYS 1A & 2A, 1B & 2B.
   c) 6 semester hours in mathematics (including calculus).
   d) 6 semester hours in computer science, or 6 semester hours in biology, or 3 semester hours in computer science and 3 semester hours in biology.

B.S. in Environmental Resources, see page 188.

B.A. Specialization in Geology: 30 semester hours in geology including GEOL 1C and 2C. Students select geology courses, under advisement. Introductory science courses are recommended. This program is intended for liberal arts-oriented students and those planning to teach earth science in high schools.

See complete B.A. requirements, page 79.

Teaching of High School Earth Science and General Science, see page 290.

A Minor in Geology consists of the successful completion of 18 semester hours including GEOL 1C, chosen in consultation with an adviser in the department. At least six hours must be in residence.

NOTE: since geology is a synthesis of natural sciences and engineering with applications to the earth, majors of other departments are encouraged to enroll in those advanced courses which represent the application of their particular discipline to earth phenomena. The basic requirement of elementary geology in many instances may be waived.

Students select one of the following introductory course sequences to satisfy the *University science requirement*: all degree candidates: 1C and 2C;

B.B.A. candidates only: 1C and one of the following 3, 4, 7, 8, 9, 10 or 11.

COURSES

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

1C. *Physical Geological Science* # 3 s.h.
Fall, Spring
Origin and evolution of the universe, elements, solar system, earth, continents, oceans and atmosphere. The relationship of principal earth components (rocks and minerals) to materials useful to man. Effects of surface processes (rivers, deserts, glaciation, soils) on contemporary problems, including water supply, world hunger and world climate. Correlation of subsurface forces with the related geologic hazards of vulcanism and earthquakes. (2 hours lecture, 2 hours laboratory.) Credit given for this course or GEOL 11 or New College NGG 3.

2C. *Historical Geological Science* # 3 s.h.
Spring
Origin of life and evolution of the earth throughout geologic time. Geochronology and the Geologic Time Scale. Ancient climates. Structural and thermal history of the Precambrian, Paleozoic, Mesozoic and Cenozoic Eras. Sea-floor spreading, polar wandering, continental drift, geosynclines, continental accretion, and orogenesis. Origin and evolution of major crustal features are discussed on the basis of modern Plate Tectonic Theory. (2 hours lecture, 2 hours laboratory.)

3. *Astrogeology—Planetary Science* # 3 s.h.
Periodically
Utilizing the latest advances in scientific research, this course introduces students to the history of space travel and analysis of extra-terrestrial data. Lecture topics include the internal structure and evolution of the earth-moon system in comparison to the other planets in our solar system. Laboratories include terrestrial sample analysis, cartographic studies, video and computer-based analysis. (2 hours lecture, 2 hours laboratory.) Open to science and nonscience students. (Formerly *Introduction to Astrogeology.*)

4. *Introduction to Gemology and Gemstones* 3 s.h.
Periodically
Study of gem minerals, a specialized branch of chemical and physical mineralogy. Crystal structure, atomic distribution, chemical composition and interrelated physical properties of gem minerals including hardness, color, brilliance, refraction, cleavage and other identifying properties are emphasized. The role of gems as rock forming minerals including the genetic origin in igneous, sedimentary and metamorphic rocks and process environments are discussed. Testing procedures for the identification of common gemstones including visual properties, optical measurements and x-ray diffraction analysis. A weekend field trip to view the National Gem Collection at the Smithsonian Institution. (2 hours lecture, 2 hours laboratory.)

5. *Environmental Geology and Natural Hazards* # 3 s.h.
Fall
Considers the geological processes that affect the formation and natural evolution of modern landscapes. Once modified and developed for human habitation, these natural processes became geological hazards—floods, soil and climate changes, hurricanes, landslides, earthquakes, coastal erosion, and volcanic eruptions. Discusses the need for risk assessment and alternate land use management strategies. (2 hours lecture, 2 hours laboratory.) (Formerly GEOL 5C.)

6. *Introduction to Dinosaurs and the Mesozoic World* # 3 s.h.
Summer
Drawing on the latest geological and paleontological research, this course introduces the student to the scientific methods and thinking used to reconstruct the history of the Earth. Although the focus of the course is on dinosaurs and the characteristics of the Mesozoic world in which they lived, students learn how fundamental scientific theories such as evolution and plate tectonics provide the framework for interpreting the geologic past. Leture topics also include the history of dinosaur paleontology, the climate and flora of the Mesozoic, the evolution of birds, plate tectonics, and the riddle of the extinction of the dinosaurs. Field trips strongly recommended. (2 hours lecture, 2 hours laboratory.)

7, 8. *Earth Science* I#, II# 3 s.h. each
Summer
(2 hours lecture, 2 hours laboratory.) GEOL 7 is an elective for geology majors, not for major credit. GEOL 7 and 8 satisfies liberal arts, science and earth science core requirements for teachers.
7: considers the origin of earth, its relation to other members of the solar system, atmosphere, climate, and ocean.
8: considers minerals, rocks, the origin and evolution of landforms, earthquakes and plate tectonics. Credit given for GEOL 8 or 1C or 11.

9. *Introduction to Earth Resources* 3 s.h.
January
Analysis of the distribution, quality and quantity of U.S. mineral, energy and water resources (iron, aluminum, bauxite, coal, uranium, etc.). The interplay of the social, environmental, eco-

#Core course

nomic and political factors which affect the utilization of these resources. A discussion of the economic and environmental considerations that influence the exploitation, conservation or recycling of these resources and the selection of alternate energy sources. (3 hours lecture.)

10. *Environmental Geology* 3 s.h.
Periodically
Effects of human activities on geologic forces and features and vice versa; planned and accidental changes in developmental patterns of soil, streams, estuaries and coastlines; analysis of human attempts to modify the actions of storms, floods, droughts, avalanches, earthquakes and volcanoes; geologic problems of economic and energy resources, urban and industrial expansion and of air, water and soil pollution. Field trips strongly recommended. (3 hours lecture.)

11. *Physical Geology* 3 s.h.
Periodically
Origin, evolution and geologic cycles of minerals and rocks. Concerns the processes and features on the surface of the earth and how they have been modified by water, ice, wind and man. Deals with geologic principles applied to problems of energy and economic resources, natural hazards (earthquake, beach erosion, floods, etc.), urban expansion and environmental effects from pollution. Field trips strongly recommended. (3 hours lecture.) Credit given for this course or GEOL 1C or New College NGG 3.

12. *Earth History and Crustal Evolution* 3 s.h.
Periodically
Principles and methods used in the analysis and interpretation of ancient life and earth history—its paleogeography, paleontology and paleoclimates. Includes the study of continents, oceans and ocean basins in relation to continental drift and seafloor spreading (the global tectonics). Considers the origin of the earth, its crust, atmosphere, oceans and life. Field trips strongly recommended. (3 hours lecture.) Prerequisite: GEOL 1C or 11 or permission of instructor.

18. *Geological Cartographic Analysis* 3 s.h.
Every other Fall
Integrated lecture and laboratory course focuses on classical and computer-based graphical and visual techniques employed in the geological sciences in the context of the history of art and expression. In lecture, the history of maps and map making and growth of 3-D perspective drawing are fully explored. Labs are based on measurement and interpretation leading to problem solving and analysis in the subdisciplines of stratigraphy, structure, petrology, field geology, maps, and geochemistry. Course includes both mechanical and computer-aided design elements to develop skills and techniques necessary in analyzing the geologic structure and history of the earth's crust. (2 hours lecture, 3 hours laboratory.) May not be taken on a Pass/D+/D/Fail basis. (Formerly *Geological Cartographic Techniques.)*

19. *Structural Geology* 3 s.h.
Every other Fall
Basic elements of stress and strain and their relationship to the development of natural structures in the earth's crust. The mechanism and results of folding and faulting of sedimentary, metamorphic and igneous rocks during mountain building set in the context of the new global plate tectonic theories. Laboratory case histories include interpretation of structures found in the Appalachian and Cordilleran mountain belts. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 2C or permission of instructor.

20. *Introduction to Field Methods* 3 s.h.
Every other Spring
Principles and methods of geological field investigations of sedimentary, metamorphic and igneous rocks. Use and interpretation of topographic maps, aerial photos, geological instruments and the methods and logistics of producing professional geologic maps and reports. (2 hours lecture, 3 hours laboratory.) Prerequisites: GEOL 2C and 19, or permission of instructor. No liberal arts credit.

31. *Crystallography and Mineralogy* 3 s.h.
Every other Fall
Classification and identification of over 100 common economic and rock-forming minerals based on their composition, external crystal morphology, and physical and chemical characteristics. Includes the study of geometric and atomic crystal models and the principles and interpretation of x-ray diffraction techniques. (2 hours lecture, 3 hours laboratory.) Prerequisite or corequisite: GEOL 1C or CHEM 3A, 3B or permission of instructor.

33. *Environmental Geomorphology* 3 s.h.
Every other Spring
Origin and development of constructional, depositional and erosional landforms with regard to geologic process (uplife, mass wasting, earthquakes, etc.) and their effect on engineering activities through urban and industrial expansion. Includes the examination and interpretation of features from topographic and geologic maps and aerial photos, and considers the criteria necessary for basic regional planning. (2 hours lecture, 3 hours laboratory.) Prerequisite or corequisite: GEOL 1C or 8.

100. *Honors Research Essay* 3 s.h.
Fall, Spring
Research, analysis, compilation and writing of a scientific paper based on an independent research study which is approved by the faculty prior to registration. The paper must be of publishable quality, and the results of the study will be presented orally at a seminar. Open only to geology seniors who have been selected by the department.

104. *Excursions in Field Geology* 3 s.h.
Periodically
Examination of rock outcrops to determine their geological origin or economic mineral-energy resource potential during travel. Three days of on-campus lecture and labs for discussion of the field area and an introduction to analytical field techniques and instrumentation, and one week of daily field observations at outcrops, mines or oil fields during travel. Independent projects will be developed and submitted for final evaluation. Probable areas for travel include New England and New York, the southeastern states, the Gulf Coast or a Caribbean island. Prerequisite: open to upper-class students only and permission of instructor. No liberal arts credit.

115. *Lunar and Planetary Geology* 3 s.h.
Periodically
Interpretation of topographic and geologic features of the Moon, Mars and other planets based on the analysis of the latest available data; the origin, history and geologic activity of extraterrestrial bodies; the physical properties and motions of the solar system; comparisons of Earth features and principles with those of the extraterrestrial bodies. Includes the analysis of NASA photos, maps and other data. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 1C or 7 or permission of instructor.

120. *Introduction to Geophysics* 3 s.h.
Periodically
Principles of mathematics and physics as applied to Earth processes that affect the continental and ocean crust, asthenosphere, mantle and core. The application of geophysical techniques for oil and mineral exploration through the analysis and interpretation of data collected through seismic surveys, geomagnetic measurements, electrical methods of well logging, and gravity

and heat flow measurements. The application of geophysics to earthquake prediction, isostatic adjustments and geothermal energy resources. (2 hours lecture, 3 hours laboratory.) Prerequisite or corequisite: MATH 10 or 19. No liberal arts credit.

121. *Hydrology* 3 s.h.
Every other Spring
Discussion of surface and ground waters. Hydrologic principles of water movement. Economic importance and water potential of the United States, with particular attention to the problems relating to Long Island. Field trips and laboratory analysis of aquifiers. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 1C or permission of department.

123. *General Oceanography* 3 s.h.
Periodically
Analysis of the physical and chemical characteristics of ocean water and the factors affecting its distribution. Includes surface and subsurface current patterns, coastal processes, characteristics of clastic and carbonate environments, and the topographic features and sediment distribution patterns of ocean basins.

131. *Optical Mineralogy* 3 s.h.
Every other Fall
Principles and use of the polarizing microscope in the analysis of mineral grains and rock thin-sections. Identification of these minerals is based on their optical and crystallographic properties determined from either oil immersion or permanent- mount methods. (2 hours lecture, 3 hours laboratory.) Prerequisite or corequisite: GEOL 1C or 31 or CHEM 3A, 3B. No liberal arts credit.

132. *Geochemistry* 3 s.h.
Every other Spring
Principles and problems related to distribution of elements in the universe and planets; evolution of galaxies, stars and the solar system; structure and composition of the earth; crystal chemistry of minerals; magmatic differentiation and phase equilibria; weathering and solution chemistry of sedimentary rocks; clay mineralogy, metamorphic facies; and the origin of the atmosphere and hydrosphere (2 hours lecture, 3 hours laboratory.) Prerequisites: CHEM 3A & 4A, 3B & 4B.

133. *Igneous and Metamorphic Petrology and Petrography* 3 s.h.
Every other year
Formation, composition and classification based on analysis of hand specimens and thin-sections. Includes studies of experimental solid-liquid phase equilibria and mineral stabilites of silicate systems. Laboratory techniques concern the description and identification of these rocks and their textural features. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 131.

133F. *Field Trips in Petrology* 1 s.h.
See course description, page 315.

134A. *Field Geology* 3-6 s.h.
Once a year
Field studies and detailed mapping. Frequent side trips will be taken to mines and other industrial concerns employing the services of a geologist as well as visits to other geology departments in the area of study. Students will be expected to work out detailed geology of an area on an individual basis with formal reports required. This course is intended specifically for field camp involving intensive studies in a limited area.

135. *Sedimentation* 3 s.h.
Every other year
Principles related to the weathering, erosion, transport and deposition of sediments. The analysis and interpretation of source-area indicators, solution and abrasion history, bedding features and flow conditions, and depositional environments based on the analysis of sediments and sedimentary rocks.
Statistical parameters used to distinguish sediments from different environments. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 2C or permission of instructor.

136. *Marine Geology* 3 s.h.
Periodically
Discussion of the classification and evaluation of coastlines and their associated features and processes. A review of the geomorphic features of ocean basins (shelves, ridges, trenches, abyssal plains), the earth's interior and its lithospheric "plates." The geophysical characteristics of these features based on seismology, structure, density, heat flow and magnetism. The evidence for continental drift and sea-floor spreading, and the inferences about past, present and future patterns of global plate tectonics.

137. *Invertebrate Paleontology* 3 s.h.
Every other Fall
Fossil invertebrate life including classification, geological significance, and phylogenetic relationship in light of evolutional theory. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 2C or BIO 1 & 2 or permission of instructor.

139. *Advanced Geochemistry* 3 s.h.
Periodically
In-depth discussion of geochemical analytical techniques and instrumentation, geochemical exploration principles and techniques, computer refinement of geochemical data. Individual student seminars combined with individual student research projects designed to develop library and laboratory research investigative skills in an integrated manner. Prerequisite: GEOL 132.

140. *Biostratigraphy* 3 s.h.
Periodically
Stratigraphic principles and nomenclature used in the analysis of boundary problems of the physical and faunal rock systems of North America. Includes Precambrian geology and the physical aspects and faunal correlation of cratonal, geosynclinal, and continental sediments of the Paleozoic, Mesozoic and Cenozoic eras. (2 hours lecture, 3 hours laboratory.) Prerequisite: GEOL 137.

141. *Economic Resources and Geologic Computing* 3 s.h.
Every other year
The origin, distribution, economic significance and conservation of selected metallic, nonmetallic, and energy resources, and their future development. Includes the analysis and identification of these resources, and modern computing techniques utilized in their economic valuation. (2 hours lecture, 3 hours laboratory. (Formerly *Economic Mineral Resources.)*

144. *Petroleum Geology* 3 s.h.
Periodically
The origin and evaluation of oil and gas, reservoir fluids and reservoir rock dynamics. Reviews drilling methods for completed and producing wells, logging methods for subsurface exploration. (2 hours lecture, 3 hours laboratory.) Prerequisite, one of the following: GEOL 1C, 2C, 9, 10, 136.

146. *Principles of Physical Stratigraphy* 3 s.h.
Every other Fall
Correlation, relative and absolute dating techniques and the utilization of stratigraphic maps. The analysis of factors influencing the deposition of recent sediments in terrigenous and carbonate environments, and the resultant features that can be used for interpretation of ancient rock sequences. Environments include alluvial fans and fluvial systems, deltas and coastal plains, lagoons and barrier islands, carbonate shelves and coral reefs, continental slope and deep ocean sediments. (2 hours lecture, 2 hours laboratory.) Prerequisite: GEOL 2C or permission of instructor.

151, 152. *Special Problems* 2 s.h. each
Fall, Spring
Work of an independent and advanced nature in mineralogy, petrology, sedimentation or economic geology. Prerequisite: permission of instructor and chairperson. May be repeated for credit with approval of the chairperson.

German (GERM)

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

Major and minor requirements in German, see page 149.

German Literature in Translation courses, see page 229.

COURSES

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

1. *Elementary German* 3 s.h.
Fall, Spring
Fundamentals of structure. Oral drill.

2. *Elementary German* 3 s.h.
Fall, Spring
Continuation of 1. Selected readings. Prerequisite: GERM 1 or equivalent.

3. *Intermediate German* 3 s.h.
Fall, Spring
Structural review, intermediate readings. Prerequisite: GERM 2 or equivalent.

4. *Intermediate German* 3 s.h.
Fall, Spring
Nineteenth- and/or 20th-century authors. Survey of German culture. Prerequisite: GERM 3 or equivalent.

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

Prerequisites for all courses numbered 101 *through* 119: *successful completion of* 4 *or permission.*

101 through 106. *Advanced German Language* 3 s.h. each
One course each semester
(These courses may be taken in any order and will be geared to individualized instruction.) An integrated sequence of courses, rather than six individual courses, this language sequence gradually develops the student's proficiency in the spoken language, in writing (including grammar) and in reading. Text material will range from simple stories to more sophisticated language and will include culture and civilization topics. The individual student's needs and wishes will determine the exact nature of each course. A detailed personal record will be maintained to assure the development of each student's skills.
To be offered one per semester in a three-year cycle.

109. *German for Business* 3 s.h.
Periodically
Introduction to the business community of German-speaking countries including economics, finance, marketing, management and computers. Business terms will be emphasized. Extensive written and conversational skills. Prerequisite: GERM 4 or equivalent or permission.

116, 117, 118, 119. *Advanced Readings* 1-3 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 315.

Greek (GRK)

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

Major and minor requirements in Greek, see page 149.

Greek Literature in Translation courses, see page 229.

Modern Greek courses, see page 243.

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.

MAJOR PROGRAMS

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*

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:

a) Major core requirements: 19 s.h.

			Sem. Hrs.
HPFS	62.	*Personal & Community Health*	3
	66.	*Drugs & Alcohol*	3
	71.	*Chronic & Communicable Diseases*	3
	114.	*Applied Nutrition, Diet & Exercise*	3
CRSR	116.	*Health Counseling Issues*	3
*SGG	1.	*Human Sexuality* (New College)	4
			19

b) Major field requirements: 14 s.h.

HPFS	63.	*Community Health Care & Services*	3
	65.	*Ethical, Legal & Critical Health Problems*	3
	70.	*Epidemiology*	2
	116.	*Planning, Implementation & Evaluation of Community Health Programs*	3
RES	119.	*Introduction to Research & Writing in Health*	3
			14

c) Field experience requirement: 6 s.h.
Selected under advisement during the senior year

HPFS	157A.	*Field Experience: Community Health*	3
	157B.	*Field Experience: Community Health*	3
			6

NOTE: Students who can demonstrate an employment or other field experience in a health setting may substitute six credits of electives selected under advisement only.

d) Major core electives:
A minimum of 17 s.h. selected under advisement

PESP	60.	*First Aid & Safety*	3
HPFS	61.	*Family Health: A Life Cycle Approach*	3
	64.	*Consumer Health*	3
	67.	*Gerontological Health*	3
	68.	*Environmental Health*	3
	69.	*Stress Management*	1
	74.	*Microcomputer Applications for Health Professionals*	3

*Counts as a liberal arts course.

	75.	*Life Cycle Sexual Health*	3
	104.	*Methods & Materials Health Education: Adolescents/Adults*	3
	118.	*Women's Health Issues*	3
	125.	*Violence in Children, Family & the Community*	3
	151, 152.	*Readings*	1-3
	160.	*International Health Issues*	3
	162.	*Mental Health Care & Services*	3
	179, A-Z.	*Workshops in Health*	1-3
RES	124.	*Introduction to Grant Funding & Proposal Development in the Field of Health*	3
*SSG	060A.	*Death & Dying* (New College)	2
*SGA	060A.	*Child Abuse* (New College)	1
*SGA	060C.	*HIV/AIDS* (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 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
	39

f) Liberal Arts electives: 19 s.h. 19

Suggestions for Community Health Majors
ANTH 1, 4, 117, 137
BIO 10
GEOG 102
SOC 8, 34, 36, 103, 104, 171

g) Free electives: 14 s.h. 14

Total semester hours 128

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*

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 109.
**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.

			Sem. Hrs.
PESP	60.	*First Aid & Safety*	3
HPFS	61.	*Family Health: A Lifecycle Approach*	3
	62.	*Personal & Community Health*	3
	66.	*Drugs & Alcohol*	3
	71.	*Chronic & Communicable Diseases*	3

*Counts as a liberal arts course.
**See University Degree Requirements, page 71.

114. *Applied Nutrition, Diet & Exercise* 3
CRSR 116. *Health Counseling* OR
HPFS 162. *Mental Health Care and Services* 3
*SGA 60A. *Fundamentals of Child Abuse & Child Abduction* (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. *AIDS: Interdisciplinary Perspectives* (New College) 1
PSY 85. *Human Sexual Behavior* 3
25-26

b) Major field requirements: 22 s.h.
CT 102. *Development & Learning in Childhood & Adolescence* 3
SPED 102. *Inclusion: Meeting Special Needs in PreK-12 Programs* 3
LYST 100. *Literacy, Health, & Physical Education* 1
HPFS 102. *Organization & Administration of School Health Programs* 3
103. *Methods & Materials of Health Education: Children* 3
104. *Methods & Materials of Health Education: Adolescents/Adults* 3
105. *Health Education Curricula Development: PreK-12* 3
*FDED 111. *The American School* OR
*FDED 127. *Introduction to Philosophy of Education* 3
22

c) Student Teaching requirement: 9 s.h.
HPFS 130A. *Student Teaching* 4.5
130B. *Student Teaching* 4.5
9

d) Major core electives: minimum 9 s.h. required
HPFS 64. *Consumer Health* 3
65. *Ethical, Legal & Critical Health Problems* 3
67. *Gerontological Health* 3
68. *Environmental Health* 3
69. *Stress Management* 1
70. *Epidemiology* 2
74. *Microcomputer Applications for Health Professionals* 3
75. *Life Cycle Sexual Health* 3
118. *Women's Health Issues* 3
125. *Violence in Children, Family, & the Community* 3
151, 152. *Readings* 1-3
160. *International Health Issues* 3
162. *Mental Health Care & Services* 3
(if this course is taken as a required course it may not be used as an elective)
179, A-Z. *Workshops in Health* 1-3
RES 119. *Introduction to Research & Writing in Health* 3
124. *Introduction to Grant Writing & Proposal Development in the Field Of Health* 3
*SSG 060A. *Death & Dying* (New College) 2
(minimum required) 9

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
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

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.

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

*Counts as a liberal arts course.
**See University Degree Requirements, page 71.
†Recommended for majors.

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 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 com-plete 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)

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 79.

Minor in Hebrew, see page 149.

B.A. Specialization in Jewish Studies, see page 221.

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.

*Recommended for majors.

History (HIST)

Professor Kern, *Chairperson*

Professors D'Innocenzo, Eisenberg; Associate Professors Doubleday, Pugliese, Walsh, Yohn; Assistant Professors Bernhardsson, Charnow, Parker, Terazawa.

The Harry H. Wachtel Distinguished Teaching Professorship is held by Professor D'Innocenzo. See page 338.

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 79.

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 291.

Phi Alpha Theta: an international history honor society, see page 76.

COURSES

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

Transferred Courses

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

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

Mini-Courses

Periodically

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

Introductory Courses

11. *Western Civilization I*# 3 s.h.
Fall, Spring
Formation of the western tradition from classical antiquity, merging Judaic, Greek, Roman and Christian elements, to the derivation of a distinctive and dynamic European offshoots in medieval and early modern times. Topics include Hebraic religion, civilization of the Greek city-states, Roman imperialism and law, the role of Christianity in western life, institutions and ideas of the middle ages and early modern Europe.

12. *Western Civilization II*# 3 s.h.
Fall, Spring
The rise of the modern west and the crises of the twentieth century: the struggles and contradictions which have led to continuing change in western civilization. Topics include the formation of the state, development of a capitalist economy, impact of technology on social change, development of science and philosophy, rise of industry and the emergence of a mass-society, modern nationalism, imperialism and war. A recurrent theme will be the role of revolution and the attempts to reconstruct society according to various ideal models including socialism, fascism and communism.

13. *American Civilization I*# 3 s.h.
Fall
Intensive study of controversial issues from the colonial period through the Civil War. Conflicting points of view are presented in lectures and readings followed by seminar discussions.

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 Adamses, 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

#Core course

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 evolvement 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 315.

Advanced Courses
(Open to freshmen only with permission.)

100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial historical essay, under tutorial supervision. Open only to history majors desiring to graduate with departmental honors. Students should normally start work with their faculty adviser in the semester preceding their registration in HIST 100. Permission prior to registration is required.

105. *Ancient Egyptians, Hebrews and Greeks* # 3 s.h.
Fall
Myth and religion, epic and tragedy, art and philosophy. Designed to provide an historical background for students of art, drama, literature, archaeology, philosophy or religion, as well as of history. Credit given for this course or New College SH 3, not both.

106. *Hellenistic and Roman Worlds* 3 s.h.
Spring
The conquests of Alexander and the spread of Greek culture, the expansion of Rome's control over the ancient world and the creation of the Roman Empire and the eventual acceptance of Christianity by most of the Empire—400 B.C. to 400 A.D.

107. *Medieval Europe, 400 A.D. to 1300 A.D.* 3 s.h.
Periodically
Formative period of European culture stressing the incorporation of Christian and classical traditions into European creations. Topics usually include feudal society and chivalric culture, medieval boom, twelfth-century renaissance, papal- imperial struggle, princely and urban government, crusades, heresy.

108. *Renaissance Europe, from St. Louis to Luther* 3 s.h.
Periodically
The emergence of a society in which leadership was shifted from clergy to laymen in economy, government, religion, literature and art. Stress is laid on the impact of the Black Death, the rise of religious dissent, the Hundred Years War, the rise of parliamentary institutions and the city states of Renaissance Italy. The evidence of visual arts is drawn on throughout.

109. *The Old Regime in Western Europe, 1648-1789* 3 s.h.
Periodically
Changing forms of social life under the tensions created by population growth, war, the making of the modern state and the subversion of the old moral order.

112. *The French Revolution and Napoleon* 3 s.h.
Periodically
Transformation of European consciousness in the violent years of the first social revolution as France embraced and then abandoned its new belief in freedom and the common man.

113. *Europe, 1800-1848* 3 s.h.
Every other year
Romanticism and revolution: the search for beauty and justice in the era of reaction between Napoleon's Empire and the Revolutions of 1848.

114. *Europe, 1848-1914* 3 s.h.
Every other year
The struggle against the loss of individual identity in a world of big cities, big business and big government. Emphasis on those social changes and cultural achievements which affect our contemporary world.

115. *The Afro-American in American History, 1619-1865* 3 s.h.
Every other year
From the African origins of black slavery through emancipation and the Civil War. Emphasis is given to the slave trade, the nature of black society under slavery in both North and South, the 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.

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.

119. *Blacks and Jews: Interrelation in the Diaspora* 3 s.h.
See course description, page 315.

#Core course

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 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

#Core course

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 315.

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.

#Core course

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 315.

Humanities (HUM)

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

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; semeiotics; 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.

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)

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The Empire Writes Back: Autobiography & Resistance in Colonial Spanish America # (SPLT 58)
(English) *Composition* (ENGL 1)

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 Philosphy # (PHI 10)
(English) *Composition* (ENGL 1)

FD = Language, Thought and the Self
Introduction to Philosophy # (PHI 10)
Fundamental Perspectives in Psychology (PSY 7)
(English) *Composition* (ENGL 1)

FE = Drugs, Behavior and the Human Body
Human Biology and Lab (BIO 4)
Fundamental Perspectives in Psychology (PSY 7)
(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 79). 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 101), the School of Communication (see page 106), and in the School of Education and Allied Human Services (see page 110).

Africana Studies*
American Studies*
Asian Studies*
Environmental Resources**
Ibero-American Studies*
International Affairs†
Italian Studies†
Jewish Studies*
Labor Studies*
Latin American and Caribbean Studies*
Liberal Arts**
Middle Eastern and Central Asian Studies
Philosophy of Science†
Public Affairs†
Religious Studies†
Technology and Public Policy†
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. *Economics of Latin America,* 3 s.h.
111. *Economic Development in Sub-Saharan Africa,* 3 s.h.
112. *Economic Development of China,* 3 s.h.
114. *Japan's Modern Economy,* 3 s.h.
115. *Economy of Western Europe,* 3 s.h.
116. *Economics of the Middle East,* 3 s.h.
PSC 108. *Politics of the Middle East,* 3 s.h.
110. *African Politics,* 3 s.h.
130. *Latin American and Caribbean Politics,* 3 s.h.
132. *Comparative European Governments,* 3 s.h.
144. *Asian Politics & Government* #, 3 s.h.

C. Nine semester hours chosen from the courses listed below:
ECO 117. *Women and Development in the Middle East* #, 3 s.h.
137. *Transnational Enterprise in World Economy,* 3 s.h.
142. *International Economics,* 3 s.h.
GEOG 102. *Population, Resources & Environment,* 3 s.h.
113C. *The Geography of East & Southeast Asia* #, 3 s.h.
122. *Western Europe,* 3 s.h.
123. *Eastern Europe and the Republics of the Former Soviet Union,* 3 s.h.
131. *Japan,* 3 s.h.
140. *Geography of Latin America* #, 3 s.h.
141. *Geography of the Caribbean,* 3 s.h.
145. *Geography of Africa* #, 3 s.h.
HIST 118A. *History of Africa, 1800 to the Present,* 3 s.h.
132. *Europe, 1939 to Present: World War, Cold War and Beyond,* 3 s.h.
138. *Modern Russia: Reform & Revolution from the Russian Empire to Modern Times: 1856 to the Present,* 3 s.h.
142. *Latin America: 1810 to the Present,* 3 s.h.
154. *Diplomatic History of the United States: 1914 to the Present,* 3 s.h.
173. *Modern China* #, 3 s.h.
174. *Modern Japan,* 3 s.h.
IB 150. *Introduction to International Business,* 3 s.h.
154. *Analysis of the International Environment and Global Business Research,* 3 s.h.
157. A-Z. *Seminar: Special Topics in International Business,* 3 s.h.
160. *African Business,* 3 s.h.
NOTE: no more than one of the IB 160 series may count toward this minor.
161. *Asian Business,* 3 s.h.
162. *European Business,* 3 s.h.
163. *Latin-American Business,* 3 s.h.
170. *International Marketing,* 3 s.h.
175. *Global Business Policies, Planning and Strategies,* 3 s.h.
MASS 101. *Understanding Global Media & News Systems,* 3 s.h.
PSC 118. *Political Economy of Turkey,* 3 s.h.
133. *Politics of the European Union,* 3 s.h.
134. *American Foreign Policy,* 3 s.h.
137. *World Organization & International Law,* 3 s.h.
152. *Seminar: International Politics,* 3 s.h.
192. *Workshop: United States in the United Nations,* 3 s.h.

International Business (IB)

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

Professors Berman, Evans, James, Mathur, Neelankavil, Sherman; Associate Professors Forman, Lee, Moore, Yoo, Zhang; Assistant Professors Erondu, Gao, McMellon, Thelen, 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

#Core course
*Major and minor programs
**Majors only.
†Minor program only.

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 such an elective.

See complete B.B.A. requirements, page 100.

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 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 Academic Records.

Master of Business Administration Programs, see the *Hofstra University Graduate Bulletin.*

Business Honor Societies, see page 74.

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, 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.

Italian (ITAL)

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

Professor D'Acierno; 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 287.

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 315.

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 conjuction 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.
Fall, Spring
Stresses authentic intonation patterns, oral proficiency, and listening comprehension. Students meet on an individual basis once a week for twenty-five minutes with an instructor who is a native speaker of standard Italian. These sessions are augmented by language laboratory and off-campus experiences. Prerequisite: ITAL 4 or equivalent. For Italian majors or minors, or students concurrently enrolled in any Italian course beyond ITAL 4.
Note: may not be used to satisfy the foreign language requirement; course may be taken for a total of six semesters with a maximum of 3 s.h. applied toward the B.A. degree..

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 315.

112. *Italian Composition* 3 s.h.
Periodically
Designed to improved the student's ability to write Italian in a variety of contexts: short narratives, descriptions, formal and informal letters, argumentative essays, observation and analysis. Attention to style, register, and correct usage. Vocabulary enrichment and stylistic analysis of sample texts. Prerequisite: ITAL 111, or permission.

116, 117. *Advanced Readings* 1 s.h. each
Periodically
Designed to help the student maintain proficiency in Italian and at the same time enhance the reading facility within the specific field.
Prerequisites for the courses listed below: 101 *and* 102 *or permission.*

151, 153 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.

152. *Experiments in Italian Theatre: From Renaissance to Postmodernism* 3 s.h.
Periodically
The course readings collectively present a diachronic history of Italian approaches to the traditional genres of comedy, tragedy, melodrama and pastoral. The first half of the course focuses on the 16th through 19th centuries while the second half explores 20th century meta-theatre and subsequent postmodern experiments. Class discussion and analysis will focus on formal and thematic distinctions among the genres, the innovative contributions of each drama in the context of the development of Italian theatrical tradition, and, where appropriate, considerations on staging and other issues of representation.

157. *Contemporary Italian Women's Fiction* 3 s.h.
See course description, page 316.

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.*)

50. *Writing Women in Early Modern Italy* 3 s.h.
See course description, page 316.

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 Rinnovamento): Machiavelli, Aretino, Le Academie,

90. *Lifelines: Italian Women's 20th-Century Prose Fiction* # 3 s.h.
See course description, page 316.

Italian Studies (IT ST)

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

Professor D'Acierno, 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.

#Core course

	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 316.

132. *Italian Civilization: the Age of Baroque to the Present* 3-4 s.h.
See course description, page 316.

141. *Italian Cinema from Neorealism to the Present* 3 s.h.
Periodically
Detailed analysis of major films with attention to the cultural and political functions of cinema in post-war Italy. Screenings of films by Rossellini, De Sica, Visconti, Fellini, Antonioni, Pasolini, Bertolucci and others.

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.

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 316.

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 316.

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 229.

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.	*Peoples & Cultures of the Middle East & North Africa,* 3 s.h.
	116.	*Religion in Cross-Cultural Perspective,* 3 s.h.
CLL	39.	*Mythologies & Literature of the Ancient World,* 3 s.h.
ECO	116.	*Economics of the Middle East,* 3 s.h.
	117.	*Women & Development in the Middle East,* 3 s.h.
HIST	31.	*Jewish History From the Patriarchal Period to the Age of Emancipation,* 3 s.h.
	105.	*The Ancient Egyptians, Hebrews, & Greeks,* 3 s.h.
	196.	*Seminar: Ancient History,* 3 s.h.
PHI	30.	*"God",* 3 s.h.
	111.	*Philosophy & the Holocaust,* 3 s.h.
	163.	*Philosophy of Religion,* 3 s.h.
RELI	12.	*Introduction to Western Religious Traditions,* 3 s.h.
	15.	*Introduction to Eastern Religious Traditions,* 3 s.h.
	50.	*Islam,* 3 s.h.
PSC	108.	*Politics of the Middle East,* 3 s.h.
SOC	105.	*Religion & Society,* 3 s.h.

See complete B.A. requirements, page 79.

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 316.

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 316.

108. *Modern Jewish Intellectuals* # 3 s.h.
See course description, page 316.

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.

119. *Blacks and Jews: Interrelation in the Diaspora* 3 s.h.
See course description, page 316.

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 Rich, *Chairperson*

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

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 105. 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 SPCM 1 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 SPCM 1 and SCO 4.

For additional programs offered in the Department of Journalism and Mass Media Studies, see page 234.

A Minor in Journalism consists of the successful completion of 18 semester hours in journalism, with at least 15 semester hours

#Core course

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 SPCM 1 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 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, or permission of the instructor. (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 11. 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.
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. Prerequisite for Journalism majors: JRNL 11 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 news magazine 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 or permission of the instructor. (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.

57. *Graphic Design for Publication* 3 s.h.
See course description, page 325.

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.
Fall, Spring
This course is designed to provide students with an understanding of the importance of research in developing public relations strategies. Students gain an understanding of probability sampling, research methodologies, data gathering and report writing. Assessment of tools and responses, communicating findings and applying results is stressed. Prerequisite: JRNL 60.

63. *Public Relations Copywriting* 3 s.h.
Fall, Spring
This course is designed to advance writing skills toward the completion of a media kit and its components. The course emphasizes writing skills, news judgment, ethical decision making and sound communication principles. Through reading and writing assignments and class discussions, students examine several public relations copywriting tools and will work independently and in groups to research, decision and develop their own samples of these tools. Prerequisite: JRNL 62. May not be taken on a Pass/D+/D/Fail basis.

64. *Public Relations Case Studies* 3 s.h.
See course description, page 325.

67. *Public Relations Campaigns* 3 s.h.
See course description, page 325.

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 13.

76. *Advanced Broadcast Journalism* 3 s.h.
See course description, page 325.

80. *Online Journalism* 3 s.h.
Fall, Spring
A thorough introduction to the fastest growing element of professional journalism—online journalism. Students examine the theoretical, legal and ethical underpinnings of this new form, while exploring the new form's connections with the print and broadcast media. Practical skills include Web-based reporting, online news writing, and design and construction of Web sites. Prerequisite: JRNL 11.

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, January, 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 or project relevant to their work experience and fulfill other requirements as designed by the sponsoring professor. Permission of an adviser is required. Pass/D+/D/Fail grade only.

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 74 under eligibility requirements. (Formerly COMM 199.)

Languages, Foreign

See Page 277.

Labor Studies (LABR)

Administered by the Department of Economics/Geography.
Associate Professor Kozlov, *Chairperson*
Professor DeFreitas, *Program Director*

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 141C or LABR 141C, 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*
      LABR 120. *African Labor Economics* (same as AFST 120, ECO 120)
      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) Relevent 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*
New College: Tohan Ahr, *Assistant Professor*
Conrad Herold, *Assistant 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 316.

120. *African Labor Economics* 3 s.h.
See course description, page 316.

141C. *Labor Economics* 3 s.h.
See course description, page 317.

155, A–Z. *Special Topics in Labor Studies* 3 s.h.
Periodically
Exploration of important labor issues and their impacts on working people. Areas of investigation may include historical origins of and contemporary developments in labor-management relations, pay and benefit structures, occupational health and safety, employee participation, employment diversity and inequality, immigration, the youth work force, union organizing and leadership strategy, public sector collective bargaining, workplace rights and ethical issues, worker education and training, labor theory and research methods, unions' role in

politics, goverment labor regulations, labor-community relations, working class literature and film, media coverage of labor, human rights in the global labor market, comparative labor movements, and global unionism. Topics may change each semester. Students may repeat the course for credit when topics vary. Prerequisite: LABR 1 or permission of instructor or Labor Studies Director.

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 317.

Latin (LAT)

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

Assistant Professor Marchesi, *Adviser*

Major and minor requirements in Latin, see page 149.

For Latin Literature in Translation courses, see page 229.

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.

Liberal Arts and Sciences, College of

See Page 78.

Latin American and Caribbean Studies (LACS)

Administered by the College of Liberal Arts and Sciences. Program Director, Associate Professor Kozlov, Department of Economics/Geography Co-directors: Assistant Professor Fiorini, Department of Anthropology and Sociology; Assistant Professor Sampedro, Department of Romance Languages and Literature.

Latin American and Caribbean Studies is an interdisciplinary program that offers a wide array of courses on Latin America, the Caribbean, and related disasporas 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 goverment, 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

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)
SPAN	113B.	*Culture and Civilization of Latin America*
SPLT	54.	*19th- and 20th-Century Latin-American Literature*
	58.	*The Empire Writes Back: Autobiography and Resistance in Colonial Spanish America*

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	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*
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*

[1] Given appropriate course content.

Comparative

ANTH	107.	*Development, Conservation, and Indigenous Peoples in Applied Antropology*
	116.	*Religion in Cross-Cultural Perspective* #
ECO	121.	*Economics of Discrimination*
	143.	*Economic Development*
FRLT	43.	*Decolonizing the Mind: Contemporary Literature from Africa, Southeast Asia, and the Caribbean*
LING	71.	*Language and Society in Africa, Asia, and Latin America*
PSC	154.	*Seminar: Comparative Politics*[1]
SGG	39.	*Women in the Third World* (New College)
SPAN	122.	*Economic History of Spain and Latin America: Literary Projections*
	128.	*Spain and Latin America Today: Changing World*
SPLT	52.	*Interpreting the Hispanic Legacy*
SPSG	16.	*The Colonial Experience* (New College)

[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 317.

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 79.

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 312.

Linguistics (LING)

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

Dr. Greaney, *Adviser*

Minor in Linguistics, see page 149.

COURSES

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

7. *Chinese and Japanese Calligraphy and Language* 3 s.h.
Periodically
Students will learn and practice the contemporary forms of Chinese and Japanese ideograms and the Japanese syllabaries while studying the history of their development. Prior study of Chinese or Japanese is desirable but not necessary. (Formerly *The History of Chinese Calligraphy and Language)*

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 317.

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 317.

111. *Scientific Terminology and Etymology* 3 s.h.
See course description, page 317.

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.

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

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

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.

#Core course

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 strenghts 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.

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 Mycenean 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 198.

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.
50. *Reconstructing French Caribbean Identities* # 3 s.h.
52. *Sovereignty and Quebec: A Literary and Cultural Perspective* # 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 220.

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 301.

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.
59. *Farewell to Columbus: Rethinking the Latin American Heritage* 3 s.h.

#Core course

70. *Brecht and His Epic Theater* 1 s.h.
Periodically
International influence of Brecht's plays and stage technique. Development of Brecht from anarchist to Marxist.

74. *Romanticism and Realism in German Literature* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
The late 18th and 19th centuries: Sturm und Drang, romanticism and realism. Goethe, Schiller, Kleist, Hoffmann, Fontane and other representative writers.

75. *German Literature of the 20th Century: the First Fifty Years* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
The individual versus society in peace and war. Hermann Hesse, Thomas Mann, Erich Maria Remarque, Alfred Doeblin, Wolfgang Borchert and other representative writers.

76. *The Romantic Mind* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
An investigation of the literature, philosophy, music, visual arts and social mores of German Romanticism, which more than any other movement influenced and shaped the German mind throughout the 19th and 20th centuries.

77. *The 20th Century: from the Establishment of the Two German States to the Present* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
An exploration of the literature of the two Germanys. Stefan Heym, Johannes Bobrowsky, Wolf Biermann, Siegfried Lenz, Christa Wolf, Hermann Kant, Guenter Grass, Heinrich Boell.

78. *Contemporary German Literature and Film as Mirrors of Social Life* 3 s.h.
Three-year cycle; courses 74-78, one course each semester
A study of the present German cultural scene through the writings of major contemporary authors and the films of leading German directors.

80. *Chinese Literature in Translation* 3 s.h.
Periodically
Survey course: from the ancient Book of Songs through Zen experience to the contemporary experiments of communist writers. Readings will be grouped around special topics such as love and death, nature and women.

85. *Oriental Literature in Translation* 3 s.h.
Periodically
Reading and discussion of major works which have helped shape the view of man, the human condition and disciplines of self-cultivation in one of the following cultures: the Islamic world, India, Japan.

88. *Self and Society in Chinese Literature* # 3 s.h.
See course description, page 317.

89. *Beauty and Sadness in Japanese Literature and Culture* # 3 s.h.
See course description, page 317.

90. *Modern Arabic Literature* # 3 s.h.
See course description, page 317.

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, Sonfield; Associate Professors Blonder, Buda, Farid, Gao, Smith; Assistant Professors Brice, Grossman, Radin, Sengupta; Special Assistant Professor Geiger; Instructors Gibson, Lenaghan.

The Robert F. Dall Distinguished Professorship in Business is held by Professor Sonfield. See page 336.

The Mel Weitz Distinguished Professorship in Business is held by Professor Lazarus. See page 338.

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 100.

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 Academic Records.

#Core course

MINOR IN GENERAL BUSINESS for nonbusiness majors, see page 199.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS, see the *Hofstra University Graduate Bulletin.*

MASTER OF SCIENCE IN HUMAN RESOURCES MANAGEMENT, see the *Hofstra University Graduate Bulletin.*

BUSINESS HONOR SOCIETIES, see page 74.

COURSES

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

47. *Personal Career Planning* 3 s.h.
Periodically
Conceptual and experiential learning are combined to provide a focused process for career planning and decision making. Students assess their individual values, skills, strengths, aptitudes, interests, and styles of behavior in order to develop appropriate career goals; and learn the job search strategies of preparing resumes, interviewing, writing letters of application and follow up, evaluating job offers, and selecting an organization. Participants engage in a process of career life planning applicable to all stages of life and career. Cannot be used toward major or minor credit.

101. *Introduction to Management* 3 s.h.
Fall, Spring
A comprehensive analysis of the functions and processes of management in profit and not-for-profit organizations. Classical and contemporary theories of organizational behavior and design; ethical, political, global, social and environmental considerations. Prerequisite: sophomore class standing or above.

110. *Introduction to Operations Management* 3 s.h.
Fall, Spring
Management of the operations function of an organization. Operations system design, capacity planning, job scheduling, inventory control, project planning, technological issues, and total quality management. Social, environmental, ethical, and international considerations. Prerequisites: MGT 101 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, multiemployer 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 management control systems. Students design 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, 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, cross-functional 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. Consideration of interconnectedness of strategy, finance, marketing, accounting, human resources, and information technology. 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 department chairperson. Prerequisites: a minimum grade-point average of 3.5 in management and 3.4 overall.

Marketing and International Business

MARKETING courses are listed below.

INTERNATIONAL BUSINESS courses are listed alphabetically.

Associate Professor Barak, *Chairperson*

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

THE WALTER H. "BUD" MILLER DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Berman. See page 337.

THE RMI DISTINGUISHED PROFESSORSHIP IN BUSINESS is held by Professor Evans. See page 337.

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 Test (GMAT), meet the M.S. admission requirements, and submit the appropriate application after successfully completing a minimum of 88 undergraduate credits, but prior to enrolling in their last 12 credits of course work toward the B.B.A. For complete M.S. requirements, please see the *Hofstra University Graduate Bulletin.*

See complete B.B.A. requirements, page 100.

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 Academic Records.

MASTER BUSINESS ADMINISTRATION PROGRAMS, see the *Hofstra University Graduate Bulletin.*

MASTER OF SCIENCE IN MARKETING OR MARKETING RESEARCH, see the *Hofstra University Graduate Bulletin.*

BUSINESS HONOR SOCIETIES, see page 74.

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. 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.

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

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, 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.

185. *Internship in Marketing* 3 s.h.
Fall, Spring
A work-study program open to senior marketing majors. Students work a minimum of 120 hours in a structured marketing training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade point average of 3.0 in marketing courses, and 3.0 overall, MKT 124. Corequisite: related course in the area of internship. (Students who do not meet these requirements, see MKT 174.) (Formerly *Internship.*)

190. *Honors Essay* 3 s.h.
Fall, Spring
Research for and the writing of a substantial essay in the field of marketing. Open only to senior marketing majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade-point average of 3.5 in marketing and 3.4 overall, MKT 124.

Mass Media Studies (MASS)

Administered by the Department of Journalism and Mass Media Studies.

See Journalism, page 222.

Professor Rich, *Chairperson*

Professor Drucker; Associate Professor 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 105. 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.)

Mass Media Studies majors transferring to Hofstra University may bring no more than six mass media credits from other schools for use in satisfying mass media studies major requirements. 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 curriculum requirements as course standards.

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 222.

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 11, or permission of instructor. 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 13. (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 325.

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, January, Spring, Summer
Application of theory and classroom training in an appropriate professional setting. Students must complete a minimum of 120 hours and complete a paper or project relevant to their work experience and fulfill other requirements as designed by the sponsoring professor. Permission of an adviser is required. Pass/D+/D/Fail grade only.

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 74 under eligibility requirements. (Formerly COMM 199.)

Mathematics (MATH)

Professor Weiss, *Chairperson*

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

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 adminstered 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 requring 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 114, 135A, 145, 171, 146 or 172, 3 additional hours in intermediate or advanced mathematics numbered 100 or above, and 9 additional hours in advanced mathematics numbered 110 or above, chosen under advisement. Physics 11A and B and at least 3 additional semester hours chosen from the category of natural sciences core courses as listed on page 83. 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 79.

B.S. Specialization in Mathematics: candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra.
2. At least 62 semester hours of liberal arts courses. At least 55 of

these credits must be completed in courses other than mathematics.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. The following general requirements:
ENGL 1-2*
Humanities electives, 6 s.h. of core courses including 3 semester hours from the appreciation and analysis category, and 3 semester hours from the creative participation category
Foreign language (same as for B.A., see page 79)
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 82.)
5. The successful completion of all mathematics courses required for the B.A. in Mathematics including MATH 114, 135A, 145, 171 and 146 or 172, 3 additional hours in intermediate or advanced mathematics numbered 100 or above, and 9 additional hours in advanced mathematics numbered 110 or above, chosen under advisement.
6. The successful completion of one of the options listed below. It is the intent of the science options to allow students interested in the applications of mathematics to develop that interest.
Mathematics Option: completion of 9 additional hours of advanced mathematics courses, chosen under advisement.
Actuarial Science Option: completion of 9 additional hours of advanced mathematics courses including at least two courses selected from MATH 137 & 138, 147, 181, or 188. Students are strongly recommended to include MATH 103 and 172 in their programs.
Applied Mathematics Option: completion of 9 additional hours of advanced mathematics, including within the program at least four courses selected from MATH 137 & 138, 141 & 142, 147, 163, 165, or 166. Demonstrated ability in computer applications, a requirement which may be met by MATH 147, CSC 16, or an appropriate project within another mathematics class.
Chemistry Option:** completion of CHEM 3A & 4A, 3B & 4B, 141-142.
Computer Science Option: completion of CSC 15, 16, and three courses selected from CSC 110, 111, 112, 120.
Engineering Option:** completion of PHYS 11A & 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:
1. The successful completion of at least 134 semester hours and a cumulative grade point average of at least 2.0 in work completed at Hofstra.
2. At least 40 semester hours must be completed in the liberal arts excluding courses in computer science or mathematics.
3. There are three requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in computer science, 15 semester hours in mathematics, and the last 30 hours. The computer science and mathematics hours need not be included within the last 30 hours.
4. The following general requirements:
ENGL 1-2; (If the ENGL 1-2 requirements is fulfilled by passing the placement examination, 3 semester hours in literature or literature in translation must be taken with adviser's approval. See University Degree Requirements, page 71.)
5. 6 s.h. Humanities core (3 hours in appreciation and analysis (literature), 3 hours in creative participation).
6. 6 s.h. Social Science core (3 hours in History and Philosophy, 3 hours in Behavioral Social Sciences).
7. 3 s.h. Cross-Cultural core.
8. 3 s.h. Humanities and/or Social Science (not limited to core).
9. Foreign language: completion of level 2, or placement beyond level 2.
10. 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.
11. MATH 19, 20, 29, 114, 135A, 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.
12. CSC 185 or MATH 137
13. CSC 102 or MATH 147
14. Natural Science requirements: 12 semester hours in natural sciences to include *either* PHYS 11A & 12A (with 11B, 12B laboratories) *or* CHEM 3A-4A (with 3B-4B laboratories). All natural science electives must be acceptable towards majors in their respective departments.
15. A grade of C- or better in all courses required for the major.

Teaching of High School Mathematics, see page 288.

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.

COURSES

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

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

Introductory Undergraduate Courses

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

4A. *Intermediate Algebra* 2 s.h.
4B. *Intermediate Algebra* 1 s.h.
Fall, Spring
These courses, which must be taken concurrently, cover arithmetic properties of real numbers; algebra of fractions and

*See University Degree Requirements, page 71.
**Completion of this option automatically fulfills the natural science requirements (in 4 above).

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 disperson, 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 317.

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

16. *Explorations in Mathematics* # 3 s.h.
Periodically
Designed for students majoring in areas other than mathematics or science. This course uses a problem-solving approach for exploring the development of the real number system (including the properties of a field), number theory (including modular arithmetic), and geometry. Optional topics include probability and statistics. Prerequisite: two years of high school mathematics or permission of instructor. It is recommended that elementary education majors take this course prior to taking ELED 128. Credit given for this course or MATH 12, not both. (Formerly *Number Systems and Algebraic Structure.*)

Precalculus and Calculus Course Sequences

Placement of students in precalculus and calculus courses is determined by the Department of Mathematics. Some students may be required to take 11 (*Precalculus*) before continuing with 19 (*Analytic Geometry and Calculus I*). The sequence 19, 20, 29 represents an integrated approach to the differential and integral calculus of functions of one and several variables, including applications and some theory.

11. *Precalculus* # 4 s.h.
Fall, Spring
A function-based approach to the study of algebra and trigonometry, with particular focus on the polynomial, rational, trigonometric and exponential/logarithmics 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 318.

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, mutiple 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.

#Core course

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

114. *Introduction to Higher Mathematics* 3 s.h.
See course description, page 318.

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
Iterative computational methods for solving numerical equations and systems using computer programs and spreadsheets. Roots of algebraic equation systems. Matrices; solutions of linear algebraic equations by matrix methods, iteration, and relaxation. Taylor's series, finite differences, numerical integration, interpolation, and extrapolation. Solution of initial and boundary value ordinary differential equations. Prerequisites: MATH 20, CSC 15 or ENGG 10 or equivalent.

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 metrizability. 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 318.

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 318.

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*

Minor in Middle Eastern and Central Asian Studies, an interdisciplinary program dealing with the peoples and cultures of the Middle East and Central Asia, consists of the successful completion of 18 semester hours of courses, with 6 semester hours in residence, distributed as follows:

a) MECA 1, 3 s.h.

b) 15 semester hours chosen from among the courses listed below, at least 6 s.h. of which must be in a relevant Middle Eastern language (e.g. Arabic). No more than 6 semester hours in any Middle Eastern language can be counted towards the minor. Students who are minoring or majoring in Jewish Studies must take a Middle Eastern language other than Hebrew in fulfilling the language requirement towards this minor.

ANTH 106. *Peoples & Cultures of the Middle East and North Africa,* 3 s.h.
114. *Rise of Civilization,* 3 s.h.
ARAB 1, 2. *Elementary Arabic,* 3 s.h. each
3. *Intermediate Arabic,* 3 s.h.
4. *Intermediate Arabic,* 3 s.h.
101–106. *Advanced Arabic Language,* 3 s.h. each
AH 118. *Pre-Islamic & Islamic Art,* 3 s.h.
ECO 116. *Economies of the Middle East,* 3 s.h.
117. *Women & Development in the Middle East,* 3 s.h.
HEBR 1. *Elementary Hebrew,* 3 s.h.
2. *Elementary Hebrew,* 3 s.h.
3. *Intermediate Hebrew,* 3 s.h.
4. *Intermediate Hebrew,* 3 s.h.
HIST 73. *The Modern Middle East,* 3 s.h.
170. *The Middle East & the West,* 3 s.h.
JWST 155. *Judiasm & Islam: Jews & Arabs,* 3 s.h.
LIT 24. *Israeli Literature,* 3 s.h.
90. *Modern Arabic Literature,* 3 s.h.
PSC 108. *Politics of the Middle East,* 3 s.h.
RELI 50. *Islam,* 3 s.h.

Special topic courses in a number of participating departments may also count towards the minor and in these cases consultation with an adviser in the program and the instructor is required.

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 318.

Military Science (MS)

Professor LTC Gaylor, *Chairperson*

Assistant Professor 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 which results in a commission as Army Second Lieutenant when all academic requirements of the University are completed.

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 to 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. *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. These students will be required to meet Army commissioning and ascension standards and will sign a contract with the United States Army. These students will be classified as enrolled cadets within ROTC.

All other students wishing to take the Advanced Course can enroll and receive credit without an obligation to the Military. These students, however, cannot be eligible for an Army scholarship and will be considered as participating in Army ROTC but not in contractual status. The Advanced Course is usually taken during the final two years of college. Students must maintain full-time status and usually have four semesters remaining. It includes instruction in management, tactics, ethics and further leadership development. Textbooks and uniforms in the Advanced Course are also furnished to students.

Students are not required to be involved in ROTC for a full four years for an Army Officer Commission. Academic juniors and first year graduate students (in a two-year program) may enter the Advanced Course.

During the summer between their junior and senior years of college, Advanced Course cadets attend a paid five-week leadership/training session called National Advanced Leadership Camp. National Advanced Leadership 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, the Leadership Training Course, 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 Leadership Training Course, normally held during the summer between their sophomore and junior years of college. After they have successfully completed Leadership Training Course, 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.

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 $17,000.
—A flat rate for textbooks, classroom supplies and equipment (approximately $300 per semester).
—A monthly allowance during the 10-month school year each year the scholarship is in effect; currently $250-$400 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 National Advanced Leadership 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 National Advanced Leadership Camp or their equivalents. Students must also receive their college degree and ensure they have taken approved courses in written composition, human behavior, military history, computer fundamentals and mathematical reasoning. Cadets must be recommended for a commission by the Military Science department chairperson.

COURSES

Basic Course

1C. *Foundations of Officership* ½ s.h.
Fall
The purpose of this course is to introduce the student to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. The course is designed to give the student accurate insight into the Army Profession and the officer's role within the Army. Student may also participate in many activities that build skills in rappelling, orienteering, first aid, marksmanship, and physical fitness. Students have the opportunity to challenge their skill and confidence at the Leadership Weekend at Fort Dix, NJ. The course meets once per week. The Leadership Laboratory (MS ID) provides hands on experience to supplement classroom instruction. No liberal arts credit. (Formerly *Introduction to the United States Army*)

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

1E. *Basic Leadership* ½ s.h.
Spring
This course continues to build upon the principles and skills introduced during the fall semester. Communication skills are developed and the Army writing style is introduced. Emphasis is placed on problem solving, goal setting, active listening and feedback. Army counseling methods and assertiveness skills. Life in the Army is also discussed. Skills in land navigation, small unit leadership, physical fitness, and other individual character building exercises continue. Students once again have the opportunity to challenge their skill and confidence at the Leadership Weekend at Fort Dix, NJ. The course meets once per week. The Leadership Laboratory (MS IF) provides hands on experience to supplement classroom instruction. No liberal arts credit. (Formerly *Foundations of Leadership*)

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

2C. *Individual Leadership Studies* ½ s.h.
Fall
This course is designed to develop the individual's knowledge and awareness of self, self-confidence, and individual leadership skills. Through experiential learning activities, cadets develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills. Continuation of military skill development is designed to focus on oral and written communication skills. 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 skill. The course meets once per week. The Leadership Laboratory (MS 2D) continues with the second year students assuming leadership roles while challenging themselves learning practical individual and group skills. No liberal arts credit. (Formerly *Principles of Leadership*)

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

2E. *Leadership and Teamwork* ½ s.h.
Spring
This course is a continuation of the fall semester course, Individual Leadership Studies. Instruction focuses on self-development guided by knowledge of self and group processes. Experiential learning activities are designed to challenge the student's current beliefs, knowledge and skills. This course also provides equivalent preparation for the ROTC National Advanced Leadership Camp. Students again have the opportunity to challenge their skill and confidence at the Leadership Weekend at Fort Dix, NJ. The course meets once per week. The Leadership Laboratory (MS 2F) provides hands on experience to supplement classroom instruction. No liberal arts credit. (Formerly *Requirements of the Junior Officer*)

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

Leadership Training Course
The Leadership Training Course 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 Leadership Training Course 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.

ADVANCED COURSE PHASE

3C. *Leadership and Problem Solving* 3 s.h.
Fall
This course is designed to enable a student with no prior military or cadet experience to quickly learn essential cadet knowledge and skills necessary for integration into the cadet battalion and successful performance of key cadet tasks. First, the student will be introduced to principles of physical fitness and healthy lifestyle to enable them to effectively work to improve or maintain your physical fitness from the very beginning of the term. Next, is an introduction to the Leader Development Program that will be used to evaluate leadership performance and provide developmental feedback for the remaining military science courses. To help prepare students for their responsibilities in teaching and participating in Military Science and Leadership Labs, instruction will focus on how to plan and conduct individual and small unit training, as well as basic tactical principles. Following these important introductory modules, the course turns to a four-week study of reasoning skills and the military-specific application of these skills in the form of the Army's troop leading procedure. The term concludes its final four weeks with a detailed examination of officership, which culminates in a five-hour officership case study. This treatment of officership is especially appropriate in this term because this is the first course that all cadets, regardless of your route of entry into ROTC, must take. Students must participate in leadership positions through all Leadership Labs and during the fall Leadership Weekend exercise at Fort Dix, NJ. The course meets twice per week. Prerequisites: Basic Course completion and permission of the Chairperson. (Formerly *Advanced Camp Preparation I*)

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

3E. *Leadership and Ethics* 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 National Advanced Leadership 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, 3E. *Advanced Camp Preparation II*)

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

NATIONAL ADVANCED LEADERSHIP CAMP

National Advanced Leadership 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 National Advanced Leadership 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. *Leadership and Management* 3 s.h.
Fall
This course begins with a series of lessons designed to enable the student to make informed career decisions to prepare them in their transformation from cadet to commissioned officer. Lessons concentrate on Army operations and training management, communications and leadership skills and support the beginning of the final transition from cadet to lieutenant. The course enables the student, early in the year; to attain knowledge and proficiency in several critical areas needed to operate effectively as an Army officer. These areas include: the Army's training management system, coordinating activities with staffs, and counseling skills. The introduction of these subjects early in the semester has the added benefit of preparing the student to lead the cadet battalion throughout the remainder of the year. While the proficiency attained in each of these areas will initially be at the apprentice level, the student will continue to sharpen these skills as they perform roles as a cadet officer in the ROTC battalion and as a new lieutenant after commissioning. At the end of this semester students will possess the fundamental skills, attributes, and abilities to operate as competent leaders in the cadet battalion and confidently shoulder the responsibilities entrusted to them. Students must participate in leadership positions throughout all Leadership Labs and during the Leadership Weekend exercise at Fort Dix, NJ. The course meets twice per week. Prerequisites: Completion of the Basic Course and the MS III year. (Formerly *Organizational Command*)

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

4E. *Officership* 3 s.h.
Spring
This course continues to prepare the Cadet for commissioning as an Army Second Lieutenant. This course focuses on the practice of command and staff through 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 supply, training 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 continues. Classes are held twice a week. Cadets must also participate in leadership positions throughout all Leadership Labs and during the leadership Field Training exercise at Fort Dix, New Jersey. Prerequisites: Basic Course completion, MS III year and MS 4C. (Formerly *Organizational Effectiveness*)

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

Minors

See Page 79; 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 149.

Greek Literature in Translation courses, see page 229.

1 & 2. *Modern Greek* 3 s.h. each
See course description, page 318.

5. *Advanced Modern Greek–Level 5* 3 s.h.
See course description, page 318.

Music (MUS)

Associate Professor Cinnamon, *Chairperson*

Professors Boonshaft, Hettrick, Lalama; Assistant Professors Anson-Cartwright, Carter, Fryling, Robinson; Instructor 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;
4 semester hours of Private Instruction (P); MUS 35 & 35A, if required;

The humanities requirement may *not* be fulfilled by additional music courses.

See complete B.A. requirements, page 79.

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:

	Sem. Hrs.
ENGL 1-2*	6
Humanities electives (excluding music) 3 semester hours must be in a core appreciation and analysis course. (For listing of core courses, see page 82.)	6
Social science electives all music majors must take 3 semester hours in 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.	6
Natural science core course	3
Mathematics/computer science core course	3
Foreign language (fulfillment of B.A. language requirement, see page 80.)	

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. 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 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 Ed.—Specialization in Music Education: This program leads to initial certification as a teacher of music in grades PreK-12 in New York State.The aim of the program is to provide prospective teachers with comprehensive knowledge and skills in

*See University Degree Requirements, page 71.

music which, together with fundamental courses in education will lead to effective public school teaching. The program conforms with the National Standards for Arts Education and the New York State Learning Standards for the Arts, see page 284.
Assistant Professor Robinson, *Adviser*

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

NOTES

1. Students who intend to enroll in MUS 61 or 61A and/or 69 or 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.
2. 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.
3. Students without previous keyboard experience should enroll in MUS 35 and 35A during the freshman year.
4. *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.*
5. 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), *University 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.
6. 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.
7. No more than 6 semester hours in P may be applied to the B.A. or B.S. in Education degree.
8. Music courses numbered 30 through 39A, 101C-122C, 101D-120D, 122D, 107, 108, 160A, 160B, 172, 190 and 191 may not be applied toward liberal arts credit. Students will be enrolled in the appropriate courses only after consultation with an adviser.

Nonmajor—the following courses are suited for the nonmajor:

Music appreciation and literature: MUS 1, 3, 48, 105A, 122, 123, 127, 128, 129, 130, 134, 135, 136, 140, 142, 145, 146, 157, 158.

Performance: MUS 20, 21, 22, 23, 24, 25 (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 76.

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 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 244.

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 Chorale* ½ s.h.
See course description, page 318.

#Core course

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

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.

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 318.

35C. *Advanced Piano Class* 1 s.h.
See course description, page 318.

36 & 36A. *Voice Class* 1 s.h. each
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.

37A. *Recorder Class* 1 s.h.
Spring
No liberal arts credit.
Prerequisite: ability to read music.

38A. *Guitar Class* 1 s.h.
Fall, Spring
No liberal arts credit.
Prerequisite: ability to read music.

39A. *Singing for the Theater* 2 s.h.
Once a year
Development of the voice as a musical instrument for use in the theater. Open to music or drama students. Prerequisite: permission of instructor. No liberal arts credit.

48. *Musical Styles and Structures* 3 s.h.
Fall, Spring
A survey of the elements of music, the main formal structures and the principal musical genres found in the various style periods of Western music.

61 & 62. *Elementary Eartraining* 2 s.h. each
Once a year
Melodic and harmonic dictation, sightsinging and rhythmic training. See Notes 1, 2.

61A & 62A. *Elementary Eartraining* 3 s.h. each
Once a year
Melodic and harmonic dictation, sightsinging and rhythmic training. See Notes 1, 2.

63-64. *Advanced Eartraining* 2 s.h. each
Once a year
Sightsinging, dictation, rhythm and aural harmony paralleling the work in *Harmony*. Students should register for 63 and 71 in the same semester and 64 and 72 in the following semester. Prerequisite: MUS 62 or 62A.

68. *Introduction to Jazz* 3 s.h.
Spring
A fundamental analysis of the jazz style with a strong emphasis on its recorded performance practice and basic theoretical foundations.

69. *Music Fundamentals and Species Counterpoint* 2 s.h.
Fall
The first required course for all music majors that should be taken concurrently with 61 or 61A. It is organized in two parts: 1) an intensive and comprehensive survey of the fundamentals of music theory and notation; 2) training in the writing and analysis of two-part species counterpoint in the manner of Fux. Emphasis on the development of a general understanding of fundamental principles of music theory and notation, and on the principles of voice leading and melodic structure that are most useful in the study of tonal harmony. Enrollment limited to music majors or prospective music majors. May not be taken on a Pass/D+/D/Fail basis. See Notes 1.2.

69A. *Music and Species Counterpoint* 3 s.h.
See course description, page 318.

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.

107A. *Instrumental Conducting* 3 s.h.
See course description, page 318.

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. This course explores important concepts and practices relating to opera, and traces important stylistic trends and developments. Students will be expected to acquire basic listening skills. Attendance at a performance 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.

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.

#Core course

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 318.

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 318.

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 318.

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.

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.

#Core course

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.

13, 14. *Our Physical Universe* 3 s.h. each
See course description, page 319.

New College

SEE PAGE 85

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;
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

#Core course

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. *Developmental Reading Workshop I, II* 2 s.h.
Fall, Spring
Lecture/discussion/workshop course designed to refine, increase, expand and enrich students' reading skills and to develop ability to master those skills necessary in reading materials in varied disciplines. Emphasis on finding and understanding main ideas, supportive information and details; determining tone and implications. Individual instruction. No credit granted.

2, 2A. *Developmental American English Writing Skills I, II* 2 s.h.
Fall, Spring
Lecture/discussion course designed to increase students' American English writing skills to the level of proficiency requisite to beginning undergraduate study. Practice in writing short compositions, term and/or research papers and other written discourse. Attention is given to sentence structure, paragraphing, essay formation and organization. Individual instruction. No credit granted.

3, 3A. *Developmental Basic Mathematics I, II* 2 s.h.
Fall, Spring
Lecture/discussion/workshop course designed to improve and expand students' basic computational skills. Develop ability to perform fundamental mathematical tasks (adding, subtracting, multiplying and dividing) with whole numbers, fractions, positive and negative numbers. Individual instruction. No credit granted.

4. *Developmental Mathematics and Science* 2 s.h.
Fall
Lecture/discussion/workshop course designed to help students in their mastery of fundamental concepts and computations in mathematics and science. Attention is directed to basic arithmetic, problem-solving and study techniques. Emphasis on the importance of attitude, motivation and perserverance in overcoming anxieties about and deficiencies in mathematics and science. Individual instruction. No credit granted.

5, 5A. *Developmental Study Skills I, II* 2 s.h.
Fall
Lecture/discussion course designed to refine; increase, expand and enrich one's ability to understand information taught in classes. Emphasis on techniques and procedures for improving skills in recognition, recall, drawing conclusions, and written and/or oral presentation in regard to new information. No credit granted.

6, 6A. *Developmental Freshman Orientation I, II* 1 s.h.
Fall, Spring
Discussion/workshop course designed to assist students to adapt socially, academically, psychologically and financially to the college environment. Emphasis on the roles and interrelationships of people, information and experiences affecting individual ideas and actions; and the use and/or abuse of options and resources in the college experience. No credit granted.

7. *Developmental English Reading Skills* 3 s.h.
Once a year
This course, a cooperative effort to combine reading and writing into one course, seeks to accomplish two goals. First, it allows for the reading process, both analytical and developmental, to improve student comprehension input with an eye toward what that input process must entail as a basic step toward oral and written communication. Second, it allows for output, the expression of ideas and words both oral and written, to be completed with careful guidance and instruction from both the reading and writing specialists. Designed for continuing students, this lecture/discussion course continues supportive services in a comprehensive way and sharpens those skills that may go undeveloped. Essential skills for good reading interpretation and written expression are the course focus. No credit granted.

8. *Developmental Social Science* 2 s.h.
Fall
Lecture/discussion course designed to expand knowledge of social science with emphasis on overcoming one's academic weaknesses. Help students in coping with problems related to assignments. Since social science courses tend to involve a great deal of writing, attention is given to written expression. No credit granted.

9. *Developmental Career, Professional and Graduate School Preparation* 2 s.h.
Spring
Lecture/discussion/workshop course consisting of discussions of various career options, resume preparation, interviewing techniques, academic preparation for graduate and professional schools, procedure for applying to graduate and professional schools, and graduate and professional school entrance examinations. Open to juniors and seniors. No credit granted.

Philosophy (PHI)

Administered by the Department of Philosophy and Religious Studies. Associate Professor Dardis, *Chairperson*

Professors Godlove, Wallace; Associate Professors Frisina, Holland; Assistant Professors Acampora, Baehr, Karofsky, Mandair, O'Byrne, Singer; Instructor Cobb.

The Sardarni Kuljit Kaur Bindra Endowed Chair in Sikh Studies is held by Dr. Arvind-pal Singh Mandair, Assistant Professor of Philosophy. See page 336.

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:
1. 18 hours selected from the following: PHI 10, 14, 141, 143, 154, 180
2. at least 3 hours selected from the following: PHI 145, 147, 148, 160, 161, 163, 164, 165, 166, 167, 170
3. 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 79.

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 252. Students should consult with Associate Professor Holland.

An interdisciplinary **Minor in Religious Studies** is administered by the Philosophy Department. For information, see page 276. 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 276.

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

COURSES

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

Introductory Courses

10. *Introduction to Philosophy* # 3 s.h.
Fall, Spring
An introduction to philosophy through the study of classical and recent treatments of philosophical problems. Consideration of such topics as rationality, knowledge and certainty, aesthetic evaluation, the existence of God, the mind and its place in nature, freedom and determinism, responsibility, blame and punishment, morality and altruism. Course is designed to provide a foundation for more advanced courses in philosophy. Credit given for this course or New College HPB 1, not both. (Formerly PHIL 5.)

14. *Introduction to Ethics I* # 3 s.h.
Fall, Spring
Critical examination of major theories in ethics with readings drawn from classical and contemporary sources. The aim is to clarify and illuminate the processes of evaluation, decision and ethical action through the study of important works in the history of ethics. Credit given for this course or New College HPG 11, not both. (Formerly PHIL 9.)

17. *Introduction to Eastern Philosophy* # 3 s.h.
Periodically
Survey course of the seven major schools of Indian philosophy, along with the Japanese School of Zen Buddhism and the Chinese philosophy of Taoism. (Formerly PHIL 63.)

20. *Social and Political Philosophy* # 3 s.h.
Fall, Spring
An introduction to basic issues concerning society and politics. Some topics discussed are the origins of society and its proper organization as well as perspectives on justice, rights and obligations. (Formerly PHIL 4.)

25. *Theories of Human Nature* 3 s.h.
Periodically
Examination of classical and contemporary theories of human nature. Considers persons as moral beings, as seekers of knowledge, and as social and political animals. Emphasis on the connection between theories of human nature and conceptions of the natural world. Credit given for this course or New College HPG 7, not both. (Formerly PHIL 6.)

30. *"God"* 3 s.h.
Periodically
A critical examination of various conceptions of God's nature ranging from the supernatural view of Thomas Aquinas to the psychological projection view of Ludwig Feuerbach. (Formerly PHIL 122.)

#Core course

Intermediate Courses

60. *Introduction to Chinese Philosophical and Religious Traditions* 3 s.h.
See course description, page 319.

80. *Philosophy of Love* 3 s.h.
Once a year
An in-depth study of love as a central metaphysical phenomenon. (Formerly PHIL 121.)

90. *Contemporary Ethical Dilemmas* 3 s.h.
Periodically
A critical examination of various positions taken on some contemporary moral issues and dilemmas. Possible topics include abortion, sexism, euthanasia, sexual preference, the ethics of marriage, racism, privacy, capital punishment, suicide, civil disobedience, punishment, punishment and the mentally ill, environmental ethics, etc. The class may also suggest problems that it wishes to explore. Prerequisite: PHI 14 recommended. (Formerly PHIL 11.)

91. *Technology and Human Values* 3 s.h.
Periodically
Assessment of the status of human values in contemporary western society and the factors which affect this status. The first half of the course examines valuing, choosing, assessing, setting priorities and value disagreements. The second half will apply these findings to selected problems of choice and responsibility emerging from the impact of technology on the person, on society, on the environment and the physical, social, moral and aesthetic quality of life. Sophomore standing required. Same as TPP 112. (Formerly PHIL 112.)

102. *Mysticism and the Spiritual Quest* # 3 s.h.
Periodically
Mysticism is traditionally defined as the yearning for direct connection to a transcendent reality and is referred to as the esoteric dimension of religious search. Though evident as a global phenomenon, mystical traditions most notably developed in the monotheistic faiths of Judaism, Christianity, and Islam, as well as in the many religious traditions of India, China, Japan, and ancient Greece. A cross-cultural exploration of the meanings, definitions, practices and common themes of mysticism via a study of original texts (in translation) from different parts of the world. Same as RELI 75. Credit given for this course or RELI 75, not both. (Formerly PHIL 69.)

103. *Life, Death and Immortality* # 3 s.h.
See course description, page 319.

111. *Philosophy and the Holocaust* 3 s.h.
Periodically
Philosophical perspectives on the Holocaust. The first half of the course examines what it means to represent the Holocaust, including epistemological and cultural issues about how to come to terms with the event. The second half of the course focuses upon understanding the Holocaust, especially ethical issues such as whether the Holocaust was a unique event; whether "evil" is a meaningful category to describe it; if so, how should one define this evil?; does the Holocaust reveal limitations in traditional and/or all moral theory? (Formerly PHIL 166.)

113. *The Marxist Philosophers* 3 s.h.
Periodically
A critical study of Marxist theory stressing philosophy, economics and history from Hegel through Marx and contemporary developments in Marxism. (Formerly PHIL 119.)

114. *Existentialism and Phenomenology* 3 s.h.
Once a year
Survey of primary works of European existentialist and phenomenological thinkers including Kierkegaard, Dostoevsky and Sartre, and Husserl, Heidegger and Merlau-Ponty. Credit given this course or New College HPG 1, not both. (Formerly PHIL, PHI *Existentialism.*)

115. *Philosophical Ideas in Literature* 3 s.h.
Periodically
An examination of philosophy in/of literature. Possible topics include modernism, the representation of evil, the representation of ethical perspectives in literature, the representation of time and the issue of authorial voice. Readings in philosophical and literary texts are determined by the topics chosen for a particular semester. Prerequisites: PHI 10 or 14 or permission of instructor. (Formerly *Philosophical Ideas in Modern Literature*; PHIL 140.)

120. *Philosophy of Law* # 3 s.h.
Periodically
The study of three major areas in the philosophy of law; the nature of law and its relation to morality and custom, conflicting theories about hard cases, and the proper limits of criminal and tort law. (Formerly PHIL 65.)

121. *Philosophical Views on Crime and Punishment* 3 s.h.
Periodically
Examination of the justification of punishment, proper sentencing, the death penalty, and the prohibition against cruel and unusual punishment in the United States Constitution. (Formerly PHIL 66.)

122. *Morality and the Law* 3 s.h.
Periodically
An examination of the use of law in the enforcement of morals, paternalism in the law, the moral foundations of property and contract law, and constitutional rights and the moral autonomy of the individual. (Formerly PHIL 67.)

130. *Bioethics: Medicine and Morality* 3 s.h.
See course description, page 319.

Historical Courses

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

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

145. *19th-Century Philosophy* 3 s.h.
Periodically
A study of philosophers and philosophical trends in the Post-Kantian era. Consideration of such topics as idealism, materialism, existentialism and criticism of the philosophical tradition. The course focuses on close textual readings of such figures as Hegel, Kierkegaard, Marx, Nietzsche, J.S. Mill, C.S. Peirce and others. Prerequisite: PHI 10 or permission of instructor; PHI 143 recommended. (Formerly PHIL 137.)

146. *Modernity and Post-Modernity* 3 s.h.
See course description, page 319.

147. *Contemporary Philosophical Movements* 3 s.h.
Once a year
A critical examination of contemporary philosophical movements such as analytic philosophy, pragmatism and continental thought. Prerequisite: PHI 10 or 14 or permission of instructor; PHI 143 recommended. (Formerly PHIL 138.)

#Core course

148. *The History of American Philosophy* 3 s.h.
Periodically
Examination of key movements in American philosophy, such as transcendentalism, pragmatism and American naturalism. Readings from such figures as Edwards, Emerson, Royce, Peirce, James, Dewey, Santayana, Mead, Randall and Buchler. Prerequisite: PHI 10 or permission of instructor. PHI 143 recommended. (Formerly *The Significance of American Philosophy*; PHIL 145.)

Logic Courses

150. *Practical Logic* 3 s.h.
Periodically
A study of informal logic which stresses the relationship between logic and language. The aim of the course is to increase the student's skills in critical thinking: how to recognize unsupported assertions, how to analyze and assess arguments encountered in everyday life, and how to formulate and present cogent arguments of one's own. Credit given for this course or New College HPB 002, not both. (Formerly PHIL 164.)

154. *Introduction to Symbolic Logic* 3 s.h.
Fall, Spring
A formal study of the logical properties and relationships of sentences by means of the construction of a symbolic language for sentential and predicate logic. (Formerly PHIL 165.)

156. *Advanced Symbolic Logic* 3 s.h.
Periodically
Construction of a symbolic language for predicate (quantifier) logic. Metatheory for both sentential and predicate logic. Discussion of the limitations of predicate logic, and of more powerful formal systems designed to deal with natural languge discourse, such as tense logic and modal logic. Prerequisite: PHI 154. (Formerly PHIL 175.)

Topical Courses

160. *Philosophy of the Arts* 3 s.h.
Once a year
An examination of historical sources concerning art—how to define it, its relation to morality and its role within culture, followed by contemporary readings about critical theory, feminism and postmodernism. Consideration as well of specific works—drama, painting, photography and film. (Formerly PHIL 133.)

161. *Philosophy of Science* # 3 s.h.
Once a year
Study of the methods, assumptions and limits of natural science with illustrations from the history of science. Topics include explanation, laws, prediction, confirmation, theories, the status of theoretical entitles, theoretical reduction, concept formation and the problem of demarcation. Prerequisite: PHI 10 or 154 or permission of instructor. (Formerly PHIL 115.)

163. *Philosophy of Religion* # 3 s.h.
Once a year
Traditional philosophical problems surrounding some basic conceptions in the Western monotheistic religions. Primary attention given to three broad topics: To what extent can belief in God be rationally justified?; What, if anything, does the fact of evil tell us about God's nature?; Is religious discourse ordinary speech or in some way metaphorical or symbolic? Traditional arguments for and against the existence of God are discussed. Prerequisites: PHI 10 or RELI 12 or permission of instructor. (Formerly PHIL 120.)

164. *Philosophy of Mind* 3 s.h.
Periodically
Survey of issues in philosophy of mind, including the mind/body problem, artificial intelligence, consciousness, intentionality and mental causation. Questions discussed include: What are minds? How can brains possibly think? Can animals, babies or computers think? Are minds independent of bodies? Can minds change bodies?—survive death? Prerequisite: PHI 10 or permission of instructor. (Formerly PHIL 116.)

165. *Philosophy of Language* 3 s.h.
Periodically
An investigation of how language relates to the world. The course examines theories of the nature of meaning, truth, reference and fiction, and the relations these concepts have to linguistic and other kinds of behavior. Prerequisite: PHI 10 or 14 or permission of instructor. (Formerly PHIL 117.)

166. *Contemporary Social and Political Philosophy* 3 s.h.
See course description, page 319.

167. *Philosophy of Feminism* 3 s.h.
Once a year
The course considers how feminism challenges traditional ways of thinking about human nature, conceptions of rationality, objectivity and philosophy of science, and moral philosophy. The course presupposes that the student has some familiarity with philosophical concepts and thinking. Prerequisites: PHI 10 and/or 14 and sophomore standing, or permission of instructor. (Formerly *Feminist Philosophy*; PHIL 142.)'

170. *Ethical Theory: Values, Relativism and Pluralism* 3 s.h.
See course description, page 319.

173. *Philosophy of Nature: Environmental Ethics and Ecophilosophy* 3 s.h.
See course description, page 319.

180. *Theories of Knowledge and Being* 3 s.h.
See course description, page 319.

181. *Topics in Philosophy* 3 s.h.
See course description, page 319.

182. *Selected Philosophers* 3 s.h.
See course description, page 319.

183, 184. *Seminar: Problems of Philosophy* 3 s.h. each
Periodically
Each semester topic is chosen for a study in depth, ranging from problems of space-time and universals to issues pertaining to social and political philosophy. Prerequisite: two courses in philosophy, or permission of instructor. May be repeated for credit when topics vary. (Formerly PHIL 153, 154.)

191, 192. *Readings in Philosophy* 1-3 s.h. each
Fall, Spring
The student will read selections assigned by the instructor and prepare oral or written papers. Prerequisite: permission of instructor. (Formerly PHIL 191, 192.)

193. *Honors Essay* 3 s.h.
Fall, Spring
Research for and writing of a substantial essay in philosophy. Open only to philosophy majors who are eligible and desire to graduate with departmental honors (see page 74 for the conditions of eligibility for departmental honors). Interested students must secure, before registration, written permission of the instructor who will supervise the essay. The Honors Essay will be evaluated by the department. May be repeated for credit if taken in both fall and spring of senior year. (Formerly PHIL 193.)

194. *Seminar* 3 s.h.
See course description, page 319.

Philosophy of Science

Administered by the Department of Philosophy and Religious Studies. Associate Professor Dardis, *Chairperson.*

Associate Professor of Philosophy Holland, *Adviser*

Minor in Philosophy of Science is an interdisciplinary program primarily designed for students majoring in a particular science or in mathematics. This minor enables students to develop a

#Core course

broader view of their major to appreciate, for example, the important historical developments in their given field, and to better learn to critically evaluate their major's subject matter and its method of inquiry.

The minor consists of 18 semester hours of required and elective courses listed below, with at least six hours in residence. It is recommended that students complete their mathematics and natural science core requirements before beginning this program. Students should also be aware that some of the courses listed below require prerequisites, see individual courses.

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

B. Logic Requirement
PHI 154. *Introduction to Symbolic Logic*, 3 s.h. or
MATH 191. *Introduction to Set Theory*, 3 s.h. and
PHI 156. *Advanced Symbolic Logic*, 3 s.h.

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

C. Electives, nine semester hours chosen from the following:
ENGG 149. *Technology & Society—Impact & Implication*, 3 s.h.
MATH 155. *History of Mathematics*, 3 s.h.
PHI 184. *Seminar: Problems of Philosophy*, 3 s.h.
PHYS 118. *Modern Physics*, 3 s.h.

NOTE: Consult Program Adviser for other elective courses.

Physical Education and Sport Sciences (PESP)

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 Halliday, *Chairperson*

Professors Clements, Zwiren; Associate Professors Alberts, Doolittle, Frierman; Assistant Professors Maurer, Subramaniam.

The Physical Education and Sport Sciences Department provides several categories of activities:

I. Undergraduate major programs leading to the following:
  A. B.S. in Ed. Certification for teaching of physical education. (See section IA below.)
  B. B.S. An exercise specialist—leading exercise classes and evaluating fitness programs. (See section IB below.)
  C. B.S. Athletic training—preparation for NATA certification as an athletic trainer. (See section IC below.)
II. Minor programs in physical education, and driver-traffic safety education. (See section II below.)
III. Skills courses—a variety of physical education skills courses for undergraduate degree credit (up to 8 semester hours), open to all students. (See section III below.)

NOTE: for intercollegiate athletics, see page 16; for recreation and intramural programs, see page 19.

I. MAJOR PROGRAMS

A. **Bachelor of Science in Education in Physical Education:** This undergraduate major program is designed to prepare preservice physical education teachers to be scholarly, highly skilled, reflective practitioners able to meet the needs of PreK-12 students with a diversity of needs, experiences, cultural backgrounds, disabilities, and special abilities. The program focuses attention on the acquisition of knowledge and skills that enable the preservice teacher to develop and implement effective, innovative physical education programs that meet the New York State Learning Standards in schools. Associate Professor Halliday, *Adviser*

Matriculation

For provisional acceptance into the physical education major program, the following are required:

1. Admission into Hofstra University.
2. An interview with the program coordinator for advisement and scheduling.

Degree Requirements

Candidates for graduation must fulfill the following requirements:

1. Successful completion of at least 129 semester hours and a cumulative grade point average of 2.5 in work completed at Hofstra.
2. At least 63 semester hours must be in liberal arts.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 24 hours in the major field of specialization, including: PESP 138A, 154, 154A, 103, 103A, 104, 104A, 170A, 130A and 130B, and the last 30 hours. The 24 hours need not be included within the last 30 hours.
4. The following general and major requirements:
   a) Communication Skills: 9 semester hours
      1. ENGL 1-2
      2. SPCM 1
   b) History elective: 3 semester hours
   c) Multicultural Perspective elective:
      3 semester hours chosen from the following:
      ANTH 4, 131, 137; CLL 190 or others as approved by the program coordinator.
   d) Mathematics elective: 3 semester hours
   e) Philosophy elective: 3 semester hours selected from the following: PHI 10, 14, 20 or others as approved by the program coordinator.
   f) Fine Arts: 3 semester hours: DNCE 121.
   g) Literature elective: 3 semester hours
   h) Social sciences: 6 semester hours
      1. PSY 1
      2. Developmental psychology: 3 semester hours selected from the following: PSY 53, SPG 029
   i) Natural sciences: 6 semester hours: BIO 103, 105
   j) Language other than English: completion of level 2 in a language other than English, or placement above level 2. (American Sign Language accepted.)
   k) Information Retrieval: PESP 50 and satisfactory score on information retrieval competency test or equivalent course work.
   l) Liberal Arts Electives: 8 semester hours of electives in the liberal arts.
   m) Professional education: 31 semester hours:
      1. CT 102; FDED 111** or 127**, PESP 103, 103A, 104, 104A, 154, 154A, 167, 130A, 130B
      2. 1 semester hour in Literacy education: LYST 100, *Literacy, Health and Physical Education.*

#Core course

**Counted in total credits as required liberal arts course. For admission to student teaching, these courses should be used in the computation of grade-point average in the required physical education and skills category.

n) Physicial education professional core: 34 semester hours:
   1. PESP 13A, 50, 53, 60, 80, 106. 108, 138A, 164, 170, 170A; BIO 106**
   2. 4 semester hours in health for elementary and middle school children: SGG 69, *Health in Early and Middle Childhood.* (New College)

o) Physicial education skills techniques:
   1. At least 6 semester hours selected as follows:
      a. select at least one course from each of the following categories:
         1) net and wall sports: PESP 3A, 33A, 36A or others as approved by the program coordinator
         2) target sports: PESP 2A, 7A, 9A, 14A or others as approved by the program coordinator
         3) outdoor/leisure pursuits: PESP 45, 46 or others as approved by the program coordinator
         4) striking/field sports and personal performance sports: 27A, 34A, 38A, 39A or others as approved by the program coordinator
         5) team passing sports: 5A, 8A, 10A, 16, 26A or others as approved by the program coordinator
      b. additional elective courses:
         1) electives chosen from any of the 5 categories listed above
         2) aquatics: PESP 31, 42, 143 (must meet prerequisites)
         3) dance: PESP 111B and courses offered in the dance department as approved by the program coordinator
         4) officiating: PESP 139, 140, 142, 144, 145, 146, 147
   2. Dance: PESP 12, DNCE 121
   3. Cooperative Adventure Activities: PESP 119
   4. Gymnastics: PESP 15A
   5. Fitness: PESP 25

5. Students must complete an independent internship experience coaching a middle school or high school interscholastic team for at least one season (or other similar experience as approved by the program coordinator).
6. Successful completion of the University Writing Proficiency Test.
7. Successful completion of Child Abuse Child Abduction Prevention and Substance Abuse Prevention workshops or courses as approved by the program coordinator.

Student Teaching Requirements
Students who have declared physical education as their major must meet the following standards in order 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) required professional education coursework;
   c) required physical education skill and professional core course work.

To be admitted to student teaching, students must meet the following requirements:

1. meet all continuation requirements as outlined above
2. receive a grade of C- or better in SPCM 1
3. successfully complete FDED 111 or 127; CT 102; PESP 103, 103A, 104, 104A, 154, 154A
4. No D's, F's or INC in major courses.

Application forms for student teaching may be obtained in the department of Curriculum and Teaching. Applications must be submitted by October 1 for admission to student teaching in the spring semester and by March 1 for admission to student teaching in the fall semester. ***See note below regarding teacher certification examinations.

Graduation Requirements
Graduation from the program requires: 1) completion of criteria listed in 1-7 above; 2) no grades lower than C-and no unresolved INC grades in professional education and physical education course work; 3) an overall GPA of 2.5 or better in all course work, and 4) successful completion internship requirements listed in item 5 and all other degree requirements.

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), and the Assessment of Teaching Skills—Written (ATS-W). Students not receiving passing scores on both examinations, will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

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

B. **B.S. SPECIALIZATION AS AN EXERCISE SPECIALIST:** this undergraduate major program gives students a background in the scientific concepts of fitness exercise, disease risk reduction, nutrition, and the techniques used to evaluate fitness, and health status. Students, in addition, are given an introductory background in the psychological and business aspects of the fitness/wellness field. Students are also prepared to go on to graduate work in related fitness/wellness/allied health disciplines. The emphasis of the course of study is on working with adults outside of the formal educational system. This program does *not* include preparation for New York State teacher certification. However, this program *does* include a senior year field experience in health fitness clubs, corporate fitness programs, cardiac rehabilitation programs, and/or any other approved fitness or wellness centers.
Professor Zwiren, *Coordinator*

Final admission to the field experience will be made by the Chairperson of the Department of Physical Education and Sport Sciences upon recommendation from the faculty.

Matriculation Standards are the same as for the certification program (IA).

CONTINUATION STANDARDS

Students who have declared exercise specialist as their major, are screened for admission to the program at the completion of their sophomore year (64 credits) based on the following criteria:

1. A cumulative grade-point average of 2.5 or better in the following categories:
   a) All course work completed at Hofstra University;
   b) required exercise specialist major course work (courses designated by ††).
2. Recommendation of the major adviser.
3. Final admission to the program is made by the Chairperson of the Department of Physical Education and Sport Sciences upon the recommendation from the faculty.

DEGREE REQUIREMENTS

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 129 semester hours and a cumulative grade-point average of 2.5 in work completed at Hofstra.

2. At least 63 semester hours must be in liberal arts.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization, including two field experiences, and the last 30 hours. The 15 hours need not be included within the last 30 hours.
4. The following general and major requirements:
   a) ENGL 1-2*
   b) Humanities, 6 semester hours, including SPCM 1, 7, 11
   c) PSY 1, 63, SGG 047
   d) SOC 4
   e) BIO 50, 103, 105, 106††
   f) Liberal arts electives, 24 semester hours, with 9 of these semester hours in related disciplines taken under advisement.
   g) Basic statistic, computer, or microcomputer course, 3 s.h. course taken under advisement
   h) PESP 25††, 35††, 38B††, 60††, HPFS 62††, 66††, 69††, 70††, PESP 100††, 106††, 111B††; HPFS 114††; PESP 149A††, 149B††, 161††, 194, 196††, 197††, 198††, 199.
   i) Electives: selection of 3 s.h. from the following courses or under advisement: HPFS 63, 64, 65, 67, 68; PESP 138A.
   j) Two business courses taken under advisement, 6 s.h.
   k) CRSR 116, and a 2 s.h. Dance course taken under advisement.

C. **B.S. Specialization in Athletic Training:** this undergraduate major program is designed to prepare students for employment in the profession of athletic training. The curriculum is designed to meet the entry-level athletic training proficiencies that have been identified by National Athletic Trainers' Association Education Council. The program fulfills all of the requirements established by the Commission on the Accreditation of Allied Health Education Programs.

Matriculation

1. Students can apply to the athletic training program after they have met general admission standards and successfully complete BIO 103, 105, PESP 60, 169 with a cumulative grade of 2.75 or better. The student must maintain a 2.5 overall grade-point average, and a 2.75 grade-point average within the athletic training major courses.
2. To become a matriculated athletic training student they must: submit an essay, two letters of recommendation, official transcripts, provide proof of current CPR and First Aid certifications, provide proof of physical and immunization records, complete a Technical Standards form*, interview with the Program Coordinator and one additional faculty member, complete clinical observation hours as defined in PESP 169, and successfully pass appropriate psychomotor testing.
3. Clinical Experience prerequisites: Students must complete all materials identified above.

   *For a copy of these Standards contact the Physical Education and Sport Sciences Department.

Continuation Standards

Upon completion of the sophomore year, all athletic training majors must meet the following criteria to continue in the program:

1. A cumulative grade-point average of 2.5 or better for all course work. A cumulative grade-point average of 2.75 or better in the athletic training major courses (indicated by the symbol "+"). If a student does not maintain the proper cumulative grade-point average (2.5 or better overall, 2.75 or better in athletic training major courses), they will be placed on a one semester probation. If at the end of the semester their grade-point average does not meet the requirement, they will be dropped from the program.
2. Completion of clinical hours (See Clinical Experience). If a student does not complete the required clinical hours that have been outlined (200 hours per semester; 300 hours per semester for transfer students), it is that student's responsibility to make arrangements with the Athletic Training Program Coordinator to complete these hours the following semester. If at the end of the semester these clinical hours have not been completed, the student may be dropped from the program.
3. Recommendation of the major adviser.
4. Recommendation of the Athletic Training Program Coordinator.

Final admission to the program will be made by the Chairperson of the Department of Physical Education and Sport Sciences upon the recommendation of the Program Coordinator and department faculty.

Students will receive written formal notification of acceptance or nonacceptance into the program at the conclusion of the spring semester.

Clinical Experience

Satisfactory completion of a minimum of 1000 clinical hours with the following restrictions:

1. All clinical hours must be under the direct supervision of a certified athletic trainer.
2. Students will have exposure to upper, and lower extermity injuries in addition to equipment intensive sports and general medical conditions for both male and female athletes.
3. Students should expect to travel with respective clinical assignments. This could include travel by bus and plane in addition to weekend travel.
4. Students will have clinical assignments in off campus settings and will need to provide either their own transportation or use public transportation.
5. All clinical hours must be accumulated in a period of not less than two, and no more than five years.

Degree Requirements

Candidates for graduation must fulfill the following requirements:

1. The successful completion of 128 semester hours of prescribed clinical experience and course work.
2. At least 64 semester hours must be in liberal arts. Note: no more than 12 semester hours of liberal arts electives may be taken on a Pass/D+/D/Fail basis.
3. There are two requirements that must ordinarily be com-pleted in residence at Hofstra University: 15 semester hours in the major field of specialization, including one off-campus experience and the last 30 hours. The 15 hours need not be included within the last 30 hours.
4. The following general requirements:
   a) ENGL 1-2
   b) SPCM 1, 7, or 11
   c) 6 s.h. humanities elective
   d) Social Sciences
      PSY 1+
      SOC 4
      3 s.h. social science elective
   e) BIO 50+, 103+, 105+, 106+
   f) PHYS 4
   g) CSC 5
   h) 3 s.h. math elective
   i) 4 s.h. statistics course chosen under advisement. Selection could include one of the following: PSY 140, SOC 180 (cannot be used for social sciences and math elective requirements)
   j) 15 semester hours of liberal arts electives.

*See University Degree Requirements, page 71.
††Required exercise specialist major course work.
+Counted in total credits as required natural science course. For admission to student teaching, this course should be used in the computation of grade-point average in the required physical education theory and skill category.

**k) PESP 25, 38B, 60+, PESP 102A+, 106+, 161+, 163A+, 163B+, 167, 169+, 171A+, 171B+, 171C+, 171D+, 172+, 173+, 174+, 175+, 190+, 192+, 194, 195, 196.
l) HPFS 62+, 66

II. MINOR PROGRAMS

Minor programs for men and women consist of the successful completion of the program requirements, taken under advisement. The following minors are offered by the department:

A. **Physical Education and Sport Sciences**—18 s.h.
Students may select one of the three areas:
Area 1. Theory Concentration
12 s.h. in theory courses
4 s.h. in science courses
2 s.h. in skills courses
Area 2. Science Concentration
12 s.h. in science courses
4 s.h. in theory courses
2 s.h. in skills courses
Area 3. Skills Concentration
7 s.h. in theory courses
5 s.h. in science courses
6 s.h. in skills courses

Theory courses are: PESP 13, 53, 103, 104, 138A, 139, 140, 142, 144, 145, 146, 147, 151, 152, 155, 156, 161, 163, 164, 167, 170, 170A; DNCE 127, 128.

Science courses are: PESP 60, HPFS 62, PESP 106, 108, 161, 170, 170A

Skills courses are: PESP 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B, 6B, 7A, 7B, 8A, 8B, 9A, 9B, 10A, 10B, 12, 14A, 14B, 15A, 15B, 16, 18, 19, 21, 22, 23, 24, 25, 26A, 26B, 27A, 27B, 28A, 28B, 31, 31C, 32, 33A, 33B, 34A, 35, 36A, 36B, 37, 38A, 38B, 39A, 40, 42, 44, 45, 46, 84, 100, 109, 111B, 112, 119, 120, 121, 122, 123, 131, 132, 133, 134, 139, 140, 141, 142, 143, 144, 146, 147.

B. **Driver-Traffic Safety Education**
This program is designed for future and certified teachers who are to complete or who have completed the minimum course requirements essential for teaching driver-traffic safety at the secondary level.

This is an in-service professional program leading to a provisional or permanent certificate (12 s.h.) to teach driver-traffic safety education. Requirements: PESP 201, 202A, 202B and 203.

III. SKILLS COURSES/SERVICE PROGRAM

Eight semester hours of physical skills courses may be chosen as electives toward fulfilling the University requirements for graduation. Assistant Professor Frierman, *Coordinator*

The Department of Physical Education and Sport Sciences offers a variety of courses designed to develop and improve fitness and behavior toward exercise with lifelong learning goals. We offer the student opportunities for development, for enrichment and for the pleasure and joy which come from achievement and excellence.

The classes are arranged to permit individual selection of activity in conjunction with the needs, interests and abilities of the student.

Each semester is divided into two programs: Outdoor Program and Indoor Program. Courses are offered on an 8-week, ½-1 credit basis and on a full semester 16-week, 1-2 credit basis. A student interested in registering for physical education has the following choices:

1. One 8-week, ½-1 credit course from either the Outdoor or Indoor Program; ½-1 credit courses do not have to be taken in sequence. A student does not have to accumulate one whole credit in any given semester.
2. One 8-week, ½-1 credit course from *each* program, i.e., Outdoor and Indoor, for a total of 1-2 credits for the semester.
3. Two ½-1 credit courses from the Outdoor or Indoor Program.
4. One 2-credit course from the Outdoor or Indoor Program which runs the entire semester, i.e., fencing, scuba diving, gymnastics, fitness for life, swim for fitness, advanced life saving, water safety instructor and aerobic dance.
5. A maximum of 8 credits in physical education skills courses may be applied toward graduation requirements. However, credit for the same numbered skills course taken *more* than *twice* will not be applicable toward graduation.
6. Courses are graded Pass/D+/D/Fail with the option of a letter grade for 1-2 credit skills courses, which run a full semester.

NOTE: for listing of skills courses, see above.

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.

1B. *Adapted Physical Education* 1 s.h.
Fall, Spring
Geared to meet the specific needs of students who have medical problems, i.e., weight control, physical handicaps, etc. (Formerly HPER; HSPE)

2A, 2B. *Archery* A-½ s.h., B-1 s.h.
Spring
Basic skills and techniques, cost, care and maintenance of equipment. Interclass competitive shooting and attendance at an archery meet. (Formerly HPER; HSPE)

3A, 3B. *Badminton* A-½ s.h., B-1 s.h.
Fall, Spring
Basic strokes (grip, stance, form), rules of the game, care and selection of equipment. Class tournaments arranged. (Formerly HPER; HSPE)

4A, 4B. *Baseball* A-½ s.h., B-1 s.h.
Spring
For students interested in team sports. Basic instructions in the fundamentals of skills and team play. (Formerly HPER; HSPE)

5A, 5B. *Basketball* A-½ s.h., B-1 s.h.
Fall
Basic knowledge, techniques and the practice of fundamental skills. (Formerly HPER; HSPE)

6B. *Hiking and Backpacking* 2 s.h.
Fall, Spring
Introduction to skills and techniques which will be applied to specified situations. Weekend trips will be required for completion of the course. Students must supply or be willing to rent backpacking equipment. (Formerly HPER; HSPE)

7A, 7B. *Bowling* A-½ s.h., B-1 s.h.
Fall, Spring
The fundamentals of 10-pin bowling. Classes are held off campus. Students must provide their own transportation. Fees for games bowled are included in the tuition. (Formerly HPER; HSPE)

8A, 8B. *Football Fundamentals* A-½ s.h., B-1 s.h.
Fall
An introduction to individual and team concepts of football. Offensive and defensive theories of play as well as individual skills are presented. Theories and skills learned are applied in flag football scrimmages and games. (Formerly HPER; HSPE)

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*See University Degree Requirements, page 71.
**Counts as a liberal arts course.

9A. *Fencing* ½ s.h.
Fall
Fundamental skills and strategies of foil fencing. (Formerly HPER; HSPE)

9B. *Fencing* 2 s.h.
Fall, Spring
Fundamental skills and strategies of foil fencing. Bouts and the use of electrical scoring equipment. (Formerly HPER; HSPE)

10A, 10B. *Field Hockey* A-½ s.h., B-1 s.h.
Fall
For students interested in team sports. Basic instruction includes the fundamentals of skills and team play. (Formerly HPER; HSPE)

12. *Folk and Square Dance* 1 s.h.
Fall
Broad range of elementary folk dances; customs and dances of other countries. (Formerly HPER; HSPE)

13. *Fundamentals of Movement* 1 s.h.
Fall
Concepts of the basic principles and practices of body movement. Body development, exercises and posture are emphasized. (Formerly HPER; HSPE)

13A. *Fundamentals of Human Movement* 3 s.h.
Fall, Spring
In this course the student has the opportunity to learn about the age-related changes that occur in motor behavior from infancy through adulthood and how to use this knowledge to help people achieve their individual movement potentials.

14A. *Golf* ½ s.h.
Fall
The fundamentals of golf: grip, stance, swing, rules and etiquette. Practice with long and short irons, drivers and putters. (Formerly HPER; HSPE)

14B. *Golf* 1 s.h.
Fall, Spring
For students seeking further skill and knowledge beyond the beginning level. Instruction is given mainly on a golf course. (Formerly HPER; HSPE)

15A, 15B. *Gymnastics* A-1 s.h., B-2 s.h.
Fall
This course is designed to help the physical education major to acquire the knowledge, the performance and pedagogical skills in tumbling, educational, and artistic gymnastics to enable him/her to teach these activities effectively and safely in a school setting. (Formerly HPER; *Gymnastics I;* HSPE.)

16. *Lacrosse* ½ s.h.
Spring
For students interested in team sports. Basic instruction includes the fundamentals of skills and team play. (Formerly HPER; HSPE)

18. *Physical Conditioning* 2 s.h.
Fall, Spring, Summer
Designed to introduce the basic principles of physical fitness through lecture and activity related experiences. A variety of activities are introduced that emphasize cardiovascular conditioning, strength and flexibility. Concepts of improving one's health related fitness and caloric intake are included. (Formerly HPER; HSPE)

19. *Horseback Riding—English Style* 2 s.h.
Fall, Spring
To foster an appreciation and understanding of safe riding techniques, to develop and encourage an interest in environment related leisure time activities, and to provide an atmosphere which promotes social interaction in an informal coeducational setting. Lab fees additional. (Formerly HPER; HSPE)

21. *Scuba: Basic Underwater Diving Techniques* 2 s.h.
Fall, Spring
Students learn to dive using scuba equipment and to apply these skills to further investigate the underwater marine environment. All necessary equipment is supplied. Students may receive the National Association of Underwater Instructors (NAUI) certification by taking PESP 121. Lab fees additional. (Formerly HPER; HSPE)

22. *Self-Defense* 2 s.h.
Fall, Spring
Instruction and practice for men and women. Strategy, skills and physical conditioning. Valuable skills can be attained for use in emergency situations. (Formerly HPER; HSPE)

23. *Advanced Life Saving* 2 s.h.
Fall, Spring
Standard Red Cross Advanced Life Saving Certificate. Prerequisite: swimmer's certificate or permission. (Formerly HPER; HSPE)

24. *Downhill Skiing* 2 s.h.
January
For the beginner through the expert. Four weeks of classroom training and physical conditioning. Practical sessions held at a ski area in New Hampshire or Vermont during January intersession. Transportation via car pool. Lab fees additional, payable at second class meeting, include lodging and two meals/day for five days, equipment rental, lift tickets and five 1½ hour lessons. (Formerly HPER; HSPE)

25. *Fitness for Life* 2 s.h.
Fall, Spring
An activity course designed to improve one's fitness and to gain knowledge regarding aerobic fitness and weight control. Improvement of fitness is gained through activities including walking, jogging, resistive and exercise machines. Gaining of information regarding body percent fat, weight control, consumer nutrition, exercise prescription and stress reduction are included. (Formerly HPER; HSPE)

26A, 26B. *Soccer* A-½ s.h., B-1 s.h.
Fall, Spring
Basic skills in heading, dribbling, shooting as well as strategy and rules of the game. Interclass competition. (Formerly HPER; HSPE)

27A, 27B. *Softball* A-½ s.h., B-1 s.h.
Spring
For students interested in team sports. Basic instruction in the fundamentals of skills and team play. (Formerly HPER; HSPE)

28A, 28B. *Speedball* A-½ s.h., B-1 s.h.
Fall, Spring
For students interested in team sports. Basic knowledge, technique, and the practice of fundamental skills and team play. The variety of ways in which the ball may be kicked or passed, as a team works together to score, makes this sport highly enjoyable. (Formerly HPER; HSPE)

31. *Swimming I* 1 s.h.
Fall, Spring
Fundamentals of elementary swimming, with emphasis on individual achievements and water safety, working toward the American Red Cross Beginners Certificate as minimum achievement. (Formerly HPER; HSPE)

31C. *Water Polo* 2 s.h.
Fall, Spring
Introduction to the fundamental skills of water polo. Discussion of the history, terminology and rules of the game. Fundamental

principles of conditioning together with team defensive and offensive strategy are examined. Restricted to intermediate and advanced swimmers. (Formerly HPER; HSPE)

32. *Tai Chi Chuan I* 2 s.h.
Fall, Spring
An ancient Chinese exercise for health, relaxation, centering, balance, grace and fluidity. (Formerly HPER; HSPE)

33A, 33B. *Tennis I* A-½ s.h., B-1 s.h.
Fall, Spring
Fundamentals: grip, forehand, backhand, serve, etc., rules of the game, strategy, and care and selection of equipment. (Formerly HPER; HSPE)

34A. *Track and Field* ½ s.h.
Spring
Instruction and practice in fundamentals and techniques. (Formerly 34; HPER; HSPE)

35. *Hatha Yoga* 2 s.h.
Fall, Spring
Specially designed postures and exercises which not only improve the student's overall physical fitness level, but also increases bodily awareness and creativity. (Formerly HPER; HSPE)

36A, 36B. *Volleyball* A-½ s.h., B-1 s.h.
Fall, Spring
Basic knowledge of the rules and regulations, techniques, fundamental skills, and their application in game situations. (Formerly HPER; HSPE)

37. *Weight Control* 1 s.h.
Fall, Spring
Designed to outline exercise and condition factors conducive to weight loss and control. Information relative to diet, rest and metabolism will also be included. (Formerly HPER; HSPE)

38A, 38B. *Weight Training* A-½ s.h., B-1 s.h.
Fall, Spring
Basic principles and skills. Emphasis on cardiovascular and flexibility activities. (Formerly HPER; HSPE)

39A. *Wrestling* ½ s.h.
Fall
Designed to develop an appreciation for and mastery of the basic fundamental holds, take downs, escapes, reversals and the understanding of the rules. (Formerly HPER; HSPE)

40. *Paddleball* (one wall) 1 s.h.
Fall, Spring
Fundamental skills, rules and regulations, techniques and strategies of the one-wall game. (Formerly HPER; HSPE)

42. *Lifeguard Training* 3 s.h.
Once a year
The purpose of this course is to focus attention on the skills and knowledge required for an individual to assume the responsibilities of a lifeguard at a swimming pool or a protected (nonsurf) open-water beach. Upon completion of this course, students may be eligible for certification from the American Red Cross in lifeguard training, standard first aid and adult CPR. (Formerly HPER; HSPE)

44. *Karate I* 2 s.h.
Fall, Spring
Study of the traditional Japanese martial art as one of the most effective self-defense methods. (Formerly HPER; HSPE)

45. *Orienteering* ½ s.h.
Once a year
This course is designed to introduce the student to the locomotor skills, map and compass skills, and space and time skills as they relate to the sport of orienteering. (Formerly HPER; HSPE)

46. *Camping Skills* ½ s.h.
Once a year
This course is designed to introduce the student to the knowledge and skills needed for a successful camping experience. A weekend camping trip is included in the course for which students may be required to either provide or rent various pieces of camping equipment. (Formerly HPER; HSPE)

50. *Introduction to Physical Education** 1 s.h.
Fall, Spring
Provides preservice physical education teachers with a broad overview of the field of physical education. Introduction to physical education as a profession including: NASPE Physical Education Outcomes and NYS Learning Standards, professional development opportunities (literature, organizations, and conferences). Introduction to use of technology in physical education including: information retrieval, using the internet, communication (e-mail, word processing), data management, presentations, organizational tools, use of technology in teaching, and other sub-disciplinary applications.

53. *History and Philosophy of Physical Education** 3 s.h.
Spring
The historical and philosophical development of physical education from primitive man to the present with emphasis on major trends within the area and directions for the future. Consideration is given to the prominent figures who have shaped the field. (Formerly *Principles of Physical Education*; HPER; HSPE)

60. *First Aid and Safety** 3 s.h.
Fall, Spring, January
An American Red Cross certification course designed to develop first aid and CPR skills, knowledge, safety awareness and injury and illness prevention. Safety and prevention topics include: fire safety and arson prevention, heart disease prevention, preventing choking, child safety, injury prevention, poisoning prevention (including substance abuse/awareness), preventing heat and cold-related illness.

80. *Programming Fitness Activities* 1 s.h.
Spring
Designed to help the preservice physical education teacher gain knowledge and skills to effectively implement developmentally appropriate fitness programs in the schools. Includes consideration of assessment, content, curriculum planning, use of technology, and influence of gender, multicultural issues, and socioeconomic factors on fitness programming for PreK-12 students. (Formerly HPER; HSPE)

84. *Karate II* 2 s.h.
Fall, Spring
A more intense study of the traditional Japanese martial art. Emphasis is on building a strong self-confidence and physical constitution as well as giving the student insight into Oriental philosophy. Prerequisite: PESP 44. (Formerly HPER; HSPE)

99. *Understanding Your Fitness and Health* 3 s.h.
Fall, Spring
The process of selecting life-long activities and practices that would achieve a healthful living style. Through specific academic and seminar experiences, students understand the many dimensions of well-being inherent in the ability to reach their own individual health potential. Topics include stress management, weight control, basic nutrition, sports injuries, etc. (Formerly HPER; HSPE)

100. *Swim for Fitness* 2 s.h.
Fall, Spring
Improvement of overall physical conditioning through swimming. Introduction to the fundamental principles of physical

*Recommended for majors.

conditioning and their application to swimming. Under the instructor's direction and utilizing both traditional and novel aquatic activities, individualized programs of conditioning will be set up to meet the student's personal needs. Restricted to intermediate and advanced swimmers. (Formerly HPER; HSPE)

101. *Aquarobics* 2 s.h.
Fall, Spring
Designed to improve physical fitness through water activities. Introduction of the principles of physical conditioning with the intent of improving cardiovascular fitness and flexibility using land activities applied to a water medium. No previous swimming experience necessary. (Formerly HPER; HSPE)

102A. *Organization and Administration of Athletic Training* 3 s.h.
Once a year
This course is designed to provide the student with the knowledge of administrative duties within the athletic training profession. Topics include: planning, coordinating and supervising all administrative components of an athletic training program including those pertaining to health care services (physical examinations and screening, first aid and emergency care, follow-up care and rehabilitation, etc.); financial management, training room management, personnel management, and public relations. (Formerly HPER; HSPE)

103. *Methods and Materials for Teaching at the Elementary Level** 3 s.h.
Fall, Spring
Designed to help preservice physical education teachers gain knowledge and skills to effectively teach developmentally appropriate physical education in the elementary school. Includes consideration of content, curriculum planning, safety, teaching styles, class management and organization, positive discipline, assessment, use of technology in teaching, literacy skills development, and influence of gender, multicultural issues, and socioeconomic factors on the teaching-learning process. (Formerly HPER; HSPE)

103A. *Elementary Physical Education Field Experience* 1 s.h.
Fall, January, Spring, Summer
This course is designed to give the preservice physical education teacher practical experience in teaching physical education in the elementary school. Prerequisite/corequisite: PESP 103. Pass/D+/D/Fail grade only.

104. *Methods and Materials for Teaching at the Secondary Level** 3 s.h.
Fall, Spring
Designed to help preservice physical education teachers gain knowledge and skills to effectively teach developmentally appropriate physical education in the middle and secondary schools. Includes consideration of content, curriculum planning, safety, teaching styles, class management and organization, positive discipline, assessment, use of technology in teaching, literacy skills development, and influence of gender, multicultural issues, and socioeconomic factors on the teaching-learning process. (Formerly HPER; HSPE)

104A. *Middle School and Secondary Physical Education Field Experience* 1 s.h.
Fall, January, Spring, Summer
This course is designed to give the preservice physical education teacher practical experience in teaching physical education in the middle and/or secondary school. Prerequisite/corequisite: PESP 104. Pass/D+/D/Fail grade only.

106. *Kinesiology** 3 s.h.
Fall, Spring
The study of human movement and the analysis of motor skills through the application of kinesiological principles. Application of principles to skillful movement and teaching. Use of computer technology for skill analysis, computer-based instruction, and presentation of motor skill analysis project results. Prerequisite: BIO 103. (Formerly HPER; HSPE.)

107. *Kinesiology for the Dancer* 4 s.h.
Once a year
The study of the anatomical and mechanical principles of movement with specific applications to the dancer. Analysis of dance movements, prevention of injuries, conditioning and relaxation techniques are examined. (Formerly HPER; HSPE)

108. *Assessment in Physical Education* 3 s.h.
Fall, Spring
Designed to provide the preservice physical education teacher with knowledge and skills necessary to use a variety of assessment strategies and instruments to enhance and provide accountability for the teaching-learning process in physical education. Emphasis on selection and use of developmentally appropriate assessment strategies and instrument, including computer and other technology, congruent with physical activity learning goals. (Formerly HPER; HSPE; *Measurement and Evaluation in Physical Education.*)

109. *Fencing II* 2 s.h.
Fall, Spring
Instruction in advanced techniques of foil fencing with emphasis on competition. Prerequisite: PESP 9A or permission. (Formerly HPER; HSPE)

111B. *Aerobic Dance* 2 s.h.
Fall, Spring
Designed to develop cardiovascular fitness through the use of exercise to music. Muscular strength, endurance and flexibility are also developed. (Formerly HPER; HSPE)

112. *Archery—Advanced* 1 s.h.
Spring
Review of basic skills and techniques. Emphasis on competitive shooting. Practical hunting experience. Minimal skill standards must be met in the first week of class. (Formerly HPER; HSPE)

113. *Cardiopulmonary Resuscitation (CPR)* 1 s.h.
January, Summer
An American Red Cross certification course which develops competencies in the areas of artificial respiration (CPR), and aids to choking victims. (Formerly HPER; HSPE)

119. *Cooperative and Adventure Activities* 1 s.h.
Fall
This course is an introduction to the various Adventure activities: cooperative games, initiative problem solving activities, trust activities and adventure ropes course activities. (Formerly HPER; HSPE)

120. *Sailing* 1 s.h.
Spring, Summer
Basic course which will enable the student to sail and handle a sailboat safely and proficiently. 15 hours of instruction conducted on the water. All instruction will be in fiberglass sloops. Lab fees additional.

Classes are held weekends during the spring semester; summer session classes weekdays only. (Formerly HPER; HSPE)

121. *Scuba Certification* 2 s.h.
Fall, Spring
A continuation of basic scuba (PESP 21). Students are given the opportunity to use the skills developed in basic scuba in actual

*Recommended for majors.

diving. Course consists of a series of dives done in local Long Island area, in the Florida Keys and on an island in the Caribbean. Upon successful completion of the course, the student is registered and certified with the National Association of Underwater Instructors (NAUI). A wet suit, weight belt, weights and a buoyancy compensator must be supplied by each student (may be rented). Lab fees additional. Prerequisite: PESP 21 or permission of instructor. (Formerly HPER; HSPE)

122. *Sailing II* 2 s.h.
Spring
Knowledge in and development of skills for sailing. Classroom: teaching of theory, general information and marlinspike seamanship. Practical work consists of practices afloat and an opportunity to apply theory, develop judgment and perfect skills. (Formerly HPER; HSPE)

123. *Hatha Yoga II* 2 s.h.
Spring
Course designed to allow proficient Yoga student to develop physical potential and expand creativity through intense practice of specially designed postures and exercises. Prerequisite: PESP 35. (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. (Formerly HPER; HSPE)

131. *Swimming II* 1 s.h.
Fall, Spring
Continuation of 31, working toward Swimmer's and Advanced Swimmer's American Red Cross Certificates. Prerequisite: PESP 31 or permission of instructor. (Formerly HPER; HSPE)

132. *Tai Chi Chuan II* 2 s.h.
Fall, Spring
For the students who have completed *Tai Chi I* and wish to deepen their knowledge of form, push hands and application. (Formerly HPER; HSPE)

133. *Tennis II* 1 s.h.
Fall, Spring
Practice in advanced techniques and skills to attain proficiency, rules and game strategy, care and selection of equipment. Students must meet minimal requirements during the first week of class in order to remain in the course. (Formerly HPER; HSPE)

134. *Tennis III* 2 s.h.
Fall, Spring
Instruction and practice in fundamental techniques and skills to attain proficiency (a full semester). Rules and match play in singles and doubles. (Formerly HPER; HSPE)

135. *Activity Review I** 1 s.h.
January, Summer
Supplementary knowledge of skills in field hockey, soccer, basketball, volleyball, with emphasis on the review of teaching techniques. Individual needs of students are of prime consideration. Prerequisite: team sports. (Formerly HPER; HSPE)

136. *Activity Review II** 1 s.h.
Continuation of 135 with emphasis in lacrosse and individual sports. Prerequisites: lacrosse and individual sports. (Formerly HPER; HSPE)

138A. *Methods of Coaching** 3 s.h.
Fall
Designed to equip the physical education major student with the concepts of sound coaching principles and training methods in competitive athletics. (Formerly HPER; HSPE)

Officiating*

Technique and rules interpretation with the opportunity to secure an official's rating. Majors must complete two of the following courses. Prerequisite: basic skills in appropriate sport or permission of instructor. Open to all students. (Formerly HPER; HSPE)

139. *Officiating—Field Hockey* ½ s.h.
Fall

140. *Officiating—Basketball* ½ s.h.
Fall

142. *Officiating—Football* ½ s.h.
Fall

144. *Officiating—Volleyball* ½ s.h.
Spring

145. *Officiating—Softball* ½ s.h.
Spring

146. *Officiating—Lacrosse* ½ s.h.
Spring

147. *Officiating—Track and Field* ½ s.h.
Spring

141. *Synchronized Swimming* 2 s.h.
Spring
Fundamental skill instruction in individual water stunts and group composition. Problems of music selection for water composition. Prerequisite: swimmer's certificate or permission. (Formerly HPER; HSPE)

143. *Water Safety Instruction* 2 s.h.
Fall, Spring
Methods of teaching swimming and life saving techniques. Opportunity for American Red Cross Certificate. Prerequisite: Advanced Life Saving Certificate. (Formerly HPER; HSPE)

149A, 149B. *Practicum in Exercise/Wellness* 3 s.h. each
Fall, Spring
Supervised practicum in an approved setting. Student is placed in an appropriate community adult fitness/wellness center; a corporate wellness program; a fitness and health club; and/or cardiac rehabilitation center. Separate placements can be made for 149A, 149B or student can do all 6 semester hours in one placement under advisement. Prerequisite: PESP 198, 199. (Formerly HPER; HSPE)

150A, 150B. *Field Experience: Nonschool Setting* 4½ s.h. each
Fall, Spring
Supervised practicum in one or more nonschool setting agencies. Students are assigned on the basis of past experiences and career goals. Course does not qualify a candidate for teaching certification. Open to students in a nonteaching track with permission only. (Formerly HPER; 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

*Recommended for majors.

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)

154. *Preschool and Elementary Physical Education Content* 3 s.h.
Fall, Spring
This course is designed to help the preservice physical education teacher acquire the knowledge about preschool and elementary physical education content and methods that will enable him/her to create innovative, developmentally appropriate physical education learning experiences and help children achieve the New York State Learning Standards and NASPE Outcomes for physically educated persons. (Formerly HPER; HSPE; *Elementary Physical Education Content.*)

154A. *Preschool Physical Education Field Experience* 1 s.h.
Fall, January, Spring, Summer
This course is designed to give the preservice physical education teacher practical experience in teaching physical education in preschool. Prerequisite/corequisite: PESP 154. Pass/D+/D/Fail grade only.

155. *Leisure Interpretation** 3 s.h.
Fall
The historical and philosophical development of the role of leisure in the quality of life. An attempt to identify the events, interests and needs of people in pursuit of leisure. (Formerly HPER; HSPE)

156. *Leisure Experiences: Seminar and Practicum** 3 s.h.
Spring
The identification, investigation and analysis of existing leisure experiences and programs through regularly scheduled seminars and a field experience. Placement is contracted with instructor approval, according to student's interests and needs. Prerequisite: PESP 155 or permission of instructor. (Formerly HPER; HSPE)

159. *Sport and Physical Education in Cross-Cultural Context* 3 s.h.
Once a year
The nature and significance of sport and physical education within selected nations. With consideration to the principal approaches utilized in cross-cultural study, the student focuses upon the identification and systematic analysis of persistent problems in American sport and physical education. Through comparing strategies adopted by nations which reflect contrasting social, political and economic value systems, the student endeavors to formulate plans for domestic change. May be applied toward liberal arts credit. (Formerly HPER; HSPE)

161. *Care and Prevention of Athletic Injuries* 3 s.h.
Spring
For students anticipating work with athletic teams as a coach, supervisor, instructor or athletic trainer. Course work includes classroom lectures and practical applications of current athletic training methods. Prerequisites: PESP 60, BIO 103. (Formerly HPER; HSPE)

163. *Care and Prevention of Athletic Injuries II* 3 s.h.
Fall
Advanced instruction for students wishing to become nationally certified athletic trainers. This course deals with rehabilitation, conditioning, modality application and injury recognition. Prerequisites: PESP 161, BIO 105. (Formerly HPER; HSPE)

163A. *Lower Extremity Evaluation* 3 s.h.
Fall
This is an advanced course in injury recognition and assessment for students intending to become a nationally certified athletic trainer. Course topics include recognition of mechanism of injuries, signs and symptoms of injuries, history and physical evaluation parameters of injuries, pertaining to the down athlete and to the lower extremity. Prerequisites: BIO 103, BIO 105, PESP 161.

163B. *Upper Extremity Evaluation* 3 s.h.
Spring
This is an advanced course in injury recognition and assessment for students to become a nationally certified athletic trainer. Course topics include recognition of mechanism of injuries, signs and symptoms of injuries, history and physical evaluation parameters of injuries sustained to the upper extremity. Prerequisites: BIO 103, BIO 105, PESP 161.

164. *Organization and Administration of Physical Education** 3 s..h.
Spring
Practices employed in actual physical education programs. Areas of inquiry include finance, facility utilization, intramural and extramural athletics, personnel and public relations. Prerequisites: PESP 130A, 130B or permission of instructor. (Formerly HPER; HSPE)

167. *Principles of Perceptual Motor Learning* 3 s.h.
Fall, Spring
Theories and principles of learning applied to motor performance. Analysis and evaluation of variables affecting motor learning and performance with applications to teaching includes laboratory experiences and use of computer and other technology to measure learning and demonstrate motor learning principles. (Formerly HPER; HSPE)

168. *Advanced Topics in Athletic Training* 3 s.h.
Once a year
This course is designed to provide the student with current athletic training techniques and topics of interest. Topics include: current literature in the field of athletic training and NATABOC test preparation. (Formerly HPER; HSPE)

169. *Sport Safety and Use of Protective Equipment in Athletics* 3 s.h.
Once a year
Course is designed to provide students with the knowledge and skill in the use of protective strapping, padding and equipment in athletics. Included are the proper use and techniques of athletic tapes, plastics, felt and rubber, and commercial athletic equipment. Considerations of equipment standards and rules and regulations are also covered. (Formerly HPER; HSPE)

170. *Adapted Physical Education* 3 s.h.
Fall, Spring
Selection and adaptation of physical education activities to meet the individual needs of children with a variety of disabilities including: orthopedic disabilities, visual and hearing impairments, deaf, cognitive disabilities, and emotionally disturbed. Prerequisites: PESP 103 or 104.

170A. *Adapted Physical Education Field Experience* 1 s.h.
Fall, January, Spring, Summer
This course is designed to give the preservice physical education teacher practical experience in teaching physical education in an adapted setting. Prerequisite/corequisite: PESP 170. Pass/D+/D/Fail grade only.

171A-D. *Clinical Experience in Athletic Training* 1 s.h. each
Fall, Spring
This series of courses enables the student to master and apply psychomotor competencies as identified by the Joint Review

*Recommended for majors.

Committee on Athletic Training (JRCAT). These competencies will be applied during clinical rotations under the direct supervision of a certified athletic trainer. The clinical hours will meet requirements established by the National Athletic Trainer's Association Board of Certification (NATABOC). Prerequisites: BIO 103, BIO 105, PESP 60, PESP 169.

171A. Topics include: proper technique for removal of equipment from an injured athlete; appropriate stabilization techniques; appropriate splinting techniques.

171B. Topics include: use of postural evaluation procedures; use of commercial fitness equipment to administer standard physical fitness equipment to administer standard physical fitness tests.

171C. Topics include: referral of athletes to physician(s); management and control of common contagious viral and infectious disease; fluid replacement.

171D. Topics include: use of otoscope; use of screening procedures to identify common acquired or congenital risk factors; appropriate testing used in preparticipation screenings.

172. *Functional Human Anatomy for Injury Assessment* 3 s.h.
Once a year
The purpose of this course is to have the student apply anatomical knowledge (bony, landmark, muscle movement) as it pertains to injury assessment. Emphasis is placed on anatomical as well as mechanical considerations in movement to assist the student in understanding the function of these anatomical structures as they relate to sports incurred injuries. Prerequisite or corequisite: BIO 103.

173. *Assessment Procedures for Athletic Training* 2 s.h.
Fall
Students will gain knowledge and develop skills related to the clinical assessment of patients, athletes and/or the environment appropriate to the field of athletic training. Prerequisites: PESP 163A, 163B.

174. *Pharmacology for Athletic Trainers* 3 s.h.
Spring
This course is designed to provide student athletic trainers with knowledge in pharmacological applications as they pertain to athletic training. Topics include: the awareness of the indications, contraindications, precautions and interactions of medications and of the governing regulations relevant to the treatment of injuries/illness sustained by athletes and others involved in physical activity. Prerequisites: PESP 163A, PESP 163B.

175. *Pathology of Injury and Illness in Athletic Training* 3 s.h.
Fall
This course provides knowledge and skills in pathology relating to injuries and illness to the abdominal, thoracic and pelvic regions as well as injuries to the head, face and neck. Prerequisites: PESP 163A, 163B.

180 through 189, A-Z. *Workshops* 1-3 s.h. each
Fall, Spring
Designed to meet the needs of specific groups of students or educators from individual schools or districts.

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

190. *Principles and Theory of Therapeutic Exercise* 4 s.h.
Fall
This course will focus on the principles and theories of designing and implementing an appropriate therapeutic exercise program for the rehabilitation and reconditioning of general and specific injuries and conditions commonly occurring in individuals who engage in a physically active lifestyle. Prerequisites: PESP 163A, 163B.

190A. *Therapeutic Exercise in Athletic Training* 3 s.h.
Spring
Develops knowledges and skills in designing and implementing exercise programs for the reconditioning and rehabilitation of athletic injuries. The criteria for selection and use of various equipment and programs for injuries are discussed. Prerequisites: PESP 161, 163. (Formerly HPER; HSPE)

192. *Therapeutic Modalities in Athletic Training* 3 s.h.
Once a year
Designed to teach the fundamental principles of various therapeutic modalities including heat, cold, sound, electricity and light. Investigation of the body's physiological response to such modalities as well as criteria for proper selection in treating athletic injuries. Prerequisites: PESP 161, 163. (Formerly HPER; HSPE)

194. *Internship: Health Fitness Evaluation* 3 s.h.
Spring
Supervised internship in evaluating and assessing fitness components of students and athletes (50 hours). Prerequisites: BIO 106 and two fitness activity courses. Pass/D+/D/Fail grade only. (Formerly HPER; HSPE)

195. *Observations in a Fitness Setting* 3 s.h.
Fall
Observation of an ongoing fitness program in an approved setting. Students participate in assessing fitness levels and/or in leading exercise programs. Observation can be in one or more of the following settings: 1) fitness or sports club that does fitness evaluation and training; 2) corporate fitness program; 3) YMCA fitness evaluation program; 4) adult fitness program. (40 hours interning; 10 hours seminar.) Prerequisites: BIO 106, PESP 25, 111B. Pass/D+/D/Fail grade only. (Formerly HPER; HSPE)

196. *Applied Exercise Physiology: Health and Fitness* 3 s.h.
Once a year
Explores the physiological basis and applied aspects of exercise to: 1) maintain and improve cardiovascular and physical fitness; 2) control weight; 3) reduce coronary risk factors; 4) prevent diseases and musculoskeletal injuries; 5) counteract the effects of aging. Prerequisite: BIO 106. (Formerly HPER; HSPE)

197. *Applied Exercise Physiology: Evaluation Techniques* 3 s.h.
Once a year
Principles and techniques of evaluating health and fitness, and prescribing exercise for asymptomatic and symptomatic people. Emphases placed on exercise by means of heart rate, oxygen uptake, lactic acid, caloric expenditure and rating of perceived exertion. Students administer and serve as subjects for the tests. Prerequisites: PESP 196, BIO 106. (Formerly HPER; HSPE)

198. *Implementing Fitness Programs* 3 s.h.
Once a year
A course on how to structure adult fitness classes. Active participation in stretching and strengthening techniques. Contraindications and precautions for dealing with people who have low back pain, high blood pressure and limited range of motion. Prerequisites: BIO 106; PESP 25, 35, 38B. (Formerly HPER; HSPE)

199. *Practicum: Student Fitness Trainer* 3 s.h.
Fall, Spring, Summer
Students are assigned two clients for whom they are responsible for developing and implementing a personalized fitness program. Students work individually with faculty advisers to develop appropriate programs for the clients. Students meet with each

client for a total of 15 to 18 hours. In addition, interactive group discussions are scheduled bi-weekly during the semester. Exercise Specialist majors. Prerequisite: PESP 194; SGG 041 (New College). (Formerly HPER; HSPE)

Physicians Assistant Studies (PHA)

Administered by the Department of Biology, Professor Seagull, *Chairperson*

B.S. Specialization in Physician Assistant Studies: The Physical assistant (PA) is a skilled health care practitioner who provides patient care services under the supervision of a licensed physician. Within the PA/Physician relationship, the PA may exercise significant autonomy in decision making. Physician assistants work in a variety of health care settings, including hospitals, clinics, physicians' offices and nursing homes. The specific role of a particular PA will vary according to job setting, supervising physician scope of practice, level of experience and state law. This profession requires critical thinking in the context of patient care problems, a commitment to life-long learning and adherence to high ethical standards. This four year program builds upon a liberal arts and science foundation to educate competent and compassionate professionals.

Students should apply to the Physician Assistant Studies program directly and submit a personal essay and two letters of recommendation. Qualified applicants will also have a personal interview with the Physician Assistant Program Admissions Committee before acceptance into the program. Students interested in entering the program after their first year at Hofstra and transfer students are expected to have a minimum cumulative grade point average of 2.8 and a cumulative grade point average of 2.8 in their science courses. They should apply to the Physician Assistant program directly and submit a personal essay as well as two letters of recommendation. Qualified applicants will also have a personal interview with the Physician Assistant Program Admissions Committee before acceptance into the program.

Candidates for graduation must successfully complete the following requirements:

1. The successful completion of at least 147 semester hours. All students must maintain a 2.8 cumulative GPA and a 2.8 science GPA through the prerequisite phase. Detailed information is provided in the Physician Assistant Program Handbook.
2. At least 74 semester hours in liberal arts courses must be completed before beginning the third (didactic) year of the Physician Assistant Program.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 20 semester hours in the major field of specialization and the last 30 semester hours. The 20 semester hours need not be included within the last 30 hours.
4. The following general requirements: ENGL 1-2 or placement examination. Core course requirement: (for listing of core courses, see page 82) 6 semester hours in humanities: 3 hours in appreciation and analysis (literature); 3 hours in creative participation (SPCM 1 or 7); 6 semester hours in social sciences; 3 hours in behavioral social sciences (SOC 4) and 3 hours in history and philosophy.
   NOTE: Students who matriculate at Hofstra with advanced standing, must complete at least 3 semester hours in humanities core courses and 3 semester hours in social science core courses in residence. In *no case* may core course requirements be taken elsewhere after matriculation at Hofstra.
5. All courses are taught by Hofstra University faculty. During the fourth year of the program, students are assigned to clinical clerkships at affiliated clinical campuses. Located in a variety of medical settings, these clinical campuses offer training in all disciplines of medicine and provide the opportunity for exposure to a wide variety of patient populations. Currently affiliated clinical campuses include North Shore–Long Island Jewish Health System.
6. The following major and additional requirements must be fulfilled:

FULL-TIME STUDENTS 147 s.h.
FOUR YEAR SEQUENCE

First Year	*Fall*	*Spring*	*Summer I & II*
ENGL 1-2	3	3	-
MATH 11 or 19	4	-	-
BIO 1, 2	4	4	-
CHEM 3A, 3B; 4A, 4B	4	4	-
SOC 4	-	3	-
PSY 1	-	3	-
PHA 1	-	-	1
Total s.h.	15	17	1

Second Year	*Fall*	*Spring*	*Summer I & II*
BIO 103, 105	3	3	-
25	-	4	-
CHEM 71	4	-	-
MATH 8	3	-	-
Core: Appreciation & Analysis#	3	-	-
Core: History/Philosophy#	-	3	-
CSC 5	3	-	-
SPCM 1 or 7	-	3	-
Liberal Arts Elective	-	3	-
Total s.h.	16	16	0

Third Year *Professional Phase*	*Fall*	*Spring*	*Summer I & II*
BIO 123, PHA 112, PHA 120	4	4	3
125, PHA 113, PHA 121	1	2	3
BCHM 78, PHA 114, PHA 124	2	3	4
PHA 2, PHA 115, PHA 125	1	3	3
116, PHA 117, PHA 126	3	1	1
118, PHA 122	1	2	-
	-	-	-
Total s.h.	12	15	14

Fourth Year	*Fall*	*Spring*	*Summer I & II*
PHA 119, PHA 150	2	3	-
PHA 123, PHA 155	2	3	-
PHA 127, PHA 160	4	3	-
PHA 128, PHA 165	2	3	-
PHA 129, PHA 170	2	3	-
PHA 130, PHA 175	1	3	-
PHA 131, PHA 180	1	3	-
PHA 185	-	3	-
PHA 190	-	3	-
Total s.h.	14	27	0

Total Credits in Program 147 s.h.

Certificate of Completion

Certificate of completion in Physician Assistant Studies: The physician assistant (PA) is a skilled healthcare practitioner, who provides patient care services under the supervision of a licensed physician. Within the PA/Physician relationship, the PA may exercise significant autonomy in decision-making. Physician assistants work in a variety of healthcare settings, including hospitals, clinics, physicians' offices and nursing homes. The specific role of a particular PA will vary according to job setting, supervised physician scope of practice, level of experience and state law. This profession requires critical thinking in the context of

#Core course

patient care problems, a commitment to life-long learning and adherence to high ethical standards.

Admission Requirements

The program to a credit-bearing Certificate is only intended for those individuals admitted to the professional phase of the curriculum, who already possess a baccalaureate degree and necessary prerequisites. The following admissions requirements apply to those students seeking entry directly into the PA Studies Program, who already possess a bachelor's degree:

General Biology (with laboratory) 8 s.h.
General Chemistry (with laboratory) 8 s.h.
Human Anatomy & Physiology 6 s.h.
Biochemistry 3 s.h.
or
Organic Chemistry 4 s.h.
Mathematics (statistics preferred) 3 s.h.
Behavioral Sciences 6 s.h.
English Composition 6 s.h.
100 hours of health care experience.

Cumulative Science grade point average of 2.8 or higher
Cumulative grade point average of 2.8 or higher.

All interested candidates should consult their University adviser.

Students will be eligible to apply to the PA program if the following academic standards are achieved:
Cumulative grade point average of 2.8 or higher
Science grade point average of 2.8 or higher
Completion of all required courses.
Documented hours of health care experience.

Students should apply to the Physician Assistant Studies program directly and submit a personal essay and two letters of reccomendation. Qualified applicants will also have a personal interview with the Physician Assistant Program Admissions Committee before acceptance into the program. Students interested in entering the program after their first year at Hofstra and transfer students are expected to have a minimum cumulative grade point average of 2.8 and a cumulative grade point average 2.8 in their science courses. They should apply to the Physician Assistant Program directly and submit a personal essay as well as two letters of recommendation. Qualified applicants will also have a personal interview with the Physician Assistant Program Admissions Committee before acceptance into the program.

Candidates for graduation must successfully complete the following:

1. The successful completion of at least 82 semester hours. All students must maintain a 2.33 cumulative grade point average and a 2.33 science grade point average through the professional phase. Detailed information is provided in the Physicians Assistant Program Handbook.
2. All courses are taught by Hofstra University faculty. During the clinical clerkships of the program, students are assigned to clinical clerkships at affiliated clinical campuses. Located in a variety of medical settings, these clinical campuses offer training in all disciplines of medicine and provide the opportunity for exposure to a wide variety of patient populations. Currently affiliated clinical campuses include North Shore–Long Island Jewish Health System.
3. The following requirements must be fulfilled:

FULL-TIME STUDENTS 82 s.h.
PHYSICIAN ASSISTANT STUDIES
PROFESSIONAL PHASE
PROGRAM CERTIFICATE OF COMPLETION
27 MONTH SEQUENCE

First Year	*Fall*	*Spring*	*Summer I & II*
BIO 123	4	-	-
BIO 125	1	-	-
BCHM 78	2	-	-
PHA 116	3	-	-
PHA 2	1	-	-
PHA 118	1	-	-
PHA 112	-	4	-
PHA 113	-	2	-
PHA 114	-	3	-
PHA 115	-	3	-
PHA 117	-	1	-
PHA 122	-	2	-
PHA 120	-	-	3
PHA 121	-	-	3
PHA 124	-	-	4
PHA 125	-	-	3
PHA 126	-	-	1
Total s.h.	12	15	14

Second Year	*Fall*	*Spring*	*Summer I & II*
BIO 119	2	-	-
BIO 123	2	-	-
PHA 127	4	-	-
PHA 128	2	-	-
PHA 129	2	-	-
PHA 130	1	-	-
PHA 131	1	-	-
PHA 150	-	3	-
PHA 155	-	3	-
PHA 160	-	3	-
PHA 165	-	3	-
PHA 170	-	3	-
PHA 175	-	3	-
PHA 180	-	3	-
PHA 185	-	3	-
PHA 190	-	3	-
Total s.h.	14	27	0

Total Credits in Program 82 s.h.

COURSES

1. *Clinical Experience* 1 s.h.
See course description, page 319.

2. *Physician Assistant Profession* 1 s.h.
See course description, page 319.

112. *Physiology* 4 s.h.
See course description, page 320.

113. *Pathology* 2 s.h.
See course description, page 320.

114. *Microbiology/Immunology* 3 s.h.
See course description, page 320.

115. *Physical Diagnosis I* 3 s.h.
See course description, page 320.

116. *Health Psychology and Behavioral* 3 s.h.
See course description, page 320.

117. *Pharmacology I* 1 s.h.
See course description, page 320.

118. *Epidemiology* 1 s.h.
See course description, page 320.

119. *Diagnostic Modalities* 2 s.h.
See course description, page 320.

120. *Physical Diagnosis II* 3 s.h.
See course description, page 320.

121. *Pharmacology II* 3 s.h.
See course description, page 320.

122. *Pediatrics* 2 s.h.
See course description, page 320.

123. *Obstetrics/Gynecology* 2 s.h.
See course description, page 320.

124. *Medicine I* 4 s.h.
See course description, page 320.

125. *Medicine II* 3 s.h.
See course description, page 321.

126. *Introduction to Surgery* 1 s.h.
See course description, page 321.

127. *Medicine III* 4 s.h.
See course description, page 321.

128. *Medicine IV* 2 s.h.
See course description, page 321.

129. *Surgery* 2 s.h.
See course description, page 321.

130. *Medical Ethics* 1 s.h.
See course description, page 321.

131. *Emergency Medicine* 1 s.h.
See course description, page 321.

150. *Primary Care Clerkship* 3 s.h.
See course description, page 321.

155. *Internal Medicine Clerkship* 3 s.h.
See course description, page 321.

160. *Obstetrics/Gynecology Clerkship* 3 s.h.
See course description, page 321.

165. *Surgery Clerkship* 3 s.h.
See course description, page 321.

170. *Emergency Medicine Clerkship* 3 s.h.
See course description, page 322.

175. *Long Term Care Clerkship* 3 s.h.
See course description, page 322.

180. *Pediatrics Clerkship* 3 s.h.
See course description, page 322.

185. *Psychiatry Clerkship* 3 s.h.
See course description, page 322.

190. *Elective Clerkship* 3 s.h.
See course description, page 322.

Physics and Astronomy

Physics courses are listed below.
Astronomy courses are listed alphabetically.

Professor Hastings, *Chairperson*

Associate Professors Edwards, Garuthara, Levine; Assistant Professors Bochner, Lawrence, Starykh.

Physics (PHYS)

Administered by the Department of Physics and Astronomy.
Professor Hastings, *Chairperson*

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

See complete B.A. requirements, page 79.

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

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science 1C, 1E, 2C, 2E and associated leadership laboratories may not be counted toward this total semester hour requirement.
2. At least 65 semester hours must be in liberal arts courses outside of the Department of Physics.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. And the following requirements:
   ENGL 1-2*; six hours of humanities electives; six hours in social science electives;
   MATH 19, 20, 29, 131; CHEM 3A & 4A, 3B & 4B; PHYS 11A & 12A, 11B, 12B, 104, 118, 135, 136, 137, 140, 141, 142, 155, 156, 159, 160, 161, 163, 164;
   ENGG 1 (evening only); ENGG 9A, 9B, 10 (day only); ENGG 30, 33, 34, 192.

Teaching of High School Physics and General Science, see page 290.

A Minor in Physics consists of the successful completion of 18 semester hours of any courses which are applicable to the major, with at least six hours in residence. Normally, the student seeking a minor in physics would take the general physics sequence: PHYS 11A & 12A, 11B, 12B; three intermediate level courses, or two intermediate level courses and an intermediate laboratory.

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.

1A & 2A. *Elementary Physics* # 3 s.h. each
Fall, Spring
Fundamental laws and principles of mechanics, heat, sound, light, electricity and magnetism. Students must take 1B & 2B

*See University degree requirements, page 71.
#Core course

concurrently unless credit has already been received for the equivalent. Recommended for all premedical and predental students not majoring in chemistry. Prerequisites: 1 unit high school algebra, 1 unit plane geometry. (3 hours lecture, 1 hour recitation.) Credit given for these courses or PHYS 11A & 12A, but not for both.

1B & 2B. *Elementary Physics Laboratory* # 1 s.h. each
Fall, Spring
Laboratory exercises to accompany 1A & 2A. Must be taken concurrently. Credit given for these courses or for PHYS 11B and 12B, but not for both.

4. *Conceptual Physics* # 3 s.h.
Fall, Spring
The seven fundamental laws of classical physics—Newton's three laws of motion, and the four laws of electricity and magnetism are examined in the context of the history of ideas and development of modern science and technology. The objective is to illustrate the universality of these laws in explaining all nonrelativistic, macroscopic phenomena and to provide perspective on the traditional search by physicists for universal laws. (4 hours lecture/laboratory weekly.)

5. *Light* # 3 s.h.
Spring
A study of the principles of reflection, refraction, interference, diffraction, polarization, emission and amplification of light. Topics include the kaleidoscope, the rainbow, diamonds, human vision, the science of color, black light, the color of sunsets, lasers and holography. For nonscience majors. (2 hours lecture, 2 hours laboratory.) Prerequisites: 1 unit high school algebra; 1 unit plane geometry.

6. *Acoustics, Music and Speech* # 3 s.h.
Fall, Spring
Fundamental physics of sound; production, propagation and detection. Emphasis is placed on musical instruments and human voice and hearing. Sound reproduction, architectural acoustics and noise considerations are studied. (2 hours lecture, 2 hours laboratory.) Prerequisites: high school algebra and geometry. Credit given for this course or PHYS 7 or 8.

7, 8. *Acoustics of Music and Speech* 3 s.h. each
Periodically
Fundamentals of sound, with emphasis on sound production by musical instruments and voice; reproduction, synthesis, transmission in air (including architectural acoustics), noise and hearing. (2 hours lecture, 3 hours laboratory.) Prerequisites: 1 unit high school algebra; 1 unit plane geometry.

11A & 12A. *General Physics* # 4 s.h. each
Fall, Spring
Fundamental laws and principles of mechanics, heat, sound, light, electricity and magnetism. Students must take 11B, 12B concurrently unless credit has already been received for the equivalent. 11A & 12A apply towards the natural science core requirement only upon successful completion of the corresponding laboratory course(s) 11B and/or 12B. Prerequisite or corequisites: MATH 19, 20. Engineering students are exempt from taking 12B, with approval of adviser. Credit given for these courses or PHYS 1A & 2A, but not for both.

11B. *General Physics Laboratory* # 1 s.h.
Fall, Spring
Laboratory exercises to accompany 11A. Must be taken concurrently. Credit given for this course or PHYS 1B, but not for both.

11C. *Exercises and Problems* 2 s.h.
Fall, Spring
Supervised problem solving to be taken in conjunction with PHYS 11A on recommendation of adviser. No degree credit.

12B. *General Physics Laboratory* # 1 s.h.
Fall, Spring
Laboratory exercises to accompany 12A. Must be taken concurrently. Credit given for this course or PHYS 2B, but not for both.

17, 18. *Elements of Physics for Engineers* 4 s.h. each
See course description, page 322.

100. *Honors Program* 3 s.h.
Fall, Spring
Research into a physical problem, either experimental or theoretical. Open only to senior physics majors who are eligible for and desire to graduate with departmental honors. Interested students must secure, before registration, written permission of the chairman and instructor who will supervise the investigation.

102. *Medical and Biological Physics* 3 s.h.
Fall
The application of physics to biology, medicine and dentistry. Topics include vision and hearing, lasers, ultrasound, X-rays, nuclear medicine, diffusion and transport processes. Prerequisite: PHYS 2A or 12A.

104. *Electricity and Magnetism* 3 s.h.
Every other year
Fundamentals of electromagnetic theory. Vector analysis, Maxwell's equations, electrostatics, magnetostatics, electromagnetic waves. Prerequisite: PHYS 12A. Corequisite: MATH 131 or permission of department.

118. *Modern Physics* 3 s.h.
Fall
Elements of relativity and atomic spectra, foundations of quantum theory, selected topics in wave mechanics, nuclear physics and solid state physics. Prerequisite: PHYS 12A or 18.

119, 120. *Nuclear Engineering Laboratory* 1 s.h. each
Periodically
Geiger, scintillation, gas flow and semiconductor detector counting; alpha, beta and gamma spectra; neutron cross sections and activation analysis. (3 hours laboratory.) Prerequisite or corequisite: PHYS 118.

125, 126. *Introduction to Stellar and Galactic Astrophysics* 3 s.h. each
Periodically
The technical bases of star, galaxy and extra galactic phenomena including birth and death of the various formations, stellar interiors and astrophysics, the physical principles underlying cosmic phenomena. Prerequisites: PHYS 11A & 12A, 11B, 12B and 118 or permission of chairperson.

127. *Lasers* 3 s.h.
Periodically
An introduction to the theory, design and applications of lasers: the technical nature of gas and solid state lasers including semi-conductor lasers, continuous and pulsed lasers, the physical bases of laser operations and applications. Prerequisites: PHYS 104, 118 and 135 or equivalent.

135. *Optics* 3 s.h.
Every other year
Propagation of light as an electromagnetic wave, its vectorial nature, relativistic optics, coherence and interference. Fresnel and Fraunhofer diffraction, the optics of solids, lasers and holography. Prerequisite: PHYS 104.

136. *Thermodynamics* 3 s.h.
Periodically
Laws of thermodynamics. Elements of kinetic theory and statistical mechanics. Prerequisite: PHYS 12A. Corequisites: CHEM 3A & 4A, 3B & 4B, MATH 29.

#Core course

137. *Optics Laboratory* 1 s.h.
Periodically
Laboratory to accompany PHYS 135.

140. *Mechanics* 3 s.h.
Every other Fall
Motion of a particle in one, two and three dimensions, motion of a system of particles, rigid bodies, gravitation, moving coordinate systems, wave propagation along a string, Lagrange's equations. Hamilton's equations. Prerequisites: PHYS 11A, 11B and differential equations.

141, 142. *Introduction to Theoretical Physics* 3 s.h. each
Every other year
Analytical treatment of mechanics, electricity and magnetism; Lagrange's and Hamilton's equations; Maxwell's equations applied to electricity and optics, quantum mechanics. Prerequisites: MATH 131, PHYS 118. Prerequisite or corequisite: PHYS 104, 140.

155, 156. *Modern Physics Laboratory I* 1 s.h. each
Once a year
Measurement of the atomic constants; atomic spectra; X-ray diffraction; mass spectroscopy; electron paramagnetic resonance; Rutherford scattering; vacuum deposition and thin films; nuclear physics including counting techniques, alpha, beta and gamma spectra, neuron cross sections and activation analysis. (3 hours laboratory.) Prerequisite or corequisite: PHYS 118.

157, 158. *Modern Physics Laboratory II* 1 s.h. each
Once a year
Additional laboratory work supplementary to 155, 156. Prerequisite or corequisite: PHYS 118.

159. *Introduction to Quantum Mechanics* 3 s.h.
Every other year
Fundamentals of quantum mechanics with applications to specific problems, approximation methods. Prerequisite: PHYS 118.

160. *Solid State Physics* 3 s.h.
Every other year
Crystal structure, diffraction of waves by crystals, specific heat of solids, dielectric properties, theory of metals, band theory of solids, semiconductors, dislocations. Prerequisite: PHYS 118.

161. *Nuclear Physics* 3 s.h.
Every other year
Nuclear properties, nuclear cross sections and scattering theory, nuclear spectra, nuclear models, elementary particles. Prerequisite: PHYS 118.

163, 164. *Research Projects in Physics* 1 s.h. each
Fall, Spring
Guided student research involving project proposal, design and construction of apparatus, measurement procedure and presentation of formal scientific report.

170 & 171. *Undergraduate Research*
Once a year
B.S. candidates and others who qualify will undertake a research project under individual faculty guidance. (1 hour conference, 6 hours laboratory.) Students may elect to continue undergraduate research for more than two terms. Permission of department chairperson is required.

Political Science (PSC)

Professor Landis, *Chairperson*

Associate Professor Feldman, Himelfarb, Perotti; Assistant Professors Dudek, Green, Kanatsu.

B.A. Specialization in Political Science: a minimum of 27 semester hours in political science including PSC 1, 2, 135 and 142 or 143. In addition, 18 semester hours distributed among at least four of the following departments: anthropology, economics (ECO 1 or 7 required), geography, history, philosophy, psychology and sociology.

All majors are required to take a comprehensive examination administered by the department in the senior year.

For both majors and non-majors, it is *strongly* recommended that, before taking advanced courses in American Government and Politics from the list below, PSC 1 be taken first. Only students who have a clear understanding of the workings of the American system of government should consider taking advanced courses in American Government and Politics without first taking the introductory course.

The preferred progression for specialization in political science is as follows:

I. *Introductory:* PSC 1, 2
II. *Intermediate:* PSC 132, 135, and 142 or 143.
III. *Advanced:* minimum of 15 semester hours selected from one or more of the following four areas:
   A. *American Government and Politics:* 105, 111, 114, 115, 120, 121, 122, 126, 127, 128, 129, 134, 147, 195 and Seminar 151.
   B. *Comparative Politics:* 108, 110, 118, 130, 132, 133, 139, 144, 146, 193 and Seminar 154.
   C. *International Relations and Politics:* 133, 134, 137, 192 and Seminar 152.
   D. *Political Theory:* 141, 142, 143, 148 and Seminar 153.

Reading courses PSC 161, 162 can relate to any of the above fields depending upon the focus desired.

Special Academic Projects Concentrating in Political Science, for enrollment, see page 122.

See complete B.A. requirements, page 79.

A Minor in Political Science consists of the successful completion of 18 semester hours of any combination of courses in the department, at least six hours in residence, with a grade of C- or higher in each course.

Minor in International Affairs, see page 217.

Washington Semester Program: the department supervises a select number of students with at least a junior standing and nine hours of credit in political science in an intern program for a full semester in Washington. Sixteen semester hours of credit are normally granted for satisfactory completion of the internship.

Local Internships: on a limited basis students may work in state or local government offices under the joint supervision of the Department of Political Science and the government unit on projects leading to academic credit.

Pi Sigma Alpha: a national political science honor society, see page 76.

Teaching of High School Social Studies, see page 291.

COURSES

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

NOTE: In each regular semester one of the courses in either the intermediate or the advanced category will be offered for four credit hours, such course to be designated by attaching to its regular number the suffix A.

1. *American Politics* # 3 s.h.
Fall, Spring
Analysis of ideas, institutions and processes of the system with frequent focus on current controversies. Credit given for this course or New College SPSG 2, not both.

2. *Comparative Politics* # 3 s.h.
See course description, page 322.

100. *Honors Essay* 3 s.h.
Fall, Spring
The research for and the writing of a substantial essay in the field of political science. Open only to senior political science majors who are eligible for and desire to graduate with departmental honors. Interested students must secure, before registration, written permission of the instructor who will supervise the essay.

105. *Contemporary Issues in American Politics* 3 s.h.
Once a year
The content, development, conflict over and consequences of major public policies; analysis of the policies and their relationship to the underlying social problems and forces.

108. *Politics of the Middle East* 3 s.h.
Once a year
Examination and study of the major political problems of the area; nationalisms and their unifying and dividing elements; international politics of the region; intranational patterns and conflicts; geographic, economic and strategic determinates; regional unity; and the Arab-Israeli conflict in both regional and international perspectives.

110. *African Politics* # 3 s.h.
Fall, Spring
Investigation of the political culture of Africa which combines indigenous heritage and culture with European colonial influences; and a comparative analysis of political development in African states including struggles for democratization, nation-building and socioeconomic development.

111. *Politics of Race in the United States* 3 s.h.
Every other year
An analysis in depth of the manner in which racial considerations have shaped the American political culture and the extent to which these considerations have affected the formation of public policy on all levels of government. The main emphasis, however, shall be on the national level.

113. *Technology and Defense Policy* 3 s.h.
Periodically
Emphasis on weapons technology (ABM's long range missiles, nuclear weapons) and how evolving technology influences and is in turn, influenced by changing policies in military security and arms control. Analysis of major U.S. policy decisions concerning strategies, arms control and military systems. The technological, environmental, political, strategic and budgetary factors affecting these decisions are examined. Same as TPP 113.

114. *Political Parties and the Voter* 3 s.h.
Fall
The role and functions of party organizations and interest groups, the political behavior of the electorate.

115. *State and Metropolitan Politics and Governments* 3 s.h.
Periodically
The politics, governments and policies of state and local governments, with emphasis on metropolitan areas including especially greater New York and Long Island.

118. *Political Economy of Turkey* 3 s.h.
See course descriptionn, page 322.

120. *Law and Politics: Judicial Process* 3 s.h.
Fall
Structure and functions of the judicial-legal process; political influences upon and policy impacts of judicial decision making; judicial recruitment, roles and motivation; the legal profession as judicial context.

121. *The American Presidency* 3 s.h.
Fall
The Presidency in the context of domestic and international politics; powers and duties of the office; the multiple roles of the executive, emergent problems, changing conditions and conceptions of the office, and proposals for change in the selection process and in the organization and operation of the office.

122. *Congress: National Legislative Process* 3 s.h.
Spring
Decision making in the legislative arena; functions and their changing character, constitutional and political sources of limitations of power and authority, the politics of party and constituency, internal processes and behavior.

126. *Politics of Public Administration* 3 s.h.
Spring
An introduction to the concepts involved in the execution of public policy: functions of bureaucracy, theories of organization, decision making and budgeting.

127. *Constitutional Law* 3 s.h.
Fall
Development and significance of American constitutional doctrines: judicial review, separation of powers, powers of President, Congress and Federalism. Credit given for this course or New College SPSG 4, not both.

128. *The Constitution: Political Freedom and Civil Liberties* 3 s.h.
Spring
Problems of racial equality, political and religious freedoms, limits on state and federal governments; the judicial function in defining the rights and duties of citizens. Prerequisite: PSC 127 or permission of instructor.

129. *The Administration of Justice in America* 3 s.h.
Periodically
Examination of criminal justice and of the meaning of due process of law, political and judicial responses to these issues.

130. *Latin American and Caribbean Politics* 3 s.h.
Every other year
Comparative study of selected aspects of Latin-American political behavior, with particular attention devoted to social stratification, political elites, power structures and political change. (Formerly *Latin-American Politics.*)

132. *Comparative European Governments* 3 s.h.
Fall, Spring
Comparative study of the social bases, institutions, methods and problems of the major governments.

133. *Politics of the European Union* 3 s.h.
Every other year
Study of the political forces affecting attempts at integration of the European Union. Includes economic relations, international relations and institutions. Comparison with other recent efforts at regional unification. (Formerly *Politics of the Common Market.*)

134. *American Foreign Policy* 3 s.h.
Once a year
Processes of foreign policy formulation and execution; the objectives, methods and consequences of major trends in American foreign policy; analysis and application of theoretical constructs.

135. *International Politics* 3 s.h.
Fall, Spring
Examination and analysis of basic factors of national power, the formation and execution of national policy and the interaction of nations in conflict and cooperation.

#Core course

137. *World Organization and International Law* 3 s.h.
Every other year
Patterns of world organization, problems of development and application of international law.

139. *Russia: Post-Soviet Politics* 3 s.h.
Periodically
Transitional politics in Russia and the former Soviet Republics, with consideration of theory and practices of communism in the Soviet era. (Formerly *Communism and Soviet Politics.*)

141. *American Political Thought* 3 s.h.
Periodically
Examination of major movements and theorists from colonial-puritanical beginnings to democratic socialism and the "New Left", from Thomas Paine and Thomas Jefferson to Herbert Marcuse and Michael Harrington. Credit given for this course or New College SPSG 1, not both.

142. *Western Political Theory: Plato to Hobbes* 3 s.h.
Fall
The great ideas, ideals and theories of man; authority, freedom and policy as seen in the works of the great theorists.

143. *Ideas in Conflict: Modern Democratic and Totalitarian Political Thought* 3 s.h.
Spring
The development of liberal democracy, of radicalism, socialism, anarchism and totalitarianism in the modern period.

144. *Asian Politics and Government* # 3 s.h.
Spring
A comparative study of government and the political process in selected Asian countries, the politics of transition to modern nation-states.

146. *China: Government and Politics* 3 s.h.
Every other year
The rise of communism in 20th-century China, governmental structure and policies, the roles of the Communist Party and ideology in the political process of a modernizing nation

147. *Public Opinion and Political Communications* 3 s.h.
Spring
The relation between personal traits, group needs and norms, social and economic forces, political persuasion and governmental decisions, studies in electoral and other political behavior, communication and opinion polling.

148. *Contemporary Political Analysis* 3 s.h.
Periodically
Examination of the various contemporary approaches to the study of politics; scope, methods and objectives of contemporary political analysis.

Seminars: PSC 151, 152, 153 and 154 are advanced courses in the analysis of major political problems involving reading, discussion and writing; includes two-hour weekly seminar sessions and individual conferences with instructor. Permission of department is required.

151. *Seminar: American Politics* 3 s.h.
Periodically
With the permission of the chairperson, this course may be repeated when the course content varies sufficiently from previous semesters.

152. *Seminar: International Politics* 3 s.h.
Periodically
With the permission of the chairperson, this course may be repeated when the course content varies sufficiently from previous semesters.

153. *Seminar: Political Theory* 3 s.h.
Periodically
With the permission of the chairperson, this course may be repeated when the course content varies sufficiently from previous semesters.

154. *Seminar: Comparative Politics* 3 s.h.
Periodically
With the permission of the chairperson, this course may be repeated when the course content varies sufficiently from previous semesters.

161, 162. *Readings* 1-3 s.h. each
Fall, Spring
Individualized reading course designed to meet special interests of the student and to fill gaps in the student's understanding of political science. Ordinarily open only to juniors and seniors who are capable of independent study. Prerequisite: written consent by a member of department to serve as the tutor.

192. *Workshop: United States in the United Nations* 3 s.h.
January
This workshop takes advantage of the facilities of the United States Mission to the United Nations in New York City. The focus is on the role of the U.S. in the U.N. and the relationship of that role to American foreign policy. Includes classroom work, on-site investigations and briefings by officials of the Mission and the U.N. Secretariat. Sessions at the U.N. in New York will be longer than the scheduled hours.

193. *Political Corruption* 2 s.h.
Periodically
A study of the characteristics of political corruption in a variety of contexts; analysis of standards, behavioral norms; administrative, legislative and electoral corruption; modernization and corruption. The approach will be comparative but the central focus is American politics.

195. *Introduction to Administration* 3 s.h.
Periodically
Identify patterns and principles of administration common to the fields of business, education, health and medicine, and public administration. The functional categories of decision making (planning), organizing, allocating resources, directing, controlling, communications and leadership are treated. Credit given for this course or EADM 200.

Portuguese (PORT)

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

1. *Elementary Portuguese* 3 s.h.
Fall
Fundamentals of structure. Oral drills.

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

3. *Intermediate Portuguese* 3 s.h.
Fall
Reinforcement of the structure of Brazilian-Portuguese through discussions and compositions based on selected readings on Luso-Brazilian culture and civilization. Prerequisite: Portuguese 2.

#Core course

4. *Intermediate Portuguese* 3 s.h.
Spring
Readings in contemporary Luso-Brazilian literature. Prerequisite: Portuguese 3.

Predental Studies

See Premedical Studies

Prelaw Studies

The term prelaw is used to identify any student interested in the study of law. While there is no set prelaw curriculum or major, a well-balanced academic program including English, public speaking, history, philosophy, political science, economics, natural science and language is recommended. A prelaw adviser is available for students in the Office of Academic Advisement. The prelaw adviser assists students in course selection and in planning for the Law School selection and application process. In addition, all students receive regular advisement in their respective academic department.

The Law School Admission Test, sponsored by the Law School Admission Council, is required of applicants to most law schools.

Premedical/Prehealth Professional Studies

The term "prehealth professional" is used to designate any course of study followed by a student whose goal is to attend a health related professional school following graduation from a university. These professional schools are in the fields of medicine, dentistry, osteopathy, podiatry, chiropractic, veterinary medicine and optometry, physical therapy, physician assistant, etc. The term prehealth professional is an administrative one designating those students who may need specialized preprofessional advisement prior to graduation. Hofstra offers majors which fulfill the requirements of these professional schools.

Health related professional schools require at least two and, in most cases, four years of college training for entrance. It is strongly recommended that students complete the requirements for the degree of Bachelor of Arts or Bachelor of Science. Students who plan to complete less than four years of undergraduate work will not be considered for recommendation to medical schools unless their work shows evidence of exceptionally high scholastic achievement in the basic sciences and general cultural subjects, combined with maturity of mind and purpose.

Students considering preprofessional training should be aware that evidence of high quality scholarship (reflected by grade point average greater than 3.0 and additional factors) is required for entry into professional schools for medicine, dentistry, optometry, osteopathy, podiatry, chiropractic, or veterinary medicine. The Premedical/Prehealth Professional Studies Office in the Academic Advisement Office encourages all such students with grade point averages 3.0 or better to register with the Premedical/Prehealth Professional Studies Office. Here the student will meet with the prehealth professional adviser and be given advice concerning the choice of a major and the necessary requirements for entering the various schools. The Premedical/Prehealth Professional Studies Office is the official liaision between the University and the health professional school. It is in this office that all pertinent information concerning the premedical/prehealth professional student is filed. Files of students whose cumulative grade point averages fall below 3.0 will be maintained in the office for one semester. If the grade point average remains below 3.0 the files will no longer be held. A student may resume registration with this office when their grade point average is raised above 3.0.

The major field of undergraduate study is left to the student's decision and should be based on intellectual interest. The student, however, must show mastery of the subject and advance beyond the elementary level. The use of good English, the power of clear thinking, and the ability to make good decisions are essential. Cooperation, intellectual honesty, initiative, and understanding of human relations in society, good character, personality, and cultural attainments are all requisites for admission to health related professional schools.

Basic knowledge of biology, chemistry and physics is necessary, and those desiring a major in the sciences are not discouraged from concentrating in these subjects, but it is not necessary that they do so. Courses in advanced mathematics are desirable preparation for quantitative methods in medicine, especially in research. Chemistry and biology should be started in the freshman year. Knowledge of a modern foreign language is recommended.

The Medical College Admission Test, sponsored by the Association of American Medical Colleges, administered by the American College Testing Program (ACT), is required of applicants for admission to most medical colleges. Dental students will take the Dental Aptitude Test. Other examinations may be required by other health related professional schools.

Students pursuing the premedical or prehealth professional studies curriculum should have very early advice to insure a selection of studies which will satisfy entrance requirements and the cultural needs of the health profession. Students who are candidates for a degree must have their programs approved by the adviser in the field of specialization, and copies of all programs *should* be filed in the Premedical/Prehealth Professional Studies Office.

Psychology (PSY)

Professor Kassinove, *Chairperson*

Professors Kaplan, Levinthal, Metlay, Motta, O'Brien, Paul, Sanderson, Schare, Schmelkin, Valenti; Associate Professors Barnes, Blaine, Cox, Dill, Guarnaccia, Johnson, Little, Meller, Ohr, Serper, Shahani-Denning, Tsytsarev; Assistant Professors Akin-Little, Barriere, Brown, Carter, Chaiken, Shapiro, Theodore.

The Leo A. Guthart Distinguished Professorship in Teaching Excellence is held by Dr. Liora Pedhazur Schmelkin, Professor of Psychology. See page 336.

The Dr. Mervin Livingston Schloss Distinguished Professorship for the Study of Disabilities. See page 337.

B.A. Specialization in Psychology: PSY 1, 140, 141; at least one course from the 190-199 series, plus 18 hours of electives in psychology (33 hours in all). At least six hours of electives must be selected from the following courses: PSY 110, 111, 159, 164, 171, 177 or 178. Students considering the possibility of graduate work are advised to take PSY 171, 177 and 178. In addition to a general course of study, in consultation with a departmental adviser, concentrations are available in clinical, counseling or school psychology, general or experimental psychology, industrial and organizational psychology, and careers in education or social work. Students who wish to be considered as psychology or interdepartmental majors must apply to the department and be assigned a department adviser.

See complete B.A. requirements, page 79.

Psi Chi: a national psychology honor society, see page 76.

A Minor in Psychology consists of the successful completion of 18 semester hours in psychology courses, under advisement, and at least six hours in residence. Students hoping to pursue graduate work in allied fields are urged to take an undergraduate course in statistics and at least one laboratory course in psychology.

Psychology majors may choose a minor in business (18 hours) with a specialization in personnel management, marketing re-

search or other approved business area. This combination is intended for those students who wish a B.A. degree in psychology, but do not anticipate continuing in graduate work in psychology. For information, contact Professor Kaplan.

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.

For additional psychology offerings, see New College listings. These courses may be taken only with the permission of New College and the Psychology Department.

PSY 1 is prerequisite to all psychology courses, except for PSY 7. Students completing PSY 7 must still complete PSY 1 before taking other psychology courses.

1. *Introduction to Psychology* 3 s.h.
Fall, Spring, Summer
Methods of investigation and basic principles of psychological functioning including perception, motivation, learning and personality theory; introduction to abnormal psychology including case studies, diagnostic terminology and diverse treatment modes. Various other psychological topics will be considered. Prerequisite to all other psychology courses. Credit given for this course or New College SPB 1, not both.

3. *Current Psychological Issues* 3 s.h.
Periodically
Detailed exploration of several psychological topics of important social relevance (e.g., recent topics have included mental health, alcoholism, drug addictions, interpersonal abuse, sexuality). Topics vary depending on their social significance. Guest speakers representing the fields of psychology, psychiatry and social work are featured. Students are required to submit independent research papers on each topic. Recommended for second-semester freshmen and sophomores.

7. *Fundamental Perspectives in Psychology* # 3 s.h.
Fall, Spring
Detailed examination of selected major areas of research in psychology, such as natural and artificial intelligence, and physiological and psychological aspects of emotionality.

12. *Psychology and the Law* 3 s.h.
Fall, Spring
An examination of the ways psychological principles are applied to the criminal justice field, family law and civil litigation. Topics include victim research, jury selection and courtroom procedures, psychological assessment of the offender, child custody procedures and divorce suits. Credit given for this course or New College SPG 10, not both. (Formerly PSY 112.)

26. *Psychology of Women* 3 s.h.
Once a year
Exploration of current research into the perceptual, motivational, physiological, intellectual and interpersonal aspects of the behavior of women. Emphasis will be placed on sex-role development and the impact on the feminine personality of prevailing attitudes about women. Prerequisite: junior standing or higher. (Formerly PSY 126.)

33. *Industrial Psychology* 3 s.h.
Fall, Spring, Summer
Study of psychological principles and methods, and their application to personnel testing, interviewing, selection, training and development, and performance appraisal. Credit given for this course or New College SPG 19, not both. (Formerly 32A.)

34. *Organizational Psychology* 3 s.h.
Fall, Spring, Summer
Study of psychological principles and methods, and their application to work motivation, job satisfaction, leadership, communication, job design, and organizational development.

35. *Psychology of Personality* 3 s.h.
Fall, Spring, Summer
Personality organization, factors influencing development, methods of appraisal and personality theories. Credit given for this course or New College SPG 2, not both.

36. *Workshop in Small-Group Behavior* 3 s.h.
Periodically
Analysis of small-group behavior together with the identification and evaluation of small-group properties. Leadership and membership functions will be explored and practiced as they relate to a variety of settings including business and industry, educational, governmental and community organizations. Practice in overcoming obstacles to effective interpersonnel relationships including t-group sessions. Open to juniors and seniors by permission. (Formerly PSY 130.)

37. *Industrial Behavior Modification* 3 s.h.
Once a year
An introduction to behavioral principles in organizations. Theoretical issues in organizational psychology and the quality of working life is examined from the perspective of laboratory based research of human behavior. The application of operant techniques to traditional industrial problems such as productivity, sales, attendance and safety. Management based on applied behavior analysis is contrasted with traditional motivational theories. (Formerly PSY 132.)

39. *Abnormal Psychology* 3 s.h.
Fall, Spring, Summer
Emotional and behavioral deviations, patterns of development, classification and treatment methods. Credit given for this course or New College SPG 14, not both.

53. *Child Psychology* 3 s.h.
Fall, Spring, Summer
Development of human behavior from the prenatal period through childhood. (Formerly PSY 153.)

54. *Adolescent Psychology* 3 s.h.
Fall, Spring, Summer
Development of behavior from adolescence through maturity. (Formerly PSY 154.)

55. *Psychology of the Mentally Retarded* 3 s.h.
Once a year
The physical, intellectual, social and emotional characteristics of the mentally retarded. Special consideration will be given to the various categories of mentally retarded children, to their educational requirements and their adjustment needs in the home and community. Related research findings will be summarized and evaluated. (Formerly PSY 155.)

57. *Clinical, Counseling and Community Psychology* 3 s.h.
Once a year
Theories, principles and practices for assessing personality and helping people in various settings to realize their potentials. Prerequisite: PSY 39 or permission of instructor. (Formerly PSY 157.)

58. *Theory and Principles of Psychotherapy* 3 s.h.
Once a year
Survey and classification of individual and group psychotherapies commonly used today. Comparative analysis of the principles and

#Core course

practices of the psychoanalytic, experiential and behavior schools of therapy as well as review of the different philosophical and psychological tenets which are basic to each of these systems. (Formerly PSY 158.)

60. *Psychology of Physical Disability* 3 s.h.
Once a year
Psychological factors in disability and adjustment to disability. (Formerly PSY 160.)

61. *Comparative Psychology* 3 s.h.
Once a year
Exploration of the ways in which comparisons among species have revealed general principles of behavior, including the roles of individual experience, evolutionary history, and physiological mechanisms. Specific topics include mating systems, parental care, aggression, cooperation, communication, and sensory systems. (Formerly PSY 161.)

62. *Psychology of Dreams* 3 s.h.
Once a year
The psychology of primary process thinking. Major theories of dreaming, e.g., Freud, Jung, Hall, Perls, etc. The course will deal with both theories and empirical data as well as practical applications. (Formerly PSY 162.)

63. *Adult Psychology* 3 s.h.
Once a year
The current status of psychological knowledge about adulthood and aging. A broad topical coverage of the chronology of adult experience using a problem-centered, interdisciplinary approach to understanding adulthood, maturity and old age. (Formerly PSY 163.)

65. *Psychological Aspects of Psychotropic Medication* 1 s.h.
Periodically
Current trends in psychotropic medication used to control atypical behavioral and emotional states. Emphasis will be on the positive and negative effects on normal and abnormal states. (Formerly PSY 165.)

76. *The Psychology of Hypnosis* 3 s.h.
Once a year
Major theories of hypnosis. The phenomena elicitable under hypnosis and its clinical application and techniques. The course will cover both research and clinical applications. Permission of instructor. (Formerly PSY 176.)

85. *Psychological Aspects of Human Sexual Behavior* 3 s.h.
Fall, Spring, Summer
Focus on behavioral, emotional and cognitive components of human sexual behavior. Normal and deviant syndromes are considered. Credit given for this course or New College SGG 1/ISGG 3. (Formerly PSY 185.)

88. *Theories and Practice of Interviewing* 3 s.h.
Periodically
Emphasis upon the data obtained from the initial interview, reporting of test findings and establishment of rapport. No liberal arts credit. (Formerly PSY 188.)

89. *Health Psychology and Behavioral Medicine* 3 s.h.
Once a year
Review and analysis of the current trend toward the integration of behavioral methodologies with diagnosed medical problems. Topics include the origins, theory and treatment regarding alcohol and chemical dependency, smoking, obesity, and stress-related disorders, as well as headache and other pain disorders. (Formerly PSY 189.)

100. *Honors in Psychology* 3-4 s.h.
Fall, Spring
The research for and the writing of a substantial essay in the field of psychology such as a major literature review or an original experiment. Open only to senior psychology majors who are eligible for and desire to graduate with departmental honors. Interested students must secure the written permission of a full-time faculty member who will supervise the project. An oral defense will be conducted at the conclusion of the project.

101. *Major Concepts in Psychology* 1 s.h.
Periodically
An in-depth exploration of a significant historical, theoretical, empirical or methodological concept in the field. Subjects vary, topics to be announced.

102. *Major Figures in Psychology* 1 s.h.
Periodically
An in-depth exploration of the contributions of one major theorist, researcher or practitioner in the field. The goal of the course is to gain understanding of the impact of this psychologist's life and work on the progress of psychological inquiry and perspective. Subjects vary, topics to be announced.

110. *Principles of Learning and Behavior* 3 s.h.
Periodically
Basic concepts and principles of learning and conditioning with animals and human beings. Prerequisite: PSY 141 or permission of instructor.

111. *Behavior Modification* 3 s.h.
Fall, Spring
Major principles of behavior modification through the application of reinforcement and token economies, techniques of self-control, desensitization, relaxation and biofeedback will be studied. Prerequisite: PSY 141 or permission of instructor.

140. *Measurement and Statistics* 4 s.h.
Fall, Spring, Summer
Application of fundamental statistical and measurement concepts to psychological data analysis and test construction. Topics include scales of measurement, measures of central tendency and variability, sampling and tests of significance, correlation, standard scores, reliability and validity. (3 hours lecture, 3 hours laboratory.) Credit given for this course or QM 1 or SOC 180 or BIO 100 or MATH 8 or New College S 91 or QTB 2.

141. *Research Methods and Design* 4 s.h.
Fall, Spring, Summer
Major principles of research and data collection techniques in experimental psychology. Laboratory work with animals and/ or human beings includes research in selected topics. (3 hours lecture, 3 hours laboratory.) Prerequisite: PSY 140 or equivalent. Students are advised to take this course no later than their junior year.

151 & 152. *Readings* 1-4 s.h. each
Fall, Spring
Individual written report based on assigned readings. Open only to seniors with permission of department chairperson.

159. *Social Psychology* 3 s.h.
Fall, Spring
Study of basic issues including social perception, prejudice, attitude theory and methodology. Prerequisite: PSY 141 or permission of instructor. Credit given for this course or New College SPG 9, not both.

164. *Perception and Cognition* 3 s.h.
Once a year
Presentation and discussion of explanatory models, experimental results and conclusions for the phenomena of perception, language, memory, problem solving and creative processes. Prerequisite: PSY 141 or permission of instructor.

171. *History of Psychology* 3 s.h.
Once a year
The historical development of significant psychological concepts, theories and systems. The focus and far-ranging content of this course serves to provide an overall synthesis of the major subfields of psychology. Designed for advanced undergraduate majors in psychology. Prerequisite: PSY 141 or permission of instructor.

173, 174. *Senior Seminar* 3 s.h. each
Periodically
Investigation of problems of theoretical interest in several areas of psychology. Sections will be planned for different topics. Prerequisite: permission of instructor.

177. *Biopsychology* 3 s.h.
Fall, Spring
Biological bases of language, sensation, perception, movement, arousal, sleep, motivation, emotionality, learning, memory, mental disorders, and drug-taking behavior. Prerequisite: PSY 141 or permission of instructor. Credit given for this course or New College SPG 13/NGG 1. (Formerly *Physiological Psychology.*)

178. *Psychological Testing* 3 s.h.
Periodically
Review of basic measurement concepts. Examination of tests of intelligence, personality, attitude and special abilities. Ethical issues in psychological testing. Prerequisite: PSY 141 or permission of instructor.

179. *Practicum in Psychological Testing* 3 s.h.
Periodically
Practice under supervision of administration and evaluation of tests suitable for use in job analysis and personnel psychology. No liberal arts credit.

180. *Work Motivation: Theory and Applications* 3 s.h.
See course description, page 322.

181. *Leadership and Group Processes* 3 s.h.
See course description, page 322.

182. *Advanced Data Analysis* 1 s.h.
Once a year
Advanced data analytic skills such as multiple regression, path analysis, and MANOVA are taught using statistics software. Prerequisite: PSY 140 or equivalent. (Formerly PSY 82. *Computer Statistics for the Behavioral Sciences.*)

183. *Capstone Research Integration Course* 3 s.h.
See course description, page 322.

190. *Research Seminar: Cognitive Psychology* 4 s.h.
Once a year
Problems and methods of research on selected areas of human cognition, such as perception, memory, and problem solving. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141, and either PSY 111 or 164 or 177 or equivalent. (Formerly *Research Seminar: Experimental Psychology.*)

192. *Research Seminar: Operant Behavior* 4 s.h.
Every other year
Study and selected applications of behavioral laws typical of such problem areas as motivation, discrimination learning, punishment, etc. Practical experience with procedures and apparatus used with animal subjects will be provided in weekly laboratory sessions. Prerequisite: PSY 141.

194. *Research Seminar: Biopsychology* 4 s.h.
Periodically
Demonstrations and practice of the basic techniques used in modern research in physiological psychology. (3 hours lecture, 3 hours laboratory.) Prerequisite: PSY 141, 177 or equivalent. (Formerly *Research Seminar: Physiological Psychology.*)

196. *Research Seminar: Developmental Psychology* 4 s.h.
Fall, Spring
Problems and methods of psychological research focusing on children and adolescents. Examination of basic experimental designs and consideration of ethical issues in developmental psychological research. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141, and 53 or 54.

197. *Research Seminar: Industrial Psychology* 4 s.h.
Once a year
Problems and methods of psychological research in organizational and industrial settings. Examination of basic experimental designs. Fieldwork will be included. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141 and either 33 or 34 or 111 or equivalent.

198. *Research Seminar: Social Psychology* 4 s.h.
Every other year
Experience in selected areas including small group processes, attitude change, leadership, laboratory exercises and fieldwork will be included. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141 and 159 or equivalent.

199. *Research Seminar: Clinical Psychology* 4 s.h.
Once a year
Evaluation of clinical research in the areas of assessment and diagnosis, psychopathology models and psychotherapy effectiveness. Several laboratory projects will be carried out. Prerequisites: PSY 39, 141.

Publishing Studies

See English

Public Affairs

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

Associate Professor of Political Science Himelfarb, *Adviser*

Minor in Public 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 taken outside the student's major department.

A. Required
   PSC 105. *Contemporary Issues in American Politics,* 3 s.h.
B. Three semester hours chosen from *each* of the following categories, for a total of six semester hours:
   1. The Values Context of Public Policy
      ECO 144. *History of Economic Thought,* 3 s.h.
      150. *Modern Economic Theory,* 3 s.h.
      PHI 20. *Social & Political Philosophy,* 3 s.h.
      PSC 141. *American Political Thought,* 3 s.h.
      142. *Western Political Theory: Plato to Hobbes,* 3 s.h.
      143. *Ideas in Conflict: Modern Democratic & Totalitarian Political Thought,* 3 s.h.
   2. The Makers and Implementers of Public Policy
      PSC 120. *Law & Politics: Judicial Process,* 3 s.h.
      121. *The American Presidency,* 3 s.h.
      122. *Congress: National Legislative Process,* 3 s.h.
      126. *The Politics of Public Administration,* 3 s.h.

C. Nine semester hours chosen from one of the following policy areas:

1. Communications Issues
   - MASS 104. *Media & the Law,* 3 s.h.
   - PSC 147. *Public Opinion & Political Communication,* 3 s.h.
   - TPP 116. *Technology & Communications Policy,* 3 s.h.

2. Economic Issues
   - BLAW 114. *Labor & Employment Law,* 3 s.h.
   - ECO 7. *Explorations of Current Economic Issues,* 3 s.h.
   - ECO 125. *Monetary Economics,* 3 s.h.
   - ECO 131. *Government & Business,* 3 s.h.
   - ECO 132. *Intermediate Macroeconomics,* 3 s.h.
   - ECO 136. *Public Finance & Fiscal Policy,* 3 s.h.
   - ECO 141C. *Labor Economics,* 3 s.h.
   - ECO 143. *Economic Development,* 3 s.h.

3. Environmental and Energy Issues
   - BIO 114. *General Ecology,* 3 s.h.
   - CHEM 185. *Environmental Chemistry,* 3 s.h.
   - ECO 10. *Economics, Environment & Community,* 3 s.h.
   - GEOG 102. *Population, Resources & Environment,* 3 s.h.
   - GEOL 5. *Environmental Geology & Natural Hazards,* 3 s.h.
   - GEOL 9. *Introduction to Earth Resources,* 3 s.h.
   - GEOL 10. *Environmental Geology,* 3 s.h.
   - HPFS 68. *Environmental Health,* 3 s.h.
   - TPP 1. *Introduction to Environmental Systems,* 3 s.h.
   - TPP 110. *Energy & Society,* 3 s.h.
   - TPP 115. *Environmental Planning,* 3 s.h.

4. Health Issues
   - ANTH 117. *Medical Anthropology,* 3 s.h.
   - HPFS 63. *Community Health Care & Services,* 3 s.h.
   - HPFS 65. *Ethical, Legal & Critical Health Problems,* 3 s.h.
   - HPFS 68. *Environmental Health,* 3 s.h.
   - HPFS 160. *International Health Issues,* 3 s.h.
   - SOC 8. *Sociology of Substance Abuse,* 3 s.h.
   - SOC 104. *Sociology of Health & Medicine,* 3 s.h.

5. International Issues
   - ANTH 32. *Women & Development,* 3 s.h.
   - BLAW 117. *Law in the Global Economy,* 3 s.h.
   - ECO 142. *International Economics,* 3 s.h.
   - HPFS 160. *International Health Issues,* 3 s.h.
   - PSC 134. *American Foreign Policy,* 3 s.h.
   - PSC 135. *International Politics,* 3 s.h.
   - PSC 137. *World Organization and International Law,* 3 s.h.
   - SOC 32. *Women & Development,* 3 s.h.
   - TPP 113. *Technology & Defense Policy* (same as PSC 113), 3 s.h.

6. Legal Issues
   - BLAW 20. *Introduction to Legal Systems, Environment & Contracts,* 3 s.h.
   - BLAW 114. *Labor & Employment Law,* 3 s.h.
   - BLAW 116. *Cyberlaw: Law for the Internet and Technology,* 3 s.h.
   - ECO 171. *Law & Economics,* 3 s.h.
   - PHI 120. *Philosophy of Law,* 3 s.h.
   - PHI 121. *Philosophical Views on Crime & Punishment,* 3 s.h.
   - PHI 122. *Morality & the Law,* 3 s.h.
   - PSC 128. *The Constitution: Political Freedom & Civil Liberties,* 3 s.h.
   - PSC 129. *The Administration of Justice in America,* 3 s.h.
   - SOC 7. *Crime & Delinquency,* 3 s.h.
   - SOC 170. *Sociology of Law,* 3 s.h.
   - SOC 172. *Sociology of Corrections,* 3 s.h.

7. Racial Issues
   - ANTH 101. *The Native Americans,* 3 s.h.
   - ANTH 137. *Race & Ethnicity: an Anthropological Perspective,* 3 s.h.
   - ECO 121. *Economics of Discrimination,* 3 s.h.
   - FDED 114. *The Education of America's Minority Groups,* 3 s.h.
   - PSC 111. *Politics of Race in the United States,* 3 s.h.
   - SOC 134. *Race Relations in the United States,* 3 s.h.

8. Science and Technology Issues
   - BIO 3. *Biology in Society,* 3 s.h.
   - BIO 10. *Genetics & Society,* 3 s.h.
   - TPP 112. *Technology & Human Values* (same as PHI 9), 3 s.h.
   - TPP 117. *Technology Assessment,* 3 s.h.

9. Urban Issues
   - ECO 165. *Urban & Regional Economics,* 3 s.h.
   - GEOG 103. *Urban Geography,* 3 s.h.
   - PSC 115. *State & Metropolitan Politics & Governments,* 3 s.h.
   - SOC 37. *Parenting, Poverty & Social Policy,* 3 s.h.
   - SOC 141. *Urban & Community Studies,* 3 s.h.
   - TPP 114. *Technology & Urban Problems,* 3 s.h.

10. Women's Issues
   - ANTH 32. *Women & Development,* 3 s.h.
   - SOC 32. *Women & Development,* 3 s.h.
   - SOC 37. *Parenting, Poverty, & Social Policy,* 3 s.h.
   - SOC 160. *Sociology of Gender,* 3 s.h.
   - SPCM 53. *Gender & Intercultural Issues in Communication,* 3 s.h.
   - WST 1. *Introduction to Women's Studies,* 3 s.h.

Public Relations

See JOURNALISM, page 222.

Quantitative Methods (QM)

Administered by the Department of Business Computer Information Systems and Quantitative Methods. Professor Affisco, *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 Business Statistics* 3 s.h.
Fall, Spring
Collection, classification, presentation and use of statistical data in solving business problems. Topics include descriptive statistics, probability, decision analysis, estimation and hypothesis testing. No credit for both this course and MATH 8 or BIO 100 or PSY 140 or SOC 180 or QM 201.

122. *Intermediate Business Statistics* 3 s.h.
Fall, Spring
Builds upon and continues the work introduced in QM 1. Topics include statistical quality control, analysis of variance, chi-square test and the analysis of contingency tables, simple and multiple regression, correlation, and time series models with applications to business forecasting. Prerequisites: BCIS 10 or 14 and QM 1.

146. *Statistical Techniques for Total Quality Management* 3 s.h.
Once a year
Modern statistical techniques for the implementation of Total Quality Management. Statistical methods including control

charts and process capability, and acceptance sampling for variables and attributes are discussed. Other topics include Taguchi methods, information technology and quality, and management of the quality improvement process. Prerequisite: QM 122, or the equivalent and permission of the department chairperson.

150. *Business Forecasting* 3 s.h.
Periodically
Various forecasting procedures utilized in business settings are covered in order to analyze time-series data. Topics include regression analysis, smoothing procedures, decomposition methods, seasonal models and Box-Jenkins concepts. Actual business problems are emphasized. Software packages are utilized. Prerequisites: BCIS 10 or 14 and QM 122.

160. *Applied Data Modeling* 3 s.h.
Periodically
Builds on the regression and correlation concepts introduced in QM 122. Topics include advanced regression modeling, financial modeling and categorical data analysis. Techniques are applied to solve a variety of business problems. Extensive use of SAS computer software. A course project is required. Prerequisites: BCIS 10 or 14 and QM 122.

184. *Deterministic Models in Operations Research* 3 s.h.
Periodically
Formulation and solution of mathematical programming models with specific business applications will be stressed. Topics include linear programming and its ramifications, network models and integer programming. Prerequisites: QM 122 and junior class standing or above. Same as MGT 184.

185. *Probabilistic Models in Operations Research* 3 s.h.
Periodically
Operations research concepts involving uncertainty are explored with applications to business related problems. Topics include inventory models, queuing theory, simulation and stochastic process. Prerequisite: QM 122.

Reading (READ)

Administered by the Department of Literacy Studies. Professor Taylor, *Chairperson*

During the 2002-2003 academic year a number of new course initiatives are being infused into the existing curricula. Students should consult with faculty advisers for program details of the changes being introduced.

For descriptions of LYST courses, see page 228.

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

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

The master's, professional diploma and doctoral degree programs in reading are registered with the New York State Department of Education, and the master's and professional diploma programs meet certification requirements.

The Reading Program offers two undergraduate courses and a variety of academic programs for the graduate student.

The Reading/Writing Learning Clinic offers noncredit clinical services for the University and for the community at-large.

Undergraduate Courses

The undergraduate offering consists of two developmental reading courses, READ 11, and the advanced course, READ 12. READ 12 may be applied toward liberal arts credit. These courses focus on developing the higher-level reading skills essential for the most efficient acquisition of knowledge through written communication, discursive and nondiscursive.

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.

Undergraduate Courses

11. *Development of College Reading* 3 s.h.
Fall, Spring
Diagnosis of each student's reading abilities followed by a developmental program emphasizing efficient study-reading techniques, vocabulary development, rate and comprehension.

12. *Development of College Reading* 3 s.h.
Fall, Spring, Summer
Development of advanced reading power covering both speed and depth of comprehension. Emphasis on writing patterns and analytical and critical evaluation processes in communication. May be applied toward liberal arts credit.

Rehabilitation Counseling (REHB)

Center for Special Education and Rehabilitation, See Page 24.

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

Associate Professor Lechowicz, *Program Director*

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.

Undergraduate option: one undergraduate elective is available, REHB 175. All other rehabilitation counseling courses are open to undergraduates with permission of the Program Director.

175. *Rehabilitative Services: An Introduction* 3 s.h.
Periodically
Overview of rehabilitation services including philosophy, principles and structure of the rehabilitation process. Impact of disability from a psychological, social and vocational point of view. Academic study is augmented with field trips to various rehabilitation facilities in the Long Island area.

180 through 189, A-Z. *Workshops* 1-3 s.h. each
Periodically
Designed to meet the needs of specific groups of students or rehabilitation counselors from individual agencies.

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

191. *American Sign Language I* 3 s.h.
Fall, Spring
Introduction to American Sign Language (ASL), including the semantic, grammatical, and syntactic components of the language as it is used by members of the deaf community. Interactive learning techniques in the classroom are supplemented by field visits and outside reading to enhance student skills in work with deaf individuals as well as people with autism or mental retardation who use sign language. Emphasis is placed on communication skills in educational, therapeutic and rehabilitation settings.

192. *American Sign Language II* 3 s.h.
Fall, Spring
Advanced instruction in American Sign Language (ASL), with emphasis on semantic, grammatical, and syntactic components of the language as it is used by members of the deaf community. Interactive learning techniques stressing receptive ASL skills, deaf culture expectations on behavior, and field trips to apply skills in a variety of educational, therapeutic and rehabilitation settings with individuals who are deaf, autistic or mentally retarded and who use sign language. Prerequisite: REHB 191 or equivalent.

193. *American Sign Language III* 3 s.h.
Periodically
This is the third course in a series, and is designed to review, develop, and refine proficiency in the student's knowledge and use of American Sign Language. Emphasis is on demonstrating expressive skills in the language. The course will include discussion of current issues and trends affecting the American Deaf Community. Prerequisites: REHB 191, 192, or permission of instructor.

Religious Studies (RELI)

Administered by the Department of Philosophy and Religious Studies. Associate Professor Dardis, *Chairperson*

Minor in Religious Studies is an interdisciplinary program dealing with the nature of religion and its scholarly study. The minor consists of 18 semester hours chosen from among the courses listed below, at least six hours of which must be from among the philosophy offerings. At least six credits must be taken in residence.

The minor in religious studies should be planned with an adviser in order to adapt it to the needs, abilities and preferences of the individual student. Students who contemplate graduate study in religion or professional study in seminary or Rabbinical school after graduation, are especially encouraged to consult with the program adviser early in their undergraduate careers.

Associate Professor of Philosophy Frisina, *Adviser*

ANTH 3. *The Primitive World & Its Transformations* #, 3 s.h.
ANTH 116. *Religion in Cross-Cultural Perspective* #, 3 s.h.
AH 114. *Tribal Arts,* 3 s.h.
AH 118. *Pre-Islamic & Islamic Art,* 3 s.h.
AH 165. *Asian Art,* 3 s.h.
CLL 39. *Mythologies & Literature of the Ancient World* #, 3 s.h.
CLL 40. *Literature of the Emerging Europe* #, 3 s.h.
CLL 131. *Comparative Mythology,* 3 s.h.
HIST 7C. *Jesus of Nazareth,* 1 s.h.
HIST 31. *Jewish History from the Patriarchal Period to the Age of Emancipation,* 3 s.h.
HIST 120. *Reformation Europe, from Luther to Richelieu,* 3 s.h.
HIST 128, 129. *Christian Churches from the New Testament Era to the Present,* 3 s.h. each
JW ST 10. *The Bible: Ancient & Modern Perspectives* #, 3 s.h.
JW ST 13, 14. *The Bible & Its Interpretation Through the Ages,* 3 s.h. each
JW ST 15, 16. *Foundations of Jewish Tradition & Culture,* 3 s.h. each
JW ST 19. *Post-Biblical Literature,* 3 s.h.
PHI 30. *"God",* 3 s.h.
PHI 102. *Mysticism & the Spiritual Quest* #, 3 s.h.
PHI 103. *Life, Death & Immortality* #, 3 s.h.
PHI 111. *Philosophy & the Holocaust* #, 3 s.h.
PHI 163. *Philosophy of Religion* #, 3 s.h.
RELI 12. *Introduction to Western Religious Traditions* #, 3 s.h.
RELI 15. *Introduction to Eastern Religious Traditions* #, 3 s.h.
RELI 50. *Islam* #, 3 s.h.
RELI 75. *Mysticism & the Spiritual Quest* #, 3 s.h.
RELI 80. *Life, Death & Immortality* #, 3 s.h.
RELI 100. *Modern Religious Thought* #, 3 s.h.
RELI 150. *Approaches to the Study of Religion*, 3 s.h.
SOC 105. *Religion & Society*, 3 s.h.

COURSES

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

12. *Introduction to Western Religious Traditions* # 3 s.h.
Once a year
Survey course concentrating on Judaism, Christianity and Islam. Students compare various forms of myth, ritual and sacred scripture, and analyze the structure of religious community and experience. (Formerly PHIL 61.)

15. *Introduction to Eastern Religious Traditions* # 3 s.h.
Once a year
Survey course concentrating on Indian, Hindu and Buddhist traditions, with some attention to the religions of China and Japan. Emphasis on tracing two basic lines of Eastern religious behavior and thought: sectarian and folk devotionalism, and the elite philosophical and meditational traditions. (Formerly PHIL 60.)

50. *Islam* # 3 s.h.
See course description, page 322.

75. *Mysticism and the Spiritual Quest* # 3 s.h.
Periodically
Mysticism is traditionally defined as the yearning for direct connection to a transcendent reality and is referred to as the esoteric dimension of religious search. Though evident as a global phenomenon, mystical traditions most notably developed in the monotheistic faiths of Judaism, Christianity and Islam, as well as in the many religious traditions of India, China, Japan and ancient Greece. A cross-cultural exploration of the meanings, definitions, practices and common themes of mysticism via a study of original texts (in translation) from different parts of the world. Same as PHI 102. Credit given for this course or PHI 102, not both. (Formerly PHIL 69.)

80. *Life, Death and Immortality* # 3 s.h.
See course description, page 322.

85. *Comparative Religious Ethics* # 3 s.h.
See course description, page 323.

100. *Modern Religious Thought* # 3 s.h.
Periodically
Development of modern religious thought from Hume to the present. Attention given to such topics as: religion as morality (Kant); as subjectivity (Schleiermacher, Kierkegaard); as related to nature (Whitehead); as related to history (R. Niebuhr); and as reflected in American Naturalism (Santayana, Dewey). Course is introduced by a survey of some of the factors that undermined religious authority in the 18th century. Recurrent motif of the course is the relationship between modern religious thought and the history of modern philosophy. Prerequisite: PHI 10 or RELI 12 or permission of instructor. (Formerly PHIL 126.)

120. *Religious Traditions of Ancient India* 3 s.h.
See course description, page 323.

#Core course

140. *Special Topics in Religion* 3 s.h.
See course description, page 323.

150. *Approaches to the Study of Religion* 3 s.h.
Periodically
Examination of basic methodological issues and problems in the cross-cultural study of religion. Discussion of theories of religion from several points of view, e.g., sociological, psychological, anthropological and structuralist. Attention given to such philosophical problems associated with cross-cultural study as the nature of reality, the relativity of knowledge and belief, the nature of interpretation, functionalism and the explanation of human behavior. (Formerly PHIL 62; PHIL 62A.)

155. *Sikhism* 3 s.h.
See course description, page 323.

191. *Independent Study in Religious Studies* 1-3 s.h.
Fall, Spring
Individualized plan of study developed by student in consultation with, and with the approval of a member of the faculty, approved by Religious Studies Adviser who will serve as tutor for the course. Prerequisites: approval of instructor and Religious Studies Adviser.

Research (RES)

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

Professor Gellman, *Program Coordinator*

COURSES

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

119. *Introduction to Research and Writing in Health* 3 s.h.
Once a year
Concepts and methodology in modern scientific inquiry leading to writing skills in the field of health research. Strategies in reading and interpreting the professional literature as preliminaries for the communication of research ideas and findings in this domain.

124. *Introduction to Grant Funding and Proposal Development in the Field of Health* 3 s.h.
Once a year
Introduction to the principles of grant proposal preparation and the identification of funding sources. Strategies in performing needs assessments and seeking program funding as preliminaries to proposal development in the field of health.

Romance Languages and Literatures (RLL)

The following areas are administered by this department and listed independently: Bilingualism, French, Italian, Italian Studies, Portuguese, and Spanish.

Professor Bussell-Thompson, *Chairperson*

Professors D'Acierno, DaSilva, McNair, Powell, Schwab; Associate Professors Cao, Jean; Assistant Professors Anastasio, Dini, Janer, Loucif, Sampedro, Ultsch, Zapata.

Russian (RUS)

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

Associate Professor Mihailovic, *Adviser*

Major and minor requirements in Russian, see page 149.

For Russian Literature in Translation courses, see page 229.

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 Russian* 3 s.h.
Fall
Fundamentals of structure. Oral drill.

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

3. *Intermediate Russian* 3 s.h.
Fall
Grammar review. Conversational approach. Selected readings. Prerequisite: RUS 2 or equivalent.

4. *Intermediate Russian* 3 s.h.
Spring
Readings in Russian economics, geography, history and politics; or readings of short stories and plays by Pushkin and Chekhov; or readings in scientific Russian. Reading material will depend upon the interest of the class. Prerequisite: RUS 3 or equivalent.

4S. *Scientific Russian* 3 s.h.
Periodically
Survey of Russian science. Readings from contemporary scientific articles. Reading material will depend upon the interest of the class. Prerequisite: RUS 3 or equivalent. Given upon sufficient demand.

5. *Advanced Readings* 3 s.h.
Periodically
Development of the reading skill. While the foreign language, spoken and written, will be the basis of classwork and written assignments, the course will aim at attaining the stage of liberated reading. Given upon sufficient demand.

100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial essay in the field of Russian. 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 Russian Language* 3 s.h. each
Three-year cycle, one course each semester (may be taken in any order)
An integrated sequence of courses which gradually develops the student's proficiency in the spoken language, in writing (including structure) and reading. Text material ranges from simple stories to more sophisticated language including culture and civilization subjects. 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.

Prerequisites for 151 *through* 154: 101 *and* 102, *or permission of instructor.*

151 through 154. *Masterpieces of Russian Literature* 3 s.h. each
Three-year cycle, one course each semester (may be taken in any order)
The primary objective is to develop each student's ability in the critical reading of outstanding authors in Russian 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., social problems, the role of "the superfluous man," the Father and Son theme, freedom and happiness, love and fate, the problems of goodness and evil) which will be pursued by private reading followed by written and/or oral reports to the class. The student who has taken the four courses in this sequence will have gained an adequate insight into literary genres and movements as well. A detailed personal record of reading progress will be maintained to assure the systematic development of each student's facility in literary criticism.

Saturday College at Hofstra University

Saturday College Office: 142 University College Hall, Telephone: (516) 463-5225
Bernard J. Firestone, *Dean*
Kenneth Henwood, *Associate Dean*
Ellen DaVolio, *Coordinator of Student Services*
Jillian E. Lang, *Administrative Assistant*

Bachelor of Science in Professional Studies

Saturday College awards the degree of Bachelor of Science in Professional Studies, with concentrations in computer technology and organization and leadership studies. The program is interdisciplinary in both conception and design. Courses within the program are drawn from Hofstra College of Liberal Arts and Sciences, the Zarb School of Business, the School of Communication and New College. Students receive a solid grounding in the liberal arts, complemented by more specialized work to enhance their value and versatility in the workplace.

The mission of Saturday College is to enrich the lives and enhance the professional opportunities of its students by providing a high quality, full-time degree program that is adapted to the needs and schedules of busy adults. Saturday College serves mature, non-traditional students who wish to earn an undergraduate degree in four years while continuing with full-time career and family responsibilities.

We provide a small, caring and supportive college environment dedicated to the educational success of our students. Enfolding our college are the libraries, museum, computer laboratories, exercise and athletic facilities—the whole panoply of cultural, educational and recreational resources available within a great university—that are at the disposal of Saturday College students.

The Student Body

Saturday College admits mature, non-traditional students who wish to complete an undergraduate degree within four years without interrupting their career and life responsibilities. It is designed for serious, goal-oriented students who know the value of their time and the importance of an education. Saturday College accepts applications from candidates with no prior college education; we also accept students who have already completed some college course work. Saturday College students enjoy the same high quality education that students receive in other undergraduate programs at Hofstra, and they work with the same outstanding faculty.

Admission to Saturday College

Saturday College admits a new class twice each year, in the fall and again in the spring. Students wishing to begin their studies in the fall semester (starting in mid-August) need to complete their application by mid-May. Students wishing to begin in the spring semester (starting in mid-January) need to complete their application by mid-October.

The Academic Calendar

Students in Saturday College attend classes in convenient Saturday modules, completing two courses every eight weeks. Each eight-week session has 10 class meetings. Students attend eight Saturday classes plus two Sunday classes each session. Typically, classes meet on three Saturdays and one weekend per month.

Saturday college divides the academic year into five eight-week sessions. Students complete two courses (6 credits) each eight-week session. In five sessions (one year), students complete 10 courses (30 credits). This pace allows graduation within four years.

Although the forty weeks of classes each year are demanding, both shorter and longer breaks are built into the calendar. Breaks for Labor Day and Thanksgiving, a five-week break in December/January, a spring break, a two-week break in May and three weeks in late July/August are designed to refresh and re-charge our students. The careful design of the calendar allows our students to progress rapidly, to measure their progress regularly, and to be full-time students at Hofstra while having full-time career and family responsibilities.

The Curriculum

The Saturday College curriculum includes four tiers of courses:
1. Liberal Arts and Sciences Curriculum (14 courses, 42 credits)
2. Professional Curriculum: Business, Economics and Interpersonal Communication (8 courses, 24 credits)
3. Concentrations:
   a. Computer Technology (7 courses, 21 credits)
   b. Organization and Leadership Studies (7 courses, 21 credits)
4. Electives (4 courses, 12 credits)

Total: 40 courses, 120 credits, required for graduation.

In this curriculum, two sets of core courses, one in liberal arts and sciences and the other in business and communication, provide a solid educational grounding. They are complemented by two concentrations, one in computer science and the other in organization and leadership studies that allow for more focused, specialized study. Electives allow students to follow interests or to fill educational needs.

The concentrations in Computer Technology and Organization and Leadership Studies allow students to acquire expertise in significant areas of contemporary professional life, equally important in the private, public and non-profit sectors. The combination of business and business-related courses provide students with the vocabulary and tools vital to every aspect of the twenty-first century economy. The solid grounding in the liberal arts assures graduates that they know how to continue learning, adapt to changing circumstances, and have an appreciation for the larger rhythms and deeper implications of our human lives.

Unique Components

The Transitional Seminar: 1 course, 3 credits
To help students meet the challenges of this curriculum, Saturday College offers a specially designed transitional seminar, *Introduction to Academic Research and Writing.* This important seminar is part of the liberal arts component of the degree. It helps prepare students, even if they have been out of school for many years, for their studies. The course covers the practical aspects of academic research and writing including library, computer and writing skills, as well as the critical skills involved in making, substantiating and communicating good arguments.